XVIII. APPENDIX TABLE OF CONTENTS

Please note that although California Education Code (E.C.) is referenced throughout the application, the Appendix only includes the full language of the E.C. if it relates to a required element or evidence as called for in the application.

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STATE WORKPLAN

- Goals, activities, responsible parties, and time lines (combined from all necessary sections for the reader's convenience)

(B)(3): Timeline for Transitioning to New Standards and Assessments			
Activities	**Responsible Party**	**Math**	**ELA**
Goal: Transition to new standards and assessments			
Curriculum Commission (CC) approves plan, timeline, and CFCC application	Curriculum Commission (CC)	May 2010	May 2010
SBE adopts common core standards (must be by Aug 2, 2010)	State Board of Education (SBE)	July 2010	July 2010
SBE launches framework development	SBE	July 2010	July 2010
Recruit CFCC	CC	Done	July-Oct 2010
Host 4 focus groups	CC	Done	September 2010
SBE appoints CFCC	SBE	July 2010	January 2011
CFCC work 5-6 months (5 meetings)	CFCC	September-February 2011	February-June 2011
Curriculum Commission sends out framework for initial field review with online survey (60 day comment period)	CC	March-May 2011	July-September 2011
Curriculum Commission acts on draft framework and approves timeline and reviewer application for instructional materials adoption (60 day comment period)	CC	May-July 2011	Oct-Dec 2011
SBE adopts framework and launches adoption process for follow up materials	SBE	July 2011	January 2012
Recruit reviewers–90 days	CC	July-Oct 2011	January-April 2012
Submission list date to publishers	CC	January 2012	September 2012
Publishers deliver materials; materials are posted	CC	February 2012	November 2012
Independent review	CC	February-April 2012	November 2012-February 2013
Curriculum Commission holds public meeting to receive comments on review panel reports	CC	May 2012	March 2013
Develop professional development modules on the new curriculum frameworks	CDE	July 2011	January 2012

(B)(3): Timeline for Transitioning to New Standards and Assessments			
Activities	**Responsible Party**	**Math**	**ELA**
SBE adopts follow up instructional materials	SBE	July 2012	May 2013
Final print materials ready for delivery to LEAs	CDE	Aug 2012	July 2013
Develop new assessments	CDE	July 2011	January 2012
Adopt new assessments	SBE	July 2012	January 2013
Implement new assessments	CDE	Spring 2013	Spring 2014

(C)(2)& (C)(3): Data Systems to Inform Instruction		
Activities	**Responsible Party**	**Timeline**
Goal: Ensure the data elements in the statewide longitudinal system reflect needs of stakeholders		
Expand the data elements in the State's longitudinal data system	CDE; CSIS	2010-2014
Goal: Ensure the State's data system is fully accessible and highly useful to participating LEAs as well as a broad range of education stakeholders		
Create a single data portal with clear communication and presentation of all state data.	CDE	2010-2014
Goal: Ensure that schools use local instructional improvement systems		
Assist LEAs in assessing needs regarding local instructional improvement systems.	CDE	2010-2011
Goal: Ensure participating LEAs, principals, and teachers receive support and professional development on effective data use		
Coordinate professional learning communities (PLCs) on data use to inform instruction	CDE, Regional system of support	2010-2014
Produce professional development modules in collaboration with participating LEAs	CDE, Regional system of support	Winter 2010 develop; ongoing monitoring
Extend the Brokers of Expertise portal to include more examples of effective local practice.	CDE	2010-2014
Goal: Ensure data from local instructional improvement systems and state data are available and accessible to researchers		
Develop and implement state-level process to ensure public education data is fully available to the extent allowed under law	CDE; Education Data IRB Committee	2010-2014

(D)(2): Improving teacher and principal effectiveness based on performance		
Activities	**Responsible Party**	**Timeline**
Goal: Develop and implement teacher and principal evaluation based in significant part on growth in student achievement		
Develop a new accountability model that measures individual achievement growth of students each year	SBE, CDE	2010-2011
Develop voluntary State models for evaluating teachers and principals (SBE approval of Evaluation Advisory Group report)	SBE, CTC, CDE	2010
Encourage LEAs to develop their own teacher and principal evaluation models	SBE, CDE	2010-2011
Ensure high quality with State guidelines for evaluations	SBE, CTC, CDE	2010
Develop tools and resources to support implementation of new evaluation systems	SBE, CTC, CDE	2010-2011
Develop professional development to support implementation of high quality models	SBE, CTC, CDE	2010-2014
Document and study the new evaluation systems	SBE, CTC, CDE	2012-2014
(D)(3): Ensuring equitable distribution of effective teachers and principals		
Goal: Ensure equitable distribution across schools, subjects and specialty areas		
Establish metrics to support monitoring	SBE, CTC, CDE	2010-2011
Develop a system for monitoring	CDE	2011-2012
Provide technical assistance to Participating LEAs	SBE, CDE, Regional Support System	2013-2014
(D)(4): Improving the effectiveness of teacher and principal preparation programs		
Goal: Improve the effectiveness of teacher and principal preparation programs		
Collaborate with IHEs to develop plan for Statewide implementation of an evaluation system	SBE, CTC, CDE	2010-2011
Goal: Use assessment results to inform decisions about preparation and credentialing options and programs		
Report results online	CTC, SBE, CDE	2012-2014
Incorporate results into program accreditation	CTC	2013-2014
Expand or revise programs based on results	CTC, IHEs	2013-2014
(D)(5): Providing effective support to teachers and principals		
Goal: Provide effective, data-informed support and professional development		
Provide high quality induction for all teachers	SBE, CTC, CDE	On-going
Develop options for principal induction	SBE, CTC, CDE, Regional Support System	2010-2014
Ensure that all teachers and leaders receive foundational knowledge on instructional materials	SBE, CDE	2011-2014
Establish a system of support and professional development that is based on performance evaluation results	Participating LEAs	2011-2014
Provide regionalized assistance to LEAs in developing that system of support and	CDE, SBE, Regional Support System	2011-2014

professional development		
Goal: Train and support a Cadre of Turnaround Leaders		
Develop and provide training for turnaround specialists	CDE, SBE	2010-2014
Support turnaround mentoring	CDE, Participating LEAs	2010-2014
Goal: Measure, evaluate, and continuously improve the effectiveness of the supports		
Track participation in and outcomes from major state funded induction and professional development programs	SBE, CTC	2010-2014

(E): Turning Around the Persistently Lowest-Achieving Schools		
Activities	**Responsible Party**	**Timeline**
Goal: Identify the State's persistently lowest-achieving schools		
Define State's persistently lowest-achieving schools	CDE/SBE	January 2010 (and January of each subsequent year)
Goal: Establish clear and strong accountability measures for the persistently lowest-achieving schools to ensure student success		
Review and approve plans for participating LEAs' transition to the intervention models for their persistently lowest-achieving schools	SBE	2011-2014
Set and implement clear consequences for LEAs with persistently lowest-achieving schools that do not turnaround within three years	SBE	2010-2014
Goal: Provide strong and ongoing state and regional supports for LEAs to effectively select and implement intervention models appropriate for their students and staff		
Provide tools and resources to LEAs selecting and launching the four intervention models.	CDE; Regional system of support; outside organizations with experience in parent outreach	2010
Develop a cadre of turnaround principals through a Turnaround Principal Institute (See (D)(5))	See (D)(5)	See (D)(5)
Create a Regional Charter Innovation Center	CDE/SBE	Fall 2010
Coordinate PLCs for turning around the lowest-achieving schools	CDE; Regional system of support	Winter 2010-2014
Goal: Provide additional resources and supports to LEAs that will allow for lasting change after the schools implement the turnaround models.		
Provide challenge funds for programs that will improve learning for students of all ages	CDE/SBE	2011-12 school year only
Foster the development of LEA partnerships for on-going success	SBE	2010-2014
Goal: Learn from our successes (and our failures) to continuously improve		
Collect information from LEAs to learn from other innovative strategies to turn around schools.	CDE	2010-2014
Conduct evaluation of four intervention models in the lowest-achieving schools to examine implementation and determine effects of the models.	CDE	2011-12 through 2013-14
Coordinate and participate in cross-state learning.	CDE	2013

Appendix Section A:

State Success Factors

(A)(1)

Articulating State's education reform agenda and LEA participation

California's State Achievement Goals

Adequate Yearly Progress (AYP) Targets 2002-2014

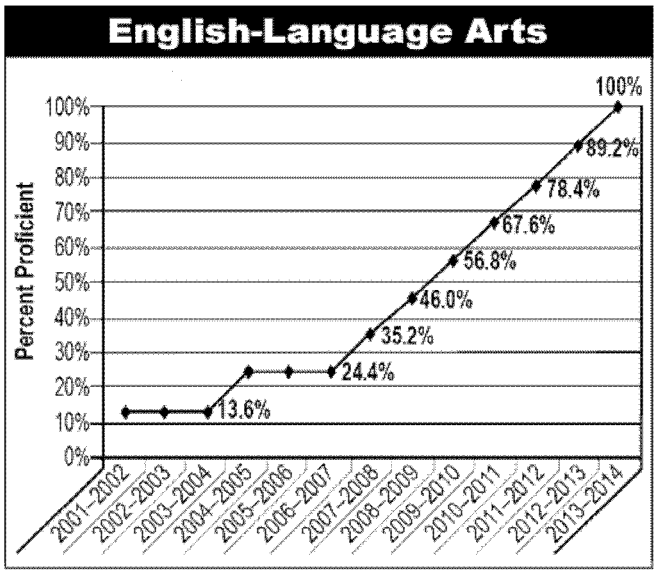
Schools and LEAs must meet requirements in four areas to make AYP:

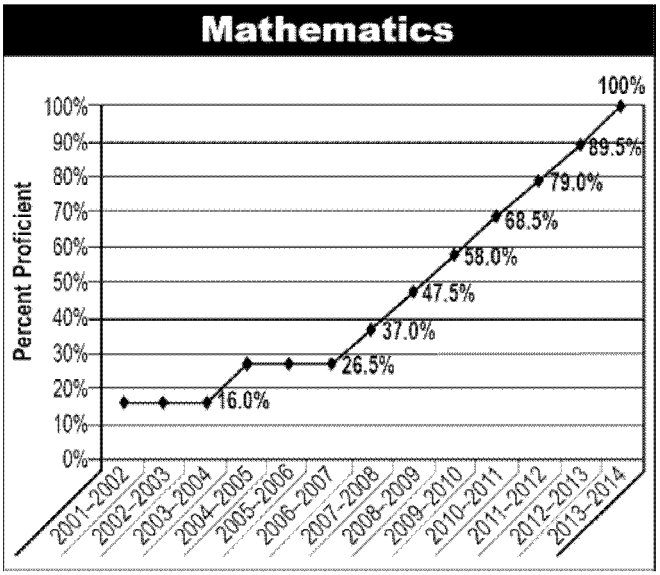
1. **Participation Rate – 95%**
2. **Percent Proficient – Annual Measurable Objectives (AMOs)**
3. **Additional Indicator – API**
4. **Graduation Rate**

Requirements 1 and 2 apply at the school, LEA, and subgroup levels.
Requirements 3 and 4 apply at the school and LEA levels.

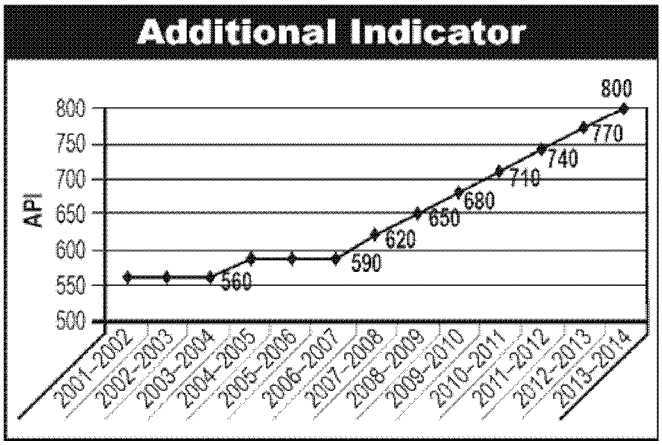
Elementary and Middle Schools and Elementary School Districts

- **Participation Rate – 95%** (schoolwide/LEA-wide and subgroups)
- **Percent Proficient – Annual Measurable Objectives (AMOs)** (schoolwide/LEA-wide and subgroups)



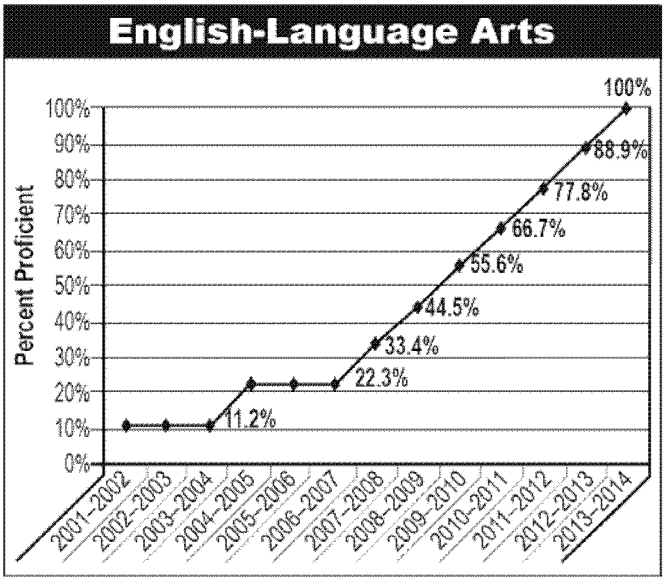


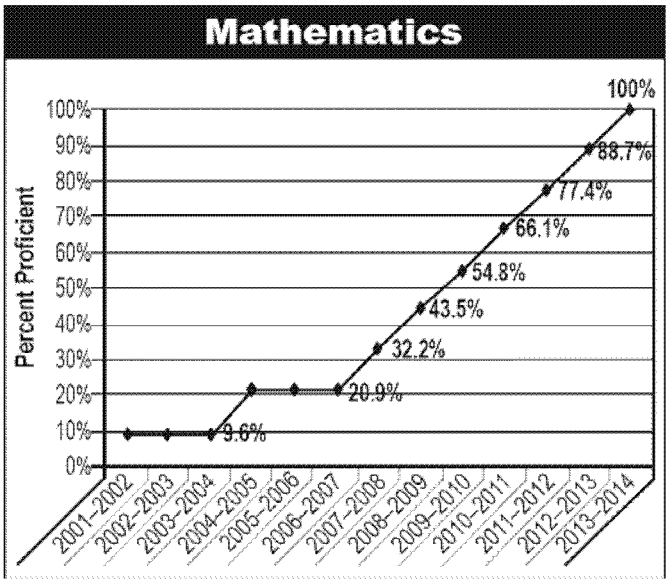
- **Additional Indicator – Growth in the API of at least one point OR a minimum API score** (schoolwide/LEA-wide)



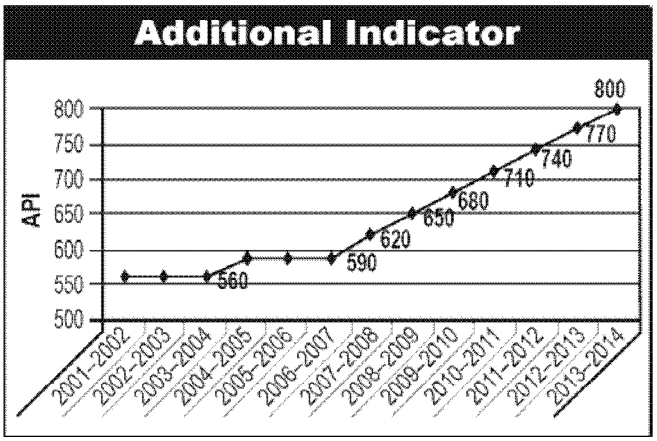
High Schools and High School Districts
(with students in any of grades nine through twelve)

- **Participation Rate – 95%** (schoolwide/LEA-wide and subgroups)
- **Percent Proficient – Annual Measurable Objectives (AMOs)** (schoolwide/LEA-wide and subgroups)

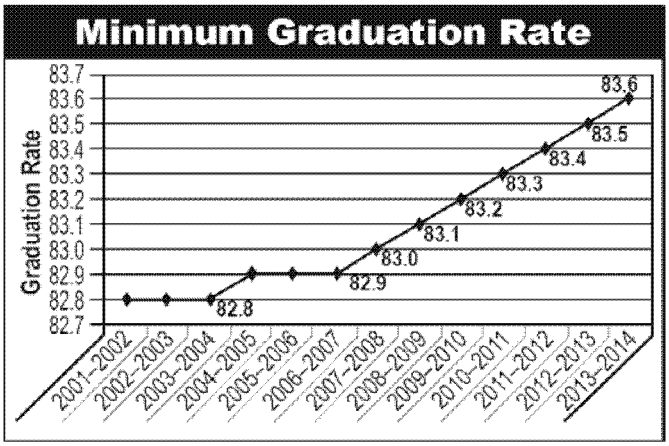




- **Additional Indicator – Growth in the API of at least one point OR a minimum API score** (schoolwide/LEA-wide)



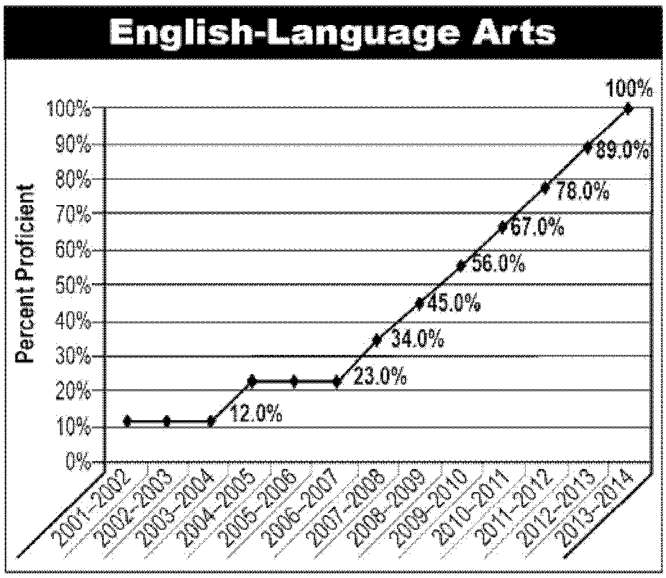
- **Minimum graduation rate OR improvement of at least 0.1 from the previous year's rate OR improvement in the rate of at least 0.2 in the average two-year rate** (schoolwide/LEA-wide)

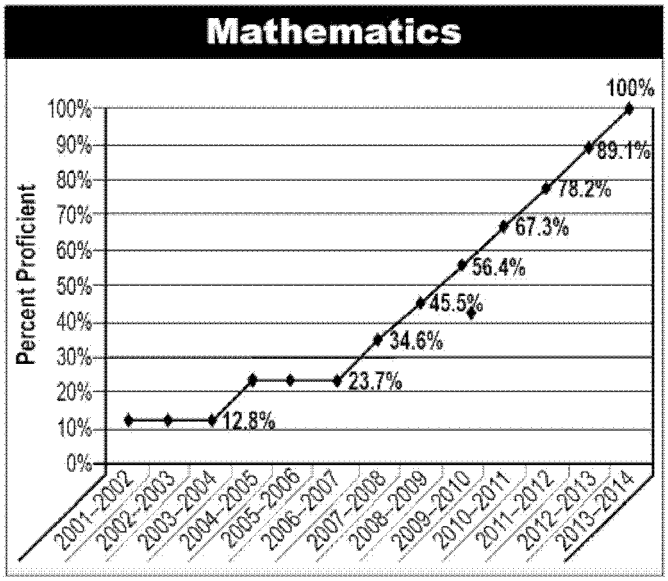


Unified School Districts, High School Districts, and County Offices of Education (COEs)

(with students in any of grades two through eight and nine through twelve)

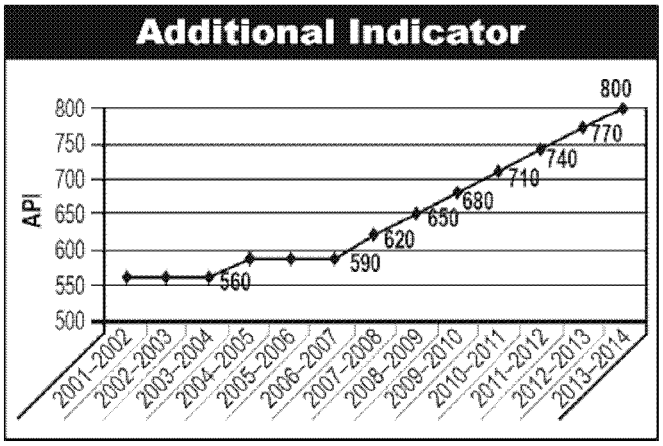
- **Participation Rate – 95%** (schoolwide/LEA-wide and subgroups)
- **Percent Proficient – Annual Measurable Objectives (AMOs)** (schoolwide/LEA-wide and subgroups)

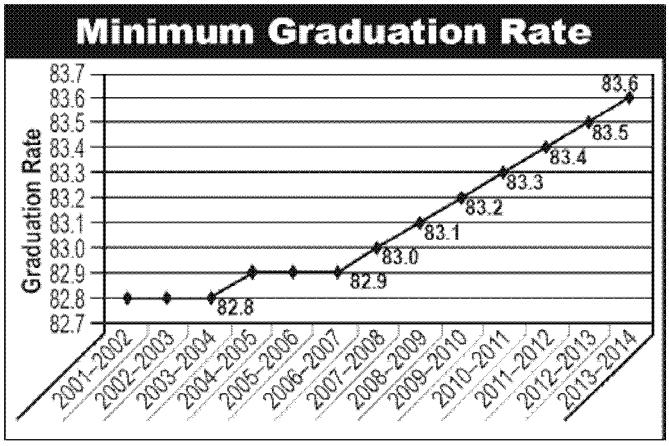




- **Additional Indicator – Growth in the API of at least one point OR a minimum API score** (schoolwide/LEA-wide)

- **Minimum graduation rate OR improvement of at least 0.1 from the previous year's rate OR improvement in the rate of at least 0.2 in the average two-year rate** (schoolwide/LEA-wide)





CAREER AND TECHNICAL EDUCATION AND MULTIPLE PATHWAYS

In California Career and Technical Education (CTE) programs involve a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with career or postsecondary education opportunities. In May of 2005, California took a big step forward in improving our CTE offerings when the State Board of Education adopted the California Career Technical Education CTE Model Curriculum Standards. The standards, written for grades seven through twelve, specify learning goals in 58 career clusters organized around 15 industry sectors. In January 2007 the Board adopted the CTE Framework designed to assist the field in planning and delivering a rigorous and relevant CTE curriculum that increases student achievement.

Taken together the CTE standards and framework bolster California's standards-based education system by incorporating cutting-edge knowledge about career options, technology, and skills required for success in adult life. A strong CTE program is critical if California is to meet the challenges inherent in its diverse, rapidly changing education, economic, policy, and workforce environment.

The State believes that strengthened CTE programs have the potential to reduce high school dropout rates, close the achievement gap, and improve student preparation for college and careers.

Among the many and varied alternatives for students would be to select from a variety of pathways each of which would provide a multiyear program of integrated academic and technical study that is organized around a broad theme, interest area, or industry sector This approach is designed to provide access to the range of courses required for admission to our state university systems, a sequence of at least four CTE courses (integrated to the extent possible with the academic courses required for university admission), work-based learning experiences, as well as counseling and academic support.

California looks forward to expanding a variety of approaches to CTE through Race to the Top and to assess the impact of each. The continued strengthening of CTE, in all of its forms of delivery, has the potential to make high school a more engaging and cohesive experience for students while increasing their career and postsecondary education options and opportunities.

In the end, we fundamentally believe that Career Technical Education improves academic achievement, make school more relevant, provides students with new career and educational opportunities and is vital for the long-term health of California's economy.

California's Race to the Top
Participating Local Educational Agency (LEA)
Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between the State of California and _____ ("Participating LEA"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates the Participating LEA is agreeing to implement all of the State's proposed reform plans ("State Plan" listed in Exhibit I) should the State's application be approved by the U.S. Department of Education (ED).

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee:

1) As a condition for participating in and receiving an allocation of funds under the State's Race to the Top program, must enter into an agreement with the State that will describe more specifically the mutual responsibilities of the State and LEA for planning and implementing the State's plan. The agreement will include the final scope of work and must be produced in collaboration with the State after participation in statewide conversations with participating LEAs. The agreement must be provided to the State within 90 days of the Race to the Top award to the State and must be approved by the State.

The agreement will include a detailed work plan describing specific goals, activities timelines, budgets, key personnel, and annual targets for key performance measures. The work plan must be consistent with the LEA's preliminary scope of work in this Memorandum of Understanding, with the approved State plan, and with further guidance that the State may provide. The State will approve the LEA for funding based on the scope and quality of the workplan and the LEA's capacity to implement the plan and address at the local level significant elements of the State's approved plan in a meaningful and high quality way. The agreement between the State and the LEA will also detail the State's responsibilities for providing or coordinating technical assistance, professional development, and other support for

the LEA in carrying out these functions, and how the State and LEA activities will be sequenced.

2) Will implement the LEA Plan as identified in this MOU, including Exhibits I (See Attachment 2.) and II (the agreement to be reached consistent with Section II-A-1) of this agreement;

3) Will, over the course of the project, work in good faith with the State and other participating LEAs to identify needs for modifications to the project and to make appropriate modifications in order to achieve the core goals of the project;

4) Will actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");

5) Will post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned that were developed using funds under the Race to the Top grant;

6) Will participate, as requested, in any evaluations of this grant conducted by the State or ED;

7) Will be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;

8) Will participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibit I and in the agreement to be developed under Section II-A-1 above;

2) Timely distribute the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA's approved work plan described in Section II-A-1 above;

3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and

4) Provide or coordinate technical assistance, professional development, and support consistent with Section II-A-1 above.

C. JOINT RESPONSIBILITIES

1) The State and the Participating LEA will collaborate in good faith to ensure alignment and coordination of State and local planning and implementation activities in order to effectively and efficiently achieve the core goals of the State's plan, consistent with their respective roles under State law and policy.

2) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.

3) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.

4) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

5) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including, for example, putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

1) Has all requisite power and authority to execute this MOU;

2) Is familiar with the State's Race to the Top grant application and is supportive of and will work to implement the entire State plan, as defined by the State, and consistent with Exhibit I;

3) Will provide a Final Scope of Work and detailed work plans consistent with Section II-A-1 above if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will enter into an agreement with the State consistent with Section II-A-1 above; and
4) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, upon termination for non-compliance, or upon mutual agreement of the parties, whichever occurs first.

Nothing in this Memorandum of Understanding shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers. By way of the signatures below, the LEA and local collective bargaining representative agree to confer in good faith over matters within the scope of the MOU and agree further that those portions of the MOU subject to collective bargaining shall be implemented only upon the agreement of the LEA and the local collective bargaining representative.

Please submit a statement of intent to participate by December 31, 2009 by e-mail to info@caracetothetop.org.

Please submit a copy of the signed MOU in PDF format by e-mail to info@caracetothetop.org or by fax to the California Department of Education at 916-319-0100 on or before January 8, 2010.

VI. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required:

_____
Signature/Date

_____
Print Name/Title

President of Local School Board (or equivalent, if applicable):

_____
Signature/Date

_____
Print Name/Title

Local Teachers Union Leader (if applicable):

_____
Signature/Date

_____
Print Name/Title

Authorized State Official (required)

By its signature below, the State hereby accepts the LEA as a Participating LEA.

_____
Signature/Date

_____
Print Name/Title

Exhibit I: PRELIMINARY SCOPE OF WORK

The LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

(In addition to this checklist, within 90 days of the announcement of the State's Race to the Top award, the LEA must provide an agreement to be known at Exhibit II, as described in Section II-A-1 of this MOU.)

Elements of State Reform Plan	**LEA Participation Required Elements**
A. Standards and Assessments	
(B)(3) Supporting the transition to enhanced standards and high-quality assessments by informing state standards about adopting the common core standards, informing the State in its transition to statewide implement of the common core standards, offering professional development related to new state curriculum, and piloting a new student growth accountability data.	**Yes**
B. Data Systems to Support Instruction	
(C)(3) Using data to improve instruction:	
(i) Implementing/enhancing and using a local instructional improvement system (see definition provided by the U.S. Department of Education) that provides teachers, principals, and administrators, with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness	**Yes**
(ii) Offering professional development to teachers and school leaders related to using data to inform instructional improvement	**Yes**
(iii) Make data from the instructional improvement system available to researchers pending appropriate local approval of such data requests in order to	**Yes**

Elements of State Reform Plan	LEA Participation Required Elements
ensure the protection of student and employee rights to privacy	
(iv) Using formative assessments (either by using state-developed formative assessment items or using your LEA's formative assessments that are already aligned to state standards)	**Yes**
(v) Collecting and providing data elements required by Race to the Top (e.g., data related to the evaluation of teachers and leaders) as well as additional research-based data (e.g. student attendance data, teacher attendance data) to the State as collaboratively agreed to by the participating LEAs and the State	**Yes**
C. Great Teachers and Leaders	
(D)(2) Improving teacher and principal effectiveness based on performance:	
(I) Utilize the state-developed growth accountability model to measure student growth	**Yes**
(ii) Design/refine and implementing rigorous, transparent, and fair evaluation systems for teachers and principals that use multiple measures that include student growth as a significant factor and area designed with teacher and principal involvement	**Yes**
(iii) Conduct annual evaluations of teachers and principals and providing teachers and principals with data on student growth for their students, classes, and schools.	**Yes**
(iv)(a) Use evaluations to inform development of teachers and principals including providing relevant coaching, induction support, and/or professional development	**Yes**

Elements of State Reform Plan	LEA Participation Required Elements
(iv)(b) Use evaluations to inform decisions on compensation, promotion, and retention of teachers and principals, including by providing opportunities for highly effective teachers and principals to obtain additional compensation and be given additional responsibilities	**Yes**
(iv)(c) Use evaluations to inform decisions on tenure and/or full certification of teachers and principals using rigorous standards and streamlined, transparent and fair procedures	**Yes**
(iv)(d) Use evaluations to inform removal of ineffective teachers and principals who have had ample opportunities to improve, and ensure that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures	**Yes**
(D)(3) Developing and implementing a plan to ensure equitable distribution of effective teachers and principals:	
(i) High-poverty and/or high-minority schools	**Yes**
(ii) Hard-to-staff subjects and specialty areas such as mathematics, science, and special education.	**Yes**
(D)(5) Providing effective support to teachers and principals which includes:	
(i) Providing effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals	**Yes**
(ii) Measuring and/or participating in evaluation of the effectiveness of these this professional development for teachers and principals	

Elements of State Reform Plan	LEA Participation Required Elements
D. Turning Around the Lowest-Achieving Schools	
(E)(2) If your LEA has one of the State's lowest-achieving schools, turn around these lowest-achieving schools using one of the four intervention models (i.e., turnaround model, restart model, school closure, or transformation model) as specified in the Race to the Top Application	**Yes**
(E)(3) For all LEAs, document LEA turnaround efforts to assist low-performing schools	**Yes**
State-Local Collaboration	
Collaboratively determining specific student achievement and program implementation benchmarks in an LEA and working with the State to reach these benchmarks in order to achieve district and statewide goals for student outcomes	**Yes**
Participating in statewide communities of practice; collaboration with an appropriate partner for capacity building and support; and participate in statewide or regional training opportunities on the four assurance area	**Yes**

In addition, LEAs are strongly encouraged to commit to one or more of the following priority initiatives in their preliminary scope of work:

Voluntary Elements	(Please indicate with a "Yes" or "No" those areas in which your district will also participate.)
Address Science, Technology, Engineering, and Math (STEM) needs of students and staff by working with industry experts, museums, universities, research centers, and/or other STEM-capable community partners to • Prepare and assist teachers in integrating STEM content across grades and disciplines; • Promote effective and relevant instruction; and/or • Offer applied learning opportunities for students.	
Explore innovative uses of technology to improve learning, especially focused on all types of differentiated instruction.	
Engage in a concerted effort to improve instruction for English learners, including building communities of practice and sharing promising practices.	
Improve the quality of early childhood education by helping students better transition between preschool and kindergarten.	
Build on afterschool programs and community partnership efforts as a means to increase learning time, especially among low performing schools.	
Develop multiple pathways for students in High School and additional Career Technical Education options.	

Summary Table for (A)(1)(ii)(b)

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	804	100%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	804	100%
(ii) Professional development on use of data	804	100%
(iii) Availability and accessibility of data to researchers	804	100%
(iv) Using formative assessments	804	100%
(v) Collecting and providing data elements required by Race to the Top	804	100%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	804	100%
(ii) Design and implement evaluation systems	804	100%
(iii) Conduct annual evaluations	804	100%
(iv)(a) Use evaluations to inform professional development	804	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention	804	100%
(iv)(c) Use evaluations to inform tenure and/or full certification	804	100%
(iv)(d) Use evaluations to inform removal	804	100%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	804	100%
(ii) Hard-to-staff subjects and specialty areas	804	100%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	804	100%
(ii) Measure effectiveness of professional development	804	100%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	804	100%
(E)(3) For all LEAs, document LEA turnaround efforts to assist low-performing schools	804	100%
State-Local Collaboration		
Collaboratively determining specific student achievement and program implementation benchmarks in an LEA and working with the State to reach these benchmarks in order to achieve district and statewide goals for student outcomes	804	100%
Participating in statewide communities of practice; collaboration with an appropriate partner for capacity building and support; and participate in statewide or regional training opportunities on the four assurance area	804	100%
Voluntary Elements of State Reform Plans		
Address Science, TechNlogy, Engineering, and Math (STEM) needs of students and staff by working with industry experts, museums, universities, research centers, and/or other STEM-capable community partners.	235	29.2%
Explore innovative uses of technology to improve learning, especially focused on all types of differentiated instruction.	301	37.4%
Engage in a concerted effort to improve instruction for English learners, including building communities of practice and sharing promising practices.	286	35.6%
Improve the quality of early childhood education by helping students better transition between preschool and kindergarten.	218	27.1%
Build on afterschool programs and community partnership efforts as a means to increase learning time, especially among low performing schools.	246	30.6%
Develop multiple pathways for students in High School and additional Career Technical Education options.	192	23.9%

Section A

Detailed Table for (A)(1)(iii)

		LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																				
Number	Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions	(B)(3)	(C)(1)(i)	(C)(3)(ii)	(C)(3)(iii)	(C)(3)(iv)	(C)(3)(v)	(C)(3)(vi)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)	(D)(2)(v)	(D)(2)(vi)	(D)(2)(vii)	(D)(3)(a)	(D)(3)(b)	(D)(3)(c)	(D)(3)(d)	(D)(3)(e)	(D)(3)(f)	(E)(2)(i)	(E)(3)
					Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/
					N/	N/	N/	N	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/	N/
	Name of LEA here				NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
1	Academia Avance	1	285	253	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
2	Academy Charter School	*	*	*	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
3	Academy for Academic Excellence	1	988	171	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
4	Accelerated Charter	1	810	768	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
5	Accelerated Elementary Charter	1	132	98	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
6	ACE Charter School San Jose	1	95	88	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
7	Achieve Charter School of Paradise	1	150	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
8	Alameda Unified School District	19	10271	3234	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
9	Albert Einstein Academy Charter Middle School	1	244	110	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
10	Alhambra Unified School District	18	18749	12566	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
11	All Tribes Charter	1	52	29	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
12	Allensworth Elementary School Disrict	1	86	83	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
13	Alpaugh Unified School District	5	433	376	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
14	Alpine County Office of Education	*	*	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
15	Alta Dutch Flat Union Elementary School District	2	118	54	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
16	Alta Vista Public Charter	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
17	Alum Rock Union Elementary	28	13816	12200	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
18	Alview-Dairyland Union School District	2	370	241	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
19	Alvina Elementary Charter School District	1	195	0	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
20	American Indian Public Charter School II	1	157	134	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
21	American Union School District	1	336	256	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
22	Anderson Union High School District	7	2164	1109	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
23	Anderson Valley Unified	3	546	429	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
24	Animo Film and Theater Arts Charter High School	1	155	154	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
25	Animo Inglewood Charter High School	1	531	380	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
26	Animo Jackie Robinson Charter High School	1	411	393	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
27	Animo Justice Charter High School	1	396	320	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
28	Animo Leadership Charter High School	1	574	475	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
29	Animo Locke #1 Charter High School	1	169	166	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
30	Animo Locke #2 Charter High School	1	163	167	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
31	Animo Locke #3 Charter High School	1	174	166	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
32	Animo Locke #4 Charter High School	*	*	*	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
33	Animo Locke ACE Academy Charter High School	*	*	*	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
34	Animo Locke Tech Charter High School	1	289	259	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
35	Animo Pat Brown Charter High School	1	403	386	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
36	Animo Ralph Bunche Charter High School	1	408	381	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
37	Animo South Los Angeles Charter High School	1	531	385	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
38	Animo Venice Charter High School	1	550	443	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
39	Animo Watts Charter High School	1	313	271	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
40	Antelope Valley Learning Academy	1	275	38	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
41	Antelope Valley Union High School District	14	26159	14041	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

* These LEAs do not currently have demographic information, including enrollment and percentage of students in poverty, for a variety of reasons including that the LEA: 1) is a school that is new and therefore does not yet have data in the system; 2) is a Regional Occupational Program (ROP)--technically an LEA--does not submit enrollment counts separate from their school district; 3) is a county office of education (COE) overseeing a single district whose enrollment is counted at the district level; or 4) there is a data issue we are currently working to resolve.

Section A

		LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																			
Number	Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions	(B)(3)	(C)(3)(C)	(C)(3)(ii)	(C)(3)(iii)	(C)(3)(v)	(C)(3)(x)	(i) (2)(D)	(ii) (2)(D)	(iii) (2)(D)	(v)(v)(2)(D)	(vi)(v)(2)(D)	(x)(v)(2)(D)	(ix) (2)(D)	(x) (2)(D)	(xi) (2)(D)	(b)(3)(D)	(ii)(3)(D)	(iii)(3)(D)	(iii)(3)(D)	(2)(E)	(3)(E)
42	Antioch Charter Academy	1	193	NA	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
43	Antioch Charter Academy II	1	105	5	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
44	Antioch Unified School District	28	19422	9885	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
45	Apple Valley Unified School District	18	15150	8555	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
46	Arcadia Unified School district	11	9813	1247	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
47	Arcata School District	5	922	471	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
48	Architecture, Construction, & Engineering Charter - Camarillo	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
49	Arcohe Union School District	1	479	225	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
50	Arroyo Paseo Charter High School	1	144	122	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
51	Aspire Alexander Twilight College Preparatory Academy	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
52	Aspire Antonio Maria Lugo Academy	1	197	195	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
53	Aspire Benjamin Holt Collage Preparatory Academy	1	539	152	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
54	Aspire Berkley Maynard Academy	1	383	291	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
55	Aspire California College Preparatory Academy	1	198	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
56	Aspire Capitol Heights Academy	1	237	198	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
57	Aspire Centennial College Preparatory Academy	1	406	397	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
58	Aspire East Palo Alto Charter School	1	420	380	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
59	Aspire East Palo Alto Phoenix Academy	1	23	87	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
60	Aspire ERES Academy	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
61	Aspire Huntington Park Charter School	1	181	179	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
62	Aspire Junior Collegiate Academy (Aspire Clarendon Elem.)	1	191	180	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
63	Aspire Langston Hughes Academy	1	203	143	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
64	Aspire Lionel Wilson College Preparatory Academy	1	510	392	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
65	Aspire Millsmont Academy	1	216	150	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
66	Aspire Millsmont Secondary Academy	1	225	160	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
67	Aspire Monarch Academy	1	351	331	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
68	Aspire Port City Academy	1	245	134	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
69	Aspire River Oaks Charter School	1	348	190	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
70	Aspire Rosa Parks Academy	1	349	294	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
71	Aspire Summit Charter Academy	1	447	176	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
72	Aspire Titan Academy	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
73	Aspire University Charter School	1	244	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
74	Aspire University Public	1	348	55	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
75	Aspire Vanguard College Preparatory Academy	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
76	Atwater Elementary School District	9	4612	3620	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
77	Auburn Union School District	4	2135	892	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
78	Audeo Charter School	1	383	223	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
79	Aveson Global Leadership Academy	1	247	NA	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
80	Aveson School of Leaders	1	156	47	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
81	Ballard School District	1	108	2	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
82	Ballico-Cressey Elementary School District	2	311	204	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
83	Bangor Union Elementary School District	1	125	87	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
84	Barack Obama Charter School	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
85	Bass Lake Joint Union Elementary School District	6	1104	407	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
86	Bassett Unified School District	7	5033	3919	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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87	Bay Area Technology School	1	198	145	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
88	Bayshore Elementary	2	429	327	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
89	Bayshore Prep Charter School	1	175	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
90	Bear Valley Unified School District	7	3091	1623	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
91	Bella Vista Elementary School District	1	428	259	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
92	Belleview School District	1	131	66	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
93	Bellevue Union School District	4	1760	1496	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
94	Bellflower Unified School District	15	14650	8526	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
95	Belmont-Redwood Shores Elementary	6	2749	129	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
96	Benicia Unified School District	7	4959	699	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
97	Bennett Valley Union School District	2	936	164	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
98	Berryessa Union School District	14	8342	2852	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
99	Bert Corona Charter School	1	367	305	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
100	Big Creek Elementary School District	1	32	0	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
101	Big Oak Flat-Groveland Unified School District	5	460	262	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
102	Big Picture High School - Fresno	*	*	*	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
103	Big Valley Joint Unified School District	4	223	127	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
104	Biggs Unified School District	6	548	407	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
105	Birmingham Community Charter High School	1	3212	2109	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
106	Black Butte Union Elementary School District	4	255	175	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
107	Bonsall Union School District	4	1881	587	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
108	Brentwood Union School District	10	8247	2163	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
109	Bret Harte Union High School District	3	863	238	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
110	Bright Star Secondary Charter Academy	1	128	118	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
111	Brisbane Elementary SD	3	590	151	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
112	Browns Elementary School	1	154	70	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
113	Buckeye Union School District	9	5100	498	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
114	Buellton Union School District	2	693	258	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
115	Bullis Charter School	1	325	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
116	Burbank Unified School District	21	16593	4096	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
117	Burlingame School District	6	2529	282	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
118	Burnt Ranch School District	1	97	38	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
119	Burton School District	7	3656	2183	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
120	Butte County Office of Education	5	1141	482	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
121	CA Montessori Project-San Juan AR/CAR Campuses	1	654	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
122	Cabrillo Unified School District	7	3393	1303	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
123	California Academy for Liberal Studies	1	257	215	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
124	California Academy for Liberal Studies Early College HS	1	328	244	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
125	California Aerospace Academy	1	150	108	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
126	California Montessori Project-Capitol Campus	1	137	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
127	California Montessori Project-Elk Grove Campus	1	286	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
128	California Montessori Project-Shingle Springs Campus	1	308	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
129	California Virtual Academy at Jamestown	1	156	77	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
130	California Virtual Academy at Kern	1	433	160	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
131	California Virtual Academy at Kings	1	568	212	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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132	California Virtual Academy at Los Angeles	1	3585	1442	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
133	California Virtual Academy at San Diego	1	1826	643	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
134	California Virtual Academy at San Joaquin	1	273	119	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
135	California Virtual Academy at San Mateo	1	732	264	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
136	California Virtual Academy at Sonoma	1	781	319	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
137	California Virtual Academy at Sutter	1	444	205	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
138	Calistoga Joint Unified School District	3	868	589	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
139	Camarillo Academy of Progressive Education	1	409	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
140	Camino Nuevo Academy	1	925	968	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
141	Camino Nuevo High School	1	432	398	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
142	Campbell Union High School District	13	7269	2594	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
143	Capistrano Connections Academy Charter	1	762	298	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
144	Capistrano Unified School District	61	52681	9974	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
145	Cardiff School District	2	739	131	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
146	Carmel Unified School District	6	2149	216	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
147	Carpinteria Unified School District	8	2463	1486	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
148	Caruthers Unified School District	4	1416	1189	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
149	Cascade Union Elementary School District	7	1523	1156	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
150	Castle Rock Union Elementary School District	1	75	58	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
151	Castro Valley Unified School District	15	8909	1631	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
152	Cayucos Elementary School District	1	187	37	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
153	Celerity Dyad Charter School	1	253	253	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
154	Celerity Nascent Charter School	1	618	603	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
155	Celerity Troika Charter School	1	99	94	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
156	Center for Advanced Research and Technology HS Fresno	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
157	Center Joint Unified School District	9	5334	2368	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
158	Centinela Valley Union High School District	5	7333	5619	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
159	Central California Connections Academy	1	96	45	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
160	Central City Value School	1	329	307	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
161	Central Union HS District	3	4169	2489	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
162	Centralia School District	9	4752	2438	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
163	Ceres Unified School District	21	12468	8711	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
164	CHAMPS - Charter HS of Arts-Multimedia & Performing	1	479	49	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
165	Charter School of Morgan Hill	1	496	17	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
166	Charter School of San Diego	1	1912	858	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
167	Chawanakee Unified School District	7	754	261	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
168	Chico Country Day Charter School	1	479	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
169	Chico Unified School District	24	13468	5448	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
170	Chualar Union School District	1	364	366	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
171	Chula Vista Elementary School District	44	27156	9749	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
172	City Arts and Technology High School	1	354	189	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
173	Civicorps Oakland	1	204	152	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
174	CLAS Affirmation Charter	1	357	348	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
175	Classical Academy	1	847	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
176	Classical Academy High School Escondido	1	226	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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177	Clay Joint Elementary School	1	219	52	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
178	Cloverdale Unified School District	5	1496	707	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
179	Clovis Unified School District	45	37461	11257	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
180	Coachella Valley Unified School District	21	18256	15672	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
181	Coalinga-Huron Joint Unified	11	4339	3324	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
182	Coastal Academy Charter School	1	591	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
183	College Elementary School District	3	395	107	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
184	College-Ready Academy High School #4	1	357	347	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
185	College-Ready Academy High School #5	1	300	301	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
186	College-Ready Academy High School #7	1	203	189	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
187	Columbia Elementary School District	4	1024	314	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
188	Columbia Union School District	2	617	334	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
189	Community Charter Early College High School	1	403	300	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
190	Community Charter Middle School	1	315	262	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
191	Community Collaborative Charter School	1	736	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
192	Community Harvest Charter School	1	308	218	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
193	Community Outreach Academy	1	920	765	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
194	Compton Unified School District	40	27369	21672	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
195	Contra Costa County Office of Education	8	1149	653	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
196	Corcoran Joint Unified School District	7	3257	2482	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
197	CORE @ the Camptonville Academy	1	434	123	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
198	CORE Butte Charter School	1	377	110	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
199	CORE Placer Charter School	*	*	*	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
200	Coronado Unified School District	5	3041	206	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
201	Cotati-Rohnert Park Unified School District	13	6429	2024	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
202	Cottonwood Union School District	4	1147	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
203	Crescendo Charter Academy	1	143	120	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
204	Crescendo Charter Conservatory	1	94	94	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
205	Crescendo Charter Preparatory Central	1	110	107	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
206	Crescendo Charter Preparatory South	1	135	125	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
207	Crescendo Charter Preparatory West	1	226	193	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
208	Crescendo Charter School	1	163	160	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
209	Crescent View South Charter School	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
210	Crescent View West Charter School	1	386	241	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
211	Crosswalk Schools	1	198	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
212	Culver City Unified School District	9	6684	2403	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
213	Curtis Creek School District	1	440	190	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
214	Cutler-Orosi Joint Unified School District	10	4128	3766	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
215	Darnall Charter School	1	520	445	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
216	Davis Joint Unified	16	8573	1449	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
217	Dehesa Charter School	1	671	NA	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
218	Del Mar Union School District	8	4169	123	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
219	Del Norte County Office of Education	9	682	304	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
220	Del Norte County Unified School District	11	3893	2352	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
221	Delano Joint Union High School District	5	4634	3239	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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222	Delhi Unified School District	7	2649	2108	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
223	Delphic Elementary School	1	51	31	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
224	Desert Sands Charter High School	1	1888	935	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
225	Design High School (Los Angeles)	1	56	33	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
226	Diego Hills Charter	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
227	Dinuba Unified School District	10	5921	4266	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
228	Discovery Charter	1	361	40	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
229	Discovery Charter Preparatory #2	1	345	349	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
230	Dixie School District,	4	1785	214	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
231	Dixon Montessori Charter School	1	174	33	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
232	Douglas City Elementary School District	1	131	55	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
233	Downtown College Prep Alviso	1	84	68	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
234	Downtown College Preparatory	1	426	281	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
235	Downtown Value School	1	420	383	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
236	Dry Creek Joint Elementary School District	10	7279	1716	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
237	Duarte Unified School District	8	4213	2804	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
238	Dublin Unified School District	9	5739	587	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
239	Ducor Union ESD	1	185	162	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
240	Dunham School District	1	180	29	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
241	Earlimart School District	4	2034	1901	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
242	East Nicolaus High School District	2	339	71	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
243	East San Gabriel Valley ROP and Technical Center	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
244	East Side Union High School District	22	26259	8153	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
245	East Whittier School District	13	8816	4416	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
246	Edison Charter Academy	1	452	403	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
247	Edison-Bethune Charter Academy	1	512	518	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
248	Einstein Academy	1	451	107	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
249	EJE Elementary	1	280	212	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
250	EJE Middle Academy	*	*	*	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
251	El Centro Elementary School District	11	5644	4402	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
252	El Dorado County Office of Education	6	1036	426	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
253	El Nido Elementary School District	1	181	0	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
254	El Rancho Unified School District	14	11014	7140	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
255	El Sol Science and Arts Academy	1	472	353	Y	NA		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
256	Elk Grove Unified School District	66	62172	29915	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
257	Elverta Joint Elementary School District	2	291	190	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
258	Emery Unified School District	2	783	638	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
259	Encinitas Union School District	9	5562	766	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
260	Endeavor College Prep	*	*	*	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
261	Enterprise Elementary School District	8	3403	2272	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
262	Environmental Charter High School	1	446	312	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
263	Environmental Science and Technology HS	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
264	Envision Academy of Arts and Technology	1	160	120	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
265	Equitas Academy	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
266	Esparto Unified SD	4	1089	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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267	Eureka City Unified	9	4148	2459	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
268	Eureka Union School District	8	3700	201	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
269	Everest Public High	*	*	*	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
270	Evergreen School District	18	13380	3731	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
271	Excel Charter Academy	1	291	274	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
272	Excelsior Victorville	1	1008	524	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
273	FAME Public Charter School	1	1398	477	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
274	Fenton Avenue Charter School	1	1007	1020	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
275	Fillmore Unified School District	7	3860	2743	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
276	Firebaugh-Las Deltas Unified School District	5	2286	1974	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
277	Flournoy Union Elementary School District	1	23	5	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
278	Folsom Cordova Unified School District.	34	19119	6042	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
279	Fontana Unified School District	44	41077	30642	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
280	Foresthill Union	2	522	0	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
281	Forestville Union School District	2	448	145	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
282	Fort Bragg Unified	8	1907	1122	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
283	Fort Sage Unified School District	6	396	155	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
284	Fountain Valley School District	11	6145	1006	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
285	Fowler Unified School District	7	2251	1539	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
286	Frederick Douglass Academy Charter Elementary	1	95	73	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
287	Frederick Douglass Academy Charter High	1	294	113	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
288	Frederick Douglass Academy Charter Middle	1	276	180	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
289	Fremont Unified School District	41	32135	5593	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
290	Fremont Union High School District	6	10339	1059	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
291	Fresno Academy for Civic and Entrepreneurial Leadership	1	*	0	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
292	Fresno County Office of Education	6	1870	1235	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
293	Fresno Unified	105	76621	60684	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
294	Fullerton Elementary School District	20	13458	5656	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
295	Futures High School	1	233	197	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
296	Futuro College Preparatory Elementary	*	*	*	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
297	Gabriella Charter	1	151	132	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
298	Galt Joint Union Elementary School District	6	4190	2464	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
299	Galt Joint Union High School District	2	2405	1111	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
300	Garvey School District	11	5790	4801	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
301	Gateway High School	1	471	161	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
302	Gateway to College Early College High School	1	210	0	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
303	Gateway Unified School District	11	3229	1741	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
304	Gilroy Unified School District	16	10732	6172	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
305	Glendale Unified School District	32	26744	11475	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
306	Gold Trail Union School District	2	552	118	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
307	Golden Feather Union Elementary	3	133	108	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
308	Golden Plains Unified School District	8	1893	1826	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
309	Golden Valley Charter School of Sacramento	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
310	Golden Valley Unified School District in Madera County	8	1941	662	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
311	Gompers Charter middle	1	706	611	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Number	Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions	(B)(3)	(C)(3)(C)	(C)(3)(ii)	(C)(3)(iii)	(C)(3)(v)	(C)(3)(x)	(i)(2)(I)	(ii)(2)(I)	(iii)(2)(I)	(v)(v)(2)(I)	(vi)(v)(2)(I)	(vi)(v)(2)(II)	(v)(v)(2)(II)	(vi)(2)(II)	(i)(3)(a)	(ii)(3)(a)	(iii)(3)(a)	(iii)(3)(c)	(iii)(3)(g)	(2)(E)	(3)(E)
312	Gompers Preparatory Academy	*	*	*	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
313	Gonzales Unified School District	4	2299	1994	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
314	Granada Hills Charter High School	1	4157	1313	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
315	Grant Elementary School District	1	613	68	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
316	Grass Valley Elementary	6	1676	844	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
317	Gravenstein Union School District	2	561	89	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
318	Greenfield Union Elementary School District	4	2635	2408	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
319	Gridley Unified School District	7	2117	1415	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
320	Guajome Park Academy	1	1482	531	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
321	Guerneville School District of Sonoma County	2	304	166	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
322	Gustine Unified School District	6	1812	1108	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
323	Hardy Brown College Prep	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
324	Harmony Union School District	3	779	61	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
325	Harriet Tubman Village Charter School	1	262	195	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
326	Hayward Unified School District	33	22098	13346	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
327	Healdsburg Unified School District	4	2161	994	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
328	Health Sciences High & Middle College	1	309	163	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
329	Helix Charter High School	1	2387	1216	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
330	Heritage Peak Charter School	1	678	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
331	Hermosa Beach City Elementary	2	1,176	29	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
332	Hesperia Unified School District	30	22345	12646	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
333	High Desert Academy of Applied Arts and Sciences	1	151	130	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
334	High Tech High	1	543	141	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
335	High Tech High International	1	395	95	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
336	High Tech High Media Arts	1	396	121	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
337	High Tech Middle	1	326	95	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
338	High Tech Middle Media Arts	1	328	107	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
339	Higher Learning Academy	1	103	86	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
340	Hilmar Unified School District	6	2349	1199	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
341	Hollister School District	9	5740	3435	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
342	Horicon Elementary	1	92	70	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
343	Hughes-Elizabeth Lakes Union School District	1	353	81	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
344	Hume Lake Charter School	1	40	26	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
345	ICEF Fernando Pullum Performing Arts High School	*	*	*	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
346	ICEF Inglewood Elementary Academy	*	*	*	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
347	ICEF Inglewood Middle Academy	*	*	*	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
348	ICEF Vista Elementary Academy	1	251	212	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
349	ICEF Vista Middle Academy	1	143	119	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
350	Impact Academy of Arts and Technology	1	237	133	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
351	Imperial County Office of Education	2	692	574	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
352	Indian Diggings School District	1	26	3	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
353	Inglewood Unified School District	21	14934	10116	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
354	Inland Leaders Charter School	1	247	NA	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
355	Innovations Academy San Diego	1	160	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
356	International School of Monterey	1	384	0	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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357	Irvine Unified School District	35	26522	1664	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
358	Ivy Academia Charter School	1	1015	NA	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
359	Jack H. Skirball Middle School	1	255	240	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
360	James Jordan MS	1	192	161	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
361	Jamestown School District	3	618	345	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
362	Janesville Union Elementary School District	1	460	109	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
363	Jefferson Elementary School District	15	6725	3354	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
364	Jefferson Union High School District	5	5150	1583	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
365	John Swett Unified School District	4	1708	849	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
366	Johnstonville Elementary	1	217	84	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
367	Journey School	1	217	NA	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
368	Keiller Leadership Academy	*	*	*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
369	Kelseyville Unified School District	7	1752	1395	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
370	Kenwood School District	1	152	10	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
371	Kerman Unified School District	7	4398	3425	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
372	Kernville Union School District	3	878	528	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
373	King City Joint Union High School District	4	2134	1192	Y	NA	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
374	King-Chavez Academy of Excellence	1	263	263	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
375	King-Chavez Arts Academy	1	131	131	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
376	King-Chavez Athletics Academy	1	163	163	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
377	King-Chavez Community High	1	*	0	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
378	King-Chavez Preparatory Academy	1	340	340	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
379	King-Chavez Primary Academy	1	339	340	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
380	Kings River Union Elementary SD	1	496	411	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
381	Kingsburg Elementary Charter School District	7	2229	993	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
382	Kingsburg Joint Union High School District	2	1177	275	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
383	KIPP Academy of Opportunity	1	340	291	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
384	KIPP Adelante Preparatory Academy	1	353	353	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
385	KIPP Bayview Academy	1	244	159	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
386	KIPP Bridge Charter School	1	234	177	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
387	KIPP Heartwood Academy	1	360	292	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
388	KIPP King Collegiate	1	185	108	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
389	KIPP Los Angeles College Preparatory School	1	320	306	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
390	KIPP Ramces Academy	1	101	91	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
391	KIPP San Francisco Bay Academy	1	314	229	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
392	KIPP San Jose Collegiate	1	88	69	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
393	KIPP Summit Academy	1	385	230	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
394	Klamath River Early College of the Redwoods	1	29	NA	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
395	Klamath-Trinity Joint Unified School District	8	1054	923	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
396	La Canada Unified School District	5	4023	34	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
397	La Honda Pescadero Unified School District	3	371	205	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
398	La Sierra Charter High School	1	371	253	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
399	Lake County Office of Education	5	81	105	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
400	Lake Tahoe Unified School District	8	4076	2152	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
401	Lakeport Unified School District	6	1650	853	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Number	Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions	(B)(3)	(C)(3)(C)	(C)(3)(ii)	(C)(3)(iii)	(C)(3)(v)	(C)(3)(x)	(i)(2)(I)	(ii)(2)(I)	(iii)(2)(I)	(v)(3)(2)(I)	(a)(3)(2)(I)	(c)(3)(2)(I)	(e)(4)(2)(I)	(b)(5)(I)	(ii)(5)(I)	(iii)(5)(I)	(iii)(5)(I)	(2)(E)	(3)(I)
402	Lakeview Charter Academy	1	225	191	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
403	Lammersville School District	3	1741	351	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
404	Lamont Elementary School District	4	2625	2048	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
405	Language Academy of Sacramento	1	311	241	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
406	Larchmont Charter	1	366	98	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
407	Larkspur School District	2	1257	98	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
408	Las Lomitas Elementary School District	2	1191	26	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
409	Las Virgenes Unified School District	15	11664	533	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
410	Lassen Union High School District	5	1104	256	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
411	LaVerne Elementary Preparatory Academy	1	178	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
412	Lawndale Elementary School District	9	6241	4896	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
413	Laytonville Unified	6	386	214	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
414	Le Grand Union Elementary School District	1	403	311	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
415	Leadership Pubilc Schools - Hayward	1	388	237	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
416	Leadership Public Schools - College Park	1	289	260	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
417	Leadership Public Schools - Richmond	1	325	281	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
418	Leadership Public Schools - San Jose	1	269	183	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
419	Learning Choice Academy	1	594	223	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
420	Leggett Valley Unified	5	149	69	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
421	Lennox School District	10	7598	6279	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
422	Lewiston Elementary School District	1	58	50	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
423	Liberty Elementary	2	974	343	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
424	Liberty Elementary SD	1	266	148	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
425	Liberty Union High School District	5	7006	1326	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
426	Lighthouse Community Charter (K-8)	1	467	339	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
427	Lighthouse Community Charter High	1	176	144	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
428	Lincoln Unified School District	11	8619	3977	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
429	Linden Unified School District	8	2508	1260	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
430	Lindsay Unified School District	7	4045	3008	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
431	Live Oak School District (Santa Cruz)	7	2162	964	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
432	Livermore Valley Charter Preparatory High School	*	*	*	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
433	Livermore Valley Joint Unified School District'	19	13089	2842	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
434	Livingston Union School District	4	2521	2013	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
435	Lodi Unified School District	55	31216	18397	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
436	Long Beach Unified School District	91	87509	59680	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
437	Long Valley Charter	1	204	44	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
438	Loomis Union School District	7	2437	384	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
439	Los Alamos Elementary	1	221	147	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
440	Los Altos School District	9	4248	101	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
441	Los Angeles Academy of Arts & Enterprise	1	325	239	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
442	Los Angeles County Office of Education	13	10762	5623	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
443	Los Angeles Leadership Academy	1	474	387	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
444	Los Angeles Unified School District	855	687534	513281	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
445	Los Banos Unified	11	8748	4673	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
446	Los Olivos School District	2	670	88	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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447	Lou Dantzler Preparatory Charter Elementary School	1	91	79	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
448	Lou Dantzler Preparatory Charter High School	1	166	90	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
449	Lou Dantzler Preparatory Charter Middle School	1	207	108	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
450	Lucerne Elementary School District	1	258	191	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
451	Lucia Mar Unified School District	17	10772	4089	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
452	Luther Burbank School District	1	576	556	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
453	Madera County Office of Education	9	666	459	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
454	Madera Unified School District	26	19153	14665	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
455	Magnolia School District	9	6317	4493	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
456	Magnolia Science Academy San Diego	1	274	65	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
457	Magnolia Science Academy-1	1	419	335	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
458	Magnolia Science Academy-2	1	157	125	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
459	Magnolia Science Academy-3	1	228	182	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
460	Magnolia Science Academy-4	1	61	36	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
461	Magnolia Science Academy-5	1	63	55	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
462	Magnolia Science Academy-6	*	*	*	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
463	Mammoth Unified	5	1178	577	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
464	Manzanita Elementary School District	1	262	115	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
465	Manzanita Public Charter	1	244	109	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
466	Marc and Eva Stern Math And Science School	1	442	434	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
467	Marcum-Illinois Union Elementary School District	2	1290	744	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
468	Mare Island Technology Middle School	1	357	194	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
469	Maricopa Unified School District	3	738	415	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
470	Marin County Office of Education	4	526	226	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
471	Mark Twain Union Elementary School District	2	791	427	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
472	Mark West Union School District	4	1412	378	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
473	Martinez Unified School District	8	3987	728	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
474	Marysville Joint Unified	24	10087	6856	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
475	McFarland USD	6	3269	3182	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
476	McSwain Union Elementary School District	1	782	222	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
477	Media Arts and Entertainment High School	1	*	0	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
478	Mendocino County Office of Education	4	221	219	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
479	Mendota Unified Shool District	7	3056	2781	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
480	Menlo Park City School District	4	2409	101	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
481	Merced City Elementary School District	18	10876	8149	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
482	Merced County Office of Education	7	1821	883	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
483	Merced Union High School District	8	10600	8126	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
484	Metropolitan Arts and Technology High School	1	208	120	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
485	Micro Enterprise Charter Academy	1	57	50	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
486	Middletown Unified School District	9	1846	723	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
487	Milagro Charter Academy	1	235	209	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
488	Mill Valley School District	6	2494	90	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
489	Millbrae School District	5	2135	429	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
490	Millennium Charter High School	1	332	21	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
491	Millville Elementary School District	1	231	95	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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492	Milpitas Unified School District'	14	9649	2869	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
493	Mirus Secondary School	1	116	76	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
494	Mission Union School District	1	99	12	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
495	Mission View Public charter	1	118	49	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
496	MIT Academy High School	1	216	115	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
497	Modesto City Elementary School District	27	15672	12475	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
498	Modesto City High School District	7	15395	7180	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
499	Monroe Elementary School District	1	201	170	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
500	Monrovia Unified School District	10	6027	2966	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
501	Monsenor Oscar Romero Charter	1	136	143	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
502	Montague Charter Academy	1	1163	1160	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
503	Monte Rio Union School District	1	98	60	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
504	Monterey Bay Charter School	1	216	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
505	Monterey County Office of Education	6	1698	489	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
506	Monterey Peninsula Unified School District	23	11704	6007	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
507	Moorpark Unified School District	11	7324	2164	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
508	Moraga School District	4	1735	13	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
509	Moreland School District	6	4003	1015	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
510	Mountain Empire Unified School District	12	1636	1061	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
511	Mountain View Whisman School District	8	4460	2043	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
512	Mountain View-Los Altos Union High School District	3	3660	519	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
513	Mt. Diablo Unified School District	55	34953	12376	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
514	Mt. Pleasant School District	5	2963	2185	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
515	Multicultural Learning Center	1	314	179	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
516	Murrieta Valley Unified School District	18	21372	4321	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
517	Museum School	1	144	36	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
518	Napa County Office of Education	4	206	0	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
519	Napa Valley Unified School district	37	17771	6828	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
520	National School District	11	5807	5755	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
521	National University Academy	1	23	NA	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
522	Natomas Unified School District	16	12188	6632	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
523	Nevada County Office of Education	12	2980	463	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
524	Nevada Jt. Union High School District	8	3869	625	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
525	New Designs Charter School	1	590	499	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
526	New Designs Charter School Watts	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
527	New Heights Charter School	1	184	163	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
528	New Los Angeles Charter School	1	75	39	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
529	New Millennium Secondary	1	135	NA	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
530	New Village	1	164	164	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
531	New West Charter Middle	1	321	35	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
532	Newark Unified	14	7175	3367	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
533	Newcastle Elementary School District	2	361	55	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
534	Newhall School District	10	7035	1888	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
535	North Cow Creek Elementary School District	1	305	54	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
536	Northern California Preparatory Academy	*	*	*	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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537	Northwest Prep at Piner-Olivet	1	117	63	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
538	Norton Space and Aeronautics Academy	1	191	161	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
539	Nova Academy Early College High	1	114	105	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
540	Novato Unified School District	16	7951	2274	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
541	Nueva Esperanza Charter Academy	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
542	Nuview Union School District	4	1917	1249	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
543	Oak Grove Union School District	2	766	176	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
544	Oak Valley Union School District (Tulare)	1	462	324	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
545	Oakland Aviation High School	1	112	100	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
546	Oakland Charter High School	1	62	58	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
547	Oakland Military Institute College Preparatory Academy	1	530	406	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
548	Oakland School for the Arts	1	408	136	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
549	Oakland Unified School District	142	46516	31686	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
550	Oakland Unity High School	1	197	107	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
551	Oakley Union Elementary School District	7	4610	1890	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
552	Ocean View School District	15	9503	3446	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
553	Odyssey Charter	1	260	94	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
554	O'Farrell Community School	1	902	600	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
555	Old Adobe Union School District	5	1818	668	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
556	Orange Center Elementary School District	1	327	305	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
557	Orange County Department of Education	4	8204	2149	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
558	Orange County Educational Arts Academy	1	521	342	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
559	Orchard School District	1	830	493	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
560	Orland Joint Unified	7	2246	1648	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
561	Oroville Union High School District	5	2869	1798	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
562	Oscar De La Hoya Animo Charter High School	1	554	521	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
563	Pacific Technology School San Juan	*	*	*	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
564	Pacific Technology School Santa Ana	*	*	*	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
565	Pacific Union Elementary School District	1	371	319	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
566	Pacific View Charter (Oceanside)	1	365	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
567	Pacific View Charter School (Humboldt)	1	172	151	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
568	Pacifica School District	7	3111	529	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
569	Pacoima Charter School	1	1195	1201	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
570	Pajaro Valley Unified School District	33	19477	13002	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
571	Palermo Union Elementary School District	6	1341	1128	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
572	Palm Springs Unified School District	25	24347	18017	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
573	Palmdale School District	28	21498	15672	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
574	Palo Verde Unified School District	7	3610	2278	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
575	Palos Verdes Peninsula Unified	17	12033	180	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
576	Para Los Ninos	1	359	313	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
577	Para Los Ninos Middle	1	51	NA	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
578	Paradise Unified School District	13	4654	2891	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
579	Parlier Unified School District	8	3834	3105	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
580	Pasadena Unified School District	34	20526	10482	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
581	Petaluma City (Elementary) School District	8	2302	755	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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582	Petaluma Joint Union High School District	10	5655	1296	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
583	Pierce Joint Unified School District	5	1296	829	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
584	Pine Ridge School District	1	79	22	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
585	Piner-Olivet Charter	1	201	68	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
586	Piner-Olivet Union School District	6	1695	727	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
587	Pittsburg Unified School District	12	9581	7013	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
588	Pixley Union School District	2	917	885	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
589	Placer County Office of Education	5	591	769	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
590	Placer Hills Union School District	2	1133	153	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
591	Placer Union High School District	6	4524	707	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
592	Plainsburg Union Elementary School	1	114	67	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
593	Planada Elementary School District	2	794	673	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
594	Pleasant Grove JUSD	1	169	59	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
595	Pleasant Valley Elementary School District	3	552	125	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
596	Pleasant Valley School District	13	7290	1705	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
597	Pleasanton Unified School District	16	14847	728	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
598	Plumas Unified School District	12	2498	926	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
599	Pomona Unified School District	44	30032	23184	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
600	Pope Valley Elementary School District	1	65	19	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
601	Port of Los Angeles High	1	597	306	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
602	Portola Valley School District	2	737	52	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
603	Potter Valley Community School District	5	261	0	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
604	Primary Charter	1	275	NA	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
605	R.A.A.M.P. Charter Academy	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
606	Raisin City School District	1	304	296	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
607	Ramona Unified School District	10	6590	2409	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
608	Rancho Santa Fe School District	2	755	22	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
609	Ravenswood City School District	10	4554	3856	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
610	Ready Springs Union Elementary School District	2	299	139	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
611	Redding School of the Arts	1	279	75	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
612	Redwood City Elementary School District	17	8861	5403	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
613	Reed Union School District	3	1163	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
614	Reef-Sunset Unified School District	9	2516	2212	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
615	Reems (Ernestine C.) Academy of Technology and Art	1	376	220	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
616	Rescue Union School District	7	4108	464	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
617	Richgrove Elementary School District	1	717	683	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
618	Ridgecrest Charter School	1	181	66	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
619	Rincon Valley Union School District	9	3035	894	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
620	Rio Elementary School District in Oxnard	9	4297	2988	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
621	River Delta Unified School District	12	2225	1020	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
622	River Montessori Charter	1	135	35	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
623	River Springs Charter School	1	2997	741	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
624	River Valley Charter School	1	202	0	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
625	Riverdale Joint Unified School District	5	1572	1274	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
626	Robla School District	5	1950	1674	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Section A

		LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																			
Number	Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions	(B)(3)	(C)(3)(C)	(C)(3)(ii)	(C)(3)(iii)	(C)(3)(v)	(C)(3)(x)	(i)(2)(I)	(ii)(2)(I)	(iii)(2)(I)	(e)(v)(2)(I)	(g)(v)(2)(I)	(c)(v)(2)(I)	(e)(ii)(2)(I)	(i)(3)(I)	(ii)(3)(I)	(i)(3)(II)	(ii)(3)(II)	(2)(E)	(3)(E)
627	Rocketship Mateo Sheedy Elementary School	1	321	249	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
628	Rocketship Si Se Puede Academy	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
629	Rocklin Academy (Turnstone)	1	380	NA	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
630	Rocklin Academy Meyers Street	1	104	NA	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
631	Rocklin Unified School District	19	11079	1569	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
632	Roseland Charter School	1	603	420	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
633	Roseland School District	3	2073	1592	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
634	Rosemead School District	5	3052	2399	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
635	Roseville Joint Union High School District	7	9472	1749	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
636	Ross School District	1	378	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
637	Ross Valley School District	4	1940	171	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
638	Sacramento Academic and Vocational Academy	1	691	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
639	Sacramento Charter High School	1	1011	574	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
640	Sacramento City Unified School District	88	48155	31524	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
641	Sacramento County Office of Education	10	1057	832	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
642	Saddleback Valley Unified School District	37	32936	5191	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
643	Salida Union School District	5	2961	1575	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
644	Salinas City Elementary School District	13	7866	6107	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
645	Salinas Union High School District	10	13455	8540	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
646	San Benito High School District	2	3098	1303	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
647	San Bernardino City Unified School District	72	54727	45239	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
648	San Carlos Elementary School District	7	2945	102	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
649	San Diego County Office of Education	19	3571	2342	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
650	San Francisco County Office of Education	4	819	230	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
651	San Francisco Sheriff's Department Five Keys Adult School	1	91	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
652	San Francisco Sheriff's Department Five Keys Charter School	1	322	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
653	San Francisco Sheriff's Department Keys Independence HS	1	136	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
654	San Francisco Unified School District	112	55183	30648	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
655	San Gabriel Unified School District	9	6481	2579	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
656	San Joaquin County Office of Education	5	2755	1084	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
657	San Jose Unified School District	52	31918	15152	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
658	San Juan Unified School District	76	47230	16713	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
659	San Leandro Unified	12	8795	4680	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
660	San Lorenzo Unified School District	18	11996	5543	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
661	San Luis Obispo County Office of Education	4	652	395	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
662	San Marcos Unified School District	19	17852	7377	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
663	San Marino Unified School District	4	3202	41	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
664	San Mateo County Office of Education	12	570	319	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
665	San Rafael Elementary School District	8	3755	1922	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
666	San Rafael High School District	3	2132	702	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
667	San Ramon Valley Unified School District	34	26975	477	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
668	San Ysidro School District	7	4851	3777	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
669	Sanger Unified School District	19	10368	7122	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
670	Santa Ana Unified School District	60	57439	46704	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
671	Santa Barbara Elementary School District	14	5791	2638	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Number	Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions	(B)(3)	(C)(3)(C)	(C)(3)(ii)	(C)(3)(iii)	(C)(3)(v)	(C)(3)(x)	(i) (2)(D)	(ii) (2)(D)	(iii) (2)(D)	(iii) (2)(D)	(v)(v)(2)(D)	(vi)(v)(2)(D)	(vi)(v)(2)(D)	(vi)(v)(2)(D)	(vi)(v)(2)(D)	(b)(3)(D)	(ii)(3)(D)	(iii)(3)(D)	(iii)(3)(D)	(2)(E)	(3)(E)
672	Santa Barbara Secondary	13	9905	2661	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
673	Santa Clara County Office of Education	12	3854	1842	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
674	Santa Clara Unified School District	25	14729	6029	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
675	Santa Cruz City Elementary	5	2165	890	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
676	Santa Cruz City High	9	4759	1225	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
677	Santa Cruz County Office of Education	4	1219	201	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
678	Santa Monica Boulevard Community Charter	1	912	557	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
679	Santa Monica-Malibu Unified School District	16	11591	2881	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
680	Santa Rosa Charter Academy	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
681	Santa Rosa Charter School	1	193	33	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
682	Santa Ynez Valley Charter School	1	187	NA	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
683	Saugus Union	15	10404	1448	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
684	Sausalito-Marin City School District	3	324	250	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
685	Savanna School District	4	2473	1549	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
686	SBC-High Tech High	2	580	137	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
687	School of Arts & Enterprise	1	410	222	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
688	School of Unlimited Learning Charter High School	1	268	197	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
689	Sebastopol Independent Charter School	1	257	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
690	Sebastopol Union Elementary	4	1139	298	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
691	Selma Unified School District	12	6390	4781	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
692	Sequoia Union High School District	7	8713	3205	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
693	Shaffer Union Elementary	1	290	146	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
694	Shasta County Office of Education	5	966	425	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
695	Shasta Union High School District	12	6330	1792	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
696	SIATech, Inc. Charter School	1	2056	620	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
697	Sierra Plumas Joint Unified School District	6	470	198	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
698	Sierra Unified School District	9	1705	567	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
699	Snowline Joint Unified School District	12	8826	4039	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
700	SOAR Charter Academy	1	139	75	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
701	Sol Aureus College Preparatory	1	84	79	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
702	Soledad Unified School District	9	4259	3865	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
703	Sonoma County Office of Education	3	829	222	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
704	Sonoma Valley Unified School District	12	4742	2179	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
705	Sonora Elementary School District	2	765	347	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
706	Sonora Union High School District	4	1489	413	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
707	Soulsbyville Elementary	3	519	191	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
708	South Pasadena Unified School District	5	4258	365	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
709	South San Francisco Unified School District	15	9368	3744	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
710	Southern Trinity Joint Unified School District	4	135	98	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
711	St. Hope Public School 7	1	375	221	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
712	Stanislaus County Office of Education	7	1860	1388	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
713	Stella Middle Charter Academy	1	416	389	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
714	Stone Bridge School	1	251	NA	Y	N	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
715	Stone Corral School District	1	136	135	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
716	Sulphur Springs School District	9	5776	2321	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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		LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																			
Number	Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions	(B)(3)	(C)(3)(C)	(C)(3)(ii)	(C)(3)(iii)	(C)(3)(v)	(C)(3)(x)	(i) (2)(I)	(ii) (2)(I)	(iii) (2)(I)	(iii) (2)(II)	(v)(v)(2)(I)	(a)(v)(2)(I)	(c)(v)(2)(I)	(e)(v)(2)(II)	(b)(vi) (2)(II)	(b)(3)(I)	(ii)(3)(I)	(b)(3)(I)	(ii)(3)(I)	(2)(E)	(3)(I)
717	Summerville Elementary School District	2	373	170	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
718	Summerville Union High School District	9	908	183	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
719	Summit Preparatory Charter High	1	407	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
720	Sunnyvale School District	11	6172	2913	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
721	Sunol Glen Unified	1	233	0	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
722	Sweetwater Union High School District	31	42804	20141	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
723	Sycamore Academy of Science and Cultural Arts	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
724	Sylvan Union School District	14	8484	3599	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
725	Synergy Charter Academy	1	155	129	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
726	Synergy Kinetic Academy	1	88	80	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
727	Tahoe Truckee Unified School District	11	4114	1281	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
728	Temple City Unified School District	8	5504	1924	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
729	The Ballington Academy for the Arts and Sciences	1	*	0	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
730	The Indian Springs Elementary School District (Shasta County)	1	14	11	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
731	The Willow Creek Elementary School District	1	39	26	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
732	Thurgood Marshall Leadership Academy Middle School	1	194	127	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
733	Tierra Pacifica Charter School	1	134	0	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
734	Tipton Elementary School District	1	621	0	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
735	Today's Fresh Start Charter School Inglewood	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
736	Tracy Joint Unified School District	24	17342	6156	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
737	Travis Unified School District	10	5301	1156	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
738	Triumph Charter Academy	1	249	232	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
739	Tulare County Office of Education	5	1884	1245	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
740	Tulare Joint Union High	7	5022	2858	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
741	Twain Harte-Long Barn Union School District	5	374	149	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
742	Twin Hills Union School District	4	963	83	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
743	Twin Rivers Charter School	1	203	93	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
744	Twin Rivers Unified School District	59	30927	21252	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
745	Ukiah Unified School District	16	6339	4157	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
746	University Charter Middle at CSU Channel Islands	1	182	96	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
747	University High School in Fresno	1	412	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
748	University Preparation School at CSU Channel Islands	1	451	183	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
749	University Preparatory Academy Charter School	1	301	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
750	University Preparatory School	1	677	136	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
751	Upper lake Union Elementary School District	3	549	434	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
752	Upper Lake Union High School District	3	419	318	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
753	Vacaville Unified School District	17	13166	4222	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
754	Val Verde Unified School District	22	19183	12905	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
755	Valle Lindo School District	2	1155	913	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
756	Vallecito Union School District	5	795	0	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
757	Vallejo City Unified School District	28	16672	9127	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
758	Valley Arts and Science Academy (VASA)	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
759	Valley Preparatory Academy Charter School in Fresno	1	207	122	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
760	Valley ROP	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
761	Valor Academy	*	*	*	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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Section A

		LEA Demographics			Signatures on MOUs			MOU Terms	Preliminary Scope of Work – Participation in each applicable Plan Criterion																			
Number	Participating LEAs	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions	(B)(3)	(C)(3)(C)	(C)(3)(ii)	(C)(3)(iii)	(C)(3)(v)	(C)(3)(x)	(i) (2)(D)	(ii) (2)(D)	(iii) (2)(D)	(v)(2)(D)	(vi)(2)(D)	(vii)(2)(D)	(x)(2)(D)	(xi)(2)(D)	(i)(3)(a)	(ii)(3)(a)	(iii)(3)(a)	(iv)(3)(a)	(v)(3)(a)	(2)(E)	(3)(E)
762	Vaughn Next Century Learning Center	1	1949	1941	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
763	Ventura Charter School of Arts and Global Education	1	261	NA	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
764	Victor Elementary	18	11525	7933	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
765	View Park Preparatory Accelerated Charter Elementary School	1	425	224	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
766	View Park Preparatory Accelerated Charter High School	1	391	181	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
767	View Park Preparatory Accelerated Charter Middle School	1	321	153	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
768	Visalia Unified School District	37	27024	15406	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
769	Vista Real Charter School	1	545	241	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
770	Vista Unified	34	26726	13667	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
771	Voices College-Bound Language Academy	1	145	114	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
772	Wallis Annenberg High	1	405	0	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
773	Wasco Union Elementary School District	5	3182	2785	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
774	Washington Colony Elementary School District	1	425	327	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
775	Washington Unified School District	12	7345	4697	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
776	Washington Union Elementary School District	3	949	0	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
777	Washington Union High School District	3	1173	783	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
778	Waterford Unified School District	6	3716	1116	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
779	Waugh School District	2	917	96	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
780	Weaver Union School District	3	2371	1898	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
781	West Contra Costa Unified School District	65	30769	19747	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
782	West Fresno Elementary School District	3	1286	1104	Y	NA	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
783	West Park Charter Academy	1	491	339	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
784	West Park Elementary School District	2	807	626	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
785	Western Sierra Collegiate Academy	*	*	*	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
786	Westside Elementary School District	1	254	242	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
787	Westside Union School District	11	8833	3166	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
788	Westwood Charter School	1	444	91	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
789	Westwood Unified School District	4	740	263	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
790	Whitmore Union Elementary District (Shasta County)	1	28	22	Y	Y	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
791	Williams Unified	5	1218	900	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
792	Willits Unified School District	11	2013	1136	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
793	Willow Creek Academy	1	147	91	Y	NA	NA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
794	Windsor Unified School District	9	5515	1707	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
795	Winters Joint Unified School District	5	1715	892	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
796	Winton Elementary School District	4	1794	1630	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
797	Wiseburn School District	4	2273	948	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
798	Woodlake Union (Elementary) School District	3	1558	1328	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
799	Woodland Joint Unified School District	19	10578	5836	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
800	Woodville Union Elementary School District	1	594	590	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
801	Wright Elementary District	3	1409	935	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
802	Yolo County Office of Education	4	291	204	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
803	Yosemite Unified School District	11	2419	673	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
804	Yuba City Charter	1	167	121	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	TOTALS	5,755	3,645,963	1,991,399	804	603	122	804	804	804	804	804	804	804	804	804	804	804	804	804	804	804	804	804	804	804	804	804	804

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Detailed Table for (A)(1)(iii)

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		Y/	Y/	Y/	Y/	Y/	Y/	Y/	Y/
		N/	N/	N/	N/	N/	N/	N/	N/
	Name of LEA here	NA	NA	NA	NA	NA	NA	NA	NA
1	Academia Avance	Y	Y						
2	Academy Charter School	Y	Y						
3	Academy for Academic Excellence	Y	Y	Y	Y	N	Y	N	N
4	Accelerated Charter	Y	Y	Y	Y	Y	Y	Y	Y
5	Accelerated Elementary Charter	Y	Y	Y	Y	Y	Y	Y	Y
6	ACE Charter School San Jose	Y	Y	Y	Y	Y	N	Y	N
7	Achieve Charter School of Paradise	Y	Y						
8	Alameda Unified School District	Y	Y						
9	Albert Einstein Academy Charter Middle School	Y	Y						
10	Alhambra Unified School District	Y	Y	N	N	N	N	N	Y
11	All Tribes Charter	Y	Y						
12	Allensworth Elementary School Disrict	Y	Y						
13	Alpaugh Unified School District	Y	Y						
14	Alpine County Office of Education	Y	Y						
15	Alta Dutch Flat Union Elementary School District	Y	Y						
16	Alta Vista Public Charter	Y	Y						
17	Alum Rock Union Elementary	Y	Y						
18	Alview-Dairyland Union School District	Y	Y	N	Y	Y	N	N	N
19	Alvina Elementary Charter School District	Y	Y						
20	American Indian Public Charter School II	Y	Y	N	N	N	N	Y	N
21	American Union School District	Y	Y	Y	Y	Y	Y	Y	NA
22	Anderson Union High School District	Y	Y						
23	Anderson Valley Unified	Y	Y	N	Y	Y	Y	N	N
24	Animo Film and Theater Arts Charter High School	Y	Y	N	N	N	N	N	N
25	Animo Inglewood Charter High School	Y	Y	N	N	N	N	N	N
26	Animo Jackie Robinson Charter High School	Y	Y	N	N	N	N	N	N
27	Animo Justice Charter High School	Y	Y	N	N	N	N	N	N
28	Animo Leadership Charter High School	Y	Y	N	N	N	N	N	N
29	Animo Locke #1 Charter High School	Y	Y	N	N	N	N	N	N
30	Animo Locke #2 Charter High School	Y	Y	N	N	N	N	N	N
31	Animo Locke #3 Charter High School	Y	Y	N	N	N	N	N	N
32	Animo Locke #4 Charter High School	Y	Y	N	N	N	N	N	N
33	Animo Locke ACE Academy Charter High School	Y	Y	N	N	N	N	N	N
34	Animo Locke Tech Charter High School	Y	Y	N	N	N	N	N	N
35	Animo Pat Brown Charter High School	Y	Y	N	N	N	N	N	N
36	Animo Ralph Bunche Charter High School	Y	Y	N	N	N	N	N	N
37	Animo South Los Angeles Charter High School	Y	Y	N	N	N	N	N	N
38	Animo Venice Charter High School	Y	Y	N	N	N	N	N	N
39	Animo Watts Charter High School	Y	Y	N	N	N	N	N	N
40	Antelope Valley Learning Academy	Y	Y						
41	Antelope Valley Union High School District	Y	Y	Y	Y	Y	N	Y	Y

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42	Antioch Charter Academy	Y	Y						
43	Antioch Charter Academy II	Y	Y						
44	Antioch Unified School District	Y	Y	Y	N	N	N	N	Y
45	Apple Valley Unified School District	Y	Y						
46	Arcadia Unified School district	Y	Y	Y	Y	Y	N	N	Y
47	Arcata School District	Y	Y	Y	Y	Y	Y	Y	N
48	Architecture, Construction, & Engineering Charter - Camarillo	Y	Y	N	N	N	N	N	Y
49	Arcohe Union School District	Y	Y						
50	Arroyo Paseo Charter High School	Y	Y						
51	Aspire Alexander Twilight College Preparatory Academy	Y	Y	Y	Y	Y	Y	Y	Y
52	Aspire Antonio Maria Lugo Academy	Y	Y						
53	Aspire Benjamin Holt Collage Preparatory Academy	Y	Y	Y	Y	Y	Y	Y	Y
54	Aspire Berkley Maynard Academy	Y	Y	Y	Y	Y	Y	Y	Y
55	Aspire California College Preparatory Academy	Y	Y	Y	Y	Y	Y	Y	Y
56	Aspire Capitol Heights Academy	Y	Y	Y	Y	Y	Y	Y	Y
57	Aspire Centennial College Preparatory Academy	Y	Y	Y	Y	Y	Y	Y	Y
58	Aspire East Palo Alto Charter School	Y	Y						
59	Aspire East Palo Alto Phoenix Academy	Y	Y	Y	Y	Y	Y	Y	Y
60	Aspire ERES Academy	Y	Y	Y	Y	Y	Y	Y	Y
61	Aspire Huntington Park Charter School	Y	Y	Y	Y	Y	Y	Y	Y
62	Aspire Junior Collegiate Academy (Aspire Clarendon Elem.)	Y	Y	Y	Y	Y	Y	Y	Y
63	Aspire Langston Hughes Academy	Y	Y	Y	Y	Y	Y	Y	Y
64	Aspire Lionel Wilson College Preparatory Academy	Y	Y	Y	Y	Y	Y	Y	Y
65	Aspire Millsmont Academy	Y	Y						
66	Aspire Millsmont Secondary Academy	Y	Y						
67	Aspire Monarch Academy	Y	Y	Y	Y	Y	Y	Y	Y
68	Aspire Port City Academy	Y	Y	Y	Y	Y	Y	Y	Y
69	Aspire River Oaks Charter School	Y	Y	Y	Y	Y	Y	Y	Y
70	Aspire Rosa Parks Academy	Y	Y	Y	Y	Y	Y	Y	Y
71	Aspire Summit Charter Academy	Y	Y	Y	Y	Y	Y	Y	Y
72	Aspire Titan Academy	Y	Y	Y	Y	Y	Y	Y	Y
73	Aspire University Charter School	Y	Y	Y	Y	Y	Y	Y	Y
74	Aspire University Public	Y	Y	Y	Y	Y	Y	Y	Y
75	Aspire Vanguard College Preparatory Academy	Y	Y	Y	Y	Y	Y	Y	Y
76	Atwater Elementary School District	Y	Y						
77	Auburn Union School District	Y	Y						
78	Audeo Charter School	Y	Y						
79	Aveson Global Leadership Academy	Y	Y						
80	Aveson School of Leaders	Y	Y						
81	Ballard School District	Y	Y						
82	Ballico-Cressey Elementary School District	Y	Y						
83	Bangor Union Elementary School District	Y	Y						
84	Barack Obama Charter School	Y	Y						
85	Bass Lake Joint Union Elementary School District	Y	Y						
86	Bassett Unified School District	Y	Y						

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87	Bay Area Technology School	Y	Y	N	N	N	N	N	N
88	Bayshore Elementary	Y	Y	N	Y	Y	N	Y	N
89	Bayshore Prep Charter School	Y	Y	Y	Y	N	N	N	N
90	Bear Valley Unified School District	Y	Y		Y	Y	Y	Y	Y
91	Bella Vista Elementary School District	Y	Y						
92	Belleview School District	Y	Y						
93	Bellevue Union School District	Y	Y	N	N	Y	N	N	N
94	Bellflower Unified School District	Y	Y						
95	Belmont-Redwood Shores Elementary	Y	Y						
96	Benicia Unified School District	Y	Y						
97	Bennett Valley Union School District	Y	Y	N	Y	Y	Y	N	N
98	Berryessa Union School District	Y	Y	Y	Y	Y	Y	Y	N
99	Bert Corona Charter School	Y	Y						
100	Big Creek Elementary School District	Y	Y						
101	Big Oak Flat-Groveland Unified School District	Y	Y						
102	Big Picture High School - Fresno	Y	Y						
103	Big Valley Joint Unified School District	Y	Y						
104	Biggs Unified School District	Y	Y						
105	Birmingham Community Charter High School	Y	Y						
106	Black Butte Union Elementary School District	Y	Y	Y	Y	Y	Y	Y	NA
107	Bonsall Union School District	Y	Y						
108	Brentwood Union School District	Y	Y						
109	Bret Harte Union High School District	Y	Y						
110	Bright Star Secondary Charter Academy	Y	Y						
111	Brisbane Elementary SD	Y	Y						
112	Browns Elementary School	Y	Y						
113	Buckeye Union School District	Y	Y						
114	Buellton Union School District	Y	Y						
115	Bullis Charter School	Y	Y						
116	Burbank Unified School District	Y	Y	Y	N	Y	Y	Y	Y
117	Burlingame School District	Y	Y						
118	Burnt Ranch School District	Y	Y						
119	Burton School District	Y	Y						
120	Butte County Office of Education	Y	Y						
121	CA Montessori Project-San Juan AR/CAR Campuses	Y	Y						
122	Cabrillo Unified School District	Y	Y						
123	California Academy for Liberal Studies	Y	Y						
124	California Academy for Liberal Studies Early College HS	Y	Y						
125	California Aerospace Academy	Y	Y	Y	Y	Y	Y	Y	Y
126	California Montessori Project-Capitol Campus	Y	Y						
127	California Montessori Project-Elk Grove Campus	Y	Y						
128	California Montessori Project-Shingle Springs Campus	Y	Y						
129	California Virtual Academy at Jamestown	Y	Y	Y	Y				Y
130	California Virtual Academy at Kern	Y	Y	Y	Y				Y
131	California Virtual Academy at Kings	Y	Y	Y	Y				Y

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132	California Virtual Academy at Los Angeles	Y	Y	Y	Y				Y
133	California Virtual Academy at San Diego	Y	Y	Y	Y				Y
134	California Virtual Academy at San Joaquin	Y	Y	Y	Y				Y
135	California Virtual Academy at San Mateo	Y	Y	Y	Y				Y
136	California Virtual Academy at Sonoma	Y	Y	Y	Y				Y
137	California Virtual Academy at Sutter	Y	Y	Y	Y				Y
138	Calistoga Joint Unified School District	Y	Y						
139	Camarillo Academy of Progressive Education	Y	Y						
140	Camino Nuevo Academy	Y	Y	Y	Y	Y	Y	Y	
141	Camino Nuevo High School	Y	Y	Y	Y	Y	Y	Y	
142	Campbell Union High School District	Y	Y	Y	Y	Y	NA	N	N
143	Capistrano Connections Academy Charter	Y	Y						
144	Capistrano Unified School District	Y	Y	N	Y	Y	Y	Y	N
145	Cardiff School District	Y	Y						
146	Carmel Unified School District	Y	Y	N	Y	Y	N	N	Y
147	Carpinteria Unified School District	Y	Y	Y		Y	Y	Y	Y
148	Caruthers Unified School District	Y	Y						
149	Cascade Union Elementary School District	Y	Y						
150	Castle Rock Union Elementary School District	Y	Y						
151	Castro Valley Unified School District	Y	Y	Y	Y	Y	N	N	N
152	Cayucos Elementary School District	Y	Y						
153	Celerity Dyad Charter School	Y	Y	Y	Y	Y	Y	Y	N
154	Celerity Nascent Charter School	Y	Y	Y	Y	Y	Y	Y	N
155	Celerity Troika Charter School	Y	Y	Y	Y	Y	Y	Y	N
156	Center for Advanced Research and Technology HS Fresno	Y	Y						
157	Center Joint Unified School District	Y	Y						
158	Centinela Valley Union High School District	Y	Y	Y	Y	Y	N	Y	Y
159	Central California Connections Academy	Y	Y						
160	Central City Value School	Y	Y	N	Y	Y	N	N	N
161	Central Union HS District	Y	Y						
162	Centralia School District	Y	Y	N	Y	Y	Y	Y	NA
163	Ceres Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
164	CHAMPS - Charter HS of Arts-Multimedia & Performing	Y	Y						
165	Charter School of Morgan Hill	Y	Y						
166	Charter School of San Diego	Y	Y						
167	Chawanakee Unified School District	Y	Y	N	N	Y	N	Y	Y
168	Chico Country Day Charter School	Y	Y						
169	Chico Unified School District	Y	Y	Y	Y	Y	N	Y	Y
170	Chualar Union School District	Y	Y	Y	Y	Y	Y	Y	N
171	Chula Vista Elementary School District	Y	Y	Y	Y	Y	Y	Y	N
172	City Arts and Technology High School	Y	Y						
173	Civicorps Oakland	Y	Y						
174	CLAS Affirmation Charter	Y	Y						
175	Classical Academy	Y	Y						
176	Classical Academy High School Escondido	Y	Y	Y	Y	N	N	Y	Y

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177	Clay Joint Elementary School	Y	Y	Y	Y				
178	Cloverdale Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
179	Clovis Unified School District	Y	Y						
180	Coachella Valley Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
181	Coalinga-Huron Joint Unified	Y	Y	Y	Y	Y	Y	Y	Y
182	Coastal Academy Charter School	Y	Y						
183	College Elementary School District	Y	Y						
184	College-Ready Academy High School #4	Y	Y	Y	Y	Y	NA	Y	Y
185	College-Ready Academy High School #5	Y	Y	Y	Y	Y	NA	Y	Y
186	College-Ready Academy High School #7	Y	Y						
187	Columbia Elementary School District	Y	Y						
188	Columbia Union School District	Y	Y						
189	Community Charter Early College High School	Y	Y						
190	Community Charter Middle School	Y	Y						
191	Community Collaborative Charter School	Y	Y	Y	Y	Y	Y	Y	Y
192	Community Harvest Charter School	Y	Y	N	Y	N	N	N	N
193	Community Outreach Academy	Y	Y	Y	Y	Y	Y	Y	Y
194	Compton Unified School District	Y	Y						
195	Contra Costa County Office of Education	Y	Y	N	Y	Y	Y	Y	Y
196	Corcoran Joint Unified School District	Y	Y						
197	CORE @ the Camptonville Academy	Y	Y						
198	CORE Butte Charter School	Y	Y						
199	CORE Placer Charter School	Y	Y						
200	Coronado Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
201	Cotati-Rohnert Park Unified School District	Y	Y						
202	Cottonwood Union School District	Y	Y						
203	Crescendo Charter Academy	Y	Y	Y	Y	Y	Y	Y	N
204	Crescendo Charter Conservatory	Y	Y	Y	Y	Y	Y	Y	N
205	Crescendo Charter Preparatory Central	Y	Y	Y	Y	Y	Y	Y	N
206	Crescendo Charter Preparatory South	Y	Y	Y	Y	Y	Y	Y	N
207	Crescendo Charter Preparatory West	Y	Y	Y	Y	Y	Y	Y	N
208	Crescendo Charter School	Y	Y	Y	Y	Y	Y	Y	N
209	Crescent View South Charter School	Y	Y						
210	Crescent View West Charter School	Y	Y						
211	Crosswalk Schools	Y	Y	Y	Y	Y	N	Y	Y
212	Culver City Unified School District	Y	Y						
213	Curtis Creek School District	Y	Y	Y	Y	Y	Y	Y	Y
214	Cutler-Orosi Joint Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
215	Darnall Charter School	Y	Y	N	Y	Y	N	N	N
216	Davis Joint Unified	Y	Y						
217	Dehesa Charter School	Y	Y						
218	Del Mar Union School District	Y	Y						
219	Del Norte County Office of Education	Y	Y		Y		Y		
220	Del Norte County Unified School District	Y	Y	N	Y	N	Y	N	N
221	Delano Joint Union High School District	Y	Y	Y	Y	Y	NA	Y	Y

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222	Delhi Unified School District	Y	Y	N	N	Y	Y	N	N
223	Delphic Elementary School	Y	Y						
224	Desert Sands Charter High School	Y	Y						
225	Design High School (Los Angeles)	Y	Y	Y	Y	Y	NA	Y	Y
226	Diego Hills Charter	Y	Y						
227	Dinuba Unified School District	Y	Y			Y			
228	Discovery Charter	Y	Y						
229	Discovery Charter Preparatory #2	Y	Y						
230	Dixie School District,	Y	Y						
231	Dixon Montessori Charter School	Y	Y	Y	Y	Y	N	N	N
232	Douglas City Elementary School District	Y	Y	N	Y	N	N	Y	N
233	Downtown College Prep Alviso	Y	Y			Y			
234	Downtown College Preparatory	Y	Y			Y			
235	Downtown Value School	Y	Y	N	Y	Y	N	N	N
236	Dry Creek Joint Elementary School District	Y	Y	N	N	Y	NA	N	NA
237	Duarte Unified School District	Y	Y						
238	Dublin Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
239	Ducor Union ESD	Y	Y						
240	Dunham School District	Y	Y						
241	Earlimart School District	Y	Y						
242	East Nicolaus High School District	Y	Y						
243	East San Gabriel Valley ROP and Technical Center	Y	Y						
244	East Side Union High School District	Y	Y	Y	Y	Y	Y	Y	Y
245	East Whittier School District	Y	Y	NA	Y	Y	NA	Y	NA
246	Edison Charter Academy	Y	Y	N	Y	Y	Y	Y	NA
247	Edison-Bethune Charter Academy	Y	Y	Y	Y	Y	Y	Y	NA
248	Einstein Academy	Y	Y						
249	EJE Elementary	Y	Y						
250	EJE Middle Academy	Y	Y						
251	El Centro Elementary School District	Y	Y	Y	Y	Y	N	Y	N
252	El Dorado County Office of Education	Y	Y		Y		Y		
253	El Nido Elementary School District	Y	Y						
254	El Rancho Unified School District	Y	Y						
255	El Sol Science and Arts Academy	Y	Y						
256	Elk Grove Unified School District	Y	Y						
257	Elverta Joint Elementary School District	Y	Y						
258	Emery Unified School District	Y	Y						
259	Encinitas Union School District	Y	Y	Y	Y	Y	Y	Y	NA
260	Endeavor College Prep	Y	Y						
261	Enterprise Elementary School District	Y	Y	Y	Y	Y	Y	Y	Y
262	Environmental Charter High School	Y	Y	Y	Y	N	N	Y	Y
263	Environmental Science and Technology HS	Y	Y						
264	Envision Academy of Arts and Technology	Y	Y						
265	Equitas Academy	Y	Y						
266	Esparto Unified SD	Y	Y	N	N	Y	Y	Y	Y

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267	Eureka City Unified	Y	Y						
268	Eureka Union School District	Y	Y	Y	Y	N	Y	N	N
269	Everest Public High	Y	Y						
270	Evergreen School District	Y	Y						
271	Excel Charter Academy	Y	Y						
272	Excelsior Victorville	Y	Y	Y	Y	Y	NA	Y	Y
273	FAME Public Charter School	Y	Y						
274	Fenton Avenue Charter School	Y	Y		Y	Y		Y	
275	Fillmore Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
276	Firebaugh-Las Deltas Unified School District	Y	Y						
277	Flournoy Union Elementary School District	Y	Y		Y		Y	Y	
278	Folsom Cordova Unified School District.	Y	Y	Y	Y	Y	Y	Y	yse
279	Fontana Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
280	Foresthill Union	Y	Y						
281	Forestville Union School District	Y	Y	N	N	Y	Y	N	N
282	Fort Bragg Unified	Y	Y	N	Y	Y	Y	Y	Y
283	Fort Sage Unified School District	Y	Y		Y			Y	Y
284	Fountain Valley School District	Y	Y						
285	Fowler Unified School District	Y	Y						
286	Frederick Douglass Academy Charter Elementary	Y	Y						
287	Frederick Douglass Academy Charter High	Y	Y						
288	Frederick Douglass Academy Charter Middle	Y	Y						
289	Fremont Unified School District	Y	Y						
290	Fremont Union High School District	Y	Y	Y	Y	Y	Y	Y	Y
291	Fresno Academy for Civic and Entrepreneurial Leadership	Y	Y	Y	Y	Y	N	Y	Y
292	Fresno County Office of Education	Y	Y	Y	Y	Y	Y	Y	Y
293	Fresno Unified	Y	Y						
294	Fullerton Elementary School District	Y	Y	Y	Y	Y	Y	Y	NA
295	Futures High School	Y	Y	Y	Y	Y	Y	Y	Y
296	Futuro College Preparatory Elementary	Y	Y						
297	Gabriella Charter	Y	Y						
298	Galt Joint Union Elementary School District	Y	Y	Y	Y	Y	Y	Y	Y
299	Galt Joint Union High School District	Y	Y	N	N	N	NA	Y	N
300	Garvey School District	Y	Y	Y	Y	Y	Y	Y	NA
301	Gateway High School	Y	Y						
302	Gateway to College Early College High School	Y	Y	N	Y	N	N	N	Y
303	Gateway Unified School District	Y	Y						
304	Gilroy Unified School District	Y	Y	N	N	Y	Y	Y	Y
305	Glendale Unified School District	Y	Y		Y	Y			Y
306	Gold Trail Union School District	Y	Y						
307	Golden Feather Union Elementary	Y	Y	Y	Y	N	Y	N	N
308	Golden Plains Unified School District	Y	Y						
309	Golden Valley Charter School of Sacramento	Y	Y						
310	Golden Valley Unified School District in Madera County	Y	Y	N	N	Y	N	Y	Y
311	Gompers Charter middle	Y	Y						

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312	Gompers Preparatory Academy	Y	Y						
313	Gonzales Unified School District	Y	Y						
314	Granada Hills Charter High School	Y	Y						
315	Grant Elementary School District	Y	Y						
316	Grass Valley Elementary	Y	Y						
317	Gravenstein Union School District	Y	Y						
318	Greenfield Union Elementary School District	Y	Y						
319	Gridley Unified School District	Y	Y						
320	Guajome Park Academy	Y	Y						
321	Guerneville School District of Sonoma County	Y	Y						
322	Gustine Unified School District	Y	Y						
323	Hardy Brown College Prep	Y	Y						
324	Harmony Union School District	Y	Y						
325	Harriet Tubman Village Charter School	Y	Y						
326	Hayward Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
327	Healdsburg Unified School District	Y	Y						
328	Health Sciences High & Middle College	Y	Y						
329	Helix Charter High School	Y	Y						
330	Heritage Peak Charter School	Y	Y						
331	Hermosa Beach City Elementary	Y	Y						
332	Hesperia Unified School District	Y	Y						
333	High Desert Academy of Applied Arts and Sciences	Y	Y						
334	High Tech High	Y	Y						
335	High Tech High International	Y	Y						
336	High Tech High Media Arts	Y	Y						
337	High Tech Middle	Y	Y						
338	High Tech Middle Media Arts	Y	Y						
339	Higher Learning Academy	Y	Y	Y	Y	Y	Y	Y	Y
340	Hilmar Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
341	Hollister School District	Y	Y	Y	Y	Y	Y	Y	Y
342	Horicon Elementary	Y	Y	N	Y	Y	Y	N	N
343	Hughes-Elizabeth Lakes Union School District	Y	Y	N	N	N	N	N	N
344	Hume Lake Charter School	Y	Y	Y	Y			Y	Y
345	ICEF Fernando Pullum Performing Arts High School	Y	Y						
346	ICEF Inglewood Elementary Academy	Y	Y						
347	ICEF Inglewood Middle Academy	Y	Y						
348	ICEF Vista Elementary Academy	Y	Y						
349	ICEF Vista Middle Academy	Y	Y						
350	Impact Academy of Arts and Technology	Y	Y						
351	Imperial County Office of Education	Y	Y	Y	Y	Y	N	Y	Y
352	Indian Diggings School District	Y	Y						
353	Inglewood Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
354	Inland Leaders Charter School	Y	Y						
355	Innovations Academy San Diego	Y	Y						
356	International School of Monterey	Y	Y	Y	Y	N	Y	N	N

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357	Irvine Unified School District	Y	Y						
358	Ivy Academia Charter School	Y	Y						
359	Jack H. Skirball Middle School	Y	Y	Y	Y	Y	N	Y	Y
360	James Jordan MS	Y	Y						
361	Jamestown School District	Y	Y						
362	Janesville Union Elementary School District	Y	Y						
363	Jefferson Elementary School District	Y	Y	N	Y	Y	N	N	N
364	Jefferson Union High School District	Y	Y						
365	John Swett Unified School District	Y	Y						
366	Johnstonville Elementary	Y	Y	NA	Y	Y	Y	Y	NA
367	Journey School	Y	Y						
368	Keiller Leadership Academy	Y	Y						
369	Kelseyville Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
370	Kenwood School District	Y	Y						
371	Kerman Unified School District	Y	Y	N	Y	Y	Y	Y	Y
372	Kernville Union School District	Y	Y	N	Y	NA	Y	Y	NA
373	King City Joint Union High School District	Y	Y						
374	King-Chavez Academy of Excellence	Y	Y	Y	Y	Y	Y	Y	Y
375	King-Chavez Arts Academy	Y	Y	Y	Y	Y	Y	Y	Y
376	King-Chavez Athletics Academy	Y	Y	Y	Y	Y	Y	Y	Y
377	King-Chavez Community High	Y	Y	Y	Y	Y	Y	Y	Y
378	King-Chavez Preparatory Academy	Y	Y	Y	Y	Y	Y	Y	Y
379	King-Chavez Primary Academy	Y	Y	Y	Y	Y	Y	Y	Y
380	Kings River Union Elementary SD	Y	Y						
381	Kingsburg Elementary Charter School District	Y	Y				Y		
382	Kingsburg Joint Union High School District	Y	Y	Y	Y	Y	NA	Y	Y
383	KIPP Academy of Opportunity	Y	Y	Y	Y	Y	NA	Y	Y
384	KIPP Adelante Preparatory Academy	Y	Y	Y	Y	Y	N	Y	Y
385	KIPP Bayview Academy	Y	Y						
386	KIPP Bridge Charter School	Y	Y						
387	KIPP Heartwood Academy	Y	Y						
388	KIPP King Collegiate	Y	Y						
389	KIPP Los Angeles College Preparatory School	Y	Y	Y	Y	Y	NA	Y	Y
390	KIPP Ramces Academy	Y	Y	Y	Y	Y	Y	Y	NA
391	KIPP San Francisco Bay Academy	Y	Y						
392	KIPP San Jose Collegiate	Y	Y						
393	KIPP Summit Academy	Y	Y						
394	Klamath River Early College of the Redwoods	Y	Y						
395	Klamath-Trinity Joint Unified School District	Y	Y		Y		Y	Y	
396	La Canada Unified School District	Y	Y		Y	Y			
397	La Honda Pescadero Unified School District	Y	Y						
398	La Sierra Charter High School	Y	Y						
399	Lake County Office of Education	Y	Y	Y	Y	Y	Y	Y	Y
400	Lake Tahoe Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
401	Lakeport Unified School District	Y	Y	Y	Y	Y	Y	Y	Y

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402	Lakeview Charter Academy	Y	Y						
403	Lammersville School District	Y	Y						
404	Lamont Elementary School District	Y	Y						
405	Language Academy of Sacramento	Y	Y						
406	Larchmont Charter	Y	Y						
407	Larkspur School District	Y	Y						
408	Las Lomitas Elementary School District	Y	Y	Y	Y	NA	Y	NA	NA
409	Las Virgenes Unified School District	Y	Y	Y	Y	Y	Y	N	Y
410	Lassen Union High School District	Y	Y						
411	LaVerne Elementary Preparatory Academy	Y	Y	Y	Y	Y	Y	Y	NA
412	Lawndale Elementary School District	Y	Y	N	Y	Y	Y	Y	NA
413	Laytonville Unified	Y	Y	Y	Y	N		Y	
414	Le Grand Union Elementary School District	Y	Y						
415	Leadership Pubilc Schools - Hayward	Y	Y	Y	Y	Y	NA	Y	Y
416	Leadership Public Schools - College Park	Y	Y	Y	Y	Y	NA	Y	Y
417	Leadership Public Schools - Richmond	Y	Y	Y	Y	Y	NA	Y	Y
418	Leadership Public Schools - San Jose	Y	Y	Y	Y	Y	NA	Y	Y
419	Learning Choice Academy	Y	Y						
420	Leggett Valley Unified	Y	Y	N	Y	N	Y	N	N
421	Lennox School District	Y	Y						
422	Lewiston Elementary School District	Y	Y						
423	Liberty Elementary	Y	Y						
424	Liberty Elementary SD	Y	Y						
425	Liberty Union High School District	Y	Y	N	Y	Y	N	N	N
426	Lighthouse Community Charter (K-8)	Y	Y						
427	Lighthouse Community Charter High	Y	Y						
428	Lincoln Unified School District	Y	Y						
429	Linden Unified School District	Y	Y						
430	Lindsay Unified School District	Y	Y	N	Y	Y	Y	Y	Y
431	Live Oak School District (Santa Cruz)	Y	Y						
432	Livermore Valley Charter Preparatory High School	Y	Y						
433	Livermore Valley Joint Unified School District'	Y	Y	Y	Y	Y	N	N	Y
434	Livingston Union School District	Y	Y	Y	Y	Y	Y	Y	N
435	Lodi Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
436	Long Beach Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
437	Long Valley Charter	Y	Y						
438	Loomis Union School District	Y	Y	N	Y	Y	Y	Y	N
439	Los Alamos Elementary	Y	Y						
440	Los Altos School District	Y	Y						
441	Los Angeles Academy of Arts & Enterprise	Y	Y						
442	Los Angeles County Office of Education	Y	Y	N	Y	Y	N	N	Y
443	Los Angeles Leadership Academy	Y	Y	Y	Y	Y	Y	Y	Y
444	Los Angeles Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
445	Los Banos Unified	Y	Y						
446	Los Olivos School District	Y	Y						

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447	Lou Dantzler Preparatory Charter Elementary School	Y	Y						
448	Lou Dantzler Preparatory Charter High School	Y	Y						
449	Lou Dantzler Preparatory Charter Middle School	Y	Y						
450	Lucerne Elementary School District	Y	Y	N	N	N	N	N	N
451	Lucia Mar Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
452	Luther Burbank School District	Y	Y	N	Y	Y	N	N	N
453	Madera County Office of Education	Y	Y						
454	Madera Unified School District	Y	Y	N	Y	Y	Y	Y	Y
455	Magnolia School District	Y	Y		Y	Y	Y	Y	
456	Magnolia Science Academy San Diego	Y	Y						
457	Magnolia Science Academy-1	Y	Y						
458	Magnolia Science Academy-2	Y	Y						
459	Magnolia Science Academy-3	Y	Y						
460	Magnolia Science Academy-4	Y	Y						
461	Magnolia Science Academy-5	Y	Y						
462	Magnolia Science Academy-6	Y	Y						
463	Mammoth Unified	Y	Y						
464	Manzanita Elementary School District	Y	Y	Y	Y	Y	Y	Y	NA
465	Manzanita Public Charter	Y	Y	Y		Y			
466	Marc and Eva Stern Math And Science School	Y	Y						
467	Marcum-Illinois Union Elementary School District	Y	Y						
468	Mare Island Technology Middle School	Y	Y	Y	Y	Y	N	Y	N
469	Maricopa Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
470	Marin County Office of Education	Y	Y	N	Y	Y	Y	Y	Y
471	Mark Twain Union Elementary School District	Y	Y		Y			Y	
472	Mark West Union School District	Y	Y						
473	Martinez Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
474	Marysville Joint Unified	Y	Y						
475	McFarland USD	Y	Y						
476	McSwain Union Elementary School District	Y	Y						
477	Media Arts and Entertainment High School	Y	Y	Y	Y	Y	NA	Y	Y
478	Mendocino County Office of Education	Y	Y						
479	Mendota Unified Shool District	Y	Y						
480	Menlo Park City School District	Y	Y						
481	Merced City Elementary School District	Y	Y						
482	Merced County Office of Education	Y	Y						
483	Merced Union High School District	Y	Y	Y	Y	Y	NA	Y	Y
484	Metropolitan Arts and Technology High School	Y	Y						
485	Micro Enterprise Charter Academy	Y	Y						
486	Middletown Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
487	Milagro Charter Academy	Y	Y						
488	Mill Valley School District	Y	Y						
489	Millbrae School District	Y	Y						
490	Millennium Charter High School	Y	Y						
491	Millville Elementary School District	Y	Y						

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492	Milpitas Unified School District'	Y	Y		Y	Y	Y		Y
493	Mirus Secondary School	Y	Y						
494	Mission Union School District	Y	Y						
495	Mission View Public charter	Y	Y						
496	MIT Academy High School	Y	Y	Y	Y	Y	N	Y	N
497	Modesto City Elementary School District	Y	Y						
498	Modesto City High School District	Y	Y						
499	Monroe Elementary School District	Y	Y	N	Y	Y	N	N	N
500	Monrovia Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
501	Monsenor Oscar Romero Charter	Y	Y						
502	Montague Charter Academy	Y	Y						
503	Monte Rio Union School District	Y	Y						
504	Monterey Bay Charter School	Y	Y	Y	Y	Y	Y	Y	
505	Monterey County Office of Education	Y	Y						
506	Monterey Peninsula Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
507	Moorpark Unified School District	Y	Y						
508	Moraga School District	Y	Y						
509	Moreland School District	Y	Y	Y	Y	Y	Y	Y	NA
510	Mountain Empire Unified School District	Y	Y						
511	Mountain View Whisman School District	Y	Y	N	Y	Y	Y	Y	Y
512	Mountain View-Los Altos Union High School District	Y	Y	N	N	Y	N	N	N
513	Mt. Diablo Unified School District	Y	Y	Y	Y	Y	N	Y	Y
514	Mt. Pleasant School District	Y	Y	Y	Y	Y	Y	Y	N
515	Multicultural Learning Center	Y	Y	Y	Y	Y	Y	Y	N
516	Murrieta Valley Unified School District	Y	Y						
517	Museum School	Y	Y						
518	Napa County Office of Education	Y	Y						
519	Napa Valley Unified School district	Y	Y	Y	Y	Y	Y	Y	Y
520	National School District	Y	Y						
521	National University Academy	Y	Y						
522	Natomas Unified School District	Y	Y						
523	Nevada County Office of Education	Y	Y		Y		Y		
524	Nevada Jt. Union High School District	Y	Y	Y	Y	N	N	N	Y
525	New Designs Charter School	Y	Y						
526	New Designs Charter School Watts	Y	Y						
527	New Heights Charter School	Y	Y						
528	New Los Angeles Charter School	Y	Y						
529	New Millennium Secondary	Y	Y						
530	New Village	Y	Y						
531	New West Charter Middle	Y	Y						
532	Newark Unified	Y	Y	Y	Y	Y	N	Y	Y
533	Newcastle Elementary School District	Y	Y						
534	Newhall School District	Y	Y	N	N	N	Y	N	N
535	North Cow Creek Elementary School District	Y	Y						
536	Northern California Preparatory Academy	Y	Y	Y	Y	Y	N	N	Y

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537	Northwest Prep at Piner-Olivet	Y	Y						
538	Norton Space and Aeronautics Academy	Y	Y	Y	Y	Y	Y	N	N
539	Nova Academy Early College High	Y	Y	Y	Y	Y	Y	Y	Y
540	Novato Unified School District	Y	Y						
541	Nueva Esperanza Charter Academy	Y	Y						
542	Nuview Union School District	Y	Y						
543	Oak Grove Union School District	Y	Y						
544	Oak Valley Union School District (Tulare)	Y	Y	N	Y	Y	N	Y	NA
545	Oakland Aviation High School	Y	Y	Y	Y	Y		Y	Y
546	Oakland Charter High School	Y	Y						
547	Oakland Military Institute College Preparatory Academy	Y	Y	Y	Y	Y	N	Y	Y
548	Oakland School for the Arts	Y	Y	Y	Y	Y	N	N	Y
549	Oakland Unified School District	Y	Y						Y
550	Oakland Unity High School	Y	Y	Y	Y	Y	Y	Y	Y
551	Oakley Union Elementary School District	Y	Y						
552	Ocean View School District	Y	Y						
553	Odyssey Charter	Y	Y						
554	O'Farrell Community School	Y	Y						
555	Old Adobe Union School District	Y	Y						
556	Orange Center Elementary School District	Y	Y	Y	Y	Y	Y	Y	Y
557	Orange County Department of Education	Y	Y						
558	Orange County Educational Arts Academy	Y	Y						
559	Orchard School District	Y	Y	Y	Y	Y	Y	Y	N
560	Orland Joint Unified	Y	Y						
561	Oroville Union High School District	Y	Y						
562	Oscar De La Hoya Animo Charter High School	Y	Y	N	N	N	N	N	N
563	Pacific Technology School San Juan	Y	Y						
564	Pacific Technology School Santa Ana	Y	Y						
565	Pacific Union Elementary School District	Y	Y	Y	Y	Y	Y		NA
566	Pacific View Charter (Oceanside)	Y	Y	Y	Y	Y	Y	Y	Y
567	Pacific View Charter School (Humboldt)	Y	Y	N	Y	Y	NA	Y	Y
568	Pacifica School District	Y	Y	Y	Y	Y	Y	Y	N
569	Pacoima Charter School	Y	Y	Y	Y	Y	Y	Y	N
570	Pajaro Valley Unified School District	Y	Y						
571	Palermo Union Elementary School District	Y	Y	N	Y	Y	N	N	N
572	Palm Springs Unified School District	Y	Y						
573	Palmdale School District	Y	Y						
574	Palo Verde Unified School District	Y	Y	N	N	Y	Y	Y	N
575	Palos Verdes Peninsula Unified	Y	Y	N	N	Y	Y	N	N
576	Para Los Ninos	Y	Y						
577	Para Los Ninos Middle	Y	Y						
578	Paradise Unified School District	Y	Y						
579	Parlier Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
580	Pasadena Unified School District	Y	Y						
581	Petaluma City (Elementary) School District	Y	Y	Y	Y	Y	Y	Y	Y

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582	Petaluma Joint Union High School District	Y	Y	Y	Y	Y	Y	Y	Y
583	Pierce Joint Unified School District	Y	Y						
584	Pine Ridge School District	Y	Y	Y	Y	N	Y	Y	N
585	Piner-Olivet Charter	Y	Y						
586	Piner-Olivet Union School District	Y	Y						
587	Pittsburg Unified School District	Y	Y						
588	Pixley Union School District	Y	Y						
589	Placer County Office of Education	Y	Y						
590	Placer Hills Union School District	Y	Y	N	Y	Y	N	N	N
591	Placer Union High School District	Y	Y						
592	Plainsburg Union Elementary School	Y	Y						
593	Planada Elementary School District	Y	Y	Y	Y	Y	Y	Y	Y
594	Pleasant Grove JUSD	Y	Y						
595	Pleasant Valley Elementary School District	Y	Y						
596	Pleasant Valley School District	Y	Y	N	Y	Y	Y	N	NA
597	Pleasanton Unified School District	Y	Y	Y	Y	Y	Y	N	Y
598	Plumas Unified School District	Y	Y				Y		Y
599	Pomona Unified School District	Y	Y						
600	Pope Valley Elementary School District	Y	Y						
601	Port of Los Angeles High	Y	Y						
602	Portola Valley School District	Y	Y	N	Y	N	N	N	N
603	Potter Valley Community School District	Y	Y	N	Y	Y	Y	N	N
604	Primary Charter	Y	Y						
605	R.A.A.M.P. Charter Academy	Y	Y	Y	Y	Y	N	Y	N
606	Raisin City School District	Y	Y						
607	Ramona Unified School District	Y	Y						
608	Rancho Santa Fe School District	Y	Y						
609	Ravenswood City School District	Y	Y						
610	Ready Springs Union Elementary School District	Y	Y						
611	Redding School of the Arts	Y	Y						
612	Redwood City Elementary School District	Y	Y	Y	Y	Y	Y	Y	NA
613	Reed Union School District	Y	Y	N	N	N	N	N	N
614	Reef-Sunset Unified School District	Y	Y	N	N	Y	N	N	Y
615	Reems (Ernestine C.) Academy of Technology and Art	Y	Y						
616	Rescue Union School District	Y	Y						
617	Richgrove Elementary School District	Y	Y						
618	Ridgecrest Charter School	Y	Y	Y	Y	Y	Y	Y	NA
619	Rincon Valley Union School District	Y	Y						
620	Rio Elementary School District in Oxnard	Y	Y	Y	Y	Y	Y	Y	N
621	River Delta Unified School District	Y	Y						
622	River Montessori Charter	Y	Y	Y					
623	River Springs Charter School	Y	Y						
624	River Valley Charter School	Y	Y						
625	Riverdale Joint Unified School District	Y	Y	N	Y	Y	Y	Y	Y
626	Robla School District	Y	Y						

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627	Rocketship Mateo Sheedy Elementary School	Y	Y	N	Y	Y	N	Y	N
628	Rocketship Si Se Puede Academy	Y	Y	N	Y	Y	N	Y	N
629	Rocklin Academy (Turnstone)	Y	Y	Y	Y	Y	Y	Y	N
630	Rocklin Academy Meyers Street	Y	Y	Y	Y	Y	Y	Y	N
631	Rocklin Unified School District	Y	Y						
632	Roseland Charter School	Y	Y						
633	Roseland School District	Y	Y						
634	Rosemead School District	Y	Y	Y	Y	Y	Y	Y	NA
635	Roseville Joint Union High School District	Y	Y	Y	Y	Y	N	Y	Y
636	Ross School District	Y	Y	N	N	N	N	N	N
637	Ross Valley School District	Y	Y						
638	Sacramento Academic and Vocational Academy	Y	Y	Y	Y	Y	Y	Y	Y
639	Sacramento Charter High School	Y	Y						
640	Sacramento City Unified School District	Y	Y						
641	Sacramento County Office of Education	Y	Y						
642	Saddleback Valley Unified School District	Y	Y	N	Y	Y	N	N	N
643	Salida Union School District	Y	Y	N	N	Y	Y	N	N
644	Salinas City Elementary School District	Y	Y						
645	Salinas Union High School District	Y	Y						
646	San Benito High School District	Y	Y			Y		Y	Y
647	San Bernardino City Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
648	San Carlos Elementary School District	Y	Y						
649	San Diego County Office of Education	Y	Y	Y	Y	Y	Y	Y	Y
650	San Francisco County Office of Education	Y	Y	Y	Y	Y	Y	Y	Y
651	San Francisco Sheriff's Department Five Keys Adult School	Y	Y						
652	San Francisco Sheriff's Department Five Keys Charter School	Y	Y						
653	San Francisco Sheriff's Department Keys Independence HS	Y	Y						
654	San Francisco Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
655	San Gabriel Unified School District	Y	Y	Y	Y	Y		Y	Y
656	San Joaquin County Office of Education	Y	Y						
657	San Jose Unified School District	Y	Y						
658	San Juan Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
659	San Leandro Unified	Y	Y	N	Y	Y	N	N	N
660	San Lorenzo Unified School District	Y	Y						
661	San Luis Obispo County Office of Education	Y	Y	Y	Y	Y	Y		
662	San Marcos Unified School District	Y	Y						
663	San Marino Unified School District	Y	Y						
664	San Mateo County Office of Education	Y	Y	N	N	N	Y	N	Y
665	San Rafael Elementary School District	Y	Y						
666	San Rafael High School District	Y	Y						
667	San Ramon Valley Unified School District	Y	Y	Y	Y	N	N	N	Y
668	San Ysidro School District	Y	Y	Y	Y	Y	Y	Y	
669	Sanger Unified School District	Y	Y			Y	Y	Y	
670	Santa Ana Unified School District	Y	Y	Y	N	Y	Y	Y	Y
671	Santa Barbara Elementary School District	Y	Y	Y	N	Y	N	N	N

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672	Santa Barbara Secondary	Y	Y	Y	N	Y	N	N	N
673	Santa Clara County Office of Education	Y	Y						
674	Santa Clara Unified School District	Y	Y						
675	Santa Cruz City Elementary	Y	Y	Y	Y	Y	Y	Y	Y
676	Santa Cruz City High	Y	Y	Y	Y	Y	Y	Y	Y
677	Santa Cruz County Office of Education	Y	Y						
678	Santa Monica Boulevard Community Charter	Y	Y	Y	Y	Y	Y	Y	NA
679	Santa Monica-Malibu Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
680	Santa Rosa Charter Academy	Y	Y						
681	Santa Rosa Charter School	Y	Y	N	Y		Y	Y	N
682	Santa Ynez Valley Charter School	Y	Y						
683	Saugus Union	Y	Y	Y	Y	Y	Y	Y	NA
684	Sausalito-Marin City School District	Y	Y						
685	Savanna School District	Y	Y						
686	SBC-High Tech High	Y	Y						
687	School of Arts & Enterprise	Y	Y	N	Y	Y	N	Y	Y
688	School of Unlimited Learning Charter High School	Y	Y	Y	Y	Y	Y	Y	Y
689	Sebastopol Independent Charter School	Y	Y						
690	Sebastopol Union Elementary	Y	Y						
691	Selma Unified School District	Y	Y		Y	Y		Y	Y
692	Sequoia Union High School District	Y	Y	Y	Y	Y	Y	Y	Y
693	Shaffer Union Elementary	Y	Y						
694	Shasta County Office of Education	Y	Y	N	Y	N	Y	Y	N
695	Shasta Union High School District	Y	Y						
696	SIATech, Inc. Charter School	Y	Y						
697	Sierra Plumas Joint Unified School District	Y	Y						
698	Sierra Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
699	Snowline Joint Unified School District	Y	Y						
700	SOAR Charter Academy	Y	Y	N	Y	N	N	N	N
701	Sol Aureus College Preparatory	Y	Y						
702	Soledad Unified School District	Y	Y						
703	Sonoma County Office of Education	Y	Y						
704	Sonoma Valley Unified School District	Y	Y						
705	Sonora Elementary School District	Y	Y	Y	Y	Y	Y	Y	Y
706	Sonora Union High School District	Y	Y						
707	Soulsbyville Elementary	Y	Y	N	N	Y	N	N	N
708	South Pasadena Unified School District	Y	Y	N	Y	Y	Y	Y	Y
709	South San Francisco Unified School District	Y	Y	Y	N	Y	Y	N	N
710	Southern Trinity Joint Unified School District	Y	Y						
711	St. Hope Public School 7	Y	Y						
712	Stanislaus County Office of Education	Y	Y						
713	Stella Middle Charter Academy	Y	Y						
714	Stone Bridge School	Y	Y	Y	Y	Y	Y	N	N
715	Stone Corral School District	Y	Y						
716	Sulphur Springs School District	Y	Y	N	Y	Y	Y	Y	N

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717	Summerville Elementary School District	Y	Y		Y	Y	Y	Y	
718	Summerville Union High School District	Y	Y						
719	Summit Preparatory Charter High	Y	Y		Y	Y		Y	
720	Sunnyvale School District	Y	Y	Y	Y	Y	Y	Y	N
721	Sunol Glen Unified	Y	Y						
722	Sweetwater Union High School District	Y	Y	Y	Y	Y	NA	Y	Y
723	Sycamore Academy of Science and Cultural Arts	Y	Y						
724	Sylvan Union School District	Y	Y						
725	Synergy Charter Academy	Y	Y	Y	Y	Y	N	Y	N
726	Synergy Kinetic Academy	Y	Y	Y	Y	Y	N	Y	N
727	Tahoe Truckee Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
728	Temple City Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
729	The Ballington Academy for the Arts and Sciences	Y	Y						
730	The Indian Springs Elementary School District (Shasta County)	Y	Y						
731	The Willow Creek Elementary School District	Y	Y						
732	Thurgood Marshall Leadership Academy Middle School	Y	Y						
733	Tierra Pacifica Charter School	Y	Y						
734	Tipton Elementary School District	Y	Y						
735	Today's Fresh Start Charter School Inglewood	Y	Y						
736	Tracy Joint Unified School District	Y	Y						
737	Travis Unified School District	Y	Y						
738	Triumph Charter Academy	Y	Y						
739	Tulare County Office of Education	Y	Y						
740	Tulare Joint Union High	Y	Y		Y	Y		Y	Y
741	Twain Harte-Long Barn Union School District	Y	Y						
742	Twin Hills Union School District	Y	Y						
743	Twin Rivers Charter School	Y	Y	Y	Y	Y	Y	Y	N
744	Twin Rivers Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
745	Ukiah Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
746	University Charter Middle at CSU Channel Islands	Y	Y						
747	University High School in Fresno	Y	Y						
748	University Preparation School at CSU Channel Islands	Y	Y						
749	University Preparatory Academy Charter School	Y	Y						
750	University Preparatory School	Y	Y	N	N	N	N	N	Y
751	Upper lake Union Elementary School District	Y	Y	Y	Y	Y	Y	Y	Y
752	Upper Lake Union High School District	Y	Y	Y	Y	Y	Y	Y	Y
753	Vacaville Unified School District	Y	Y						
754	Val Verde Unified School District	Y	Y						
755	Valle Lindo School District	Y	Y	Y	Y	Y	Y	Y	NA
756	Vallecito Union School District	Y	Y						
757	Vallejo City Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
758	Valley Arts and Science Academy (VASA)	Y	Y	Y	Y	Y	Y	Y	
759	Valley Preparatory Academy Charter School in Fresno	Y	Y	Y	Y	Y	Y	Y	Y
760	Valley ROP	Y	Y						
761	Valor Academy	Y	Y						

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762	Vaughn Next Century Learning Center	Y	Y						
763	Ventura Charter School of Arts and Global Education	Y	Y						
764	Victor Elementary	Y	Y						
765	View Park Preparatory Accelerated Charter Elementary School	Y	Y						
766	View Park Preparatory Accelerated Charter High School	Y	Y						
767	View Park Preparatory Accelerated Charter Middle School	Y	Y						
768	Visalia Unified School District	Y	Y						
769	Vista Real Charter School	Y	Y						
770	Vista Unified	Y	Y						
771	Voices College-Bound Language Academy	Y	Y			Y			
772	Wallis Annenberg High	Y	Y	Y	Y	Y	Y	Y	Y
773	Wasco Union Elementary School District	Y	Y						
774	Washington Colony Elementary School District	Y	Y	N	Y	Y	Y	Y	N
775	Washington Unified School District	Y	Y						
776	Washington Union Elementary School District	Y	Y	N	Y	N	N	N	N
777	Washington Union High School District	Y	Y	Y	Y	Y	NA	Y	Y
778	Waterford Unified School District	Y	Y						
779	Waugh School District	Y	Y	Y	Y	Y	Y	Y	Y
780	Weaver Union School District	Y	Y						
781	West Contra Costa Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
782	West Fresno Elementary School District	Y	Y	Y	Y	Y	Y	Y	N
783	West Park Charter Academy	Y	Y	Y	Y	Y	Y	Y	Y
784	West Park Elementary School District	Y	Y	Y	Y	Y	Y	Y	NA
785	Western Sierra Collegiate Academy	Y	Y	Y	Y	Y	Y	Y	Y
786	Westside Elementary School District	Y	Y						
787	Westside Union School District	Y	Y						
788	Westwood Charter School	Y	Y						
789	Westwood Unified School District	Y	Y	N	Y	Y	N	Y	N
790	Whitmore Union Elementary District (Shasta County)	Y	Y						
791	Williams Unified	Y	Y						
792	Willits Unified School District	Y	Y		Y	Y	Y		
793	Willow Creek Academy	Y	Y						
794	Windsor Unified School District	Y	Y	Y	Y	Y	Y	Y	Y
795	Winters Joint Unified School District	Y	Y	N	Y	Y	Y	N	N
796	Winton Elementary School District	Y	Y						
797	Wiseburn School District	Y	Y	Y	Y	Y	N	N	N
798	Woodlake Union (Elementary) School District	Y	Y						
799	Woodland Joint Unified School District	Y	Y						
800	Woodville Union Elementary School District	Y	Y						
801	Wright Elementary District	Y	Y						
802	Yolo County Office of Education	Y	Y	Y	N	Y	Y	Y	Y
803	Yosemite Unified School District	Y	Y		Y				Y
804	Yuba City Charter	Y	Y		Y				
	TOTALS	804	804	235	301	286	218	246	192

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(A)(2)

Building strong statewide capacity to implement, scale up, and sustain proposed plans

California County Superintendents Educational Services Association
Eleven Service Regions

Regions/Counties

1. **North Coast**
   Del Norte, Humboldt, Mendocino, Lake, Sonoma
2. **Northeastern**
   Siskiyou, Modoc, Trinity, Shasta, Lassen, Tehama, Plumas, Butte, Glenn
3. **Capital**
   Colusa, Yolo, Sutter, Yuba, Sierra, Nevada, Placer, El Dorado, Sacramento, Alpine
4. **Bay**
   Marin, Napa, Solano, Contra Costa, Alameda, San Francisco, San Mateo
5. **South Bay**
   Santa Clara, Santa Cruz, San Benito, Monterey
6. **Delta Sierra**
   Amador, San Joaquin, Calaveras, Tuolumne, Stanislaus
7. **Central Valley**
   Merced, Mariposa, Madera, Fresno, Kings, Tulare
8. **Costa Del Sur**
   San Luis Obispo, Kern, Santa Barbara, Ventura
9. **Southern**
   Orange, San Diego, Imperial
10. **RIMS**
    Riverside, Inyo, Mono, San Bernardino
11. **Los Angeles**
    Los Angeles

Stakeholder Support Summary Table (A)(2)(ii)

Stakeholder Organization/Entity	Type
Formal MOUs detailing joint activities based on state's RTTT plan	
Alliance for Regional Collaboration to Heighten Educational Success (ARCHES)	IHE
Association of Independent California Colleges and Universities	IHE
California Community Colleges	IHE
California State University Chancellor's Office	IHE
Parent Institute for Quality Education (PIQE)	Parent/Community
University of California Office of the President	IHE
Letters detailing activities in support of state's RTTT plan	
Association of California School Administrators	Education
Boys & Girls Clubs California Alliance	Community
California Association of Administrators of State and Federal Education Programs	Education
California Comprehensive Center	Education
California Workforce Innovation Network (CalWIN)	Education/Business
Computer-Using Educators	Education
Concerned Parents Alliance	Parent/Community
Evelyn and Walter Haas, Jr Fund*	Philanthopy
Families In Schools	Parent/Community
National University	IHE
Policy Analysis for California Education	Research
Public Policy Institute of California	Research
Regional Economic Association Leaders of California**	Business
Regional Educational Laboratory-West	Research
S.D. Bechtel, Jr Foundation*	Philanthopy
Silver Giving*	Philanthropy
South Bay Center for Community Development	Community
Stuart Foundation*	Philanthopy
TechNet	Business
The California Academic Partnership Program	Education
The Center for the Future of Teaching and Learning	Education
The David and Lucille Packard Foundation*	Philanthopy
The James Irvine Foundation*	Philanthopy
The William and Flora Hewlett Foundation*	Philanthopy
Letters in support of state's RTTT plan	
1st Intervention	Education
AIMS Education Foundation	Education
Bay Area Council	Business
Big Brothers Big Sisters of Central California	Community
Brotherhood Crusade	Community
California Afterschool Network	Education
California Alliance of African American Educators	Education
California Alternative Payment Program Association	Education/Community
California Association for the Education of Young Children	Education
California Business for Education Excellence	Business
California Business Roundtable	Business
California Cadet Corps	Community
California Charter Schools Association	Education
California Child Care Resource and Referral Network	Community
California Child Development Administrators Association	Education/Community
California Commission on Teacher Credentialing	Education
California County Superintendents Educational Services Association	Education
California GEAR UP Program	Education

Stakeholder Support Summary Table (A)(2)(ii)

Stakeholder Organization/Entity	Type
Letters in support of state's RTTT plan (continued)	
California Head Start Association	Education
California Mayors Education Roundtable	Local Elected Officials
California Postsecondary Education Commission	Education
California State Conference of the National Association of the Advancement of Colored People	Civil Rights
California School Boards Association	Education
California School Nurses Organization	Education
California State Parent Teacher Association	Education/Parent
California State University, Fresno	Education
Casey & Associates	Business
Children NOW	Education/Community
Children Services Network, Central Valley	Community
Community Food Bank, Fresno	Community
Council of Fresno County Governments	Local Elected Officials
Empowering Parents	Parent/Community
Eric Hanushek (Hoover Institute, Stanford University)	Research
First 5 California	Education/Community
First 5 Fresno County	Education/Community
First 5 San Mateo County	Education/Community
Foundation for California Community Colleges	Education
Fresno City College	Education
Fresno Compact	Education/Community
Fresno Mayor Ashley Swearengin	Local Leaders
Fresno Regional Foundation	Philanthropy
Girl Scouts of Central California	Community
Hands On Central California	Community
Hispanic Association of Colleges and Universities	Education
Hollister Rotary	Business
Indio Chamber of Commerce	Business
International Baccalaureate	Education
Key Data Systems	Education
K-Jewel & KYNO Radio	Business
Law Office of Gerald Lee Tahajian, Inc.	Business
League of Women Voters of Fresno	Community
Los Angeles Mayor Antonio Villaraigosa	Local Elected Officials
Oxnard Chamber of Commerce	Business
Parent Revolution	Parent/Community
PICO California	Community
Reading and Beyond	Education
Rex and Margarent Fortune School of Education	Education
Sacramento Mayor Kevin Johnson	Local Elected Officials
San Diego East County Economic Development Council	Business
San Francisco Mayor Gavin Newsom	Local Elected Officials
Scholarship Foundation of Santa Barbara	Philanthropy
Senate President pro Tempore Darrell Steinberg	Legislative Leadership
Senator Bob Huff	Legislative Leadership
Senator Gloria Romero	Legislative Leadership
Sequoia Council, Boy Scouts of America	Community
SIFMA Foundation for Investor Education	Education
Southwest California Legislative Council	Business

Stakeholder Support Summary Table (A)(2)(ii)

Stakeholder Organization/Entity	Type
Letters in support of state's RTTT plan (continued)	
State Center Community College District (Fresno)	Education
The Salvation Army, Fresno	Community
Valley Public Television	Community
WestEd	Education
West Hills Community College District	Education

*Joint letter of support from California philanthropic organizations
**Joint letter of support from the following business organizations:
Bay Area Council
Business Council of San Joaquin County
Contra Costa Council
East Bay Economic Development Alliance
Greater Fresno Area Chamber of Commerce
Long Beach Area Chamber of Commerce
Los Angeles Area Chamber of Commerce
Los Angeles County Economic Development Corporation
North Bay Leadership Council
Orange County Business Council
Sacramento Metro Chamber
San Diego Chamber of Commerce
San Diego Regional Economic Development Corporation
San Francisco Chamber of Commerce
San Jose Silicon Valley Chamber of Commerce
Silicon Valley Leadership Group

California's Race to the Top
Participating Institution of Higher Education (IHE)
Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between the State of California and the University of California ("Participating IHE"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

COMMITMENTS COMMON TO ALL PARTICIPATING IHEs

The Participating IHE agrees to support the efforts of the State and participating local educational agencies ("Participating LEAs") in the implementation of the State's proposed reform plans should the State's application be approved by the U.S. Department of Education ("ED").

In the efforts to support the State and Participating LEAs in implementing the State's proposed reform plans, all Participating IHEs will dedicate resources and expertise to the following commitments common to all Participating IHEs (where applicable):

- Work with the State to study the efficacy of the State standards, and collaborate on revisions if needed to align them with preparedness standards for credit-bearing college coursework developed by cross-segmental IHE collaboration. As appropriate, embed in credentialing programs strategies to help all students meet such standards;

- Reach cross-segment agreement on statewide common indicators of course readiness for credit-bearing college course work, and engage in the development, testing and appropriate administration of such readiness assessments;

- Align IHE data systems with those of the State to create a seamless, P–20 longitudinal data system, and work collaboratively with the State, regional councils, collaboratives, county offices of education, and school districts to facilitate the use of data to support instruction;

- Incorporate student achievement and student growth data (both as defined in the federal Race to the Top Application) as well as the use of formative assessment to guide instruction, into an evaluation system of the impact of teacher and administrator preparation programs on student outcomes, and be willing to expand, modify or close programs based on

the student achievement and student growth data of preparation program graduates;

Expand preparation and credentialing options and programs that multiple multiple measures show are successful at producing effective teachers and principals, and revise those options and programs that such measures show to be ineffective;

- Address the inequities in the distribution of effective teachers and principals to high-poverty and high-minority schools and in hard-to-staff subjects (e.g., science and mathematics) and specialty areas (e.g., special education and career technical education);

- Increase residency-based credentialing options within teacher preparation programs;

- Expand academic preparation, retention, and community college transfer programs that are successful at increasing the college preparation, readiness, and persistence rates of students who attend the State's lowest-achieving schools;

- Provide the State with evaluation research and consultation services on the strategies used to turn around California's lowest-achieving schools, and broadly share the results of this evaluation research with K–12 educators, postsecondary education faculty, state and local policymakers, and other interested constituencies; and

- Expand efforts to conduct and disseminate research about effective practices related to aligning standards and assessments, using data to inform instruction, preparing effective teachers and principals, and turning around persistently low-achieving schools.

II. PROJECT ADMINISTRATION

A. PARTICIPATING IHE RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating IHE subgrantee:

1) As a condition for participating in and receiving an allocation of funds under the State's Race to the Top program, must enter into agreements with the State that will describe more specifically the mutual responsibilities of the State and the IHE for planning and implementing the State's plan. The agreements will include a final scope of work and must be produced in collaboration with the State after

participation in statewide conversations with the State, the Participating LEAs, and the other Participating IHEs. The agreements must be provided to the State within 90 days of the Race to the Top award to the State and must be approved by the State.

The agreements will include detailed work plans describing specific goals, activities timelines, budgets, key personnel, and annual targets for key performance measures. The work plan must be consistent with this Memorandum of Understanding, with the approved State plan, and with further guidance that the State may provide. The State will approve the IHE for funding based on the scope and quality of the work plan and the capacity of the IHE to provide the State and Participating LEAs with the meaningful and high quality support needed in implementing the State's approved plan. The agreements between the State and the IHE will also detail the State's responsibilities in implementing the State's approved plan, and how the State and IHE activities will be sequenced.

2) Will implement the IHE Plan as identified in this MOU and in the agreements to be reached consistent with Section II-A-1 of this MOU;

3) Will, over the course of the project, work in good faith with the State, the Participating LEAs, and the other Participating IHEs to identify needs for modifications to the project and to make appropriate modifications in order to achieve the core goals of the project;

4) Will actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the ED;

5) Will post to any Web site specified by the State or the ED, in a timely manner, all nonproprietary products and lessons learned that were developed using funds under the Race to the Top grant;

6) Will participate, as requested, in any evaluations of this grant conducted by the State or the ED;

7) Will be responsive to State or ED requests for information, including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;

8) Will participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the

Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In working with the Participating IHE in implementing the tasks and activities described in the State's Race to the Top application, the State grantee will:

1) Work collaboratively with and support the Participating IHE in carrying out the IHE Plans as identified in this MOU and in the agreements to be reached consistent with Section II-A-1 of this MOU;

2) Timely distribute the IHE portions of Race to the Top grant funds during the course of the project period and in accordance with the IHE approved work plans described in Section II-A-1 above;

3) Provide feedback on IHE status updates, annual reports, any interim reports, and project plans and products; and

4) Provide or coordinate technical assistance, professional development, and support consistent with Section II-A-1 above.

C. JOINT RESPONSIBILITIES

1) The State and the Participating IHE will collaborate in good faith to ensure alignment and coordination of State and local planning and implementation activities in order to effectively and efficiently achieve the core goals of the State's plan, consistent with their respective roles under State law and policy.

2) The State and the Participating IHE will all appoint a key contact person for the Race to the Top grant.

3) These key contacts from the State and the Participating IHE will maintain frequent communication to facilitate cooperation under this MOU.

4) State and Participating IHE grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

5) State and Participating IHE grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating IHE, or when the IHE Plan requires modifications.

D. RESOLUTION OF DISPUTES BETWEEN THE STATE AND THE IHE

If the State determines that the IHE is not meeting its goals, timelines, budget, or

annual targets or is not fulfilling other applicable requirements, the State grantee will promptly initiate a collaborative process between the State and the IHE to resolve the dispute in a timely manner.

III. ASSURANCES

The Participating IHE hereby certifies and represents that it:

1) Has all requisite power and authority to execute this MOU;

2) Is familiar with the State's Race to the Top grant application and is supportive of and will work to implement the entire State plan, as defined by the State;

3) Will provide a Final Scope of Work and detailed work plans consistent with Section IIA-1 above if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will enter into an agreement with the State consistent with Section II-A-1 above; and

4) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This MOU may be amended only by written agreement signed by each of the parties involved, and in consultation with the ED.

V. DURATION/TERMINATION

This MOU shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, upon termination for non-compliance, or upon mutual agreement of the parties, whichever occurs first.

Nothing in this MOU shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employers.

California's Race to the Top
Participating Institution of Higher Education
Memorandum of Understanding
Page 7

VI. SIGNATURES

Mark G. Yudof 1/18/10

Signature/Date

MARK G. YUDOF
President
University of California

President of Governing Board (optional):

Signature/Date

Print Name/Title

Faculty Association Leader (optional):

Signature/Date

Print Name/Title

Authorized State Official (required)

By its signature below, the State hereby accepts the IHE as a Participating IHE.

Theodore R. Mitchell January 13, 2010

Signature/Date

Theodore R. Mitchell, President, California State Board of Education

Print Name/Title

California's Race to the Top
Participating Institution of Higher Education (IHE)
Memorandum of Understanding
Revised 12-24-2009

This Memorandum of Understanding ("MOU") is entered into by and between the State of California and the California State University ("Participating IHE"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

COMMITMENTS COMMON TO ALL PARTICIPATING IHEs

The Participating IHE agrees to support the efforts of the State and participating local educational agencies ("Participating LEAs") in the implementation of the State's proposed reform plans should the State's application be approved by the U.S. Department of Education ("ED").

In the efforts to support the State and Participating LEAs in implementing the State's proposed reform plans, all Participating IHEs will dedicate resources and expertise to the following commitments common to all Participating IHEs (where applicable):

- Work with the State to validate State standards, align them with preparedness standards for credit-bearing college coursework, and embed them in credentialing programs;

- Reach cross-segment agreement on the use of a statewide common assessment of college readiness;

- Align IHE data systems with those of the State to create a seamless, P–20 longitudinal data system, and work collaboratively with the State, regional councils, collaboratives, county offices of education, and school districts to facilitate the use of data to support instruction;

- Incorporate student achievement and student growth data (both as defined in the federal Race to the Top Application) into an evaluation system of the impact of teacher and administrator preparation programs on student outcomes, and be willing to expand, modify or close programs based on the student achievement and student growth data of preparation program graduates;

- Expand preparation and credentialing options and programs that data show are successful at producing effective teachers and principals, and revise those options and programs that data show to be ineffective;

- Address the inequities in the distribution of effective teachers and principals to high-poverty and high-minority schools and in hard-to-staff subjects (e.g., science and mathematics) and specialty areas (e.g., special education and career technical education);

- Increase residency-based credentialing options within teacher preparation programs where the majority of the instruction and instructional credits will be provided by faculty working in participating K–12 schools;

- Expand academic preparation, retention, and community college transfer programs that are successful at increasing the college preparation, readiness, and persistence rates of students who attend the State's lowest-achieving schools;

- Provide the State with evaluation research and consultation services on the strategies used to turn around California's lowest-achieving schools, and broadly share the results of this evaluation research with K–12 educators, postsecondary education faculty, state and local policymakers, and other interested constituencies; and

- Expand efforts to conduct and disseminate research about effective practices related to aligning standards and assessments, using data to inform instruction, preparing effective teachers and principals, and turning around persistently low-achieving schools.

II. PROJECT ADMINISTRATION

A. PARTICIPATING IHE RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating IHE subgrantee:

1) As a condition for participating in and receiving an allocation of funds under the State's Race to the Top program, must enter into agreements with the State that will describe more specifically the mutual responsibilities of the State and the IHE for planning and implementing the State's plan. The agreements will include a final scope of work and must be produced in collaboration with the State after participation in statewide conversations with the State, the Participating LEAs, and the other Participating IHEs. The agreements must be provided to the State

within 90 days of the Race to the Top award to the State and must be approved by the State.

The agreements will include detailed work plans describing specific goals, activities timelines, budgets, key personnel, and annual targets for key performance measures. The work plan must be consistent with this Memorandum of Understanding, with the approved State plan, and with further guidance that the State may provide. The State will approve the IHE for funding based on the scope and quality of the work plan and the capacity of the IHE to provide the State and Participating LEAs with the meaningful and high quality support needed in implementing the State's approved plan. The agreements between the State and the IHE will also detail the State's responsibilities in implementing the State's approved plan, and how the State and IHE activities will be sequenced.

2) Will implement the IHE Plan as identified in this MOU and in the agreements to be reached consistent with Section II-A-1 of this MOU;

3) Will, over the course of the project, work in good faith with the State, the Participating LEAs, and the other Participating IHEs to identify needs for modifications to the project and to make appropriate modifications in order to achieve the core goals of the project;

4) Will actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the ED;

5) Will post to any Web site specified by the State or the ED, in a timely manner, all nonproprietary products and lessons learned that were developed using funds under the Race to the Top grant;

6) Will participate, as requested, in any evaluations of this grant conducted by the State or the ED;

7) Will be responsive to State or ED requests for information, including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;

8) Will participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In working with the Participating IHE in implementing the tasks and activities described in the State's Race to the Top application, the State grantee will:

1) Work collaboratively with and support the Participating IHE in carrying out the IHE Plans as identified in this MOU and in the agreements to be reached consistent with Section II-A-1 of this MOU;

2) Timely distribute the IHE portions of Race to the Top grant funds during the course of the project period and in accordance with the IHE approved work plans described in Section II-A-1 above;

3) Provide feedback on IHE status updates, annual reports, any interim reports, and project plans and products; and

4) Provide or coordinate technical assistance, professional development, and support consistent with Section II-A-1 above.

C. JOINT RESPONSIBILITIES

1) The State and the Participating IHE will collaborate in good faith to ensure alignment and coordination of State and local planning and implementation activities in order to effectively and efficiently achieve the core goals of the State's plan, consistent with their respective roles under State law and policy.

2) The State and the Participating IHE will all appoint a key contact person for the Race to the Top grant.

3) These key contacts from the State and the Participating IHE will maintain frequent communication to facilitate cooperation under this MOU.

4) State and Participating IHE grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

5) State and Participating IHE grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating IHE, or when the IHE Plan requires modifications.

D. RESOLUTION OF DISPUTES BETWEEN THE STATE AND THE IHE

If the State determines that the IHE is not meeting its goals, timelines, budget, or

annual targets or is not fulfilling other applicable requirements, the State grantee will promptly initiate a collaborative process between the State and the IHE to resolve the dispute in a timely manner.

III. ASSURANCES

The Participating IHE hereby certifies and represents that it:

1) Has all requisite power and authority to execute this MOU;

2) Is familiar with the State's Race to the Top grant application and is supportive of and will work to implement the entire State plan, as defined by the State;

3) Will provide a Final Scope of Work and detailed work plans consistent with Section IIA-1 above if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will enter into an agreement with the State consistent with Section II-A-1 above; and

4) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This MOU may be amended only by written agreement signed by each of the parties involved, and in consultation with the ED.

V. DURATION/TERMINATION

This MOU shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, upon termination for non-compliance, or upon mutual agreement of the parties, whichever occurs first.

Nothing in this MOU shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employers.

VI. SIGNATURES

January 8, 2010

Signature/Date

CHARLES B. REED
Chancellor
The California State University

President of Governing Board (optional):

January 8, 2010

Signature/Date

HERBERT L. CARTER
Chair
The California State University Board of Trustees

Faculty Association Leader (optional):

Signature/Date

Print Name/Title

Authorized State Official (required)

By its signature below, the State hereby accepts the IHE as a Participating IHE.

January 13, 2010

Signature/Date

Theodore R. Mitchell, President, California State Board of Education

Print Name/Title

California's Race to the Top
Participating Institution of Higher Education (IHE)
Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between the State of California and the California Community Colleges ("Participating IHE"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

The Participating IHE agrees to support the efforts of the State and participating local educational agencies ("Participating LEAs") in the implementation of the State's proposed reform plans should the State's application be approved by the U.S. Department of Education ("ED").

In the efforts to support the State and Participating LEAs in implementing the State's proposed reform plans, all Participating IHEs will dedicate resources and expertise to the following commitments common to all Participating IHEs (where applicable):

- Work with the State to validate State standards, align them with preparedness standards for credit-bearing college coursework, and embed them in credentialing programs;

- Reach cross-segment agreement on the use of a statewide common assessment of college readiness;

- Align IHE data systems with those of the State to create a seamless, P–20 longitudinal data system, and work collaboratively with the State, regional councils, collaboratives, county offices of education, and school districts to facilitate the use of data to support instruction;

- Incorporate student achievement and student growth data (both as defined in the federal Race to the Top Application) into an evaluation system of the impact of teacher and administrator preparation programs on student outcomes, and be willing to expand, modify or close programs based on the student achievement and student growth data of preparation program graduates;

- Expand preparation and credentialing options and programs that data show are successful at producing effective teachers and principals, and revise those options and programs that data show to be ineffective;

- Address the inequities in the distribution of effective teachers and principals to high-poverty and high-minority schools and in hard-to-staff subjects (e.g., science and mathematics) and specialty areas (e.g., special education and career technical education);

- Increase residency-based credentialing options within teacher preparation programs where the majority of the instruction and instructional credits will be provided by faculty working in participating K–12 schools;

- Expand academic preparation, retention, and community college transfer programs that are successful at increasing the college preparation, readiness, and persistence rates of students who attend the State's lowest-achieving schools;

- Provide the State with evaluation research and consultation services on the strategies used to turn around California's lowest-achieving schools, and broadly share the results of this evaluation research with K–12 educators, postsecondary education faculty, state and local policymakers, and other interested constituencies; and

- Expand efforts to conduct and disseminate research about effective practices related to aligning standards and assessments, using data to inform instruction, preparing effective teachers and principals, and turning around persistently low-achieving schools.

II. PROJECT ADMINISTRATION

A. PARTICIPATING IHE RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating IHE subgrantee:

1) As a condition for participating in and receiving an allocation of funds under the State's Race to the Top program, must enter into agreements with the State that will describe more specifically the mutual responsibilities of the State and the IHE for planning and implementing the State's plan. The agreements will include a final scope of work and must be produced in collaboration with the State after participation in statewide conversations with the State, the Participating LEAs, and the other Participating IHEs. The agreements must be provided to the State

within 90 days of the Race to the Top award to the State and must be approved by the State.

The agreements will include detailed work plans describing specific goals, activities timelines, budgets, key personnel, and annual targets for key performance measures. The work plan must be consistent with this Memorandum of Understanding, with the approved State plan, and with further guidance that the State may provide. The State will approve the IHE for funding based on the scope and quality of the work plan and the capacity of the IHE to provide the State and Participating LEAs with the meaningful and high quality support needed in implementing the State's approved plan. The agreements between the State and the IHE will also detail the State's responsibilities in implementing the State's approved plan, and how the State and IHE activities will be sequenced.

2) Will implement the IHE Plan as identified in this MOU and in the agreements to be reached consistent with Section II-A-1 of this MOU;

3) Will, over the course of the project, work in good faith with the State, the Participating LEAs, and the other Participating IHEs to identify needs for modifications to the project and to make appropriate modifications in order to achieve the core goals of the project;

4) Will actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the ED;

5) Will post to any Web site specified by the State or the ED, in a timely manner, all nonproprietary products and lessons learned that were developed using funds under the Race to the Top grant;

6) Will participate, as requested, in any evaluations of this grant conducted by the State or the ED;

7) Will be responsive to State or ED requests for information, including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;

8) Will participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In working with the Participating IHE in implementing the tasks and activities described in the State's Race to the Top application, the State grantee will:

1) Work collaboratively with and support the Participating IHE in carrying out the IHE Plans as identified in this MOU and in the agreements to be reached consistent with Section II-A-1 of this MOU;

2) Timely distribute the IHE portions of Race to the Top grant funds during the course of the project period and in accordance with the IHE approved work plans described in Section II-A-1 above;

3) Provide feedback on IHE status updates, annual reports, any interim reports, and project plans and products; and

4) Provide or coordinate technical assistance, professional development, and support consistent with Section II-A-1 above.

C. JOINT RESPONSIBILITIES

1) The State and the Participating IHE will collaborate in good faith to ensure alignment and coordination of State and local planning and implementation activities in order to effectively and efficiently achieve the core goals of the State's plan, consistent with their respective roles under State law and policy.

2) The State and the Participating IHE will all appoint a key contact person for the Race to the Top grant.

3) These key contacts from the State and the Participating IHE will maintain frequent communication to facilitate cooperation under this MOU.

4) State and Participating IHE grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

5) State and Participating IHE grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating IHE, or when the IHE Plan requires modifications.

D. RESOLUTION OF DISPUTES BETWEEN THE STATE AND THE IHE

If the State determines that the IHE is not meeting its goals, timelines, budget, or

annual targets or is not fulfilling other applicable requirements, the State grantee will promptly initiate a collaborative process between the State and the IHE to resolve the dispute in a timely manner.

III. ASSURANCES

The Participating IHE hereby certifies and represents that it:

1) Has all requisite power and authority to execute this MOU;

2) Is familiar with the State's Race to the Top grant application and is supportive of and will work to implement the entire State plan, as defined by the State;

3) Will provide a Final Scope of Work and detailed work plans consistent with Section IIA-1 above if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will enter into an agreement with the State consistent with Section II-A-1 above; and

4) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This MOU may be amended only by written agreement signed by each of the parties involved, and in consultation with the ED.

V. DURATION/TERMINATION

This MOU shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, upon termination for non-compliance, or upon mutual agreement of the parties, whichever occurs first.

Nothing in this MOU shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employers.

VI. SIGNATURES

Jack Scott January 7, 2010

Signature/Date

JACK SCOTT, Ph.D.
Chancellor
California Community Colleges

Authorized State Official

By its signature below, the State hereby accepts the IHE as a Participating IHE.

Theodore R. Mitchell January 13, 2010

Signature/Date

California's Race to the Top
Participating Institution of Higher Education (IHE)
Memorandum of Understanding
Revised 12-24-2009

This Memorandum of Understanding ("MOU") is entered into by and between the State of California and the Association of Independent California Colleges and Universities ("Participating IHE") in behalf of its member institutions. The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

COMMITMENTS COMMON TO ALL PARTICIPATING IHEs

The Participating IHE agrees to support the efforts of the State and participating local educational agencies ("Participating LEAs") in the implementation of the State's proposed reform plans should the State's application be approved by the U.S. Department of Education ("ED").

In the efforts to support the State and Participating LEAs in implementing the State's proposed reform plans, all Participating IHEs will dedicate resources and expertise to the following commitments common to all Participating IHEs (where applicable):

- Work with the State to validate State standards, align them with preparedness standards for credit-bearing college coursework, and embed them in credentialing programs;

- Reach cross-segment agreement on the use of a statewide common assessment of college readiness;

- Align IHE data systems with those of the State to create a seamless, P–20 longitudinal data system, and work collaboratively with the State, regional councils, collaboratives, county offices of education, and school districts to facilitate the use of data to support instruction;

- Incorporate student achievement and student growth data (both as defined in the federal Race to the Top Application) into an evaluation system of the impact of teacher and administrator preparation programs on student outcomes, and be willing to expand, modify or close programs based on the student achievement and student growth data of preparation program graduates;

- Expand preparation and credentialing options and programs that data show are successful at producing effective teachers and principals, and revise those options and programs that data show to be ineffective;

- Address the inequities in the distribution of effective teachers and principals to high-poverty and high-minority schools and in hard-to-staff subjects (e.g., science and mathematics) and specialty areas (e.g., special education and career technical education);

- Increase residency-based credentialing options within teacher preparation programs where the majority of the instruction and instructional credits will be provided by faculty working in participating K–12 schools;

- Expand academic preparation, retention, and community college transfer programs that are successful at increasing the college preparation, readiness, and persistence rates of students who attend the State's lowest-achieving schools;

- Provide the State with evaluation research and consultation services on the strategies used to turn around California's lowest-achieving schools, and broadly share the results of this evaluation research with K–12 educators, postsecondary education faculty, state and local policymakers, and other interested constituencies; and

- Expand efforts to conduct and disseminate research about effective practices related to aligning standards and assessments, using data to inform instruction, preparing effective teachers and principals, and turning around persistently low-achieving schools.

II. PROJECT ADMINISTRATION

A. PARTICIPATING IHE RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating IHE subgrantee:

1) As a condition for participating in and receiving an allocation of funds under the State's Race to the Top program, must enter into agreements with the State that will describe more specifically the mutual responsibilities of the State and the IHE for planning and implementing the State's plan. The agreements will include a final scope of work and must be produced in collaboration with the State after participation in statewide conversations with the State, the Participating LEAs, and the other Participating IHEs. The agreements must be provided to the State

within 90 days of the Race to the Top award to the State and must be approved by the State.

The agreements will include detailed work plans describing specific goals, activities timelines, budgets, key personnel, and annual targets for key performance measures. The work plan must be consistent with this Memorandum of Understanding, with the approved State plan, and with further guidance that the State may provide. The State will approve the IHE for funding based on the scope and quality of the work plan and the capacity of the IHE to provide the State and Participating LEAs with the meaningful and high quality support needed in implementing the State's approved plan. The agreements between the State and the IHE will also detail the State's responsibilities in implementing the State's approved plan, and how the State and IHE activities will be sequenced.

2) Will implement the IHE Plan as identified in this MOU and in the agreements to be reached consistent with Section II-A-1 of this MOU;

3) Will, over the course of the project, work in good faith with the State, the Participating LEAs, and the other Participating IHEs to identify needs for modifications to the project and to make appropriate modifications in order to achieve the core goals of the project;

4) Will actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the ED;

5) Will post to any Web site specified by the State or the ED, in a timely manner, all nonproprietary products and lessons learned that were developed using funds under the Race to the Top grant;

6) Will participate, as requested, in any evaluations of this grant conducted by the State or the ED;

7) Will be responsive to State or ED requests for information, including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;

8) Will participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In working with the Participating IHE in implementing the tasks and activities described in the State's Race to the Top application, the State grantee will:

1) Work collaboratively with and support the Participating IHE in carrying out the IHE Plans as identified in this MOU and in the agreements to be reached consistent with Section II-A-1 of this MOU;

2) Timely distribute the IHE portions of Race to the Top grant funds during the course of the project period and in accordance with the IHE approved work plans described in Section II-A-1 above;

3) Provide feedback on IHE status updates, annual reports, any interim reports, and project plans and products; and

4) Provide or coordinate technical assistance, professional development, and support consistent with Section II-A-1 above.

C. JOINT RESPONSIBILITIES

1) The State and the Participating IHE will collaborate in good faith to ensure alignment and coordination of State and local planning and implementation activities in order to effectively and efficiently achieve the core goals of the State's plan, consistent with their respective roles under State law and policy.

2) The State and the Participating IHE will all appoint a key contact person for the Race to the Top grant.

3) These key contacts from the State and the Participating IHE will maintain frequent communication to facilitate cooperation under this MOU.

4) State and Participating IHE grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

5) State and Participating IHE grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating IHE, or when the IHE Plan requires modifications.

D. RESOLUTION OF DISPUTES BETWEEN THE STATE AND THE IHE

If the State determines that the IHE is not meeting its goals, timelines, budget, or

annual targets or is not fulfilling other applicable requirements, the State grantee will promptly initiate a collaborative process between the State and the IHE to resolve the dispute in a timely manner.

III. ASSURANCES

The Participating IHE hereby certifies and represents that it:

1) Has all requisite power and authority to execute this MOU in behalf of its member institutions. Further that it has consulted with its members institutions and has received an enthusiastic response regarding their participation;

2) Is familiar with the State's Race to the Top grant application and is supportive of and will work to implement the entire State plan, as defined by the State;

3) Will provide a Final Scope of Work and detailed work plans consistent with Section IIA-1 above if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will enter into an agreement with the State consistent with Section II-A-1 above; and

4) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This MOU may be amended only by written agreement signed by each of the parties involved, and in consultation with the ED.

V. DURATION/TERMINATION

This MOU shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, upon termination for non-compliance, or upon mutual agreement of the parties, whichever occurs first.

Nothing in this MOU shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employers.

California's Race to the Top
Participating Institution of Higher Education
Memorandum of Understanding
Page 6

VI. SIGNATURES

(b)(6)

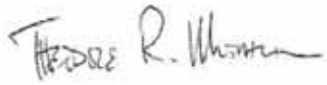
January 6, 2010

Signature/Date

JONATHAN BROWN
President
Association of Independent California Colleges and Universities

Authorized State Official

The State hereby accepts the ICC as a participating organization.



January 13, 2010

Signature/Date

THEODORE R. MITCHELL
President
California State Board of Education

California's Race to the Top
Participating Organization
Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between the State of California and the Alliance for Regional Collaboration to Heighten Educational Success (ARCHES) through its fiscal and sponsoring organization, the California Education Round Table Intersegmental Coordinating Committee (ICC). The purpose of this agreement is to establish a framework of collaboration as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

ARCHES agrees to support the efforts of the State and participating local educational agencies ("Participating LEAs") in the implementation of the State's proposed reform plans should the State's application be approved by the U.S. Department of Education ("ED").

In the efforts to support the State and Participating LEAs in the implementation of the State's proposed reform plans, ARCHES will focus its resources and expertise in the following areas:

ARCHES will:

- Expand its network of regional collaboratives whose goal is to improve student achievement and close the achievement gap through the collective participation of school districts, county offices of education, community colleges, baccalaureate-granting institutions, businesses, community organizations, and parent-center associations;
- Disseminate widely best practices that emanate from these regional collaboratives;
- Create, nurture, and sustain a professional learning community among regional collaboratives that shares common interests and takes collective action to advocate policies resulting in an equitable distribution of resources and opportunities;
- Develop a clearinghouse for relevant information, research, and best practices;
- Provide technical assistance to regional collaboratives about the importance of generating measurable student outcomes through the gathering, analysis, and utilization of data; and,
- Generate funding opportunities to support and sustain regional collaboratives.

II. PROJECT ADMINISTRATION

A. PARTICIPATING ORGANIZATIONAL RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the ARCHES subgrantee:

1) As a condition for participating in and receiving an allocation of funds under the State's *Race to the Top* program, must enter into agreements with the State that will describe more specifically the mutual responsibilities of the State and ARCHES for planning and implementing the State's plan. The agreements will include a final scope of work and must be produced in collaboration with the State after participation in statewide conversations with the State and with Participating LEAs. The agreements must be provided to the State within 90 days of the *Race to the Top* award to the State and must be approved by the State.

The agreements will include detailed work plans describing specific goals, activities timelines, budgets, key personnel, and annual targets for key performance measures. The work plan must be consistent with this Memorandum of Understanding, with the approved State plan, and with further guidance that the State may provide. The State will approve ARCHES for funding based on the scope and quality of the work plan and the capacity of ARCHES to provide the State and Participating LEAs with the meaningful and high quality support needed in the implementation of the State's approved plan. The agreements between the State and ARCHES will also detail the State's responsibilities in implementing the State's approved plan, and how the State and ARCHES activities will be sequenced.

2) Will implement ARCHES Plans as identified in this MOU and in the agreements to be reached consistent with Section II-A-1 of this MOU;

3) Will, over the course of the project, work in good faith with the State and the Participating LEAs to identify needs for modifications to the project and to make appropriate modifications in order to achieve the core goals of the project;

4) Will actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the ED;

5) Will post to any Web site specified by the State or the ED, in a timely manner, all nonproprietary products and lessons learned that were developed using funds under the *Race to the Top* grant;

6) Will participate, as requested, in any evaluations of this grant conducted by the State or the ED;

7) Will be responsive to State or ED requests for information, including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;

8) Will participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the *Race to the Top* grant period, and (d) other matters related to the *Race to the Top* grant and associated plans.

B. STATE RESPONSIBILITIES

In working with ARCHES in support of the implementation of the tasks and activities described in the State's *Race to the Top* application, the State grantee will:

1) Work collaboratively with and support ARCHES in carrying out ARCHES Plans as identified in this MOU and in the agreements to be reached consistent with Section II-A-1 of this MOU;

2) Timely distribute ARCHES portions of *Race to the Top* grant funds during the course of the project period and in accordance with the IHE approved work plans described in Section II-A-1 above;
3) Provide feedback on ARCHES status updates, annual reports, any interim reports, and project plans and products; and,
4) Provide or coordinate technical assistance, professional development, and support consistent with Section II-A-1 above.

C. JOINT RESPONSIBILITIES

1) The State and ARCHES will collaborate in good faith to ensure alignment and coordination of State and local planning and implementation activities in order to effectively and efficiently achieve the core goals of the State's plan, consistent with their respective roles under State law and policy.

2) The State and ARCHES will all appoint a key contact person for the *Race to the Top* grant.

3) These key contacts from the State and ARCHES will maintain frequent communication to facilitate cooperation under this MOU.

4) State and ARCHES grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
5) State and ARCHES grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect ARCHES, or when ARCHES Plans require modifications.

D. RESOLUTION OF DISPUTES BETWEEN THE STATE AND ARCHES

If the State determines that ARCHES is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will promptly initiate a collaborative process between the State and ARCHES to resolve the dispute in a timely manner.

III. ASSURANCES

ARCHES hereby certifies and represents that it:

1) Has all requisite power and authority to execute this MOU through its fiscal and sponsoring organization, the ICC;

2) Is familiar with the State's *Race to the Top* grant application and is supportive of and will work to implement the entire State plan, as defined by the State;

3) Will provide a Final Scope of Work and detailed work plans consistent with Section IIA-1 above if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will enter into an agreement with the State consistent with Section II-A-1 above; and

4) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This MOU may be amended only by written agreement signed by each of the parties involved, and in consultation with the ED.

V. DURATION/TERMINATION

This MOU shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, upon termination for non-compliance, or upon mutual agreement of the parties, whichever occurs first.

Nothing in this MOU shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employers.

VI. SIGNATURES

(b)(6)

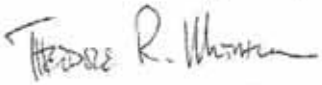
January 6, 2010

Signature/Date

JONATHAN BROWN
Chair, California Education Round Table Intersegmental Coordinating Committee

Authorized State Official

The State hereby accepts the ICC as a participating organization.



January 13, 2010

Signature/Date

THEODORE R. MITCHELL
President
California State Board of Education

California's Race to the Top
Participating Organization
Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between the State of California and the Parent Institute for Quality Education (PIQE). The purpose of this agreement is to establish a framework of collaboration as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

PIQE agrees to support the efforts of the State and participating local educational agencies ("Participating LEAs") in the implementation of the State's proposed reform plans should the State's application be approved by the U.S. Department of Education ("ED").

In the efforts to support the State and Participating LEAs in the implementation of the State's proposed reform plans, PIQE will focus its resources and expertise in the following areas:

PIQE will:

- Make available its organizational supports of senior administrators, faculty, and students across educational systems to develop collaborative actions to reach the student and systems outcomes in California's proposal for the *Race to the Top* initiative;

- Serve as a forum for discussion among educational sectors on ways to collaborate to improve student achievement and meet the state's goals as stated in the *Race to the Top* proposal and develop blueprints, as appropriate, for specific aspects of the proposal;

- Increase its efforts to align standards and assessments across educational levels, including encouraging the wide use of the Early Assessment Program developed by the California State University based upon initial developmental efforts by PIQE;

- Conduct statewide forums for the purpose of training teachers and counselors both to access and utilize data to improve instruction;

- Implement a pilot program using the Mathematics Diagnostic Testing Project (MTDP) and Daskala platform to improve instruction in middle school mathematics through utilization of real-time student testing data;

- Disseminate best practices from the California Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) that has developed innovative approaches to implementing a *college-going culture* in middle schools. PIQE will continue to oversee the California GEAR UP Program and facilitate the expansion of innovative practices to additional middle schools;

- Further distribute materials designed to promote a *college-going culture* to every middle school student in the state; and,

- Expand the functionality and utilization of CaliforniaColleges.edu, the state's electronic portal to higher education, in order to inform and motivate students and their families about the higher education options in the state and the manner by which to prepare to access those options.

II. PROJECT ADMINISTRATION

A. PARTICIPATING ORGANIZATIONAL RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, PIQE subgrantee:

1) As a condition for participating in and receiving an allocation of funds under the State's *Race to the Top* program, must enter into agreements with the State that will describe more specifically the mutual responsibilities of the State and PIQE for planning and implementing the State's plan. The agreements will include a final scope of work and must be produced in collaboration with the State after participation in statewide conversations with the State and with Participating LEAs. The agreements must be provided to the State within 90 days of the *Race to the Top* award to the State and must be approved by the State.

The agreements will include detailed work plans describing specific goals, activities timelines, budgets, key personnel, and annual targets for key performance measures. The work plan must be consistent with this Memorandum of Understanding, with the approved State plan, and with further guidance that the State may provide. The State will approve PIQE for funding based on the scope and quality of the work plan and the capacity of PIQE to provide the State and Participating LEAs with the meaningful and high quality support needed in the implementation of the State's approved plan. The agreements between the State and PIQE will also detail the State's responsibilities in implementing the State's approved plan, and how the State and PIQE activities will be sequenced.

2) Will implement the PIQE Plans as identified in this MOU and in the agreements to be reached consistent with Section II-A-1 of this MOU;

3) Will, over the course of the project, work in good faith with the State and the Participating LEAs to identify needs for modifications to the project and to make appropriate modifications in order to achieve the core goals of the project;

4) Will actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the ED;

5) Will post to any Web site specified by the State or the ED, in a timely manner, all nonproprietary products and lessons learned that were developed using funds under the *Race to the Top* grant;

6) Will participate, as requested, in any evaluations of this grant conducted by the State or the ED;

7) Will be responsive to State or ED requests for information, including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;

8) Will participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the *Race to the Top* grant period, and (d) other matters related to the *Race to the Top* grant and associated plans.

B. STATE RESPONSIBILITIES

In working with PIQE in support of the implementation of the tasks and activities described in the State's *Race to the Top* application, the State grantee will:

1) Work collaboratively with and support PIQE in carrying out the PIQE Plans as identified in this MOU and in the agreements to be reached consistent with Section II-A-1 of this MOU;

2) Timely distribute the PIQE portions of *Race to the Top* grant funds during the course of the project period and in accordance with the IHE approved work plans described in Section II-A-1 above;
3) Provide feedback on PIQE status updates, annual reports, any interim reports, and project plans and products; and,

4) Provide or coordinate technical assistance, professional development, and support consistent with Section II-A-1 above.

C. JOINT RESPONSIBILITIES

1) The State and PIQE will collaborate in good faith to ensure alignment and coordination of State and local planning and implementation activities in order to

effectively and efficiently achieve the core goals of the State's plan, consistent with their respective roles under State law and policy.

2) The State and PIQE will all appoint a key contact person for the *Race to the Top* grant.

3) These key contacts from the State and PIQE will maintain frequent communication to facilitate cooperation under this MOU.

4) State and PIQE grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

5) State and PIQE grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the PIQE, or when the PIQE Plans require modifications.

D. RESOLUTION OF DISPUTES BETWEEN THE STATE AND THE PIQE

If the State determines that the PIQE is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will promptly initiate a collaborative process between the State and the PIQE to resolve the dispute in a timely manner.

III. ASSURANCES

The PIQE hereby certifies and represents that it:

1) Has all requisite power and authority to execute this MOU;

2) Is familiar with the State's *Race to the Top* grant application and is supportive of and will work to implement the entire State plan, as defined by the State;

3) Will provide a Final Scope of Work and detailed work plans consistent with Section IIA-1 above if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will enter into an agreement with the State consistent with Section II-A-1 above; and

4) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This MOU may be amended only by written agreement signed by each of the parties involved, and in consultation with the ED.

V. DURATION/TERMINATION

This MOU shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, upon termination for non-compliance, or upon mutual agreement of the parties, whichever occurs first.

Nothing in this MOU shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employers and their employers.

VI. SIGNATURES

(b)(6) January 8, 2010

Signature/Date

DAVID VALLADOLID
President & CEO, Parent Institute for Quality Education

(b)(6) January 8, 2010

Signature/Date

DR. ALBERTO OCHOA
Chair, Parent Institute for Quality Education
Professor, Policy Studies & Language & Cross Cultural Education
San Diego State University

Authorized State Official

The State hereby accepts PIQE as a participating organization.

JACK O'CONNELL
State Superintendent of Public Instruction

January 8, 2010

Glen Thomas, Secretary of Education, State of California
Jack O'Connell, State Superintendent of Public Instruction
Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1430 N Street
Sacramento, CA 95814

RE: RACE TO THE TOP APPLICATION

Ira Hirschfield
Evelyn and Walter Haas, Jr Fund

Lauren B. Dachs
S.D. Bechtel, Jr Foundation.

Philip Halperin
Silver Giving Foundation

Christy Pichel
Stuart Foundation

Carol Larson
The David and Lucile Packard Foundation

James E. Canales
The James Irvine Foundation

Barbara Chow
The William and Flora Hewlett Foundation

Dear Secretary Thomas, Superintendent O'Connell, and Board President Mitchell:

We are writing to express our unified support for California's application for the federal Race to the Top funds. We understand that the State seeks a grant from the U.S. Department of Education to make systemic changes in order to dramatically improve student outcomes. Specifically, California seeks to use the Race to the Top grant in order to invest in key supports that 1) refine the state's current rigorous state standards; 2) provide new supports for teachers and principals aimed at improving effectiveness; 3) enhance local data systems and coordinate those systems with state data systems; and 4) dramatically improve the state's persistently lowest-achieving schools.

The priorities and goals of California's Race to the Top application fit within our collective priorities and goals for improving public schools and outcomes for students. We recognize that this is a unique moment for California and are committed to continue to work with the State, local education agencies, institutions of higher education, and business, community, and education organizations to promote reform within the four major assurance areas outlined above. We commit to work with the State to publicly support the implementation of California's Race to the Top, consistent with our individual foundations' priorities.

We agree that Race to the Top represents California's best chance to engage in the fundamental education reforms that are needed to develop the state's workforce and fuel future innovations by investing in state and local systems that will accelerate and drive growth in student achievement.

As a group of committed philanthropic organizations, we believe that California can take full advantage of the Race to the Top funds and provide the opportunity for all students to reach their full potential.

Sincerely,

(b)(6)

Ira Hirschfield
President
Evelyn and Walter Haas, Jr. Fund
One Market, Landmark, Suite 400
San Francisco, CA 94105

(b)(6)

Lauren B. Dachs
President
S.D. Bechtel, Jr. Foundation
P.O. Box 193809
San Francisco, CA 94119

(b)(6)

Philip Halperin
President
Silver Giving Foundation
One Lombard Street, Suite 305
San Francisco, CA 94111

(b)(6)

Christy Pichel
President
Stuart Foundation
500 Washington Street, 8th floor
San Francisco, CA 94111

(b)(6)

Carol Larson
President and CEO
The David and Lucile Packard Foundation
300 Second Street
Los Altos, CA 94022

(b)(6)

James E. Canales
President and CEO
The James Irvine Foundation
575 Market Street, Ste 3400
San Francisco, CA 94105

(b)(6)

Barbara Chow
Director, Education Programs
The William and Flora Hewlett Foundation
2121 Sand Hill Road
Menlo Park, CA 94025

CALIFORNIA BUSINESS ROUNDTABLE

Anthem Blue Cross
AT&T
Auto. Club of So. Cal.
Bain & Company
Bank of America, California
Blue Shield of California
The Boeing Company
C.J. Segerstrom & Sons
Chevron Corporation
Edison International
Employers Direct Insurance Co.
Enterprise Rent-A-Car
Farmers Group, Inc.
Granite Construction, Inc.
HealthNet, Inc.
J.G. Boswell Company
Kaiser Foundation Health Plans
KB Home
Macy's West
McKinsey & Co.
Newhall Land
Pacific Life Insurance Co.
PG&E Corp.
Safeway Inc.
Sidley Austin LLP
State Farm General Insurance Co.
Sutter Health
Unified Grocers, Inc.
Union Bank of California
Wells Fargo & Company

December 28, 2009

Glen Thomas
Secretary of Education
State of California
c/o State Working Group for Race to the Top
1430 N Street
Sacramento, CA 95814

Dear Secretary Thomas:

I am writing to express California Business Roundtable's support of California's application for the federal Race to the Top funds. We understand that the State seeks a grant from the U.S. Department of Education to dramatically change the way the state runs the educational enterprise in California by investing in key supports that 1) refine the state's current rigorous state standards; 2) provide new supports for teachers and principals aimed at improving effectiveness; 3) enhance local data systems and coordinate those systems with state data systems; and 4) dramatically improve the state's persistently lowest-achieving schools.

We agree that Race to the Top represents California's best chance to engage in the fundamental reforms that are needed to develop the state's workforce and fuel future innovations—to invest in state and local systems that will accelerate and drive growth in student achievement.

We are committed to supporting the state's efforts in this area. By joining as a group of committed citizens, focused as a team on providing the opportunity for all of our children to reach their potential, we know that California can win this race.

Sincerely,

(b)(6)

BILL HAUCK
President

Cc: Jack O'Connell, State Superintendent of Public Instruction
Theodore Mitchell, President, State Board of Education

1215 K Street, Suite 1570 ◈ Sacramento, CA 95814 ◈ Phone: (916) 553-4093 ◈ Fax: (916) 553-4097

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LUCY DUNN
Co-Chair
Orange County Business Council

CARL GUARDINO
Co-Chair
Silicon Valley Leadership Group

RON ADDINGTON
Business Council of San Joaquin County

BILL ALLEN
Los Angeles County Economic Development Corporation

RUBEN BARRALES
San Diego Chamber of Commerce

LINDA BEST
Contra Costa Council

PAT DANDO
San Jose Silicon Valley Chamber of Commerce

STEVE FALK
San Francisco Chamber of Commerce

HEIDI GALLEGOS
Regional Chamber of Commerce San Gabriel Valley

RANDY GORDON
Long Beach Area Chamber of Commerce

LEE HARRINGTON
Southern California Leadership Council

BRUCE KERN
East Bay Economic Development Alliance

MATTHEW MAHOOD
Sacramento Metro Chamber of Commerce

JULIE MEIER WRIGHT
San Diego Regional Economic Development Corporation

CYNTHIA MURRAY
North Bay Leadership Council

AL SMITH
Greater Fresno Area Chamber of Commerce

GARY TOEBBEN
Los Angeles Area Chamber of Commerce

JIM WUNDERMAN
Bay Area Council Bay Area Council

January 8, 2010

Glen Thomas, Secretary of Education, State of California
Jack O'Connell, State Superintendent of Public Instruction
Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1430 N Street
Sacramento, CA 95814

RE: RACE TO THE TOP APPLICATION

Dear Secretary Thomas, Superintendent O'Connell, and Board President Mitchell:

The Regional Economic Association Leaders (REAL) would like to thank you for your leadership and express our support for California's Race to the Top (RTTT) application which will allow the state to compete for $4.3 billion available to states through the Obama administration's Race to the Top initiative. The REAL Coalition advocated for Race to the Top legislation to improve California's public education such as a serious plan for turning around our lowest performing schools and a focus on accountability and incentives for educators. We have consistently advocated for developing and implementing a comprehensive longitudinal data system in California and are pleased that this legislation not only fulfills that promise but will also connect workforce data to ensure employment outcomes are measured.

We pledge our full support to the aims and ambitions incorporated into California's Race to the Top legislation. The REAL Coalition will continue sustained advocacy efforts to build the necessary political capital to achieve these changes and defeat attempts to impede progress for students. Further, we pledge to support efforts in our regions to implement these bold reforms and help connect employers to schools. The REAL Coalition has laid out a strong 2010 agenda for supporting public education which is included as an addendum to this letter.

The Regional Economic Association Leaders (R.E.A.L) Coalition is composed of 18 of California's most influential business associations from throughout the state, representing over 11,000 employers and more than 3 million California jobs. The purpose of the coalition is to address and advocate for important issues of common concern to participating organizations. As you can imagine, education and workforce development are critical issues for the coalition, and for the business organizations we represent.

We are committed to supporting the state's efforts and look forward to seeing the ways that these reforms will change our education system to promote economic opportunity and prosperity among all Californians.

Sincerely,

(b)(6)

Carl Guardino
President & CEO
Silicon Valley Leadership Group

(b)(6)

Lucy Dunn
President & CEO
Orange County Business Council

(Over)

(b)(6)

Gary Toebben
President & CEO
Los Angeles Area Chamber of Commerce

(b)(6)

Jim Wunderman
President & CEO
Bay Area Council

(b)(6)

Steve Falk
President & CEO
San Francisco Chamber of Commerce

(b)(6)

Pat Dando
President & CEO
San Jose Silicon Valley Chamber of Commerce

(b)(6)

Ruben Barrales
President & CEO
San Diego Chamber of Commerce

(b)(6)

Bruce Kern
Executive Director
East Bay Economic Development Alliance

(b)(6)

Bill Allen
President & CEO
Los Angeles County Economic Development Corporation

(b)(6)

Cynthia Murray
President & CEO
North Bay Leadership Council

(b)(6)

Andrew Poat
Vice President of Public Policy
San Diego Regional Economic Development Corporation

(b)(6)

Randy Gordon
President & CEO
Long Beach Area Chamber of Commerce

(b)(6)

Al Smith
President & CEO
Greater Fresno Area Chamber of Commerce

(b)(6)

Linda Best
President & CEO
Contra Costa Council

(b)(6)

Matthew R. Mahood
President & CEO
Sacramento Metro Chamber

(b)(6)

Ron Addington
President & CEO
Business Council of San Joaquin County

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TEL 650.473.1161 | FAX 650.473.1050 | www.technet.org

January 13, 2009

Glen Thomas, Secretary of Education
Jack O'Connell, State Superintendent of Public Instruction
Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1430 N Street
Sacramento, CA 95814

Dear Secretary Thomas, Superintendent O'Connell, and Board President Mitchell:

On behalf of our California member companies – technology leaders in the fields of information technology, software, e-commerce, clean technology, biotechnology, and venture capital – TechNet applauds your leadership in strengthening California's commitment to student achievement in the science, technology, engineering and math (STEM) disciplines as part of the State's Race to the Top application. We commit to work with you to develop and strengthen STEM education in California, and to contribute in other areas where our members have core competencies.

California's economic health depends on our continuing leadership in innovation and technology – and that in turn requires that our students master new skills needed to maintain our position as a global innovation leader. We believe it is important to set a goal of at least doubling the number of STEM graduates and to substantially increase proficiency of all students in the STEM disciplines. Further, as other nations surge past us in student STEM performance and our governments face intense budget pressures, it is critical that we embrace innovation and new technologies in the education of our children. For example, a recent U.S. Department of Education study concluded that integration of online curricula and tools can strengthen student achievement relative to the results achieved under traditional classroom-only models.

Home to one of the most vibrant innovation economies in the world, California is well-positioned to scale and expand the many existing programs in our communities that encourage STEM education for our students. California's technology companies have long supported programs to provide improved STEM education opportunities for all California students, particularly groups traditionally underrepresented in the STEM disciplines, so that all of our young people have the skills to pursue high tech careers. A sample list and description of some of the programs supported by California's technology companies are attached to this letter. We recommend that California build on the many successful STEM education resources and programs already in place throughout the state to fully implement a California STEM Strategy.

We commit to work with the State, participating LEAs, TechNet member companies and other stakeholders like the California STEM Innovation Network and the Silicon Valley Education Foundation to develop and foster California's STEM strategy in the following ways:

- Developing a plan to introduce on-demand, year-round professional development for practicing teachers in STEM disciplines. This includes making professional development available online and the establishment of a network of master teachers and STEM professionals to provide high-quality pedagogy and mentoring across the state.

- Creating a comprehensive education technology plan that incorporates online curriculum, digital textbooks, and other online tools to strengthen and enhance the learning experience, and the tools and training resources for educators to fully integrate technology in the classroom, so that education is truly 21st century.

- Thoroughly integrating STEM curriculum for PK-20 in a way that embraces a hands-on inquiry based approach to teaching and learning, provides students opportunities to learn outside the traditional classroom setting and strengthens student mastery of 21st century skills like critical thinking and problem-solving.

- Demonstrating commitment from the highest levels of state government for the State's STEM Strategy, with designation of a high-ranking official who will work with the Governor, the Legislature and relevant state agencies to implement the state's STEM strategy.

To achieve transformative results, California must embrace a process of continuous innovation, harnessing longitudinal data not only to strengthen practice but also systematically evaluate programs for effectiveness and improve programmatic decisions. We appreciate your commitment to strengthening the state's longitudinal data system and adoption of a data model that supports a "cycle of continuous inquiry and improvement". We are also pleased that your application embraces progress in many other areas championed by the technology sector, including strengthening the state's already rigorous academic standards by adopting common-core standards and providing effective support to teachers and school leaders.

As TechNet and our member companies emphasized in November 2009 testimony during an informational hearing of the Senate Education Committee, Race to the Top represents an historic opportunity to develop California's workforce and fuel future innovations—to invest in state and local systems that will dramatically accelerate growth in STEM achievement for all students.

We appreciate the opportunity to share our thoughts and we look forward to working with you to advance STEM education transformation in the State.

Sincerely,

(b)(6)

Jim Hawley
Sr. Vice President & General Counsel

Tim Valderrama
Executive Director, California

TechNet

Following is an outline of some of the STEM education programs in California supported by TechNet member companies. For more information, please contact Merissa Khachigian, TechNet Education Policy Consultant at merissakhachigian@comcast.net

Name of Program	Brief Description	Supported by	Location(s) where program is practiced and funded in CA	STEM Focus Areas
Intel Math	An 80-hour course for K-8 math teachers	Intel	Santa Clara Unified, Fremont Unified and other school districts throughout Silicon Valley, Sacramento County Office of Education	Teacher professional development focused on math content knowledge, primarily in underperforming schools and districts
Intel Teach	Professional development for teachers on how to integrate technology into their curriculum	Intel	Statewide	Technology integration in to K-12 content standards – face to face and online
Power of Education	A three-year, $1.2-million initiative to support K-12 science and math instruction	National Semiconductor	Santa Clara Unified School District, Santa Clara County Office of Education	Teacher professional development, with a focus on inquiry-based teaching strategies
HP Technology for Teaching	Supports the innovative use of mobile technology in K-16 education	HP	Over seventy schools throughout California	Use of technology in education
Microsoft Partners in Learning-Fresh Start for Donated Computers Program	Refurbish donated computers with up to date software and training	Microsoft	Tracy Unified School District	Increase access to technology and improve its use in learning
Microsoft Club Tech	Partnership with BGCA to teach youth essential digital literacy and technology skills through fun, interactive lessons	Microsoft	Multiple locations throughout California	Hands on, inquiry based STEM instruction in technology literacy

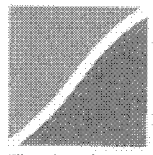
Name of Program	Brief Description	Supported by	Location(s) where program is practiced and funded in CA	STEM Focus Areas
TryScience	Online tools for teachers and parents to introduce science in a fun, interactive way	IBM	Available online to all Californians	Hands on, inquiry based science instruction
Cisco Networking Academies	Global education program that teaches students how to design, build, troubleshoot, and secure computer networks for increased access to career and economic opportunities in communities around the world	Cisco	Multiple locations throughout California	Hands-on, 21st century learning experience, along with career skills such as problem solving, collaboration, and critical thinking
The Synopsys Silicon Valley Science & Technology Outreach Foundation	Supports K-12 teachers and students engaged in project-based learning at public and private non-profit schools in California, sponsors numerous school, district and county science fairs, offers a series of teacher training seminars and underwrites an Advanced Science Research Facility and an Advanced Science Research Class.	Synopsys	During the 2009-'10 academic year, the Foundation provided support to 519 schools located in 39 California counties.	Teacher training, 21st century skills for K-12 students. Focus on science curriculum

Name of Program	Brief Description	Supported by	Location(s) where program is practiced and funded in CA	STEM Focus Areas
Oracle Academy	Provides a complete portfolio of software, curriculum, hosted technology, faculty training, support and certification resources for 11th and 12th grade classes, community colleges and higher education institutions	Oracle	49 schools throughout California/ 9380 participants	Prepares faculty to teach their students 21st century skills, hands-on access to Oracle applications used in industry and government
ThinkQuest	An online learning platform where teachers and students create learning projects for K-12 students	Oracle	287 schools throughout California/17,402 participants	Enables teaching of 21st century skills using rapidly evolving technologies
CK-12 Foundation	Non-profit organization with a mission to reduce the cost of textbook materials for the K-12 market using an open-content, web-based collaborative model termed the "FlexBook"		Available online to all Californians	Provide STEM content that can be adapted for individual needs in the digital age, align to state and common core standards (once adopted), tools for teacher professional development, tools to turn around low-performing schools

Name of Program	Brief Description	Supported by	Location(s) where program is practiced and funded in CA	STEM Focus Areas
Silicon Valley Education Foundation STEM Initiative	Fund programs aimed at improving student outcomes in STEM	Cisco, HP, IBM, National Semiconductor, Symantec, Synopsys, Juniper Networks, Google	School districts throughout Silicon Valley	Focus on Algebra, A-G requirements, and partnerships with employers to help provide resources for STEM education
California MESA	Partners with higher education as well as K-12 to engage thousands of educationally disadvantaged students so they excel in math and science and graduate with math-based degrees	Applied Materials, Cisco, Genentech, HP, IBM, Intel, Microsoft, Symantec, Yahoo	In partnership with California universities, multiple schools throughout the state	STEM curriculum with a focus on disadvantaged students
IISME	Industry-education partnerships that provide teachers with internships providing real world experience and the tools to address the need for a highly-skilled STEM workforce	Lockheed Martin, Applied Materials, Intel, IBM, Synopsys, Cisco, Google, HP, Microsoft	Seven Bay Area Counties – Santa Clara, San Mateo, San Francisco, Contra Costa, Santa Cruz, Alameda, and Marin	Teacher professional development with a focus on STEM and 21st century skills

Name of Program	Brief Description	Supported by	Location(s) where program is practiced and funded in CA	STEM Focus Areas
Citizen Schools California	Partners with middle schools to increase opportunity and set a permanent path for high needs students to graduate high school, become college and career ready, and connect to real world learning experiences	Google, Juniper Networks, Visa, Yahoo!, HP	Campbell, Daly City, Oakland, Redwood City	Focus on hands-on inquiry based STEM curriculum, partners with industry, underrepresented minorities
FIRST	Designs accessible, innovative programs for K-12 that motivate young people to pursue education and career opportunities in STEM disciplines	Kleiner, Perkins, Caufield and Byers, Google	Hundreds of schools throughout California	Robotics, STEM curriculum
Project Lead the Way	Partners with middle schools and high schools to provide a rigorous, relevant STEM education	Intel, Lockheed Martin		Hands-on inquiry based STEM curriculum

Name of Program	Brief Description	Supported by	Location(s) where program is practiced and funded in CA	STEM Focus Areas
Mind Research Institute Math Initiative Program	Provides neuroscience based instructional software and support to elevate math achievement for all students, including English learners	Cisco Foundation, Microsemi, Medical Optics, IBM, Symantec, and many other companies and foundations	71 schools in Orange County, LAUSD, LA County, Santa Clara County, Napa Valley (453 low-performing schools including 121,000 students in California)	K-8 Math skills, focus on low-performing schools
Beckman@ Science	Assist Orange County School districts to enhance science teaching as a core subject in grades K-6	Arnold and Mabel Beckman Foundation	15 school districts throughout Orange County	Hands-on, inquiry based science curriculum, teacher professional development
Expanding Your Horizons Network (EYH)	A non-profit organization of educators, scientists, mathematicians, parents, community leaders and government and corporate representatives who encourage middle and high school girls to pursue STEM careers	Google, Symantec	Conferences are held in multiple locations around California	Provide role-models and hands on activities



PACE Policy Analysis for California Education

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David N. Plank

Faculty Directors
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PACE
520 Galvez Mall, 413
Stanford, CA 94305-3084

January 4, 2010

Glen Thomas, Secretary of Education
Jack O'Connell, State Superintendent of Public Instruction
Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1430 N Street
Sacramento, CA 95814

Dear Secretary Thomas, Superintendent O'Connell, and Board President Mitchell:

I am writing to express the support of Policy Analysis for California Education (PACE) for California's application for the federal Race to the Top funds. We understand that the State seeks a grant from the U.S. Department of Education to dramatically change the way the state runs the educational enterprise in California by investing in key supports that 1) refine the state's current rigorous state standards; 2) provide new supports for teachers and principals aimed at improving effectiveness; 3) enhance local data systems and coordinate those systems with state data systems; and 4) dramatically improve the state's persistently lowest-achieving schools.

We agree that Race to the Top represents California's best chance to engage in the fundamental reforms that are needed to develop the state's workforce and fuel future innovations—to invest in state and local systems that will accelerate and drive growth in student achievement.

PACE commits to partner with the state and Local Education Agencies (LEAs) to ensure that California's Race to the Top efforts are successfully implemented. We will encourage our academic colleagues to support state and local reform initiatives, and we will facilitate access to education researchers in California's leading research universities to help ensure that the state's reform efforts under RTTT are informed and guided by the best available research.

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California's Race to the Top plan is designed to encourage innovation and experimentation at the local level with the common goal of improving the performance of students and schools. PACE's strategic partnership will assist deliberate efforts by the state and LEAs to design local reform strategies in ways that support careful evaluation to help determine which are working and which are not. Measuring the impact and effectiveness of innovative approaches to reform before implementing them statewide or bringing them to scale is an important element of Race to the Top, which represents a critically important advance over much of California's previous education reform experience.

We remain committed to supporting the state's efforts to improve student achievement and close achievement gaps through the Race to the Top effort. By joining with other committed citizens, educators, business leaders, and researchers, focused as a team on providing the opportunity for all of our children to reach their potential, we know that California can win this race.

Sincerely,

(b)(6)

David N. Plank
Executive Director
Policy Analysis for California Education

excellence in research, development, and service

January 12, 2010

Glen Thomas, Secretary of Education
Jack O'Connell, State Superintendent of Public Instruction
Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1430 N Street
Sacramento, CA 95814

Dear Secretary Thomas, Superintendent O'Connell, and Board President Mitchell:

I am writing to express REL West at WestEd's support of California's application for the federal Race to the Top funds. We understand that the State seeks a grant from the U.S. Department of Education to dramatically change the way the state runs the educational enterprise in California by investing in key supports that 1) refine the state's current rigorous state standards; 2) provide new supports for teachers and principals aimed at improving effectiveness; 3) enhance local data systems and coordinate those systems with state data systems; and 4) dramatically improve the state's persistently lowest-achieving schools.

REL West is poised to provide meaningful assistance in several ways that are consistent with the current REL contract. In particular, RELs are charged with informing analysis of data and with providing quick and targeted access to research-based information. The professional learning communities that are central to California's plan will benefit from REL West tools for data analysis, examples of analyses and how educators have used them, and access to research-based ideas to strengthen teaching and learning in response to identified needs.

Specifically, as you know, REL West sponsored two research to practice forums – on measuring teacher effectiveness and turning around low-performing schools – for you and other state leaders as the State was developing its approach to Race to the Top. REL West has already begun working with the California Department of Education and districts to examine data issues on topics such as the pace of student progress toward English language development. We've also already begun planning research forums that can support professional learning communities related to Algebra, data-driven decision making, and increasing access to postsecondary education in the first half of 2010. We look forward to more such collaborative work as a partner with the State as it implements the plan outlined in the Race to the Top application.

We are committed to supporting the state's efforts in these and other ways consistent with the scope of the federal contract. Through the concerted efforts of California educators and the public to leverage Race to the Top funds, we know California children will benefit now and in the future.

Sincerely,

(b)(6)

Gary D. Estes
Director, REL West

730 Harrison Street • San Francisco, California • 94107-1242 t: 415.565.3000 f: 415.565.3012 w: www.WestEd.org

January 8, 2010

Glen Thomas, Secretary of Education
Jack O'Connell, State Superintendent of Public Instruction
Theodore Mitchell, President, State Board of Education
c/o State Working Group for Race to the Top
1430 N Street
Sacramento, CA 95814

Dear Secretary Thomas, Superintendent O'Connell, and Board President Mitchell:

I am writing to express the Center for the Future of Teaching and Learning's support of California's application for the federal Race to the Top funds. The Center, a public, not-for-profit organization, is founded on the belief that the knowledge and skills of teachers are key to increasing students' academic achievement and, therefore, should be the foundation of any effort to improve public education. Financial support for the Center is provided by private foundations such as the S.D. Bechtel, Jr., William and Flora Hewlett, James Irvine, and Stuart Foundations.

We understand that the state is seeking a grant from the U.S. Department of Education to change the way in which it guides and supports the educational enterprise throughout California. Of particular interest to the Center are key components to the application that reflect reform priorities highlighted in our most recent report on the status of the teacher workforces. Specifically, we look forward to continuing our partnership with California's education leadership and policy communities to:

- Improve teaching effectiveness as the cornerstone to increasing students' academic achievement and preparing them for postsecondary education and careers;
- Enhance the state's teacher data system, CALTIDES, in order to establish an effective tool for evaluating and guiding teacher and principal workforce development; and
- Establish as a top priority dramatically improving the state's persistently lowest-achieving schools.

We believe that for California to succeed economically and socially we need a well-educated citizenry. The Race to the Top initiative represents a unique opportunity to help our public schools prepare students to meet this goal. To get there, California must pursue a set of innovative approaches to strengthening schooling that the guided investments in this application represent. We are committed to supporting these efforts and look forward to continuing our partnership with state and local education leaders as we work to ensure each and every student receives a high quality public education.

Sincerely,

Margaret J. Gaston, President

133 Mission Street, Suite 220, Santa Cruz, CA 95060 (831) 427-3628 (831) 427-1612 fax www.cftl.org

Budget Part I: Budget Summary Table

Budget Part I: Summary Budget Table (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	**Project Year 1**	**Project Year 2**	**Project Year 3**	**Project Year 4**	**Total**
1. Personnel	2,643,000	2,432,000	1,918,000	1,724,000	8,717,000
2. Fringe Benefits	951,000	875,000	690,000	620,000	3,136,000
3. Travel	365,000	303,000	208,000	208,000	1,084,000
4. Equipment	185,000	58,000	42,000	42,000	327,000
5. Supplies	98,000	87,000	71,000	71,000	327,000
6. Contractual	45,340,000	44,908,000	43,583,000	35,983,000	169,814,000
7. Training Stipends	21,000	21,000	21,000	21,000	84,000
8. Other	45,000	-	-	-	45,000
9. Total Direct Costs (lines 1-8)	49,648,000	48,684,000	46,533,000	38,669,000	183,534,000
10. Indirect Costs*	2,907,000	2,245,000	1,849,000	1,001,000	8,002,000
11.Funding for Involved LEAs	26,600,000	27,069,000	27,039,000	26,874,000	107,582,000
12. Supplemental Funding for Participating LEAs	45,845,000	47,002,000	49,579,000	58,456,000	200,882,000
13. Total Costs (lines 9-12)	125,000,000	125,000,000	125,000,000	125,000,000	500,000,000
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	125,000,000	125,000,000	125,000,000	125,000,000	500,000,000
15. Total Budget (lines 13-14)	250,000,000	250,000,000	250,000,000	250,000,000	1,000,000,000

BUDGET SUMMARY NARRATIVE

Achieving dramatic gains in student performance will require significant investments in critical reform drivers, as called for in Race to the Top and as identified by previous analyses within our own state: standards and assessments, data systems to inform instruction, effective teachers and leaders, turning around the lowest-achieving schools, and creating conditions for success. Recognizing that these one-time dollars are aimed at some of the most challenging issues that have stymied reforms in the past, we've chosen throughout this plan to invest in creating a new state-local relationship focused on achieving mutual goals. In this relationship, the State, in consultation with the field, will establish clear performance expectations, provide tools and guidance, and hold LEAs accountable for achieving performance goals. LEAs will determine the details around strategies for achieving those expectations, continuously examine data to monitor progress, and adjust strategies along the way. Assistance for local reform will be strengthened through a stronger state system of support and investments in the infrastructure necessary to learn from our collective experiences and use data to focus all efforts on the needs of students.

The vast majority of the funding requested by California will go directly to LEAs to do the important work associated with the four assurance areas. California has requested $1 billion for its application and plans to allocate $700 million of that amount directly to LEAs. Because we have more than 800 LEAs participating, of many different sizes and types, we have created an allocation method for the supplemental funding that sets a minimum of $400 thousand per LEA for the four- year period to ensure that our rural and small LEAs have the capacity to make the changes needed to their education systems.

The funding decisions made in this application reflect three general types of investments: 1) those that build vital infrastructure supports that can spur change; 2) those that help create and test out different approaches to better supporting our schools to meet the instructional needs of our diverse student population; and 3) those that build our capacity to evaluate what works and learn from our experiences. All of our investments must focus on strengthening student achievement and allowing educators to get to the core business of schools — student learning. California is allocating $300 million to improve our delivery model, more than a third of which is dedicated to building a system of regional supports through county offices of education by providing greater focus, coordination and accountability for supporting local efforts to address the four reform areas in the State's plan. They will help LEAs develop effective strategies, plans, and benchmarks for addressing the RTTT reform areas; provide guidance, tools, and professional development in those areas; and monitor progress and report to the SBE, which will ultimately hold LEAs accountable for progress.

California intends to hold itself accountable as well, dedicating nearly $15 million for evaluations of how well we implement our plan and how it improves student achievement, as well as evaluations of the major reforms enacted in recent legislation. In order to help our LEAs utilize formative assessments, the new growth assessment model, and improve the effectiveness of their teachers and principals, more than $30 million is dedicated to development of training modules, model evaluation systems, and mentor relationships with

another $15 million dedicated to work surrounding the development of data capacity and assessment modifications to help inform local instructional improvement systems. Additionally, we will be creating training modules needed for implementation of new academic standards adopted as a result of the effort to develop the Common Core.

The biggest priority in the application is improving our teachers and leaders. California is dedicating nearly $70 million to increasing the teacher supply in shortage areas such as science and mathematics by utilizing newly authorized alternative credentialing programs, as well as $20 million for programs that will help develop the leaders we need for our most troubled schools. Additionally, we are setting aside funds for development of a model evaluation system for teachers and principals that will be available for use statewide.

California is well on its way to completing its longitudinal data system and will largely rely on the IES grant for new costs associated with that effort. However, there are funds set aside within this application for new elements that are critical to learning how to improve instructional outcomes, such as attendance and CTE participation and completion.

To assist our LEAs in turning around the lowest achieving schools, we know that we will link funding from this application with resources from the School Improvement Fund, Title I, and other federal programs that are set aside for this and allied purposes. Part of our support system will help these LEAs learn how to best leverage all of these funds for the most impact on change in schools. Through this application, we will be offering challenge grants to LEAs with one or more of the lowest achieving schools, so that they can plan and begin programs in areas such as STEM, CTE, or Early Learning. These new programs will be sustained by the LEAs on an ongoing basis, but can be created using these challenge grants.

In summary, California's efforts for Race to the Top will lean heavily on the LEAs and our budget reflects that by sending 70% of the funding directly to them. Another 26% will go to LEAs for specific purposes such as regional support, mentor relationships, teacher and principal development, or challenge grants. Less than 4% will be retained at the state level for activities that will directly benefit LEAs such as development of a formative assessment item bank, model evaluations, work on the standards, assessments, and frameworks, or for oversight efforts. We know that the work done at the local level will be the hard work needed to improve student achievement in our state for all children.

Budget Part II: Project-Level Budget Table

Budget Part II: Project-Level Budget Table **Project Name:** County Regional Leads for Support of Low-Achieving Schools **Associated with Criteria:** (A)(2)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	18,150,000	18,150,000	18,150,000	18,150,000	72,600,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	18,150,000	18,150,000	18,150,000	18,150,000	72,600,000
10. Indirect Costs*					
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	18,150,000	18,150,000	18,150,000	18,150,000	72,600,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

1) Personnel
None.
2) Fringe Benefits
None.
3) Travel
None.
4) Equipment
None.
5) Supplies
None.

6) Contractual
Estimated cost: $18,150,000 for 11 regional offices ($1.65 million per regional office).

Personnel: The following personnel would be hired by the regional offices to help improve low achieving schools.	% FTE	Base Salary	Total (+benefits)
The expert would possess special skills/knowledge that could help schools address their academic achievement deficiencies in areas such as ELL, special education, professional development, curriculum, leadership, fiscal matters, etc. Typically, these individuals would be established educators/administrators that would command a salary that would exceed the high water mark of teacher salary schedules.	100%	$120,000	$165,000

For professional services contracts, it is expected that each expert would devote 80 hours to each low achieving school per year. Presuming a 2,080 hour work year, each expert could devote his/her professional services to 26 schools per year.

The State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Assumptions:

- By statutory definition, any school in Program Improvement is a low achieving school. Based on CDE data, 2,784 schools are in Program Improvement.
- Although the reality is that the 11 regional offices serve vastly different numbers of schools, for simple calculation purposes, each regional office would serve 253 PI schools (2,784/11=253).
- Each regional office would hire approximately 10 experts to help improve low achieving schools (253 schools served by regional office / 26 schools served by expert = 10 experts per regional office).
- Cost per regional office is $1.65 million per year ($165,000 expert salary and benefits X 10 experts = $1.65 million per office).

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
$18,150,000 per year of the project.

10) Indirect Costs
None.

11) Funding for Involved LEAs
None.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs:
$18,150,000 per year of the project.

Budget Part II: Project-Level Budget Table **Project Name:** County Regional Leads to Support RTTT Local Educational Agencies **Associated with Criteria:** (A)(2)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	8,168,000	8,168,000	8,168,000	8,168,000	32,672,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	8,168,000	8,168,000	8,168,000	8,168,000	32,672,000
10. Indirect Costs*					
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	8,168,000	8,168,000	8,168,000	8,168,000	32,672,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

1) Personnel
None.

2) Fringe Benefits
None.

3) Travel
None.

4) Equipment

None.

5) Supplies
None.

6) Contractual
Estimated cost: $8,168,000 for 11 regional offices ($742,500 per regional office).

Personnel: The following personnel would be hired by the regional offices to support all RTTT LEAs.	% FTE	Base Salary	Total
The expert would possess special skills/knowledge that could help schools address their academic achievement deficiencies and/or further boost their academic successes in areas such as ELL, special education, professional development, curriculum, leadership, fiscal matters, honors, issues unique to charters, etc. Typically, these individuals would be established educators/administrators that would command a salary that would at least exceed the high water mark of teacher salary schedules.	100%	$120,000	$165,000

For professional services contracts, it is expected that each expert would devote 135 hours to RTTT LEA per year. Presuming a 2,080 hour work year, each expert could devote his/her professional services to 15 LEAs per year.

The State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Assumptions:

- The State has received RTTT memorandums of understanding from 804 LEAs.
- Although the reality is that the 11 regional offices serve vastly different number and types of LEAs, for simple calculation purposes, each regional office would serve 68 LEAs (804 LEAs /11 regional offices =68 LEAs per regional office).
- Each regional office would hire approximately 5.25 experts to help improve RTTT LEAs (68 LEAs served by regional office / 15 LEAs served by expert = 4.5 experts per regional office).
- Cost per regional office is $742,500 per year ($165,000 expert salary and benefits X 4.5 experts = $742,500 per office).

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
$8,168,000 per year of the project.

10) Indirect Costs
None.

11) Funding for Involved LEAs
None.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs
$8,168,000per year of the project.

Budget Part II: Project-Level Budget Table
Project Name: Professional Learning Communities
Associated with Criteria: (A)(2) & (E)(2)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	70,000	70,000	70,000	70,000	280,000
2. Fringe Benefits	25,000	25,000	25,000	25,000	100,000
3. Travel					0
4. Equipment					0
5. Supplies	5,000	5,000	5,000	5,000	20,000
6. Contractual	1,815,000	1,815,000	1,815,000	1,815,000	7,260,000
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	1,915,000	1,915,000	1,915,000	1,915,000	7,660,000
10. Indirect Costs*	18,000	18,000	18,000	18,000	72,000
11.Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	1,933,000	1,933,000	1,933,000	1,933,000	7,732,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Education Programs Consultant (1): The employee will be responsible	100%	$70,344	$70,344

for the overall leadership of the Professional Learning Communities Project. He/she would be responsible for negotiating details related to the contracts with the 11 regional offices. Also, the employee will coordinate and support the regional PLCs to continuously learn from each other as LEAs and schools work to improve instructional practices. Therefore, starting in the winter of 2010, the State would coordinate both in-person meetings one to two times per year to disseminate the latest research and policies, as well as ongoing supports and conversations with web-based dialogues and online seminars as well as ensuring that the objectives of the project described in (A)(2) and (E)(2)are achieved.			

2) Fringe Benefits
Annual fringe benefit cost for one Education Program Consultant = $25,000. (rate = 36 percent).

3) Travel
Total cost of $5,000 per year.

- 11 trips per year, 3 days per trip (33 total days).
- $1,320 ($40 per day for meals per CA Administrative Manual).
- $680 ($170 roundtrip airfare for 4 trips to Southern California).
- $630 ($90 auto rental and gasoline for 7 trips in Northern California).
- $1,344 ($84 per night hotel for 8 regions per CA Administrative Manual).
- $440 ($110 per night hotel for 2 regions per CA Administrative Manual).
- $280 ($140 per night hotel for 1 region per CA Administrative Manual).
- $300 for other incidentals (cab, airport shuttle, etc.).

The purpose of the travel is to build professional connections, review the programs' effectiveness, and collaborate between regional offices and the state.

4) Equipment
None.

5) Supplies
$5,000 per year for facilities, utilities, communications, printing, and postage associated with the Education Programs Consultant.

- This amount reflects the standard complement that the state typically budgets for each position established within the Department of Education.

6) Contractual
Estimated cost: $1,815,000 for 11 regional offices ($165,000 per regional office).

Personnel: The following personnel would be hired by the regional offices to support the Professional Learning Communities.	% FTE	Base Salary	Total (+benefits)
The point person for each regional office will be tasked with	100%	$120,000	$165,000

facilitating and coordinating activities. Communities will be supported in such priority content areas as Algebra I, career technical education (CTE)/multiple pathways approaches, STEM education, and quality early childhood education.			

The State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Assumptions:

- Each regional office would hire 1 expert to coordinate PLCs.
- Cost per regional office is $165,000 per year ($165,000 expert salary and benefits X 1 expert = $165,000 per office).

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
$1,915,000 per year of the project.

10) Indirect Costs
18.4 percent on full contract costs for each applicable year, which results in indirect costs of $18,000 each year.

11) Funding for Involved LEAs
None.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs
$1,933,000 per year of the project.

Budget Part II: Project-Level Budget Table **Project Name:** Online Best Instructional Practices Database **Associated with Criteria:** (A)(2)(i)(b)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	1,200,000	2,100,000	2,100,000		5,400,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	1,200,000	2,100,000	2,100,000		5,400,000
10. Indirect Costs*	221,000	386,000	386,000		993,000
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	1,421,000	2,486,000	2,486,000		6,393,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

1) Personnel
None.

2) Fringe Benefits
None.

3) Travel
None.

4) Equipment
None.

5) Supplies
None.

6) Contractual
$1,200,000 to contract with a county office of education to construct an online interactive database that will house research-based materials and services on best practices in a wide variety of subjects. Once the system is constructed, it is anticipated that highly-effective educators from around the state will be allowed to share resources interactively with others in the state via this system. In addition to one-time construction cost, $2,100,000 in funding will be required over the next two years for annual hosting, technical maintenance, help desk support, content management, professional development services, project management and research and evaluation; all of which will be provided through the California K-12 High Speed Network. At the end of these two years the system will be evaluated in order to determine whether it should be continued.

The California Department of Education (CDE) indicates that research and development began in October of 2006, and that they have progressed to a pre-construction design phase. The funds provided in this proposal would complete the actual project build out. CDE anticipates a three to five year total timeline from R&D to full build out. We assume one contract and one procurement of services to cover the full construction of the system, and a separate ongoing contract with the K-12 high speed network for annual support costs, as detailed on the project budget table.

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
$1,200,000 in one-time costs and $2,100,000 for the next two years as described above in number (6).

10) Indirect Costs
18.4 percent on full contract costs for each applicable year, which results in indirect costs of $221,000 in year one and $386,000 in each year thereafter.

11) Funding for Involved LEAs
None.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs

$1,200,000 in one-time costs and $2,100,000 in ongoing costs, as well as indirect costs of $221,000 in year one and $386,000 in each year thereafter.

Budget Part II: Project-Level Budget Table
Project Name: Evaluations of the State's Race to the Top Program Components
Associated with Criteria: (A)(2) and (E)(2)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	211,000	211,000	211,000	211,000	844,000
2. Fringe Benefits	76,000	76,000	76,000	76,000	304,000
3. Travel					0
4. Equipment					0
5. Supplies	15,000	15,000	15,000	15,000	60,000
6. Contractual	2,750,000	2,750,000	2,750,000	2,750,000	11,000,000
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	3,052,000	3,052,000	3,052,000	3,052,000	12,208,000
10. Indirect Costs*	562,000	562,000	562,000	562,000	2,248,000
11.Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	3,614,000	3,614,000	3,614,000	3,614,000	14,456,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Education Programs Consultant (3): The employees will be responsible for administering the evaluation contracts, convening	100%	$70,344	$211,032

stakeholder groups to provide input on evaluation design and the overall coordination of the evaluations.			

2) Fringe Benefits
Annual fringe benefit cost for one Education Program Consultant = $75,972. (rate = 36 percent).

3) Travel
None.

4) Equipment
None.

5) Supplies
$15,000 per year for facilities, utilities, communications, printing, and postage associated with the Education Programs Consultant.

- This amount reflects the standard complement that the state typically budgets for each position established within the Department of Education.

6) Contractual
The state will contract with external evaluators with experience evaluating large, complex programs to evaluate:

- The implementation and impact of the state's Race to the Top plan.
- The teacher and principal evaluation models implemented by local education agencies.
- The school turnarounds models implanted by local education agencies.
- The growth measures and the accountability model.
- The Open Enrollment program which allows students in low performing schools to transfer to a high performing school.

The estimated cost of the contract to evaluate the Race to the Top program is $5 million. The other evaluation contracts are estimated to cost approximately $1.5 million each.

The State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

Assumptions:

- This estimate is based on the cost of the independent evaluation contracts for various education programs the state has implemented in recent years, including the Class Size Reduction program, the High School Exit Exam and an English Learner Pilot project.
- The purpose of this evaluation is to determine the efficacy of the programs included in the state's Race to the Top plan, identify implementation issues and determine best practices.

7) Training Stipends
None.

8) Other

None.

9) Total Direct Costs
$3,052,000 per year over four years.

10) Indirect Costs
18.4 percent on total direct costs for each applicable year, which results in indirect costs of $562,000 in each year.

11) Funding for Involved LEAs
None.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs
$3,614,000 per year over four years.

Budget Part II: Project-Level Budget Table **Project Name:** Academic Standards Commission **Associated with Criteria:** (B)(1)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	141,000				141,000
2. Fringe Benefits	51,000				51,000
3. Travel	62,000				62,000
4. Equipment	8,000				8,000
5. Supplies	6,000				6,000
6. Contractual					0
7. Training Stipends					0
8. Other	45,000				45,000
9. Total Direct Costs (lines 1-8)	313,000				313,000
10. Indirect Costs*	58,000				58,000
11.Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	371,000				371,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

1) Personnel

The Academic Content Standards Commission will require support staff at the California Board of Education and the California Department of Education. These positions will be required for 6 months.

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Education Programs Consultant (4): These positions will be responsible for leadership of the two sets of standards, one focused on English-language arts standards and one on Mathematics standards. These positions will facilitate consensus among commission members, the Board of Education and the Department of Education and ensure the incorporation of Core Common Standards into the final product.	50%	$70,344	$140,688

2) Fringe Benefits
For each employee, we assume staff benefits equal to 36 percent. On total salaries of $141,000, fringe benefits for all four employees total $51,000.

3) Travel
The Academic Content Standards Commission will be representative of all stakeholders and will consist of 21 members. These commission members are charged with developing common content standards for recommendation to the California State Board of Education by July 15, 2010. Travel and per diem expenses, as detailed below, will allow for successful collaboration and consensus on California's content standards.

Travel: Travel expenses include the average mile reimbursements of $27.50, airfare of $303 each, and accommodations at $84, in addition to an amount of per diem of $40. (Based on state-rates)	# Trips	$ per Trip	Total
A 2-day monthly meeting for each of six months, for 21 members of the Academic Content Standards Commission.	$494.50 x 21 commission members	$10,384	$62,000

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $1,000 or more per unit.	Cost of Item	Item Description	Total
Desktop Computers (4): Four desktop computers will be needed to expand our current office and supply the needs of 4 new employees.	$2,000	Computer including monitor & printer	$8,000

5) Supplies
For each employee, we assume budget of $1,500 for general expenses, instructional materials and miscellaneous office supplies, for a total cost of $6,000.

6) Contractual
None.

7) Training Stipends
None.

8) Other
Of the 21 Commission members, a minimum of half must be current classroom teachers. We assume additional costs of $45,000 in substitute teacher costs to school districts (at an average of $343/day/teacher, assuming 11 members are teachers).

9) Total Direct Costs
The total direct costs are $313,000.

10) Indirect Costs
The indirect cost rate is 18.4%, resulting in $58,000 in indirect costs ($313,000 X 18.4%).

11) Funding for Involved LEAs
None.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs
The total costs are $371,000.

Budget Part II: Project-Level Budget Table **Project Name:** New Assessment Development **Associated with Criteria:** (B)(2)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual		3,500,000	3,500,000		7,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)		3,500,000	3,500,000		7,000,000
10. Indirect Costs*		46,000	46,000		92,000
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)		3,546,000	3,546,000		7,092,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

1) Personnel
None.

2) Fringe Benefits
None.

3) Travel
None.

4) Equipment

None.

5) Supplies
None.

6) Contractual
Additional one-time item development workload to incorporate new common core standards assessment into the current assessment system.

- The new common core standards assessment will be incorporated into California's assessment system, resulting in one-time administration and training workload. In addition, there may be some state-specific costs to conform the common core standards assessment for use in California. The total estimated one-time costs of $7,000,000 will be charged to the grant award.

The State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 when contracting for services.

Assumptions:

- This cost estimate assumes that California will replace a portion of the current state assessment system with assessments aligned to the common core standards adopted by a consortium of states and developed through an assessment grant under ARRA.
- This cost estimate assumes that there will be one-time costs relating to changes in assessment administration and any state-specific field testing. However, the existing funding for statewide assessments in California should cover any ongoing costs as this new assessment would completely replace a portion of the current assessments.
- The costs were based on current assessment administration and field testing costs.

This activity directly supports the development and implementation of common, high-quality assessments (B)(2). California has committed to joining consortium of states to adopt common core standards and develop an assessment based on these standards. This activity would implement the use of the common cores standard assessment in California.

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
The total direct costs would be $7,000,000.

10) Indirect Costs
The total indirect costs would be $92,000 (18.4% X $500,000).

11) Funding for Involved LEAs
None.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs
The total costs would be $7,092,000.

Budget Part II: Project-Level Budget Table **Project Name:** Development of New Frameworks and Materials **Associated with Criteria:** (B)(3)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	444,000	444,000			888,000
2. Fringe Benefits	160,000	160,000			320,000
3. Travel	95,000	95,000			190,000
4. Equipment	14,000	14,000			28,000
5. Supplies	11,000	11,000			22,000
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	724,000	724,000			1,448,000
10. Indirect Costs*	133,000	133,000			266,000
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	857,000	857,000			1,714,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

A key step in getting the new standards for mathematics and English language arts into classrooms is to build them into aligned curriculum frameworks. These frameworks would provide clear instructional expectations and guidance for teachers and principals and describe the scope and sequence of the knowledge and skills all students would need to master at each grade level. The revised frameworks would then be used to guide the adoption of new instructional materials.

1) Personnel

The adoption of new frameworks for math and English language arts will require support staff at the California Department of Education and specifically, the reestablishment of the Curriculum Frameworks Commission. These positions will be required for two years.

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Executive Director (1): This position will be responsible for the overall leadership and management of the Curriculum Frameworks Commission. The director will oversee the formation of the commission and development of the frameworks and materials and act as a direct liaison with the California State Board of Education.	100%	$104,532	$104,532
Education Administrator I (2): These positions will be responsible for leadership of the two parts of the commission, one focused on English-language arts and one on Mathematics. These positions will facilitate consensus among commission members and ensure the incorporation the revised frameworks into the final product.	100%	$84,576	$169,152
Associate Governmental Program Analyst (1): This position will provide analytical support for the commission, gathering and analyzing data as needed. In addition, this position will perform research duties as required.	100%	$58,488	$58,488
Executive Secretary I (1): This position will arrange and coordinate commission meetings, act as a liaison between commission members and the California Department of Education staff, and oversee and prepare any necessary communications.	100%	$40,152	$40,152
Office Technician Typing (2): These positions will act as general support, preparing documents for the commission and assisting the Executive Secretary.	100%	$35,700	$71,400

2) Fringe Benefits

For each employee, we assume staff benefits equal to 36 percent. On total salaries of $443,724, fringe benefits for all seven employees total $160,000.

3) Travel

The Curriculum Frameworks Commission will be representative of all stakeholders and will consist of 16 members. These commission members are charged with developing curriculum frameworks and materials for recommendation to the California State Board of Education by July 15, 2010. Travel and per diem expenses, as detailed below, will allow for successful collaboration and consensus on California's instructional materials.

Travel: Travel expenses include the average mile reimbursements of $28, airfare of $303 each, and accommodations at $84, in addition to an amount of per diem of $40. (Based on state-rates)		$ per Trip	Total

A 2-day monthly meeting for each of 12 months, for 16 members of the Curriculum Frameworks Commission.	$495 x 16 commission members	$7,920	$95,000

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $1,000 or more per unit.	Cost of Item	Item Description	Total
Desktop Computers (7): Seven desktop computers will be needed to expand our current office and supply the needs of 7 new employees.	$2,000	Computer including monitor & printer	$14,000

5) Supplies
For each employee, we assume a budget of $1,500 for general expenses, instructional materials and miscellaneous office supplies, for a total cost of $11,000.

6) Contractual
None.

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
The total direct costs are $1,448,000.

10) Indirect Costs
The total indirect costs are $266,000, which assumes a rate of 18.4%.

11) Funding for Involved LEAs
None.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs
$857,000 per year for a total of $1,714,000.

Budget Part II: Project-Level Budget Table **Project Name:** Expand and Strengthen Formative Assessment Item Bank **Associated with Criteria:** (B)(3)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	400,000	400,000	400,000	400,000	1,600,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	400,000	400,000	400,000	400,000	1,600,000
10. Indirect Costs*					
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	400,000	400,000	400,000	400,000	1,600,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

1) Personnel
None.

2) Fringe Benefits
None.

3) Travel
None.

4) Equipment
None.

5) Supplies
None.

6) Contractual
Post released test items to the web in an item bank for use in formative/ interim assessments at the local level.

- The estimated cost to make released test questions from the California Standards Tests (CSTs) and the California High School Exit Exam (CAHSEE) available on the web in an item bank for use in formative assessments would be approximately $400,000 annually.
- This is an ongoing activity and will be charged to the grant award for the length of the award.
- The State follows the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 when contracting for services.

Assumptions:

- This cost estimate is based on items that, for a period, were included in the CST and CAHSEE contracts for web posting of released test questions.

This activity is part of the state's commitment, under section (B)(3) to support the transition to enhanced standards and high quality assessments. Specifically, as California's content standards are strengthened and aligned with the nationwide core common standards, this activity will translate those standards to the local level for enhanced student learning. Providing an online item bank will allow local districts, schools, and teachers to create interim formative assessments to track individual student progress on these new standards on an ongoing basis, and as needed by teachers and administrators.

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
The total direct costs are $400,000 per year.

10) Indirect Costs
None.

11) Funding for Involved LEAs
None.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs

The total costs are $400,000 per year.

Budget Part II: Project-Level Budget Table
Project Name: Professional Development Modules to Assist Schools Develop Formative Assessments
Associated with Criteria: (B)(3)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	70,000	0	0	0	70,000
2. Fringe Benefits	25,000	0	0	0	25,000
3. Travel	0	0	0	0	0
4. Equipment	2,000	0	0	0	2,000
5. Supplies	5,000	0	0	0	5,000
6. Contractual	11,000	0	0	0	11,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	113,000	0	0	0	113,000
10. Indirect Costs*	21,000	0	0	0	21,000
11.Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	134,000	0	0	0	134,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

1) Personnel

Personnel: The following requested personnel will be hired limited-term to support development activities.	% FTE	Base Salary	Total
Education Program Consultant (1): will be responsible for	100%	$70,344	$70,344

developing model curriculum.			

2) Fringe Benefits
Annual fringe benefit cost for one expert Education Program Consultant = $25,000. (rate = 36 percent).

3) Travel
None.

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $1,000 or more per unit.	Cost of Item	Item Description	Total
Desktop Computer and telecommunications equipment (1): One desktop computer and telephone set will be needed to expand our current office and supply the needs of 1.0 new employee.	$2,000	Computer including monitor & printer, and telephone set	$2,000

5) Supplies
$5,000 for communications, training, and general office expense.

6) Contractual
$13,000 to develop and produce model curriculum and training materials to train educators on development of formative assessments.

Assumptions: Would require contracting an expert consultant. Based on development of other similar training modules, he/she would need 160 hours for drafting and 40 hours to produce finished product including binders and PowerPoint's to train educators in effective data use. (200 hours x $62.50 per hour = $12,500).

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
$113,000 for first year development activities.

10) Indirect Costs
18.4 percent on total direct costs for each applicable year, which results in indirect costs of $21,000.

11) Funding for Involved LEAs
None.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs
$134,000 for development activities in first year of project.

Budget Part II: Project-Level Budget Table
Project Name: Expand Data Elements included in State Database
Associated with Criteria: (C)(1)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	53,000	53,000	53,000	43,000	202,000
2. Fringe Benefits	19,000	19,000	19,000	15,000	72,000
3. Travel					0
4. Equipment					0
5. Supplies					0
6. Contractual	783,000				783,000
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	855,000	72,000	72,000	58,000	1,057,000
10. Indirect Costs*	157,000	13,000	13,000	11,000	194,000
11.Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	1,012,000	85,000	85,000	69,000	1,251,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Educational Program Consultant (1): will provide subject matter	15%	$70,344	$10,552

expertise on additional elements.			
Senior Information Systems Analyst (1): will be responsible for managing relevant contract changes with vendors necessary to the additional of other data elements.	15%	$76,080	$11,412
Staff Information Systems Analyst (2): will be responsible for providing data requirements analysis related to the new information requirements for new elements.	25%	$72,648	$18,162
Education Administrator (1): will be responsible for overseeing changes to relevant data systems in question as part or regular change management meetings.	15%	$84,576	$12,686

2) Fringe Benefits
For each employee, we assume staff benefits equal to 36 percent. On a base salary of $53,000, total fringe benefits for all four employees total $19,000 for each of the first three years, and $15,000 for the fourth and subsequent years.

3) Travel
None.

4) Equipment
This proposal will utilize existing staff from the Department of Education, no additional equipment allocation is needed.

5) Supplies
This proposal will utilize existing staff from the Department of Education, no additional supply allocation is needed.

6) Contractual
One-time contract costs of up to $783,000 to modify existing database systems to accommodate the desired new additional elements.

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
$72,000 ongoing for the first three years, then $58,000 ongoing in year four and beyond. Up to $783,000 in one-time costs for vendor work to implement database element changes.

10) Indirect Costs
18.4 percent on actual salary and contract costs for each applicable year, which results in costs of $157,000 in year one, $13,000 in years two and three, and $11,000 in each year thereafter.

11) Funding for Involved LEAs
None.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs
$72,000 ongoing for the first three years, then $58,000 ongoing in year four and beyond. Up to $783,000 in one-time costs for vendor work to implement database element changes. There will also be indirect costs of $157,000 in year one, $13,000 in years two and three, and $11,000 in each year thereafter.

Budget Part II: Project-Level Budget Table **Project Name:** Create a Single State Data Portal **Associated with Criteria:** (C)(2)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	197,000	197,000	197,000	197,000	788,000
2. Fringe Benefits	71,000	71,000	71,000	71,000	284,000
3. Travel					0
4. Equipment	6,000	6,000	6,000	6,000	24,000
5. Supplies	9,000	9,000	9,000	9,000	36,000
6. Contractual	2,731,000				2,731,000
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	3,014,000	283,000	283,000	283,000	3,863,000
10. Indirect Costs*	555,000	52,000	52,000	52,000	711,000
11.Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	3,569,000	335,000	335,000	335,000	4,574,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Educational Program Consultant (1): will be responsible for the	100%	$70,344	$70,344

format and presentation of data, coordinating the design and content of the website on which data is made accessible, as well as serving as the point of contact for website inquiries on content and display.			
Associate Information Systems Analyst (2): will be responsible for ongoing maintenance of the web site/portal.	100%	$63,096	$126,192

2) Fringe Benefits
For each employee, we assume staff benefits equal to 36 percent. On a base salary of $197,000, total fringe benefits for all five employees total $71,000.

3) Travel
None.

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $1,000 or more per unit.	Cost of Item	Item Description	Total
Desktop Computers (3): Three desktop computers will be needed to expand current office and supplies for the needs of 3 new employees.	$2,000	Computer including monitor & printer	$6,000

5) Supplies
For each employee, we assume a budget of $3,000 for general expenses, instructional materials and miscellaneous office supplies, for a total cost of $9,000.

6) Contractual
$2,731,000 in one-time contractual costs associated with construction of the single data portal and related website components.

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
$283,000 ongoing and $2,731,000 one-time per the project budget table.

10) Indirect Costs
18.4 percent on all salary and contract costs for each applicable year, which results in costs of $555,000 in year one and $52,000 in each year thereafter.

11) Funding for Involved LEAs

None.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs
$283,000 ongoing and $2,731,000 one-time per the project budget table. Additional indirect costs of $555,000 in year one and $52,000 in each year thereafter.

Budget Part II: Project-Level Budget Table **Project Name:** Assist Schools in Assessing Needs Regarding Local Instructional Improvement Systems **Associated with Criteria:** (C)(3)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	83,000				83,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	83,000				83,000
10. Indirect Costs*					
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	83,000				83,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

1) Personnel
None.

2) Fringe Benefits
None.

3) Travel
None.

4) Equipment

None.

5) Supplies
None.

6) Contractual
- Estimated cost: $83,000 for 1 regional office.

Personnel: The following personnel would be hired by a regional office to help LEAs select instructional data systems.	% FTE	Base Salary	Total (+benefits)
The information technology expert will assist LEAs without local instructional improvement systems in place. Specifically, by 2011 the State would build off of the existing work done by the California Learning Resource Network (CLRN) funded in part by the CDE and housed at the Stanislaus County Office of Education and provide a "Consumer Reports"-like guide to local instructional improvement systems in order to enable participating LEAs to make informed choices for what data system would work best for their needs.	50%	$125,000	$83,000

The State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
$83,000 one-time direct costs.

10) Indirect Costs
None.

11) Funding for Involved LEAs
None.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs
$83,000 one-time direct costs.

Budget Part II: Project-Level Budget Table
Project Name: Professional Development Modules to Assist Schools on Effective Data Use
Associated with Criteria: (C)(3)(ii)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	70,000	0	0	0	70,000
2. Fringe Benefits	25,000	0	0	0	25,000
3. Travel	0	0	0	0	0
4. Equipment	2,000	0	0	0	2,000
5. Supplies	5,000	0	0	0	5,000
6. Contractual	12,000	0	0	0	12,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	114,000	0	0	0	114,000
10. Indirect Costs*	21,000	0	0	0	21,000
11.Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	135,000	0	0	0	135,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

1) Personnel

Personnel: The following requested personnel will be hired limited-term to support development activities.	% FTE	Base Salary	Total
Education Program Consultant (1): will be responsible for assisting with the development of model curriculum to train educators on	100%	$70,344	$70,344

effective use of data such as pupil achievement data and best practices.			

2) Fringe Benefits

Annual fringe benefit cost for one expert Education Program Consultant = $25,000. (rate = 36 percent).

3) Travel

None.

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $1,000 or more per unit.	Cost of Item	Item Description	Total
Desktop Computer and telecommunications equipment (1): One desktop computer and telephone set will be needed to expand our current office and supply the needs of 1.0 new employee.	$2,000	Computer including monitor & printer, and telephone set	$2,000

5) Supplies

$5,000 for communications, training, and general office expense.

6) Contractual

$12,000 to develop and produce model curriculum and training materials to train educators on effective use of data such as pupil achievement data.

Assumptions: Would require contracting an expert consultant. Based on development of other similar training modules, he/she would need 160 hours for drafting and 40 hours to produce finished product including binders and PowerPoint's to train educators in effective data use. (200 hours x $62.50 per hour = $12,000)

7) Training Stipends

None.

8) Other

None.

9) Total Direct Costs

$114,000 for development activities.

10) Indirect Costs

18.4 percent on total direct costs for each applicable year, which results in indirect costs of $21,000.

11) Funding for Involved LEAs

None.

12) Supplemental Funding for Participating LEAs

None.

13) Total Costs

$135,000 for development activities.

Budget Part II: Project-Level Budget Table
Project Name: Professional Development Modules for New Standards, Frameworks, and Assessments
Associated with Criteria: (C)(3)(i)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	0	70,000	0	0	70,000
2. Fringe Benefits	0	25,000	0	0	25,000
3. Travel	0	0	0	0	0
4. Equipment	0	2,000	0	0	2,000
5. Supplies	0	5,000	0	0	5,000
6. Contractual	0	325,000	0	0	325,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (lines 1-8)	0	427,000	0	0	427,000
10. Indirect Costs*	0	79,000	0	0	79,000
11.Funding for Involved LEAs	0	0	0	0	0
12. Supplemental Funding for Participating LEAs	0	0	0	0	0
13. Total Costs (lines 9-12)	0	506,000	0	0	506,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

1) Personnel

Personnel: The following requested personnel will be hired limited-term to support development activities.	% FTE	Base Salary	Total
Education Program Consultant (1): will be responsible for assisting	100%	$70,344	$70,344

with the development of model curriculum to train educators to effectively use assessment and other pupil data to drive ongoing instructional improvements.			

2) Fringe Benefits
Annual fringe benefit cost for one Education Program Consultant = $25,000. (rate = 36 percent).

3) Travel
None.

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $1,000 or more per unit.	Cost of Item	Item Description	Total
Desktop Computer and telecommunications equipment (1): One desktop computer and telephone set will be needed to expand our current office and supply the needs of 1.0 new employee.	$2,000	Computer including monitor & printer, and telephone set	$2,000

5) Supplies
$5,000 for communications, training, and general office expense.

6) Contractual
$325,000 to develop and produce educator training materials on how to use the new instructional standards, frameworks, and assessments to enhance instruction for two subjects for all grades K-12.

Assumptions: Would require contracting an expert to develop training modules. Based on development of other similar training modules, he/she would need 160 hours for drafting and 40 hours to produce finished product for binders and PowerPoint's per grade level, per subject, per module. (200 hours x $62.50 per hour x 2 subject matters (e.g., ELA & Math) x 13 grades = $325,000).

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
$427,000 for development activities.

10) Indirect Costs

18.4 percent on total direct costs for each applicable year, which results in indirect costs of $79,000.

11) Funding for Involved LEAs

None.

12) Supplemental Funding for Participating LEAs

None.

13) Total Costs

$506,000 for development activities.

Budget Part II: Project-Level Budget Table **Project Name:** High Quality Alternative Pathways to Teaching in Shortage Areas **Associated with Criteria:** (D)(1)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11.Funding for Involved LEAs	16,100,000	16,100,000	16,100,000	16,100,000	64,400,000
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	16,100,000	16,100,000	16,100,000	16,100,000	64,400,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

1) Personnel
None.

2) Fringe Benefits
None.

3) Travel
None.

4) Equipment
None.

5) Supplies
None.

6) Contractual
None.

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
None.

10) Indirect Costs
None.

11) Funding for Involved LEAs
An estimated $16,100,000 annually would be provided to educational agencies (LEAs) to partner with certified providers to prepare an estimated 2,300 teachers in the shortage areas of math, science, and career technical education. RTTT funding would comprise one-third of the costs, while LEAs and foundations would each contribute one-third.

This estimate assumes that the state would provide $7,000 per participant, similar to the Intern Program. Participating LEAs and foundations would each pay a like amount.
Based upon the data provided by the Commission on Teacher Credentialing (CTC), a total of approximately 4,600 credentials are issued annually in math and science, and career technical education.

The CTC would additionally develop a process for alternative routes to credentialing by authorizing community-based organizations and non-governmental organizations to offer science, math, or career technical education educator preparation programs and credentials. The CTC would collect a fee to cover the costs from community-based or nongovernmental organizations that would participate in the program. According to the CTC, any costs not covered by fees would be absorbable.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs
$16,100,000 per year of the project.

Budget Part II: Project-Level Budget Table **Project Name:** Evaluating Teacher and Principal Effectiveness **Associated with Criteria:** (D)(2)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	184,000	184,000	184,000		552,000
2. Fringe Benefits	66,000	66,000	66,000		198,000
3. Travel					0
4. Equipment	15,000				15,000
5. Supplies					0
6. Contractual	4,000,000	3,000,000	2,000,000		9,000,000
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	4,265,000	3,250,000	2,250,000		9,765,000
10. Indirect Costs*	785,000	598,000	414,000		1,797,000
11.Funding for Involved LEAs					0
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	5,050,000	3,848,000	2,664,000		11,562,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	FTE	Base Salary
Educational Program Consultant: will be responsible for coordinating and	1	$70,344

assisting an advisory group in the development of models for evaluating teachers and administrators using a student growth model. This position would work with the vendor in the development of tools and online resources for teacher and administrator evaluations, develop model training on using observations in evaluations, and provide technical assistance to LEAs.		
Education Research Assistant: will be responsible for providing assistance to an advisory group in evaluating methods for evaluating teachers and administrators using multiple measures. Research the technical details of all current and proposed evaluation models throughout the U.S.; develop data processing procedures and parallel processing simulations on the various growth models under consideration by the advisory group; and implement the data processing once the model is complete.	1	$76,068
Senior Programmer Analyst – Specialist will be responsible for providing the technical support for creating online tools and resources for the evaluation models.	0.5	$38,040
Total Personnel	2.5	$184,452

2) Fringe Benefits

	Percentage of Salary for Benefits Calculation	Benefits Cost
Educational Program Consultant	36%	$25,324
Education Research and Evaluation Consultant	36%	$27,384
Senior Programmer Analyst-Specialist	36%	$13,694
Total Benefits		$66,402

3) Travel

None.

4) Equipment

	Cost of Item	Item Description	Total
Desktop Computers (3): Three desktop computers at $2,000 each will be needed to expand our current office and supply the needs of 3 new employees. In addition each employee will need $3,000 in general office expenses and supplies.	$5,000	Computer including monitor & printer. General Expenses and Supplies	$15,000

5) Supplies

None.

6) Contractual

Project Cost Year One

Estimated cost: $4,000,000 to contract with eleven regional offices at an approximate cost of $364,000 per region.

Personnel: The following personnel will be hired by the County Offices of Education in eleven regions to develop and implement the teacher and principal evaluation models.	% FTE	Base Salary	Total
Consultants (2): These employees will be responsible for researching other states' teacher and principal evaluation models and analyzing information from stakeholders in the development of models for evaluating teachers and principals using multiple measures. They will be responsible for details related to the evaluation model development and coordination with the local education agencies.	100%	$165,000	$330,000
Staff will travel to various districts during the first year of project development to gather and research information on options for multiple measures to be used in teacher and principal evaluations. The travel will be in three-day increments.	15 trips per employee	$800	$24,000

Other Costs Include:

- $10,000 per year for facilities, utilities, communications, printing and postage associated with the Staff positions. (This amount reflects the standard $5,000 complement that the state budgets for each position established within the Department of Education).

Project Cost Year Two

Estimated cost: $3,000,000 at approximately $273,000 for each of the eleven regional offices.

Personnel: The following personnel will be hired by the County Offices of Education in eleven regions to develop and implement the teacher and principal evaluation models.	% FTE	Base Salary	Total
Consultants (1.5): These employees will be responsible for the overall coordination of the training of the newly developed evaluation models in the years following development. These employees will be responsible for negotiating details related to the program's development and the coordination of the training and implementation.	100%	$165,000	$248,000
Staff will travel to various districts to provide technical assistance with local agencies in the development and implementation of evaluation models in three-day increments.	9 trips per office	$800	$14,000

Other Costs Included:

- $5,000 per year for facilities, utilities, communications, printing and postage associated with the 1.5 Staff positions. (This amount reflects the standard complement that the state budgets for each position established within the Department of Education).
- $6,000 printing and miscellaneous cost of training.

Project Cost Year Three

Estimated cost: $2,000,000 at approximately $182,000 for each of the eleven regional offices.

Personnel: The following personnel will be hired by the County Offices of Education in eleven regions to provide technical assistance for the teacher and principal evaluation models.	% FTE	Base Salary	Total
Consultant (1): This employee will be responsible for providing technical assistance to the field.	100%	$165,000	$165,000
Staff will travel to various districts to provide technical assistance with local agencies in the development and implementation of evaluation models in three-day increments.	7 trips per office	$800	$6,000

Other Costs Included:

- $5,000 per year for facilities, utilities, communications, printing and postage associated with the 1.0 Staff position. (This amount reflects the standard complement that the state budgets for each position established within the Department of Education)
- $6,000 printing and miscellaneous cost of training.

The State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends

None.

8) Other

None.

9) Total Direct Costs

$4,265,000 for the first year, $3,250,000 for the second year, and $2,250,000 for the third year of the project.

10) Indirect Costs

$785,000 for the first year, $598,000 for the second year, and $414,000 for the third year of the project.

11) Funding for Involved LEAs

None.

12) Supplemental Funding for Participating LEAs

None.

13) Total Costs

$5,050,000 for the first year, $3,848,000 for the second year, and $2,664,000 for the third year of the program.

Budget Part II: Project-Level Budget Table **Project Name:** Improve the Effectiveness of Teacher and Principal Preparation Programs **Associated with Criteria:** (D)(4)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11.Funding for Involved IHEs	500,000	300,000	200,000	0	1,000,000
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	500,000	300,000	200,000	0	1,000,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

1) Personnel
None.

2) Fringe Benefits
None.

3) Travel
None.

4) Equipment
None.

5) Supplies
None.

6) Contractual
None.

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
None.

10) Indirect Costs
None.

11) Funding for Involved IHEs

A total of $1 million would be available for the University of California, California State University, and private higher education institutions to determine and ensure the effectiveness of preparation programs, based upon the tools developed for teacher and principal evaluation, such as pupil growth data (see D2 – Evaluating Teacher and Principal Effectiveness).

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs
$1,000,000 for three years.

Budget Part II: Project-Level Budget Table
Project Name: Establishing Principal Induction Programs
Associated with Criteria: (D)(5)

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	35,000	35,000	35,000	35,000	140,000
2. Fringe Benefits	13,000	13,000	13,000	13,000	52,000
3. Travel	48,000	48,000	48,000	48,000	192,000
4. Equipment	2,000				2,000
5. Supplies	1,000	1,000	1,000	1,000	4,000
6. Contractual					0
7. Training Stipends					0
8. Other					0
9. Total Direct Costs (lines 1-8)	99,000	97,000	97,000	97,000	390,000
10. Indirect Costs*	18,000	18,000	18,000	18,000	72,000
11.Funding for Involved LEAs	5,000,000	5,000,000	5,000,000	5,000,000	20,000,000
12. Supplemental Funding for Participating LEAs					0
13. Total Costs (lines 9-12)	5,117,000	5,115,000	5,115,000	5,115,000	20,462,000

All applicants must provide a break-down by the applicable budget categories shown in lines 1-15.
Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all project years.
*If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	FTE	Base Salary
Educational Program Consultant: will be responsible for coordinating and assisting an advisory group on providing induction for administrators. This	0.5	$35,172

position would assist in the establishment of a collaborative process with participating local education agencies and stakeholders to create induction and support programs for administrators as well as tracking participation in and outcomes from funded induction and professional development programs.		
Total Personnel	0.5	$35,172

2) Fringe Benefits

	Percentage of Salary for Benefits Calculation	Benefits Cost
Educational Program Consultant	36%	$12,662
Total Benefits		$12,662

3) Travel

The consultant will be representative of the state on the advisory group for providing induction programs for administrators. This group which includes 15 stakeholders and participating LEAs is charged with examining options for induction programs for administrators. Travel and per diem expenses, as detailed below, will allow for successful collaboration and consensus on providing high quality induction for teachers and administrators.

Travel: Travel expenses include the average mile reimbursements of $27.5, airfare of $303 each, and accommodations at $84, in addition to an amount of per diem of $40. (Based on state-rates)	$ per Trip	# of Trips	Total
A 2-day meeting every other month annually for 15 members plus 1 staff.	$500	6 x 16 members	$48,000

4) Equipment

Equipment:	Cost of Item	Item Description	Total
Desktop Computers (1): One desktop computer will be needed to supply the needs of 1 new employee.	$2,000	Computer including monitor & printer	$2,000

5) Supplies

$1,000 for general expenses, instructional materials and miscellaneous office supplies.

6) Contractual

None.

7) Training Stipends

None.

8) Other

None.

9) Total Direct Costs
$390,000 over four years.

10) Indirect Costs
$72,000 over four years.

11) Funding for Involved LEAs
Estimated cost: $5,000,000 each year to fund participating LEAs providing induction programs for approximately 1,667 principals annually at a cost of $3,000 per administrator.

Funds would provide an offset of the costs associated with administrators participating in programs that serve as pathways to administrative credentials and professional development for administrators.

The cost estimates used are consistent with the existing Principal Training Program for which $3,000 is provided to agencies with participating administrators with a $1,000 match from the LEA. The purpose is to provide additional support for new and existing administrators.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs
$5,117,000 for the first year and $5,115,000 annually for the remaining three years.

Budget Part II: Project-Level Budget Table **Project Name:** Train and Support a Cadre of Turnaround Leaders **Associated with Criteria:** (D)(5)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	287,000				287,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	287,000				287,000
10. Indirect Costs*					
11.Funding for Involved LEAs		669,000	739,000	774,000	2,182,000
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	287,000	669,000	739,000	774,000	2,469,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

1) Personnel
None.

2) Fringe Benefits
None.

3) Travel
None.

4) Equipment
None.

5) Supplies
None.

6) Contractual
The contract to establish a Training Institute for Turnaround Leaders in California will be competitively bid to a non-state organization. The estimated cost of $863,000 for the first year of development is as follows:

Project Cost Year One

Personnel: The following personnel will be hired by the successful bidder to develop and implement the Training Institute for Turnaround Leaders.	% FTE	Base Salary & Operating Expenses	Total
Consultants (5): These employees will be responsible for the overall leadership and management of creating the professional development program to develop turn around specialists. They will be responsible for negotiating details related to the program's development and the coordination of the training institute.	100%	$165,000	$825,000

Travel: Travel expenses include roundtrip airfare of $170, and an amount of per diem of $185 per day for hotel, meals, and incidentals.	# Trips	$ per Trip	Total
Staff will travel to various districts during the first year of project development. The travel will be in three-day increments.	5 trips per employee	$540	$13,000

Operating Expenses Include:

- $25,000 per year for operating expenses including facilities, utilities, communications, printing and postage associated with the Staff positions. (This amount reflects the standard $5,000 complement that the state budgets for each position established within the Department of Education).

- The State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
The total cost of the year-one program development is $863,000, of which one third, $287,000, would be funded with RTTT dollars and the remainder will be funded by foundations and local education agencies.

10) Indirect Costs
None.

11) Funding for Involved LEAs

Project Cost Year Two - Four

The Training Institute for Turnaround Leaders will be reimbursed on a per participant basis for ongoing costs.	Year	# Participants	Total
A Training Institute conference will be held annually to provide professional development to the turnaround leaders. The conference will last two full weeks (10 days). LEAs would be reimbursed $3,500 per participant by the state, similar to existing administrator training programs; participating LEAs and foundations would each pay a like amount.	2	191	$669,000
	3	211	$739,000
	4	221	$774,000

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs
$2,469,000 for the four-year project.

Budget Part II: Project-Level Budget Table **Project Name:** State Department of Education Oversight **Associated with Criteria:** (E)(2)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	1,168,000	1,168,000	1,168,000	1,168,000	4,672,000
2. Fringe Benefits	420,000	420,000	420,000	420,000	1,680,000
3. Travel	160,000	160,000	160,000	160,000	640,000
4. Equipment	136,000	36,000	36,000	36,000	244,000
5. Supplies	41,000	41,000	41,000	41,000	164,000
6. Contractual					
7. Training Stipends	21,000	21,000	$21,000	$21,000	84,000
8. Other					
9. Total Direct Costs (lines 1-8)	1,946,000	1,846,000	1,846,000	1,846,000	$7,484,000
10. Indirect Costs*	358,000	340,000	340,000	340,000	1,378,000
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	2,304,000	2,186,000	2,186,000	2,186,000	8,862,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

1) Personnel:

Personnel: The following requested personnel will provide direct oversight of the school improvement activities under RTTT	% FTE	Base Salary	Total

Associate Governmental Program Analyst (1): This position would collect and analyze data to determine if school districts have an equitable distribution of teachers. School districts without an equitable distribution of teachers are required to create and submit plans to meet this assurance. To the extent highly qualified teachers shift districts due to school reorganizations under RTTT, this could require substantial workload to ensure all school districts maintain an equitable number of highly qualified teachers.	100%	$58,488	$58,488
Education Program Consultant (0.5): This position will provide technical assistance to school districts in the creation and implementation of local school plans required to ensure an equitable distibution of highly qualified teachers. In addition, the consultant will ensure plans submitted are appropriate and monitor the implementation of these newly created school plans.	50%	$70,344	$35,172
Education Fiscal Services Consultant (1): This position would allocate grant funds to LEAs and regional leads under RTTT. The position would also manage fiscal reporting and payment processes for the large number of grantees receiving these funds.	100%	$70,344	$70,344
Education Programs Consultant (1): This position would provide oversight of grant funds to LEAs and regional leads under RTTT. Although most of the oversight of LEAs would be handled by the regional leads, there is still a need for CDE staff to manage the grant process and support the regional leads.	100%	$70,344	$70,344
Education Fiscal Services Consultants (4): With the potential for 804 California LEAs receiving a substantial sum of federal RTTT funding in a relatively short period of time, it is imperative that the State Department of Education establish fiscal monitoring procedures specifically to ensure that RTTT funds are being expended appropriately and not used to supplant state and local funding. Therefore, fiscal monitoring staff will perform periodic analyses to assess risk and identify the appropriate level of fiscal review. This process will consider, but not be limited to: (1) program review findings; (2) untimely resolution of program compliance findings; (3) public concerns or complaints; (4) OMB Circular A-133 Single Audit findings; and (5) other fiscal audit exceptions. LEAs assessed as low to medium risk may be monitored via an in-office desk review process; whereas, medium to high risk LEAs may be selected for more in-depth on-site reviews.	100%	$70,344	$281,376
Supervising Management Auditor (0.5), this position would be responsible for the supervision of 4 education fiscal services consultants that would be responsible for the oversight of California LEAs receiving federal RTTT funds. It is imperative that the State Department of Education establish fiscal monitoring procedures	50%	$87,756	$43,878

specifically to ensure that RTTT funds are being expended appropriately and not used to supplant state and local funding. Therefore, fiscal monitoring staff will perform periodic analyses to assess risk and identify the appropriate level of fiscal review. This process will consider, but not be limited to: (1) program review findings; (2) untimely resolution of program compliance findings; (3) public concerns or complaints; (4) OMB Circular A-133 Single Audit findings; and (5) other fiscal audit exceptions. LEAs assessed as low to medium risk may be monitored via an in-office desk review process; whereas, medium to high risk LEAs may be selected for more in-depth on-site reviews.			
Associate Governmental Program Analyst (1): This position would be responsible for developing and maintaining a database housing data elements supporting RTTT programs and for analyzing, interpreting, and reporting these data.	100%	$58,488	$58,488
Education Programs Consultants (2): These positions would develop comprehensive guidance and protocols for collecting, maintaining, analyzing and reporting data elements supporting RTTT programs. Further, they would establish and coordinate standards and procedures, in collaboration within multiple State Department of Education program units, by which the data elements will be collected. Lastly, these positions would provide training and technical assistance to LEAs on ongoing data collection activities, protocols, program modifications, and best practices.	100%	$70,344	$140,688
Associate Information Systems Analyst (1): This position will be responsible to perform technical functions related to data maintenance and support local eductional agencies to improve the effectiveness and delivery of classroom instruction using technology.	100%	$63,000	$63,000
Office Technician (0.5): This position would be responsible for ensuring all RTTT data reports are accuartely formated and edited. Further, this position would be responsbile for coordinating all incoming and outgoing correspondence between LEAs and the State Department of Education.	50%	$35,700	$17,850
Associate Governmental Program Analyst (1): This position would be responsible for ensuring school districts maintain their IDEA compliance for any students that opt to transfer to and/or from different school sites. Given this cohort is likely to seek out school choices that are best suited to serve their unique needs, it is likely that many districts will need assistance with IDEA compliance.	100%	$58,488	$58,488
Associate Governmental Program Analyst (1): This position would be responsible for maintaining and submitting all required ARRA jobs and data information as it relates to federal funds issued under the RTTT provisions.	100%	$58,488	$58,488

Education Program Consultant (1): This position would support the State Board of Education and coordinate with the CDE in oversight of the 11 regions providing support to low performing schools and participating LEAs.	100%	$70,344	$70,344
Education Program Consultant (1): This position would support the State Board of Education with the development of new assessments that will be needed due to enhanced content standards and curriculum frameworks. Further, this position would provide assistance to the Board of Education with the development of new curriculum frameworks and adoption of instructional materials and professional development.	100%	$70,344	$70,344
Education Program Consultant (1): This position would support the State Board of Education with oversight of the development and implementation of teacher and adminstrator evaluations.	100%	$70,344	$70,344

2) Fringe Benefits
Fringe benefits will total $420,000 and be adjusted upwards 5% annually to account for increasing costs for health insurance, workers compensation, unemployment insurance and retirement benefits.

3) Travel
Fiscal monitoring staff will travel to LEAs to conduct fieldwork related to the oversight of RTTT funds (auditing). Travel – In State (4 staff x $1,200 per trip x 24 trips) $115,200. Depending on the amount of ARRA funding received by an LEA, complexity of the LEA's accounting system, and strength of internal controls, it is estimated that on-site fiscal monitoring reviews would entail between 80 to 240 hours of staff work. Additionally, the State Department of Education would incur $15,000 in travel expenses for the Associate Information Systems Analyst to provide onsite technical assistance and trainings to school staff. ($200 airfare X 33 sessions = $6,600, $40 car rental X 33 days = $1,300, $40 per diem X 33 days = $1,300, $5,800 to have technical supplies insured and shipped to onsite locations). Additionally, the State Board of Education staff and State Department of Education staff (2.0 positions) assisting regional leads would each incur $15,000 in travel expenses for the Education Program Consultant to travel to the 11 regional leads to provide onsite technical assistance and trainings to region staff. ($200 airfare X 33 sessions = $6,600, $40 car rental X 33 days = $1,300, $40 per diem X 33 days = $1,300, $5,800 to have instructional materials, assessments materials, and curriculum framework supplies insured and shipped to onsite locations).

4) Equipment
One-Time Data Software: $100,000. This software will be used to track; monitor and report on RTTT and ARRA required data collected from local educational agencies.

$36,000 averaged annually for the purchase of video projectors, computer equipment, live broadcast telecommunications equipment, and data servers.

5) Supplies
General Expenses (Paper, Copiers, Toner, Printers, Phones, basic office supplies): $41,000 annually. These items will be needed for all staff to accomplish daily workload, interact with local educational agencies, and provide effective technical assistance to local educational agencies.

6) Contractual
None.

7) Training Stipends
$21,000 annually to ensure the following:1) Auditors are familiar with current auditing practices and are aware of the latest tools available to efficiently audit RTTT requirements; 2) provide technical training for the use of data collecting and reporting software; 3) software and technology training for the staff person who will assist local educational agencies implement the use of technology to improve their school performance; and 4) training on enhanced curriculum frameworks, content standards, and updated assessments.

8) Other
None.

9) Total Direct Costs:

9. Total Direct Costs (lines 1-8)	$1,946,000	$1,846,000	$1,846,000	$1,846,000	$7,484,000

10) Indirect Costs:

10. Indirect Costs*	$358,000	$340,000	$340,000	$340,000	$1,378,000

11) Funding for Involved LEAs
None.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs

13. Total Costs (lines 9-12)	$2,304,000	$2,186,000	$2,186,000	$2,186,000	$8,862,000

Budget Part II: Project-Level Budget Table **Project Name:** Model MOUs for Schools When Entering Agreements with CMOs and EMOs **Associated with Criteria:** (E)(2)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	250,000				250,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	250,000				250,000
10. Indirect Costs*					
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	250,000				250,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

1) Personnel
None.

2) Fringe Benefits
None.

3) Travel
None.

4) Equipment
None.

5) Supplies
None.

6) Contractual
Estimated cost: Four contracts ($50,000 each) with county offices of education to develop guidelines and model MOUs for schools undergoing interventions to use a charter management organizations or a education management organization to manage the turnaround, partner with community organizations, and provide parents information on the turnaround process.

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
$250,000 for the one-time project.

10) Indirect Costs
None.

11) Funding for Involved LEAs
None.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs
$250,000 for the one-time project.

Budget Part II: Project-Level Budget Table **Project Name:** Competitive Matching Grant Program for Improving Learning in all Ages **Associated with Criteria:** (E)(2)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11.Funding for Involved LEAs	2,500,000	2,500,000	2,500,000	2,500,000	10,000,000
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	2,500,000	2,500,000	2,500,000	2,500,000	10,000,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

1) Personnel
None.

2) Fringe Benefits
None.

3) Travel
None.

4) Equipment

None.

5) Supplies
None.

6) Contractual
None.

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
None.

10) Indirect Costs
None.

11) Funding for Involved LEAs
Provide $10,000,000 in matching funds to develop or enhance early childhood education programs, programs focused on STEM, and CTE/multiple pathway programs. A new competitive grant program is proposed that would provide state matching funds on a competitive basis to LEAs with persistently low-achieving schools. LEAs would be required to demonstrate how to effectively build or improve upon their quality early childhood education programs, programs focused on rigorous science, technology, engineering, and math courses (STEM), and career technical education (CTE)/multiple pathway programs.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs
$10,000,000 total over four years for this project.

Budget Part II: Project-Level Budget Table **Project Name:** Ongoing Support for Mentoring Schools **Associated with Criteria:** (E)(2)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11.Funding for Involved LEAs	2,500,000	2,500,000	2,500,000	2,500,000	10,000,000
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	2,500,000	2,500,000	2,500,000	2,500,000	10,000,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

1) Personnel
None.

2) Fringe Benefits
None.

3) Travel
None.

4) Equipment
None.

5) Supplies
None.

6) Contractual
None.

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
None.

10) Indirect Costs
None.

11) Funding for Involved LEAs

Activity	Purpose	Cost	# LEAs involved	Total
Create mentor partnerships with higher performing schools and lowest-achieving schools. Schools that have successfully exited Program Improvement under NCLB would quality as mentors (currently 540).	Provide ongoing support for principals in turn around schools after the institute training. Staff from the mentor school would provide guidance to develop a reform plan and show how to transform the culture of the school for a period of at least three years.	$25,000 per school x 100 schools.	100	2,500,000

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs
$2,500,000 per year.

Budget Part II: Project-Level Budget Table **Project Name:** Foster Local Educational Agency Partnerships **Associated with Criteria:** (E)(2)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	2,200,000	2,200,000	2,200,000	2,200,000	8,800,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	2,200,000	2,200,000	2,200,000	2,200,000	8,800,000
10. Indirect Costs*					
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	2,200,000	2,200,000	2,200,000	2,200,000	8,800,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

1) Personnel
None.

2) Fringe Benefits
None.

3) Travel
None.

4) Equipment
None.

5) Supplies
None.

6) Contractual

- Estimated cost: $2,200,000 for 22 LEA partnerships ($100,000 per partnership).
- Regional offices will, disburse $100,000 grants to each of the 22 participating pairs of LEAs. The project will encourage 22 partnerships between LEAs that mirror an innovative strategy that the state is currently piloting in two of our largest districts, Fresno Unified and Long Beach Unified. The Fresno-Long Beach Partnership is a joint effort to pursue common goals, measure outcomes, share professional knowledge, learn from each other, and support each other's progress. Through a strong level of joint commitment across the two systems, a deep engagement in common activity, and the strong agreement about the leadership practices that are most likely to make a difference for student achievement, the partnership fuels ongoing improvement in both districts. California plans to use this partnership as a model for leaders in other LEAs that are similarly committed to achieving common goals. High performing LEAs partnering in this effort will receive additional flexibility from the SBE. Ultimately, this strategy provides a long-term means to build capacity across LEAs by leveraging assets already in place within the LEAs.
- The State will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends
None.

8) Other
None.

9) Total Direct Costs
$2,200,000 per year of the project.

10) Indirect Costs
None.

11) Funding for Involved LEAs
None.

12) Supplemental Funding for Participating LEAs
None.

13) Total Costs
$2,200,000 per year of the project.

Budget Part II: Project-Level Budget Table **Project Name:** Regional Office of Charter Innovation **Associated with Criteria:** (A)(2)					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	2,500,000	2,500,000	2,500,000	2,500,000	10,000,000
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)	2,500,000	2,500,000	2,500,000	2,500,000	10,000,000
10. Indirect Costs*					
11.Funding for Involved LEAs					
12. Supplemental Funding for Participating LEAs					
13. Total Costs (lines 9-12)	2,500,000	2,500,000	2,500,000	2,500,000	10,000,000
All applicants must provide a break-down by the applicable budget categories shown in lines 1-15. Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all project years. *If you plan to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to lines 11-12.					

1) Personnel
None.

2) Fringe Benefits
None.

3) Travel
None.

4) Equipment
None.

5) Supplies
None.

6) Contractual
Estimated cost: $2,500,000 for a regional office of charter innovation.

Personnel: ten (10) experts will be hired by the office to support new charters and charter conversions.	% FTE	Base Salary	Total
These experts would possess special skills/knowledge that could help new charter schools and conversions address improve academic achievement, professional development, curriculum, leadership, fiscal matters, etc.	100%	$165,000	$1,650,000
Consultants will travel to schools to assist and support charter school leadership. The travel will be in five-day increments.	15 trips per employee	$1,300	$195,000

Other Costs Include:

- $50,000 per year for facilities, utilities, communications, printing and postage associated with the personnel. (This amount is based on the standard $5,000 complement that the state budgets for each position established within the Department of Education).

7) Training Stipends
None.

8) Other
$605,000 to contract for the services of individuals and organizations with particular expertise or products that may be needed to assist new charter schools.

9) Total Direct Costs
$2,500,000 per year of the project.

10) Indirect Costs
None.

11) Funding for Involved LEAs
None.

12) Supplemental Funding for Participating LEAs

None.

13) Total Costs
$2,500,000 per year of the project.

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES ●
NO ○

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: _7__/_1__/____2009__ To: _6__/__30_/__2010____

Approving Federal agency: _x__ED ___Other

(Please specify agency): _____

(A)(3)

Demonstrating significant progress in raising achievement and closing gaps

May 2009

Overview of California's 2008-09 Accountability Progress Reporting System

This overview provides summary information designed to assist accountability coordinators, management staff, and boards of education at local educational agencies (LEAs) in understanding academic accountability requirements in California.

California's comprehensive accountability system monitors the academic achievement of all the state's public schools, including charter schools, and LEAs that serve students in kindergarten through grade twelve. (An LEA is a school district or a county office of education.) This accountability system is based on state requirements, established by the Public Schools Accountability Act (PSAA) of 1999, and on federal requirements, established by the No Child Left Behind (NCLB) Act of 2001.

Accountability Progress Reporting

The California Department of Education (CDE) reports both state and federal accountability results under the general heading of the "Accountability Progress Reporting" (APR) system. The table below shows the reports included in APR for 2008-09. State-required reports include Base and Growth Academic Performance Index (API) results. Federal-required reports include Adequate Yearly Progress (AYP) and Program Improvement (PI) results. The reports are located on the CDE APR Web page at http://www.cde.ca.gov/apr/.

2008-09 APR System

State Accountability Requirements	Federal Accountability Requirements
▪ 2008 Base API Report (release May 2009) ▪ 2009 Growth API Report (release September 2009)	▪ 2009 AYP Report (release September 2009) ▪ 2009-10 PI Report (release September 2009)

State Accountability Requirements

State results focus on how much schools are improving academically from year-to-year, based on results of statewide testing. The API is the cornerstone of the state's academic accountability requirements. Its purpose is to measure the academic performance and growth of schools. Each school has unique API growth targets (described on page 3).

Test Results Used in the API

California's accountability system measures the performance and progress of a school or LEA based on results of statewide tests at grades two through twelve. A school's API is a composite number representing the results of these tests. The left column of the chart at the bottom of page 2 shows the content areas and grade levels of the tests used in the API.

Relative Emphases of Tests Used in the API

The test results used in calculating a school's API have different relative emphases. The amount of emphasis each content area has in the API for a particular school or LEA (called the content area weights) is determined by statewide test weights and by the number of students taking each type of test. The following table shows the relative emphases of different content areas in the API for the most common school types.

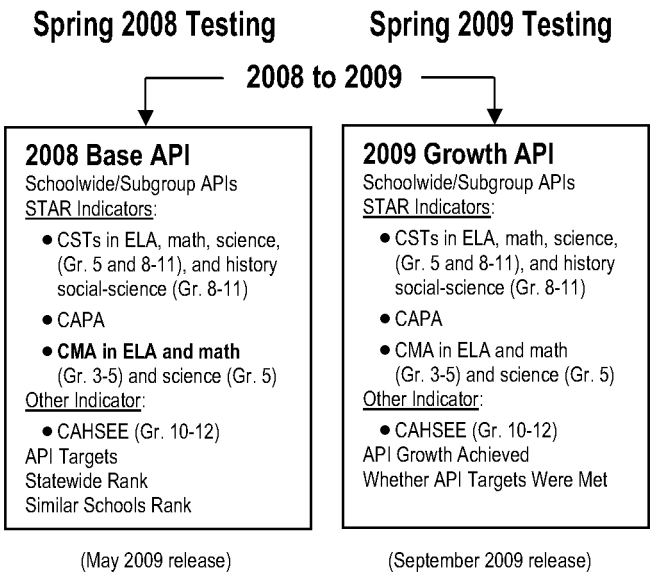
School Content Area Weights for the Most Common Grade Spans, 2008-09 API

Content Areas	K–5	6–8	9–12
CSTs, CMA, and CAPA			
English-Language Arts	56%	52%	27%
Mathematics	38%	34%	18%
Science	6%	7%	23%
History-Social Science	N/A	7%	14%
CAHSEE			
English-Language Arts	N/A	N/A	9%
Mathematics	N/A	N/A	9%

Note: Assumes an equal number of student test results at each grade level and no missing data.

Base and Growth APIs

The API is a numeric index (or scale) ranging from 200 to 1000. Schools receive state-required accountability information in API reports. In order to allow for phase-in of new indicators, each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing. For example, the 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009. The Growth API, released after the Base API, is calculated in exactly the same fashion and with the same indicators as the prior year Base API but from test results of the following year. For example, the 2009 Growth is calculated from results of statewide testing in spring 2009 and is released in September 2009. **The year of the API corresponds to the year of testing:**



API Reporting Cycles

The graphic on the left shows the 2008-09 API reporting cycle. The indicators are the same for the Base and Growth APIs, but the 2008 Base includes 2008 test results whereas the 2009 Growth includes 2009 test results. The 2008 Base API is subtracted from the 2009 Growth API to show how much a school's API changed from 2008 to 2009 (referred to as 2008-09 API growth). This determines whether a school meets its API growth target. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes the Growth API, growth achieved, and whether or not targets were met. Detailed information about the API calculation is provided in the *2008-09 Academic Performance Index Reports Information Guide* and in the "Calculation Spreadsheets Base and Growth," which allow users to estimate the APIs of their schools. These documents are located on the CDE API Web page at http://www.cde.ca.gov/api/.

State Test Results Used in API and AYP Calculations

Academic Performance Index (API)	Adequate Yearly Progress (AYP)
California Standards Tests (CSTs)	
English-language arts, mathematics, history-social science, and science ▪ Grades two through eleven	English language arts and mathematics ▪ Grades two through eight
California Modified Assessment (CMA)	
English-language arts, mathematics, and science ▪ Grades three through five	English-language arts and mathematics ▪ Grades three through five
California Alternate Performance Assessment (CAPA)	
English-language arts and mathematics ▪ Grades two through eleven	English-language arts and mathematics ▪ Grades two through eight and ten
California High School Exit Examination (CAHSEE)	
English-language arts and mathematics ▪ Grade ten (and eleven and twelve if the student passed) ▪ Passed = score of 350 or above	English-language arts and mathematics ▪ Grade ten ▪ Proficient = score of 380 or above

Notes: More information about these tests is located on the CDE Testing Web page at http://www.cde.ca.gov/ta/tg/. The CSTs, CMA, CAPA, and CAHSEE are aligned to state-adopted standards, which describe the knowledge and skills that students should master at each grade level. The CMA is based on modified achievement standards and was developed in response to federal regulations. The CAPA is a standards-based test for students with significant cognitive disabilities who are unable to take the CSTs, even with accommodations or modifications. The CSTs in history-social science are only included for grades eight through eleven. The CSTs in science are only included at grades five and eight through eleven, which include the CSTs in science at grades five, eight, and ten (life science) that were developed to meet federal NCLB requirements. The CMA in science is only included at grade five.

API Growth Targets

State API growth targets are set for each school as a whole and for each numerically significant subgroup in the school. (Subgroups are defined on page 4.) The annual growth target for a school or subgroup is defined as follows:

- If the school's or subgroup's Base API is between 200 and 690, the growth target is five percent of the difference between its Base API and the statewide performance target of 800.
- If the school's or subgroup's Base API is between 691 and 795, the growth target is a gain of five points.
- If the school's or subgroup's Base API is between 796 and 799, the growth target is the following:
  - API of 796 – a gain of four points
  - API of 797 – a gain of three points
  - API of 798 – a gain of two points
  - API of 799 – a gain of one point
- If the school's or subgroup's Base API is 800 or more, the school or subgroup must maintain an API of at least 800.

LEAs and schools in the Alternative Schools Accountability Model (ASAM) receive APIs but do not receive API targets.

API Ranks

API ranks are provided in the Base API reports. Schools are ranked in ten categories of equal size, called deciles, from 10 (highest) to 1 (lowest). A school's **statewide** rank compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A school's **similar schools rank** compares its API to the APIs of 100 other schools of the same type that have similar opportunities and challenges.

Statewide Similar Schools API Ranks

Statewide Ranks	Similar Schools Ranks
▪ Calculated separately by school type (elementary, middle, or high school) ▪ School's API compared to all other schools in the state of the same type	▪ Calculated separately by school type (elementary, middle, or high school) ▪ School's API compared to 100 other schools of the same type that have similar opportunities and challenges

LEAs and schools in the ASAM do not receive API ranks. A small school with between 11 and 99 valid scores receives an API and a statewide rank with an asterisk but no similar schools rank. (Asterisks denote APIs and ranks that are based on small numbers of test results. These APIs and ranks are less reliable and, therefore, should be carefully interpreted.)

How State API Results are Used

The API is used in meeting state requirements under the PSAA and federal AYP requirements under NCLB. Under state requirements, if a school meets certain API participation and growth criteria, it may be eligible to become a California Distinguished School, National Blue Ribbon School, or Title I Academic Achievement Awards School. If a school does not meet or exceed its growth targets and is ranked in the lower part of the statewide distribution of the Base API, it may be identified for participation in state intervention programs, which are designed to help the school improve its academic performance. Under federal NCLB requirements, the API is one of the indicators for AYP.

Federal Accountability Requirements

Federal results are reported in August and focus on how well schools and LEAs are meeting common standards of academic performance. The ultimate objective for schools and LEAs under NCLB is for 100 percent of students to achieve proficiency in English-language arts and mathematics by 2013-14.

Federal AYP

Federal results are reported in terms of how well schools and LEAs meet AYP criteria (also referred to as AYP targets). NCLB requires that all schools or LEAs of the same type meet the same academic targets throughout the state, regardless of their baseline levels of performance. The AYP targets increase until 2013-14 when all schools and LEAs must have 100 percent of their students performing at the proficient level or above on statewide tests.

Test Results Used in AYP

The statewide test results used in AYP calculations differ from the results used in API calculations. The right column of the chart at the bottom of page 2 shows the content areas and grade levels of the tests used in AYP calculations.

AYP Performance Targets

Each year, schools and LEAs must meet four sets of requirements to make AYP. The requirements reflect statewide performance levels and are the same for all schools and LEAs of the same type (see the table on page 4). The requirements include: (1) student participation rate on statewide tests; (2) percentage of students scoring at the proficient level or above in English-language arts and mathematics on statewide tests; (3) Growth API; and (4) graduation rate (if high school students are enrolled). Numerically significant subgroups at a school or LEA also must meet articipation rate and percent proficient requirements.

Statewide AYP Requirements for 2008-09 School Year

Type of School or LEA	Participation Rate*	Percent Proficient in English-Language Arts*	Percent Proficient in Mathematics*	API Growth	Graduation Rate (if high school students enrolled)
Elementary Schools, Middle Schools, and Elementary School Districts	95%	46.0%	47.5%	650 **or** 1 point growth	N/A
High Schools and High School Districts (with grades 9-12)		44.5%	43.5%		83.1% **or** +0.1% one-year change **or** +0.2% two-year change
Unified School Districts, High School Districts, and County Offices of Education (with grades 2-8 and 9-12)		45.0%	45.5%		

* Numerically significant subgroups also must meet participation rate and percent proficient requirements.

These 2008-09 AYP requirements reflect increases from the prior year. AYP targets will continue to increase annually until 2014. A complete listing of all AYP targets for 2002 through 2014 are shown on pages 23 through 25 in the *2008 Adequate Yearly Progress Report Information Guide* on the CDE AYP Web page at http://www.cde.ca.gov/ayp/.

Federal PI

Federal accountability results, reported in August, also include information about whether a school or an LEA receiving federal Title I, Part A, Basic, funds has been identified for PI because it has not met AYP targets for two consecutive years within specific areas.

Schools and LEAs in PI must implement additional federal requirements. A school or an LEA is eligible to exit PI if it makes AYP for two consecutive years. If a school or an LEA is identified for PI, it must provide certain types of required services and/or interventions. Information about PI reports and identification is located on the CDE AYP Web page at http://www.cde.ca.gov/ayp/. Information about PI required services and/or interventions is located on the CDE PI Web page at http://www.cde.ca.gov/ta/ac/ti/programimprov.asp.

Subgroups for API and AYP

Subgroup results for API and AYP are calculated for the following categories:

- African American (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities

To be considered "numerically significant" for the API, a subgroup must have **either**: (1) at least 50 students with valid test scores who make up at least 15 percent of the total valid scores, or (2) at least 100 students with valid test scores.

In determining percent proficient calculations under AYP, the definition of numerical significance is the same as the API definition. However, in determining participation rate calculations under AYP, the definition is based on enrollment rather than the number of valid scores.

API Differs in State and Federal Criteria

The API is used in both state and federal target criteria, but the use of the API differs. Under state requirements, a school must increase its API score by 5 percent of the difference between the school API and 800 or maintain a score of 800 or above. To meet federal AYP criteria, a school or an LEA must have a minimum API or have at least one point growth in the schoolwide API. This is in addition to the other federal requirements (participation rate, percent proficient, and graduation rate if high school students are enrolled).

Federal Requirements for English Learners

NCLB also requires LEAs and Title III consortia that receive funds under Title III to meet targets for English learners. Those targets include making annual progress in learning English and demonstrating English language proficiency. The test used in California to measure English proficiency is the California English Language Development Test (CELDT). Separate from the AYP and PI reports, the Title III Accountability Report is released in September and provides results of how well LEAs and consortia met the Title III accountability targets.

Frequently Asked Questions

What measure is the most important—growth or performance?

Both measures are important for evaluating a school's academic achievement. The percentage of students' test scores at the proficient level or above is one important way to view the overall achievement of a school. At the same time, the growth measure also is important. API growth measures the change in academic achievement for students from one year to the next. Even a school with 90 percent or more of its students' scores at the proficient level or above has room for students to grow academically each year.

How can a school be high performing for the API and not make AYP?

Although a school could have high API growth and/or performance, it could fall short on participation rate, percent proficient, or graduation rate (if it enrolls high school students) and not make AYP. This is because criteria for API and AYP are different.

The API measures a school's composite academic growth from one year to the next. A school and its numerically significant subgroups must meet API growth targets (up to 11 criteria) annually.

AYP measures school performance differently. To meet AYP, a school and LEA as well as subgroups must meet established performance targets, annually.

How do the state content standards fit into accountability?

The State Board of Education (SBE) has adopted state content standards to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. The API and AYP are calculated from the results of statewide testing that is aligned with those content standards.

How does the API model fit with federal AYP requirements?

The API functions as a catalyst for significant improvements in student achievement. In addition, federal AYP requirements provide incentives for schools and LEAs to strive toward increasing the numbers of students who reach proficiency. These combined goals are working to move California toward the elimination of achievement gaps between student subgroups.

How can high-performing schools still meet their growth targets year after year?

While it may seem more difficult for schools with a high percentage of students' scores at the proficient level or above to continue meeting growth expectations, it is possible for them to do so. Even if all students in a school scored at the proficient level or above last year, those same students are challenged by new material the following year (in the next grade level). The growth measure inherently provides students with an opportunity to demonstrate growth as they learn new material.

What happens to low-performing schools?

There are a number of different state and federally funded programs and resources available to low-performing schools to assist them in their improvement efforts. Information about these programs can be found on the CDE High Priority/Interventions Web page at http://www.cde.ca.gov/ta/lp/.

Additional Information

The following CDE resources provide further information about the state and federal accountability system:

- **Testing** — http://www.cde.ca.gov/ta/tg/
  phone: 916-445-9441
  e-mail: sad@cde.ca.gov
- **API** — http://www.cde.ca.gov/api/
  phone: 916-319-0863
  e-mail: aau@cde.ca.gov
- **AYP** — http://www.cde.ca.gov/ayp/
  phone: 916-319-0863
  e-mail: aau@cde.ca.gov
- **PI Identification** — http://www.cde.ca.gov/ayp/
  phone: 916-319-0875
  e-mail: evaluation@cde.ca.gov
- **PI Requirements** —
  http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
  phone: 916-319-0854
  e-mail: pi@cde.ca.gov
- **Title III Accountability** —
  http://www.cde.ca.gov/ta/ac/t3/
  phone: 916-319-0863
  e-mail: amao@cde.ca.gov
- **ASAM** — http://www.cde.ca.gov/ta/ac/am/
  phone: 916-319-0875
  e-mail: asam@cde.ca.gov
- **School/Teacher Recognition** —
  http://www.cde.ca.gov/ta/sr/
  phone: 916-319-0866
  e-mail: awards@cde.ca.gov
- **High Priority/Interventions** —
  http://www.cde.ca.gov/ta/lp/
  phone: 916-319-0774

CST Data Tables - 2003 (All Students)

English Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	482,219	487,819	486,320	485,061	490,783	493,364	466,735	481,597	427,454	367,811	4,669,163
% of Enrollment	98%	98%	98%	98%	98%	98%	98%	95%	93%	91%	
% Adv or Prof	**36%**	**33%**	**39%**	**36%**	**36%**	**36%**	**30%**	**38%**	**33%**	**32%**	**35%**

Mathematics - ALL	**All**
	35%

Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	482,281	487,907	486,230	484,953	490,430	492,411	15,048	14,045			2,953,305
% of Enrollment	98%	98%	98%	98%	98%	98%	3%	3%			
% Adv or Prof	**53%**	**46%**	**45%**	**35%**	**34%**	**30%**	**0%**	**0%**			**40%**

General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							286,054	163,126	1,430	516	451,126
% of Enrollment							60%	32%	0%	0%	
% Adv or Prof							**24%**	**14%**	**0%**	**0%**	**20%**

Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							151,714	187,396	113,421	53,352	505,883
% of Enrollment							32%	37%	25%	13%	
% Adv or Prof							**39%**	**19%**	**8%**	**6%**	**21%**

Integrated Mathematics I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							867	6,913	3,632	2,947	14,359
% of Enrollment							0%	1%	1%	1%	
% Adv or Prof							**20%**	**9%**	**2%**	**3%**	**7%**

Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							10,047	82,425	117,042	61,046	270,560
% of Enrollment							2%	16%	26%	15%	
% Adv or Prof							**74%**	**47%**	**17%**	**8%**	**26%**

Integrated Mathematics II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							215	1,984	5,036	2,498	9,733
% of Enrollment							0%	0%	1%	1%	
% Adv or Prof							**84%**	**54%**	**23%**	**9%**	**27%**

Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							346	10,711	69,009	82,606	162,672
% of Enrollment							0%	2%	15%	20%	
% Adv or Prof							**69%**	**63%**	**41%**	**15%**	**29%**

Integrated Mathematics III	2	3	4	5	6	7	8	9	10	11	All
Students Tested							14	336	3,023	6,670	10,043
% of Enrollment							0%	0%	1%	2%	
% Adv or Prof							**36%**	**66%**	**38%**	**11%**	**21%**

High School (Summative) Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								1,925	12,756	61,879	76,560
% of Enrollment								0%	3%	15%	
% Adv or Prof								**19%**	**41%**	**44%**	**43%**

CST Data Tables - 2004 (All Students)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	477,927	486,210	490,486	490,222	486,401	494,602	494,184	494,746	452,242	390,328	4,757,348
% of Enrollment	98.70%	98.70%	98.70%	98.70%	98.60%	98.50%	98.20%	95.90%	95.20%	93.30%	
% Adv or Prof	**35%**	**30%**	**39%**	**40%**	**36%**	**36%**	**33%**	**37%**	**35%**	**32%**	**35%**

Mathematics - ALL	**All**
	34%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	477,675	485,978	490,189	489,955	486,041	493,963	2,076	479			2,926,356
% of Enrollment	98.60%	98.70%	98.70%	98.70%	98.50%	98.40%	0.40%	0.10%			
% Adv or Prof	**51%**	**48%**	**45%**	**38%**	**35%**	**33%**	**0%**	**0%**			**42%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							275,143	142,185	377	241	417,946
% of Enrollment							54.70%	27.60%	0.10%	0.10%	
% Adv or Prof							**24%**	**13%**	**0%**	**0%**	**20%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							190,179	222,333	135,614	66,221	614,347
% of Enrollment							37.80%	43.10%	28.50%	15.80%	
% Adv or Prof							**35%**	**15%**	**6%**	**4%**	**18%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							370	3,836	2,601	2,872	9,679
% of Enrollment							0.10%	0.70%	0.50%	0.70%	
% Adv or Prof							**16%**	**12%**	**2%**	**2%**	**6%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							12,479	89,873	127,519	71,241	301,112
% of Enrollment							2.50%	17.40%	26.80%	17.00%	
% Adv or Prof							**76%**	**43%**	**15%**	**5%**	**24%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							209	1,757	4,002	1,937	7,905
% of Enrollment								0.30%	0.80%	0.50%	
% Adv or Prof							**74%**	**41%**	**18%**	**6%**	**22%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							459	13,243	78,857	89,324	181,883
% of Enrollment							0.10%	2.60%	16.60%	21.40%	
% Adv or Prof							**60%**	**57%**	**33%**	**10%**	**24%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							14	178	1,437	2,795	4,424
% of Enrollment									0.30%	0.70%	
% Adv or Prof							**7%**	**67%**	**43%**	**16%**	**27%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								612	10,828	69,134	80,574
% of Enrollment								0.10%	2.30%	16.50%	
% Adv or Prof								**61%**	**59%**	**39%**	**42%**

CST Data Tables - 2005 (All Students)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	469,339	476,819	484,392	489,329	486,590	485,978	492,627	517,332	462,795	411,775	4,776,976
% of Enrollment	98.60%	98.70%	98.70%	98.70%	98.60%	98.40%	98.30%	96.60%	96.00%	94.70%	
% Adv or Prof	**42%**	**31%**	**47%**	**43%**	**38%**	**43%**	**39%**	**43%**	**36%**	**36%**	**40%**

Mathematics - ALL	**All**
	38%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	468,921	476,527	484,081	489,012	486,092	485,343	574	278			2,890,828
% of Enrollment	98.50%	98.60%	98.60%	98.60%	98.50%	98.30%	0.10%	0.10%			
% Adv or Prof	**56%**	**54%**	**50%**	**44%**	**40%**	**37%**	**0%**	**0%**			**47%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							243,074	131,473	186	167	374,900
% of Enrollment							48.50%	24.60%			
% Adv or Prof							**26%**	**14%**	**0%**	**0%**	**22%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							224,291	248,498	136,319	72,816	681,924
% of Enrollment							44.70%	46.40%	28.30%	16.80%	
% Adv or Prof							**34%**	**16%**	**7%**	**4%**	**19%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							330	3,016	2,336	3,034	8,716
% of Enrollment							0.10%	0.60%	0.50%	0.70%	
% Adv or Prof							**17%**	**15%**	**2%**	**3%**	**7%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							13,692	101,891	140,831	76,920	333,334
% of Enrollment							2.70%	19.00%	29.20%	17.70%	
% Adv or Prof							**79%**	**47%**	**17%**	**7%**	**26%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							149	1,527	3,247	1,775	6,698
% of Enrollment								0.30%	0.70%	0.40%	
% Adv or Prof							**76%**	**53%**	**27%**	**9%**	**29%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							492	15,406	85,205	94,976	196,079
% of Enrollment							0.10%	2.90%	17.70%	21.90%	
% Adv or Prof							**69%**	**63%**	**36%**	**12%**	**27%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							12	177	1,364	2,005	3,558
% of Enrollment									0.30%	0.50%	
% Adv or Prof							**58%**	**71%**	**44%**	**20%**	**32%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								616	12,856	77,511	90,983
% of Enrollment								0.10%	2.70%	17.80%	
% Adv or Prof								**67%**	**62%**	**43%**	**46%**

CST Data Tables - 2006 (All Students)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	463,644	466,735	473,412	482,375	484,547	484,783	483,632	516,922	482,781	418,154	4,756,985
% of Enrollment	98.60%	98.70%	98.70%	98.70%	98.60%	98.40%	98.30%	96.60%	96.10%	95.00%	
% Adv or Prof	**47%**	**36%**	**49%**	**43%**	**41%**	**43%**	**41%**	**44%**	**37%**	**36%**	**42%**

Mathematics - ALL	**All**
	40%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	463,258	466,391	473,052	482,052	484,139	484,243	9				2,853,144
% of Enrollment	98.50%	98.60%	98.60%	98.70%	98.50%	98.30%					
% Adv or Prof	**59%**	**58%**	**54%**	**48%**	**41%**	**41%**					**50%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested					1	7	229,915	110,414	4	2	340,343
% of Enrollment							46.70%	20.60%			
% Adv or Prof					**0%**	**0%**	**26%**	**13%**	**0%**	**0%**	**22%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested					1	1	230,284	261,699	143,144	72,158	707,287
% of Enrollment							46.80%	48.90%	28.50%	16.40%	
% Adv or Prof					**0%**	**0%**	**40%**	**19%**	**10%**	**6%**	**23%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							127	1,422	2,041	3,181	6,771
% of Enrollment								0.30%	0.40%	0.70%	
% Adv or Prof							**18%**	**18%**	**6%**	**8%**	**10%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							14,918	112,194	154,656	78,158	359,926
% of Enrollment							3.00%	21.00%	30.80%	17.80%	
% Adv or Prof							**80%**	**45%**	**15%**	**7%**	**25%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							174	727	2,286	1,086	4,273
% of Enrollment								0.10%	0.50%	0.20%	
% Adv or Prof							**94%**	**52%**	**29%**	**12%**	**31%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							579	17,048	95,201	100,942	213,770
% of Enrollment							0.10%	3.20%	18.90%	22.90%	
% Adv or Prof							**71%**	**61%**	**34%**	**10%**	**25%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							9	88	871	1,255	2,223
% of Enrollment									0.20%	0.30%	
% Adv or Prof							**0%**	**64%**	**48%**	**23%**	**34%**

CST Summative High School Mathematics (Grade 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								697	14,884	83,767	99,348
% of Enrollment								0.10%	3.00%	19.00%	
% Adv or Prof								**75%**	**64%**	**43%**	**46%**

CST Data Tables - 2007 (All Students)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	458,740	461,264	463,950	472,415	478,390	483,163	482,852	508,228	481,950	440,799	4,731,751
% of Enrollment	98.60%	98.70%	98.70%	98.80%	98.70%	98.50%	98.30%	96.60%	96.30%	95.50%	
Students with Scores	457710	460259	463360	471881	477780	482112	481539	506050	479826	438530	
% Adv or Prof	**48%**	**37%**	**51%**	**44%**	**42%**	**46%**	**41%**	**47%**	**37%**	**37%**	**43%**

Mathematics - ALL	All
	40%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	458,420	460,989	463,678	472,133	478,067	460,878					2,794,165
% of Enrollment	98.50%	98.60%	98.60%	98.70%	98.60%	93.90%					
Students with Scores	457201	459701	463077	471572	477337	459764					
% Adv or Prof	**59%**	**58%**	**56%**	**49%**	**42%**	**39%**					**50%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							219,921	87,735			307,656
% of Enrollment							44.80%	16.70%			
Students with Scores							219158	87160			
% Adv or Prof							**23%**	**13%**			**20%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						21,739	239,240	271,300	140,317	72,218	744,814
% of Enrollment						4.40%	48.70%	51.60%	28.00%	15.60%	
Students with Scores						21732	238901	270387	139501	71668	
% Adv or Prof						**77%**	**38%**	**17%**	**8%**	**5%**	**23%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							70	1,236	2,193	3,572	7,071
% of Enrollment								0.20%	0.40%	0.80%	
Students with Scores							70	1229	2173	3551	
% Adv or Prof							**5%**	**20%**	**6%**	**6%**	**8%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							15,854	116,049	156,389	82,826	371,118
% of Enrollment							3.20%	22.10%	31.20%	17.90%	
Students with Scores							15850	115918	156019	82520	
% Adv or Prof							**83%**	**44%**	**13%**	**6%**	**24%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							138	599	1,560	1,350	3,647
% of Enrollment								0.10%	0.30%	0.30%	
Students with Scores							138	594	1554	1346	
% Adv or Prof							**82%**	**35%**	**23%**	**8%**	**22%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							601	18,432	102,696	109,606	231,335
% of Enrollment							0.10%	3.50%	20.50%	23.70%	
Students with Scores							600	18417	102576	109372	
% Adv or Prof							**75%**	**65%**	**35%**	**12%**	**27%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							7	111	476	1,067	1,661
% of Enrollment									0.10%	0.20%	
Students with Scores							7	111	476	1063	
% Adv or Prof							**0%**	**44%**	**21%**	**19%**	**21%**

CST Summative High School Mathematics (Grade 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								713	15,963	92,296	108,972
% of Enrollment								0.10%	3.20%	20.00%	
Students with Scores								710	15947	92151	
% Adv or Prof								**74%**	**65%**	**44%**	**47%**

CST Data Tables - 2008 (All Students)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	464,353	446,975	446,718	451,562	470,462	478,765	482,871	506,750	478,582	446,165	4,673,203
% of Enrollment	98.60%	96.30%	95.70%	95.90%	98.70%	98.60%	98.40%	97.00%	96.50%	95.70%	
Students with Scores	463,349	446,131	446,244	451,117	469,914	477,873	481,811	504,927	476,747	444,177	
% Adv or Prof	**48%**	**38%**	**55%**	**48%**	**47%**	**49%**	**45%**	**49%**	**41%**	**37%**	**46%**

Mathematics - ALL	**All**
	43%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	464,027	448,564	448,589	452,503	470,136	444,131					2,727,950
% of Enrollment	98.50%	96.70%	96.10%	96.10%	98.60%	91.40%					
Students with Scores	462,993	447,423	448,068	452,036	469,503	443,353					
% Adv or Prof	**59%**	**61%**	**61%**	**51%**	**44%**	**41%**					**53%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							211,279	78,407			289,686
% of Enrollment							43.00%	15.00%			
Students with Scores							210,548	77,883			
% Adv or Prof							**31%**	**18%**			**27%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						25,609	248,155	274,876	133,033	67,017	748,690
% of Enrollment						5.30%	50.60%	52.60%	26.80%	14.40%	
Students with Scores						25,591	247,807	273,976	132,211	66,506	
% Adv or Prof						**80%**	**42%**	**18%**	**9%**	**5%**	**25%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							63	1,760	2,615	4,434	8,872
% of Enrollment								0.30%	0.50%	1.00%	
Students with Scores							61	1,755	2,597	4,413	
% Adv or Prof							**10%**	**15%**	**10%**	**9%**	**10%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							17,803	120,595	161,876	83,750	384,024
% of Enrollment							3.60%	23.10%	32.60%	18.00%	
Students with Scores							17,800	120,464	161,551	83,384	
% Adv or Prof							**84%**	**43%**	**12%**	**6%**	**24%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							75	688	1,602	1,954	4,319
% of Enrollment								0.10%	0.30%	0.40%	
Students with Scores							74	688	1,597	1,945	
% Adv or Prof							**74%**	**44%**	**28%**	**13%**	**25%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							701	19,842	107,459	111,641	239,643
% of Enrollment							0.10%	3.80%	21.70%	24.00%	
Students with Scores							701	19,832	107,356	111,422	
% Adv or Prof							**69%**	**66%**	**36%**	**11%**	**27%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							3	117	443	920	1,483
% of Enrollment									0.10%	0.20%	
Students with Scores							3	117	441	919	
% Adv or Prof							**0%**	**64%**	**23%**	**18%**	**23%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								635	17,123	98,327	116,085
% of Enrollment								0.10%	3.50%	21.10%	
Students with Scores								635	17,104	98,180	
% Adv or Prof								**79%**	**68%**	**43%**	**47%**

CST Data Tables - 2009 (All Students)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	458,260	449,082	438,323	441,452	444,486	456,712	464,775	508,000	479,513	447,783	4,588,386
% of Enrollment	98.60%	95.60%	94.50%	94.40%	94.80%	95.50%	95.60%	97.20%	96.70%	96.00%	
Students with Scores	457,427	448,437	437,972	441,043	444,264	456,031	463,894	506,150	477,997	446,087	
% Adv or Prof	**53%**	**44%**	**61%**	**54%**	**52%**	**54%**	**48%**	**50%**	**44%**	**40%**	**50%**

Mathematics - ALL	All
	46%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	457,890	450,850	440,883	443,431	444,695	426,814					2,664,563
% of Enrollment	98.50%	95.90%	95.00%	94.90%	94.90%	89.20%					
Students with Scores	456,773	449,965	440,456	442,969	444,173	426,011					
% Adv or Prof	**63%**	**64%**	**66%**	**57%**	**49%**	**43%**					**57%**

CST General Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested							191,335	67,871			259,206
% of Enrollment							39.40%	13.00%			
Students with Scores							190,722	67,424			
% Adv or Prof							**30%**	**17%**			**27%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						29,309	262,308	277,851	126,538	62,395	758,401
% of Enrollment						6.10%	54.00%	53.20%	25.50%	13.40%	
Students with Scores						29,293	261,931	276,988	125,898	61,943	
% Adv or Prof						**81%**	**44%**	**21%**	**11%**	**8%**	**29%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							44	1,354	3,467	5,097	9,962
% of Enrollment								0.30%	0.70%	1.10%	
Students with Scores							44	1,353	3,457	5,075	
% Adv or Prof							**9%**	**26%**	**9%**	**9%**	**11%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							19,673	128,665	167,837	83,206	399,381
% of Enrollment							4.00%	24.60%	33.90%	17.80%	
Students with Scores							19,667	128,551	167,515	82,871	
% Adv or Prof							**87%**	**47%**	**14%**	**7%**	**27%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							84	565	1,138	2,290	4,077
% of Enrollment								0.10%	0.20%	0.50%	
Students with Scores							84	564	1,134	2,280	
% Adv or Prof							**74%**	**47%**	**31%**	**15%**	**25%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							739	22,321	112,479	115,641	251,180
% of Enrollment							0.20%	4.30%	22.70%	24.80%	
Students with Scores							738	22,309	112,359	115,429	
% Adv or Prof							**79%**	**65%**	**37%**	**12%**	**28%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							8	112	400	853	1,373
% of Enrollment									0.10%	0.20%	
Students with Scores							7	112	400	853	
% Adv or Prof							**0%**	**38%**	**37%**	**38%**	**37%**

CST Summative High School Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested								618	18,441	104,680	123,739
% of Enrollment								0.10%	3.70%	22.40%	
Students with Scores								618	18,432	104,566	
% Adv or Prof								**80%**	**71%**	**47%**	**51%**

CST Data Tables - 2003 (Subgroup: Black or African American)

English Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	37,658	39,744	40,117	40,140	41,405	42,064	40,402	39,957	34,449	28,102	384,038
% of Enrollment	8%	8%	8%	8%	8%	8%	8%	8%	8%	7%	
% Adv or Prof	**28%**	**23%**	**27%**	**23%**	**22%**	**20%**	**17%**	**23%**	**19%**	**19%**	**22%**

Mathematics - ALL	**All**
	19%

Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	37,609	39,687	40,054	40,074	41,313	41,872	2,140	1,876			244,625
% of Enrollment	8%	8%	8%	8%	8%	8%	0%	0%			
% Adv or Prof	**37%**	**29%**	**28%**	**20%**	**16%**	**12%**	**0%**	**0%**			**23%**

General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							27,608	15,397	258	83	43,346
% of Enrollment							6%	3%	0%	0%	
% Adv or Prof							**12%**	**7%**	**0%**	**0%**	**10%**

Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							9,874	15,987	9,955	4,554	40,370
% of Enrollment							2%	3%	2%	1%	
% Adv or Prof							**17%**	**8%**	**4%**	**3%**	**9%**

Integrated Mathematics I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							24	476	322	327	1,149
% of Enrollment							0%	0%	0%	0%	
% Adv or Prof							**8%**	**4%**	**2%**	**2%**	**3%**

Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							286	3,954	9,088	5,238	18,566
% of Enrollment							0%	1%	2%	1%	
% Adv or Prof							**39%**	**19%**	**5%**	**2%**	**8%**

Integrated Mathematics II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1	60	338	199	598
% of Enrollment							0%	0%	0%	0%	
% Adv or Prof							**0%**	**18%**	**9%**	**3%**	**8%**

Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							22	271	3,170	5,754	9,217
% of Enrollment							0%	0%	1%	1%	
% Adv or Prof							**10%**	**25%**	**18%**	**5%**	**10%**

Integrated Mathematics III	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1	6	105	389	501
% of Enrollment							0%	0%	0%	0%	
% Adv or Prof							**0%**	**0%**	**13%**	**8%**	**9%**

High School (Summative) Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								175	818	2,372	3,365
% of Enrollment								0%	0%	1%	
% Adv or Prof								**2%**	**9%**	**16%**	**14%**

CST Data Tables - 2004 (Subgroup: Black or African American)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	36,520	38,151	40,220	40,553	39,934	41,372	41,693	42,350	36,940	30,637	388,370
% of Enrollment	7.50%	7.70%	8.10%	8.20%	8.10%	8.20%	8.30%	8.20%	7.80%	7.30%	
% Adv or Prof	**27%**	**20%**	**27%**	**28%**	**23%**	**22%**	**19%**	**23%**	**21%**	**17%**	**23%**

Mathematics - ALL	**All**
	19%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	36,458	38,093	40,137	40,492	39,868	41,255	310	77			236,690
% of Enrollment	7.50%	7.70%	8.10%	8.20%	8.10%	8.20%	0.10%				
% Adv or Prof	**36%**	**32%**	**28%**	**22%**	**17%**	**14%**	**0%**	**0%**			**25%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							25,871	13,160	57	49	39,137
% of Enrollment							5.10%	2.60%			
% Adv or Prof							**11%**	**6%**	**0%**	**0%**	**9%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							13,502	20,902	13,151	6,259	53,814
% of Enrollment							2.70%	4.10%	2.80%	1.50%	
% Adv or Prof							**14%**	**6%**	**3%**	**2%**	**7%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							14	380	306	399	1,099
% of Enrollment								0.10%	0.10%	0.10%	
% Adv or Prof							**0%**	**5%**	**0%**	**1%**	**2%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							320	4,619	10,348	6,480	21,767
% of Enrollment							0.10%	0.90%	2.20%	1.50%	
% Adv or Prof							**46%**	**18%**	**4%**	**2%**	**7%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1	65	288	169	523
% of Enrollment									0.10%		
% Adv or Prof							**0%**	**18%**	**9%**	**2%**	**8%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							23	392	3,630	6,512	10,557
% of Enrollment								0.10%	0.80%	1.60%	
% Adv or Prof							**4%**	**22%**	**14%**	**4%**	**8%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested								7	47	141	195
% of Enrollment											
% Adv or Prof								**0%**	**22%**	**11%**	**13%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								24	244	2,640	2,908
% of Enrollment									0.10%	0.60%	
% Adv or Prof								**12%**	**23%**	**16%**	**17%**

CST Data Tables - 2005 (Subgroup: Black or African American)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	35,390	36,263	38,005	39,934	39,801	39,513	40,504	43,558	38,492	32,207	383,667
% of Enrollment	7.40%	7.50%	7.70%	8.10%	8.10%	8.00%	8.10%	8.10%	8.00%	7.40%	
% Adv or Prof	**34%**	**22%**	**35%**	**30%**	**24%**	**29%**	**24%**	**27%**	**22%**	**21%**	**27%**

Mathematics - ALL	**All**
	22%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	35,317	36,196	37,931	39,896	39,686	39,403	87	28			228,544
% of Enrollment	7.40%	7.50%	7.70%	8.00%	8.00%	8.00%					
% Adv or Prof	**42%**	**39%**	**34%**	**28%**	**22%**	**19%**	**0%**	**0%**			**30%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							21,637	12,879	22	23	34,561
% of Enrollment							4.30%	2.40%			
% Adv or Prof							**14%**	**7%**	**0%**	**0%**	**11%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							17,085	22,541	13,156	6,823	59,605
% of Enrollment							3.40%	4.20%	2.70%	1.60%	
% Adv or Prof							**14%**	**7%**	**4%**	**2%**	**8%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							17	324	298	395	1,034
% of Enrollment								0.10%	0.10%	0.10%	
% Adv or Prof							**6%**	**5%**	**1%**	**2%**	**3%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							336	5,299	12,217	7,261	25,113
% of Enrollment							0.10%	1.00%	2.50%	1.70%	
% Adv or Prof							**55%**	**20%**	**6%**	**2%**	**8%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							6	69	246	152	473
% of Enrollment									0.10%		
% Adv or Prof							**0%**	**18%**	**15%**	**2%**	**11%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							21	479	4,091	7,161	11,752
% of Enrollment								0.10%	0.80%	1.60%	
% Adv or Prof							**15%**	**29%**	**15%**	**5%**	**9%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1	2	35	96	134
% of Enrollment											
% Adv or Prof							**0%**	**0%**	**26%**	**17%**	**19%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								17	334	2,891	3,242
% of Enrollment									0.10%	0.70%	
% Adv or Prof								**18%**	**27%**	**16%**	**17%**

CST Data Tables - 2006 (Subgroup: Black or African American)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	34,816	35,236	35,950	37,675	39,143	39,142	38,925	42,451	39,292	33,224	375,854
% of Enrollment	7.40%	7.40%	7.50%	7.70%	8.00%	7.90%	7.90%	7.90%	7.80%	7.50%	
% Adv or Prof	**38%**	**27%**	**37%**	**30%**	**29%**	**29%**	**27%**	**28%**	**22%**	**21%**	**29%**

Mathematics - ALL	**All**
	25%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	34,740	35,185	35,884	37,602	39,071	39,057	2				221,541
% of Enrollment	7.40%	7.40%	7.50%	7.70%	8.00%	7.90%					
% Adv or Prof	**44%**	**41%**	**38%**	**31%**	**23%**	**22%**	**0%**				**33%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested						1	20,399	10,465		1	30,866
% of Enrollment							4.10%	2.00%			
% Adv or Prof						**0%**	**16%**	**8%**		**0%**	**13%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							17,131	23,722	13,584	6,742	61,179
% of Enrollment							3.50%	4.40%	2.70%	1.50%	
% Adv or Prof							**21%**	**10%**	**5%**	**3%**	**11%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							17	171	263	387	838
% of Enrollment									0.10%	0.10%	
% Adv or Prof							**0%**	**10%**	**4%**	**3%**	**5%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							366	5,853	12,874	7,403	26,496
% of Enrollment							0.10%	1.10%	2.60%	1.70%	
% Adv or Prof							**58%**	**20%**	**5%**	**3%**	**8%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1	60	209	125	395
% of Enrollment											
% Adv or Prof							**0%**	**15%**	**14%**	**7%**	**12%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							17	450	4,564	7,817	12,848
% of Enrollment								0.10%	0.90%	1.80%	
% Adv or Prof							**47%**	**34%**	**14%**	**4%**	**9%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1		29	84	114
% of Enrollment											
% Adv or Prof							**0%**		**17%**	**16%**	**16%**

CST Summative High School Mathematics (Grade 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								13	342	3,167	3,522
% of Enrollment									0.10%	0.70%	
% Adv or Prof								**31%**	**32%**	**18%**	**19%**

CST Data Tables - 2007 (Subgroup: Black or African American)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	33,631	34,429	34,793	35,652	36,978	38,527	38,601	40,839	38,037	34,229	365,716
% of Enrollment	7.20%	7.40%	7.40%	7.50%	7.60%	7.90%	7.90%	7.80%	7.60%	7.40%	
Students with Scores	33491	34296	34711	35588	36883	38364	38398	40498	37686	33913	
% Adv or Prof	**39%**	**27%**	**39%**	**32%**	**29%**	**32%**	**27%**	**33%**	**23%**	**22%**	**30%**

Mathematics - ALL	All
	25%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	33,570	34,381	34,727	35,611	36,916	37,696					212,901
% of Enrollment	7.20%	7.40%	7.40%	7.40%	7.60%	7.70%					
Students with Scores	33351	34171	34645	35530	36768	37498					
% Adv or Prof	**44%**	**42%**	**41%**	**32%**	**24%**	**22%**					**34%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							19,466	8,011			27,477
% of Enrollment							4.00%	1.50%			
Students with Scores							19348	7918			
% Adv or Prof							**13%**	**7%**			**11%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						744	17,737	24,501	13,048	6,915	62,945
% of Enrollment						0.20%	3.60%	4.70%	2.60%	1.50%	
Students with Scores						743	17671	24356	12942	6833	
% Adv or Prof						**51%**	**20%**	**9%**	**5%**	**3%**	**11%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							7	127	216	367	717
% of Enrollment										0.10%	
Students with Scores							7	127	215	364	
% Adv or Prof							**0%**	**20%**	**4%**	**2%**	**6%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							417	5,762	12,799	7,507	26,485
% of Enrollment							0.10%	1.10%	2.60%	1.60%	
Students with Scores							417	5747	12757	7467	
% Adv or Prof							**58%**	**21%**	**4%**	**2%**	**8%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							2	53	173	134	362
% of Enrollment											
Students with Scores							2	52	173	134	
% Adv or Prof							**0%**	**8%**	**15%**	**1%**	**9%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							16	588	5,088	8,216	13,908
% of Enrollment								0.10%	1.00%	1.80%	
Students with Scores							16	588	5076	8190	
% Adv or Prof							**19%**	**32%**	**16%**	**5%**	**10%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested								1	38	100	139
% of Enrollment											
Students with Scores								1	38	100	
% Adv or Prof								**0%**	**5%**	**13%**	**11%**

CST Summative High School Mathematics (Grade 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								26	354	3,401	3,781
% of Enrollment									0.10%	0.70%	
Students with Scores								26	354	3392	
% Adv or Prof								**27%**	**37%**	**19%**	**21%**

CST Data Tables - 2008 (Subgroup: Black or African American)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	33,162	32,417	33,028	33,435	35,586	36,939	38,443	40,574	37,262	33,981	354,827
% of Enrollment	7.00%	7.00%	7.10%	7.10%	7.50%	7.60%	7.80%	7.80%	7.50%	7.30%	
Students with Scores	33,013	32,294	32,951	33,379	35,490	36,791	38,277	40,270	36,980	33,708	
% Adv or Prof	**38%**	**28%**	**43%**	**35%**	**33%**	**35%**	**32%**	**34%**	**26%**	**22%**	**33%**

Mathematics - ALL	**All**
	27%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	33,099	32,480	33,074	33,422	35,522	35,024					202,621
% of Enrollment	7.00%	7.00%	7.10%	7.10%	7.50%	7.20%					
Students with Scores	32,923	32,287	32,996	33,361	35,417	34,890					
% Adv or Prof	**44%**	**47%**	**46%**	**36%**	**26%**	**24%**					**37%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							19,216	7,376			26,592
% of Enrollment							3.90%	1.40%			
Students with Scores							19,101	7,279			
% Adv or Prof							**20%**	**10%**			**17%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						823	18,067	24,715	12,026	6,334	61,965
% of Enrollment						0.20%	3.70%	4.70%	2.40%	1.40%	
Students with Scores						823	18,025	24,588	11,931	6,259	
% Adv or Prof						**57%**	**24%**	**10%**	**4%**	**3%**	**13%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							3	120	183	393	699
% of Enrollment										0.10%	
Students with Scores							3	118	181	390	
% Adv or Prof							**0%**	**15%**	**6%**	**3%**	**6%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							467	6,316	13,489	7,634	27,906
% of Enrollment							0.10%	1.20%	2.70%	1.60%	
Students with Scores							467	6,308	13,447	7,572	
% Adv or Prof							**61%**	**20%**	**5%**	**3%**	**9%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested								60	152	163	375
% of Enrollment											
Students with Scores								60	152	162	
% Adv or Prof								**14%**	**18%**	**8%**	**13%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							21	634	5,208	8,275	14,138
% of Enrollment								0.10%	1.10%	1.80%	
Students with Scores							21	634	5,199	8,252	
% Adv or Prof							**24%**	**36%**	**18%**	**5%**	**11%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested									40	94	134
% of Enrollment											
Students with Scores									40	94	
% Adv or Prof									**3%**	**17%**	**13%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								14	401	3,634	4,049
% of Enrollment									0.10%	0.80%	
Students with Scores								14	401	3,623	
% Adv or Prof								**43%**	**40%**	**18%**	**20%**

CST Data Tables - 2009 (Subgroup: Black or African American)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	32,572	31,737	31,747	32,408	32,616	33,575	35,177	40,642	37,552	33,605	341,631
% of Enrollment	7.00%	6.80%	6.80%	6.90%	7.00%	7.00%	7.20%	7.80%	7.60%	7.20%	
Students with Scores	32,443	31,648	31,701	32,346	32,586	33,476	35,037	40,318	37,310	33,356	
% Adv or Prof	**44%**	**33%**	**50%**	**42%**	**39%**	**41%**	**34%**	**36%**	**28%**	**25%**	**37%**

Mathematics - ALL	**All**
	30%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	32,500	31,730	31,873	32,462	32,538	32,465					193,568
% of Enrollment	7.00%	6.80%	6.90%	6.90%	6.90%	6.80%					
Students with Scores	32,335	31,596	31,802	32,408	32,454	32,343					
% Adv or Prof	**49%**	**50%**	**51%**	**42%**	**31%**	**26%**					**41%**

CST General Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested							17,495	6,906			24,401
% of Enrollment							3.60%	1.30%			
Students with Scores							17,405	6,822			
% Adv or Prof							**20%**	**10%**			**17%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						1,003	18,360	24,553	11,701	5,686	61,303
% of Enrollment						0.20%	3.80%	4.70%	2.40%	1.20%	
Students with Scores						1,001	18,309	24,433	11,616	5,622	
% Adv or Prof						**61%**	**26%**	**12%**	**5%**	**4%**	**15%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							2	120	355	502	979
% of Enrollment									0.10%	0.10%	
Students with Scores							2	120	354	500	
% Adv or Prof							**0%**	**21%**	**5%**	**6%**	**7%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							494	7,006	13,710	7,575	28,785
% of Enrollment							0.10%	1.30%	2.80%	1.60%	
Students with Scores							494	6,996	13,674	7,534	
% Adv or Prof							**70%**	**25%**	**6%**	**3%**	**11%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1	49	119	238	407
% of Enrollment										0.10%	
Students with Scores							1	48	118	237	
% Adv or Prof							**0%**	**8%**	**28%**	**6%**	**13%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							29	819	5,739	8,732	15,319
% of Enrollment								0.20%	1.20%	1.90%	
Students with Scores							29	818	5,733	8,708	
% Adv or Prof							**45%**	**32%**	**18%**	**7%**	**13%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							2		12	63	77
% of Enrollment											
Students with Scores							2		12	63	
% Adv or Prof							**0%**		**8%**	**43%**	**36%**

CST Summative High School Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested								10	552	3,992	4,554
% of Enrollment									0.10%	0.90%	
Students with Scores								10	550	3,984	
% Adv or Prof								**0%**	**38%**	**21%**	**23%**

CST Data Tables - 2003 (Subgroup: Economically Disadvantaged)

English Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	277,669	282,376	276,221	267,295	257,717	236,253	207,145	184,884	146,636	113,153	2,249,349
% of Enrollment	57%	57%	56%	54%	52%	47%	43%	36%	32%	28%	
% Adv or Prof	**23%**	**20%**	**24%**	**20%**	**19%**	**19%**	**15%**	**19%**	**16%**	**16%**	**20%**

Mathematics - ALL	**All**
	24%

Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	277,726	282,424	276,167	267,262	257,532	235,758	8,445	6,407			1,611,721
% of Enrollment	57%	57%	56%	54%	52%	47%	2%	1%			
% Adv or Prof	**41%**	**34%**	**33%**	**22%**	**19%**	**16%**	**0%**	**0%**			**28%**

General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							142,395	78,122	746	286	221,549
% of Enrollment							30%	15%	0%	0%	
% Adv or Prof							**14%**	**9%**	**0%**	**0%**	**12%**

Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							53,320	70,383	45,919	21,576	191,198
% of Enrollment							11%	14%	10%	5%	
% Adv or Prof							**22%**	**11%**	**6%**	**5%**	**12%**

Integrated Mathematics I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							122	2,128	1,133	1,085	4,468
% of Enrollment							0%	0%	0%	0%	
% Adv or Prof							**11%**	**7%**	**1%**	**2%**	**4%**

Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1,660	19,041	35,480	21,421	77,602
% of Enrollment							0%	4%	8%	5%	
% Adv or Prof							**50%**	**26%**	**10%**	**5%**	**13%**

Integrated Mathematics II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							10	280	1,192	694	2,176
% of Enrollment							0%	0%	0%	0%	
% Adv or Prof							**0%**	**35%**	**16%**	**6%**	**15%**

Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							62	1,880	14,553	21,400	37,895
% of Enrollment							0%	0%	3%	5%	
% Adv or Prof							**31%**	**40%**	**25%**	**10%**	**17%**

Integrated Mathematics III	2	3	4	5	6	7	8	9	10	11	All
Students Tested							6	40	407	1,344	1,797
% of Enrollment							0%	0%	0%	0%	
% Adv or Prof							**0%**	**53%**	**26%**	**11%**	**15%**

High School (Summative) Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								768	3,555	11,382	15,705
% of Enrollment								0%	1%	3%	
% Adv or Prof								**7%**	**16%**	**27%**	**24%**

CST Data Tables - 2004 (Subgroup: Economically Disadvantaged)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	277,330	280,626	281,824	275,986	258,269	243,107	225,569	196,094	161,940	127,258	2,328,003
% of Enrollment	57.30%	57.00%	56.70%	55.60%	52.40%	48.40%	44.80%	38.00%	34.10%	30.40%	
% Adv or Prof	**22%**	**17%**	**25%**	**24%**	**20%**	**20%**	**18%**	**20%**	**18%**	**17%**	**20%**

Mathematics - ALL	All
	24%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	277,147	280,457	281,627	275,832	258,079	242,739	1,508	276			1,617,665
% of Enrollment	57.20%	56.90%	56.70%	55.60%	52.30%	48.30%	0.30%	0.10%			
% Adv or Prof	**39%**	**36%**	**32%**	**25%**	**21%**	**19%**	**0%**	**0%**			**29%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							137,856	68,243	224	112	206,435
% of Enrollment							27.40%	13.20%			
% Adv or Prof							**15%**	**9%**	**0%**	**0%**	**13%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							76,897	91,851	57,741	27,409	253,898
% of Enrollment							15.30%	17.80%	12.20%	6.60%	
% Adv or Prof							**19%**	**9%**	**5%**	**3%**	**10%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							58	1,171	1,114	1,030	3,373
% of Enrollment								0.20%	0.20%	0.20%	
% Adv or Prof							**2%**	**9%**	**1%**	**1%**	**4%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							2,158	22,217	41,781	26,905	93,061
% of Enrollment							0.40%	4.30%	8.80%	6.40%	
% Adv or Prof							**51%**	**25%**	**8%**	**4%**	**12%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							10	248	1,035	610	1,903
% of Enrollment									0.20%	0.10%	
% Adv or Prof							**0%**	**31%**	**15%**	**5%**	**14%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							75	2,463	17,069	25,823	45,430
% of Enrollment								0.50%	3.60%	6.20%	
% Adv or Prof							**31%**	**38%**	**21%**	**7%**	**14%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							7	16	194	616	833
% of Enrollment										0.10%	
% Adv or Prof							**0%**	**32%**	**33%**	**18%**	**22%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								152	1,881	13,260	15,293
% of Enrollment									0.40%	3.20%	
% Adv or Prof								**31%**	**38%**	**23%**	**25%**

CST Data Tables - 2005 (Subgroup: Economically Disadvantaged)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	279,087	283,018	285,736	287,284	274,618	255,447	247,976	234,783	192,016	159,184	2,499,149
% of Enrollment	58.60%	58.60%	58.20%	57.90%	55.60%	51.70%	49.50%	43.90%	39.80%	36.60%	
% Adv or Prof	**28%**	**17%**	**32%**	**27%**	**22%**	**28%**	**22%**	**26%**	**20%**	**20%**	**25%**

Mathematics - ALL	**All**
	28%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	278,760	282,803	285,522	287,061	274,262	255,051	439	182			1,664,080
% of Enrollment	58.50%	58.50%	58.20%	57.90%	55.60%	51.60%	0.10%				
% Adv or Prof	**45%**	**43%**	**38%**	**32%**	**26%**	**23%**	**0%**	**0%**			**35%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							130,907	70,548	123	108	201,686
% of Enrollment							26.10%	13.20%			
% Adv or Prof							**17%**	**10%**	**0%**	**0%**	**15%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							107,809	120,867	67,297	36,681	332,654
% of Enrollment							21.50%	22.60%	14.00%	8.40%	
% Adv or Prof							**19%**	**10%**	**5%**	**4%**	**11%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							70	1,003	968	1,354	3,395
% of Enrollment								0.20%	0.20%	0.30%	
% Adv or Prof							**4%**	**10%**	**1%**	**2%**	**4%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							3,105	31,221	56,616	35,280	126,222
% of Enrollment							0.60%	5.80%	11.70%	8.10%	
% Adv or Prof							**54%**	**26%**	**9%**	**5%**	**13%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							9	250	831	741	1,831
% of Enrollment									0.20%	0.20%	
% Adv or Prof							**0%**	**34%**	**18%**	**5%**	**15%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							88	3,118	21,934	32,348	57,488
% of Enrollment								0.60%	4.50%	7.40%	
% Adv or Prof							**44%**	**40%**	**22%**	**8%**	**15%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							6	15	177	502	700
% of Enrollment										0.10%	
% Adv or Prof							**0%**	**53%**	**43%**	**19%**	**26%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								122	2,521	16,727	19,370
% of Enrollment									0.50%	3.80%	
% Adv or Prof								**48%**	**43%**	**28%**	**30%**

CST Data Tables - 2006 (Subgroup: Economically Disadvantaged)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	271,941	272,738	274,076	277,680	274,909	258,537	245,740	241,867	207,212	164,571	2,489,271
% of Enrollment	57.80%	57.70%	57.20%	56.80%	56.00%	52.50%	49.90%	45.20%	41.20%	37.40%	
% Adv or Prof	**33%**	**22%**	**35%**	**28%**	**26%**	**28%**	**25%**	**27%**	**21%**	**21%**	**27%**

Mathematics - ALL	**All**
	30%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	271,624	272,495	273,828	277,459	274,634	258,229	6				1,628,275
% of Enrollment	57.80%	57.60%	57.10%	56.80%	55.90%	52.40%					
% Adv or Prof	**48%**	**46%**	**42%**	**35%**	**28%**	**27%**	**0%**				**38%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested						4	128,079	60,223	3	2	188,311
% of Enrollment							26.00%	11.20%			
% Adv or Prof						**0%**	**17%**	**10%**	**0%**	**0%**	**15%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested					1	1	109,900	132,164	73,115	37,059	352,240
% of Enrollment							22.30%	24.70%	14.50%	8.40%	
% Adv or Prof					**0%**	**0%**	**26%**	**12%**	**7%**	**5%**	**15%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							50	637	1,015	1,441	3,143
% of Enrollment								0.10%	0.20%	0.30%	
% Adv or Prof							**4%**	**14%**	**4%**	**5%**	**6%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							3,168	37,717	65,807	35,872	142,564
% of Enrollment							0.60%	7.00%	13.10%	8.10%	
% Adv or Prof							**59%**	**25%**	**9%**	**4%**	**13%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							14	170	780	431	1,395
% of Enrollment									0.20%	0.10%	
% Adv or Prof							**86%**	**40%**	**24%**	**9%**	**22%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							128	3,964	27,134	36,549	67,775
% of Enrollment								0.70%	5.40%	8.30%	
% Adv or Prof							**48%**	**36%**	**20%**	**7%**	**14%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							4	5	117	244	370
% of Enrollment										0.10%	
% Adv or Prof							**0%**	**0%**	**42%**	**21%**	**27%**

CST Summative High School Mathematics (Grade 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								143	2,812	18,987	21,942
% of Enrollment									0.60%	4.30%	
% Adv or Prof								**56%**	**44%**	**27%**	**29%**

CST Data Tables - 2007 (Subgroup: Economically Disadvantaged)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	271,040	270,019	270,267	273,132	270,314	261,919	253,355	245,537	216,185	183,404	2,515,172
% of Enrollment	58.30%	57.80%	57.50%	57.10%	55.80%	53.40%	51.60%	46.70%	43.20%	39.70%	
Students with Scores	270326	269339	269873	272765	269894	261218	252490	244155	214949	182266	
% Adv or Prof	**35%**	**23%**	**36%**	**29%**	**27%**	**31%**	**26%**	**32%**	**21%**	**22%**	**29%**

Mathematics - ALL	**All**
	31%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	270,764	269,811	270,049	272,949	270,095	255,728					1,609,396
% of Enrollment	58.20%	57.70%	57.40%	57.10%	55.70%	52.10%					
Students with Scores	269928	268909	269653	272562	269589	254983					
% Adv or Prof	**48%**	**47%**	**45%**	**36%**	**28%**	**27%**					**39%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							128,627	49,027			177,654
% of Enrollment							26.20%	9.30%			
Students with Scores							128120	48669			
% Adv or Prof							**16%**	**10%**			**14%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						5,839	116,890	143,889	74,201	38,757	379,576
% of Enrollment						1.20%	23.80%	27.40%	14.80%	8.40%	
Students with Scores						5836	116658	143306	73721	38464	
% Adv or Prof						**60%**	**25%**	**12%**	**6%**	**4%**	**15%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							42	522	1,027	1,765	3,356
% of Enrollment								0.10%	0.20%	0.40%	
Students with Scores							42	518	1016	1756	
% Adv or Prof							**0%**	**19%**	**5%**	**5%**	**7%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							3,519	40,538	70,356	39,911	154,324
% of Enrollment							0.70%	7.70%	14.10%	8.60%	
Students with Scores							3519	40467	70159	39741	
% Adv or Prof							**63%**	**25%**	**7%**	**4%**	**12%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							9	243	781	691	1,724
% of Enrollment									0.20%	0.10%	
Students with Scores							9	239	778	690	
% Adv or Prof							**0%**	**23%**	**19%**	**5%**	**14%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							90	4,456	32,205	42,055	78,806
% of Enrollment								0.80%	6.40%	9.10%	
Students with Scores							90	4450	32156	41965	
% Adv or Prof							**55%**	**42%**	**22%**	**8%**	**16%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							6	4	107	447	564
% of Enrollment										0.10%	
Students with Scores							6	4	107	447	
% Adv or Prof							**0%**	**0%**	**27%**	**22%**	**23%**

CST Summative High School Mathematics (Grade 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								179	3,536	22,786	26,501
% of Enrollment									0.70%	4.90%	
Students with Scores								178	3528	22734	
% Adv or Prof								**51%**	**45%**	**28%**	**30%**

CST Data Tables - 2008 (Subgroup: Economically Disadvantaged)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	274,979	261,568	258,428	258,946	267,770	263,282	259,206	254,491	223,595	195,279	2,517,544
% of Enrollment	58.40%	56.40%	55.40%	55.00%	56.20%	54.20%	52.80%	48.70%	45.10%	41.90%	
Students with Scores	274,335	261,075	258,129	258,659	267,410	262,665	258,513	253,353	222,588	194,187	
% Adv or Prof	**35%**	**24%**	**41%**	**34%**	**32%**	**34%**	**30%**	**33%**	**27%**	**22%**	**32%**

Mathematics - ALL	**All**
	33%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	274,731	262,655	259,754	259,803	267,565	250,315					1,574,823
% of Enrollment	58.30%	56.60%	55.60%	55.20%	56.10%	51.50%					
Students with Scores	274,008	261,919	259,408	259,501	267,155	249,776					
% Adv or Prof	**49%**	**51%**	**51%**	**40%**	**30%**	**30%**					**42%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							126,729	45,617			172,346
% of Enrollment							25.80%	8.70%			
Students with Scores							126,219	45,289			
% Adv or Prof							**23%**	**13%**			**20%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						7,389	125,392	152,189	73,958	37,457	396,385
% of Enrollment						1.50%	25.50%	29.10%	14.90%	8.00%	
Students with Scores						7,379	125,177	151,588	73,468	37,161	
% Adv or Prof						**65%**	**30%**	**12%**	**6%**	**4%**	**17%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							33	959	1,245	2,122	4,359
% of Enrollment								0.20%	0.30%	0.50%	
Students with Scores							32	955	1,235	2,109	
% Adv or Prof							**6%**	**11%**	**6%**	**7%**	**8%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							4,060	44,555	77,489	42,697	168,801
% of Enrollment							0.80%	8.50%	15.60%	9.20%	
Students with Scores							4,060	44,486	77,321	42,501	
% Adv or Prof							**70%**	**26%**	**7%**	**3%**	**13%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1	213	799	972	1,985
% of Enrollment									0.20%	0.20%	
Students with Scores								213	796	969	
% Adv or Prof							**0%**	**23%**	**24%**	**9%**	**17%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							155	5,122	35,700	46,299	87,276
% of Enrollment								1.00%	7.20%	9.90%	
Students with Scores							155	5,119	35,651	46,197	
% Adv or Prof							**53%**	**45%**	**25%**	**9%**	**18%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							3	2	111	376	492
% of Enrollment										0.10%	
Students with Scores							3	2	110	376	
% Adv or Prof							**0%**	**0%**	**30%**	**17%**	**20%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								155	3,868	26,579	30,602
% of Enrollment									0.80%	5.70%	
Students with Scores								155	3,862	26,529	
% Adv or Prof								**66%**	**48%**	**28%**	**31%**

CST Data Tables - 2009 (Subgroup: Economically Disadvantaged)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	275,569	264,601	256,007	254,464	251,966	252,131	251,864	262,722	234,161	205,352	2,508,837
% of Enrollment	59.30%	56.30%	55.20%	54.40%	53.80%	52.70%	51.80%	50.30%	47.20%	44.00%	
Students with Scores	275,002	264,171	255,755	254,202	251,815	251,690	251,296	261,535	233,245	204,411	
% Adv or Prof	**41%**	**29%**	**48%**	**40%**	**38%**	**40%**	**33%**	**35%**	**29%**	**26%**	**36%**

Mathematics - ALL	**All**
	37%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	275,275	265,779	257,688	256,007	252,329	242,893					1,549,971
% of Enrollment	59.20%	56.60%	55.50%	54.80%	53.80%	50.80%					
Students with Scores	274,492	265,183	257,397	255,701	251,968	242,369					
% Adv or Prof	**53%**	**54%**	**56%**	**46%**	**36%**	**32%**					**46%**

CST General Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested							118,621	41,110			159,731
% of Enrollment							24.40%	7.90%			
Students with Scores							118,215	40,817			
% Adv or Prof							**23%**	**13%**			**20%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						9,005	135,316	158,109	73,886	36,691	413,007
% of Enrollment						1.90%	27.80%	30.30%	14.90%	7.90%	
Students with Scores						8,996	135,091	157,520	73,478	36,430	
% Adv or Prof						**66%**	**33%**	**16%**	**9%**	**7%**	**21%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							21	620	1,460	2,675	4,776
% of Enrollment								0.10%	0.30%	0.60%	
Students with Scores							21	620	1,454	2,668	
% Adv or Prof							**0%**	**23%**	**5%**	**7%**	**8%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							4,829	51,077	84,813	45,164	185,883
% of Enrollment							1.00%	9.80%	17.10%	9.70%	
Students with Scores							4,828	51,014	84,622	44,956	
% Adv or Prof							**74%**	**30%**	**8%**	**4%**	**15%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1	213	616	1,105	1,935
% of Enrollment									0.10%	0.20%	
Students with Scores							1	213	613	1,100	
% Adv or Prof							**0%**	**32%**	**26%**	**10%**	**18%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							142	6,290	39,972	50,680	97,084
% of Enrollment								1.20%	8.10%	10.90%	
Students with Scores							141	6,285	39,915	50,576	
% Adv or Prof							**61%**	**47%**	**26%**	**9%**	**19%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							4		93	371	468
% of Enrollment										0.10%	
Students with Scores							3		93	371	
% Adv or Prof							**0%**		**47%**	**35%**	**37%**

CST Summative High School Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested								146	4,440	30,767	35,353
% of Enrollment									0.90%	6.60%	
Students with Scores								146	4,435	30,728	
% Adv or Prof								**53%**	**50%**	**30%**	**33%**

CST Data Tables - 2003 (Subgroup: English Learner)

English Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	169,695	167,626	153,726	131,548	120,376	106,969	91,965	92,945	73,035	54,825	1,162,710
% of Enrollment	35%	34%	31%	27%	24%	21%	19%	18%	16%	14%	
% Adv or Prof	**19%**	**13%**	**15%**	**9%**	**6%**	**5%**	**4%**	**6%**	**4%**	**3%**	**10%**

Mathematics - ALL	**All**
	20%

Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	169,791	167,731	153,829	131,653	120,394	106,856	4,188	3,510			857,952
% of Enrollment	35%	34%	31%	27%	24%	21%	1%	1%			
% Adv or Prof	**37%**	**30%**	**29%**	**15%**	**10%**	**8%**	**0%**	**0%**			**23%**

General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							69,561	44,719	318	120	114,718
% of Enrollment							15%	9%	0%	0%	
% Adv or Prof							**10%**	**6%**			**8%**

Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							17,618	34,026	26,559	13,689	91,892
% of Enrollment							4%	7%	6%	3%	
% Adv or Prof							**16%**	**9%**	**5%**	**5%**	**9%**

Integrated Mathematics I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							45	1,731	869	692	3,337
% of Enrollment							0%	0%	0%	0%	
% Adv or Prof							**11%**	**5%**	**2%**	**0%**	**3%**

Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							247	4,910	14,417	11,113	30,687
% of Enrollment							0%	1%	3%	3%	
% Adv or Prof							**54%**	**25%**	**9%**	**6%**	**11%**

Integrated Mathematics II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							5	183	655	483	1,326
% of Enrollment							0%	0%	0%	0%	
% Adv or Prof							**0%**	**30%**	**10%**	**6%**	**11%**

Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							13	588	3,888	7,569	12,058
% of Enrollment							0%	0%	1%	2%	
% Adv or Prof							**8%**	**42%**	**27%**	**13%**	**19%**

Integrated Mathematics III	2	3	4	5	6	7	8	9	10	11	All
Students Tested							3	19	134	577	733
% of Enrollment							0%	0%	0%	0%	
% Adv or Prof							**0%**	**47%**	**24%**	**7%**	**11%**

High School (Summative) Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								450	1,357	2,853	4,660
% of Enrollment								0%	0%	1%	
% Adv or Prof								**3%**	**14%**	**31%**	**23%**

CST Data Tables - 2004 (Subgroup: English Learner)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	176,455	163,181	154,591	135,597	115,608	109,544	97,137	92,827	76,485	58,461	1,179,886
% of Enrollment	36.40%	33.10%	31.10%	27.30%	23.40%	21.80%	19.30%	18.00%	16.10%	14.00%	
% Adv or Prof	**18%**	**10%**	**15%**	**12%**	**6%**	**5%**	**3%**	**4%**	**4%**	**3%**	**9%**

Mathematics - ALL	**All**
	20%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	176,416	163,155	154,553	135,593	115,544	109,441	846	121			855,669
% of Enrollment	36.40%	33.10%	31.10%	27.30%	23.40%	21.80%	0.20%				
% Adv or Prof	**38%**	**32%**	**26%**	**17%**	**11%**	**10%**	**0%**	**0%**			**24%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							66,800	37,401	98	56	104,355
% of Enrollment							13.30%	7.30%			
% Adv or Prof							**8%**	**5%**	**0%**	**0%**	**7%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							25,955	44,147	32,324	17,129	119,555
% of Enrollment							5.20%	8.60%	6.80%	4.10%	
% Adv or Prof							**10%**	**6%**	**3%**	**3%**	**6%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							21	576	621	588	1,806
% of Enrollment								0.10%	0.10%	0.10%	
% Adv or Prof							**5%**	**4%**	**1%**	**1%**	**2%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							243	5,024	16,348	13,326	34,941
% of Enrollment								1.00%	3.40%	3.20%	
% Adv or Prof							**52%**	**24%**	**8%**	**4%**	**9%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							3	139	501	348	991
% of Enrollment									0.10%	0.10%	
% Adv or Prof							**0%**	**26%**	**17%**	**3%**	**13%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							13	563	3,724	8,314	12,614
% of Enrollment								0.10%	0.80%	2.00%	
% Adv or Prof							**16%**	**44%**	**24%**	**9%**	**15%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							4	11	76	207	298
% of Enrollment											
% Adv or Prof							**0%**	**72%**	**56%**	**18%**	**29%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								76	416	2,432	2,924
% of Enrollment									0.10%	0.60%	
% Adv or Prof								**21%**	**44%**	**28%**	**30%**

CST Data Tables - 2005 (Subgroup: English Learner)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	172,940	167,419	151,185	136,137	115,700	104,112	98,706	98,068	76,690	60,503	1,181,460
% of Enrollment	36.30%	34.60%	30.80%	27.50%	23.40%	21.10%	19.70%	18.30%	15.90%	13.90%	
% Adv or Prof	**22%**	**12%**	**19%**	**13%**	**7%**	**9%**	**6%**	**7%**	**3%**	**4%**	**12%**

Mathematics - ALL	**All**
	23%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	172,792	167,361	151,137	136,094	115,609	103,984	230	98			847,305
% of Enrollment	36.30%	34.60%	30.80%	27.40%	23.40%	21.10%					
% Adv or Prof	**43%**	**39%**	**32%**	**22%**	**13%**	**11%**	**0%**	**0%**			**29%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							59,337	34,126	65	52	93,580
% of Enrollment							11.80%	6.40%			
% Adv or Prof							**10%**	**5%**	**0%**	**0%**	**8%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							36,486	52,726	32,390	18,873	140,475
% of Enrollment							7.30%	9.90%	6.70%	4.30%	
% Adv or Prof							**9%**	**7%**	**4%**	**3%**	**6%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							25	340	487	557	1,409
% of Enrollment								0.10%	0.10%	0.10%	
% Adv or Prof							**0%**	**2%**	**0%**	**0%**	**0%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							249	6,596	19,803	15,137	41,785
% of Enrollment								1.20%	4.10%	3.50%	
% Adv or Prof							**49%**	**18%**	**8%**	**5%**	**9%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1	75	330	307	713
% of Enrollment									0.10%	0.10%	
% Adv or Prof							**0%**	**31%**	**13%**	**4%**	**11%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							13	560	4,069	8,660	13,302
% of Enrollment								0.10%	0.80%	2.00%	
% Adv or Prof							**16%**	**42%**	**22%**	**9%**	**14%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1	5	53	146	205
% of Enrollment											
% Adv or Prof							**0%**	**0%**	**36%**	**18%**	**22%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								35	395	2,172	2,602
% of Enrollment									0.10%	0.50%	
% Adv or Prof								**40%**	**41%**	**31%**	**33%**

CST Data Tables - 2006 (Subgroup: English Learner)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	164,816	163,244	152,365	130,857	113,368	102,633	93,102	97,974	77,884	58,856	1,155,099
% of Enrollment	35.00%	34.50%	31.80%	26.80%	23.10%	20.80%	18.90%	18.30%	15.50%	13.40%	
% Adv or Prof	**27%**	**15%**	**24%**	**13%**	**8%**	**9%**	**6%**	**7%**	**4%**	**4%**	**14%**

Mathematics - ALL	**All**
	25%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	164,703	163,162	152,309	130,813	113,301	102,562					826,850
% of Enrollment	35.00%	34.50%	31.80%	26.80%	23.10%	20.80%					
% Adv or Prof	**45%**	**41%**	**36%**	**24%**	**14%**	**13%**					**31%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested						3	58,233	29,376	1		87,613
% of Enrollment							11.80%	5.50%			
% Adv or Prof						**0%**	**10%**	**5%**	**0%**		**8%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested					1		32,751	56,723	34,409	18,385	142,269
% of Enrollment							6.70%	10.60%	6.80%	4.20%	
% Adv or Prof							**13%**	**8%**	**5%**	**4%**	**8%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							12	269	357	526	1,164
% of Enrollment								0.10%	0.10%	0.10%	
% Adv or Prof							**0%**	**4%**	**0%**	**2%**	**2%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							223	7,696	21,555	14,676	44,150
% of Enrollment								1.40%	4.30%	3.30%	
% Adv or Prof							**60%**	**16%**	**6%**	**5%**	**8%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							4	52	281	195	532
% of Enrollment									0.10%		
% Adv or Prof							**0%**	**29%**	**12%**	**6%**	**11%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							17	642	4,485	9,470	14,614
% of Enrollment								0.10%	0.90%	2.20%	
% Adv or Prof							**30%**	**33%**	**19%**	**8%**	**12%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							2	4	23	69	98
% of Enrollment											
% Adv or Prof							**0%**	**0%**	**35%**	**11%**	**16%**

CST Summative High School Mathematics (Grade 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								38	343	2,329	2,710
% of Enrollment									0.10%	0.50%	
% Adv or Prof								**49%**	**50%**	**30%**	**33%**

CST Data Tables - 2007 (Subgroup: English Learner)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	166,537	152,690	147,267	130,013	107,067	100,692	92,322	94,258	79,009	61,265	1,131,120
% of Enrollment	35.80%	32.70%	31.30%	27.20%	22.10%	20.50%	18.80%	17.90%	15.80%	13.30%	
Students with Scores	166,178	152,342	147,038	129,826	106,873	100,421	91,962	93,617	78,544	60,846	
% Adv or Prof	**30%**	**15%**	**24%**	**14%**	**9%**	**10%**	**6%**	**10%**	**4%**	**4%**	**15%**

Mathematics - ALL	All
	26%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	166,440	152,624	147,225	129,980	107,009	99,915					803,193
% of Enrollment	35.80%	32.60%	31.30%	27.20%	22.10%	20.40%					
Students with Scores	166,077	152,254	147,042	129,810	106,819	99,632					
% Adv or Prof	**46%**	**42%**	**39%**	**25%**	**14%**	**13%**					**32%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							58,822	23,682			82,504
% of Enrollment							12.00%	4.50%			
Students with Scores							58,615	23,548			
% Adv or Prof							**9%**	**5%**			**8%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						687	31,493	59,179	34,888	18,479	144,726
% of Enrollment						0.10%	6.40%	11.30%	7.00%	4.00%	
Students with Scores						687	31,431	58,930	34,672	18,364	
% Adv or Prof						**50%**	**13%**	**7%**	**4%**	**3%**	**7%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							20	181	298	546	1,045
% of Enrollment									0.10%	0.10%	
Students with Scores							20	179	294	542	
% Adv or Prof							**0%**	**2%**	**1%**	**2%**	**2%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							244	7,626	22,833	15,546	46,249
% of Enrollment								1.40%	4.60%	3.40%	
Students with Scores							244	7,604	22,748	15,477	
% Adv or Prof							**64%**	**18%**	**5%**	**3%**	**7%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							7	51	221	216	495
% of Enrollment											
Students with Scores							7	50	219	216	
% Adv or Prof							**0%**	**14%**	**5%**	**2%**	**5%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							14	721	5,133	10,241	16,109
% of Enrollment								0.10%	1.00%	2.20%	
Students with Scores							14	720	5,122	10,221	
% Adv or Prof							**28%**	**43%**	**20%**	**9%**	**14%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1	3	16	96	116
% of Enrollment											
Students with Scores							1	3	16	96	
% Adv or Prof							**0%**	**0%**	**44%**	**14%**	**18%**

CST Summative High School Mathematics (Grade 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								40	390	2,463	2,893
% of Enrollment									0.10%	0.50%	
Students with Scores								40	387	2,460	
% Adv or Prof								**33%**	**49%**	**30%**	**33%**

CST Data Tables - 2008 (Subgroup: English Learner)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	174,426	148,851	130,843	119,709	110,207	95,562	90,154	92,586	76,545	63,963	1,102,846
% of Enrollment	37.00%	32.10%	28.00%	25.40%	23.10%	19.70%	18.40%	17.70%	15.40%	13.70%	
Students with Scores	174,070	148,605	130,663	119,554	110,057	95,323	89,888	92,072	76,114	63,561	
% Adv or Prof	**32%**	**17%**	**26%**	**16%**	**13%**	**10%**	**8%**	**8%**	**5%**	**4%**	**16%**

Mathematics - ALL	**All**
	28%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	174,330	149,529	131,688	120,395	110,166	92,389					778,497
% of Enrollment	37.00%	32.20%	28.20%	25.60%	23.10%	19.00%					
Students with Scores	173,984	149,193	131,524	120,268	109,992	92,212					
% Adv or Prof	**47%**	**46%**	**43%**	**29%**	**16%**	**14%**					**35%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							55,914	20,843			76,757
% of Enrollment							11.40%	4.00%			
Students with Scores							55,726	20,716			
% Adv or Prof							**14%**	**8%**			**12%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						772	32,939	60,220	33,439	17,888	145,258
% of Enrollment						0.20%	6.70%	11.50%	6.70%	3.80%	
Students with Scores						770	32,863	59,941	33,206	17,751	
% Adv or Prof						**54%**	**14%**	**7%**	**4%**	**3%**	**8%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							8	390	447	720	1,565
% of Enrollment								0.10%	0.10%	0.20%	
Students with Scores							8	389	442	715	
% Adv or Prof							**0%**	**2%**	**2%**	**3%**	**2%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							257	7,798	24,134	16,395	48,584
% of Enrollment							0.10%	1.50%	4.90%	3.50%	
Students with Scores							257	7,774	24,088	16,323	
% Adv or Prof							**67%**	**19%**	**5%**	**3%**	**7%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							2	36	226	257	521
% of Enrollment										0.10%	
Students with Scores							1	36	225	257	
% Adv or Prof							**0%**	**16%**	**18%**	**3%**	**10%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							8	746	5,368	11,389	17,511
% of Enrollment								0.10%	1.10%	2.40%	
Students with Scores							8	745	5,356	11,364	
% Adv or Prof							**0%**	**49%**	**22%**	**9%**	**15%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1	3	20	86	110
% of Enrollment											
Students with Scores							1	3	20	86	
% Adv or Prof							**0%**	**0%**	**20%**	**7%**	**9%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								27	368	2,727	3,122
% of Enrollment									0.10%	0.60%	
Students with Scores								27	368	2,719	
% Adv or Prof								**41%**	**56%**	**31%**	**34%**

CST Data Tables - 2009 (Subgroup: English Learner)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	179,620	150,377	126,108	105,962	93,729	88,769	78,357	89,537	76,125	62,900	1,051,484
% of Enrollment	38.60%	32.00%	27.20%	22.70%	20.00%	18.60%	16.10%	17.10%	15.40%	13.50%	
Students with Scores	179,334	150,157	125,979	105,828	93,652	88,605	78,157	89,036	75,739	62,559	
% Adv or Prof	**39%**	**20%**	**34%**	**19%**	**15%**	**13%**	**8%**	**9%**	**6%**	**5%**	**20%**

Mathematics - ALL	**All**
	32%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	179,500	151,069	127,183	107,051	94,259	87,869					746,931
% of Enrollment	38.60%	32.10%	27.40%	22.90%	20.10%	18.40%					
Students with Scores	179,124	150,783	127,069	106,916	94,133	87,687					
% Adv or Prof	**53%**	**51%**	**47%**	**33%**	**19%**	**16%**					**40%**

CST General Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested							49,641	18,111			67,752
% of Enrollment							10.20%	3.50%			
Students with Scores							49,482	18,000			
% Adv or Prof							**14%**	**7%**			**12%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						973	32,765	59,889	32,931	16,967	143,525
% of Enrollment						0.20%	6.70%	11.50%	6.60%	3.60%	
Students with Scores						972	32,691	59,671	32,752	16,855	
% Adv or Prof						**57%**	**18%**	**8%**	**6%**	**4%**	**10%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							9	162	495	822	1,488
% of Enrollment									0.10%	0.20%	
Students with Scores							9	162	494	819	
% Adv or Prof							**0%**	**3%**	**1%**	**3%**	**2%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							264	8,257	25,574	16,650	50,745
% of Enrollment							0.10%	1.60%	5.20%	3.60%	
Students with Scores							264	8,245	25,514	16,562	
% Adv or Prof							**68%**	**18%**	**5%**	**4%**	**7%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested								33	90	300	423
% of Enrollment										0.10%	
Students with Scores								33	90	300	
% Adv or Prof								**21%**	**8%**	**4%**	**6%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							7	821	5,455	11,604	17,887
% of Enrollment								0.20%	1.10%	2.50%	
Students with Scores							7	820	5,444	11,579	
% Adv or Prof							**0%**	**37%**	**22%**	**8%**	**14%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1		12	70	83
% of Enrollment											
Students with Scores							1		12	70	
% Adv or Prof							**0%**		**33%**	**19%**	**21%**

CST Summative High School Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested								26	402	2,939	3,367
% of Enrollment									0.10%	0.60%	
Students with Scores								26	401	2,938	
% Adv or Prof								**27%**	**56%**	**30%**	**33%**

CST Data Tables - 2003 (Subgroup: Hispanic or Latino)

English Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	239,516	239,206	233,950	225,175	223,076	216,180	196,635	205,696	171,607	137,920	2,088,961
% of Enrollment	49%	48%	47%	46%	45%	43%	41%	40%	38%	34%	
% Adv or Prof	**23%**	**19%**	**24%**	**20%**	**19%**	**20%**	**15%**	**20%**	**17%**	**16%**	**20%**

Mathematics - ALL	All
	23%

Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	239,595	239,290	233,968	225,225	222,991	215,852	7,365	6,869			1,391,155
% of Enrollment	49%	48%	47%	46%	45%	43%	2%	1%			
% Adv or Prof	**40%**	**33%**	**33%**	**22%**	**19%**	**16%**	**0%**	**0%**			**27%**

General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							135,585	88,977	679	239	225,480
% of Enrollment							28%	17%	0%	0%	
% Adv or Prof							**14%**	**9%**	**0%**	**0%**	**12%**

Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							51,178	78,531	56,077	27,816	213,602
% of Enrollment							11%	15%	12%	7%	
% Adv or Prof							**20%**	**11%**	**6%**	**5%**	**11%**

Integrated Mathematics I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							116	2,628	1,705	1,480	5,929
% of Enrollment							0%	1%	0%	0%	
% Adv or Prof							**11%**	**3%**	**1%**	**2%**	**2%**

Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1,383	19,690	40,656	26,936	88,665
% of Enrollment							0%	4%	9%	7%	
% Adv or Prof							**42%**	**24%**	**9%**	**4%**	**11%**

Integrated Mathematics II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							8	238	1,429	1,014	2,689
% of Enrollment							0%	0%	0%	0%	
% Adv or Prof							**0%**	**33%**	**12%**	**5%**	**11%**

Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							36	1,555	14,934	25,195	41,720
% of Enrollment							0%	0%	3%	6%	
% Adv or Prof							**26%**	**33%**	**21%**	**9%**	**14%**

Integrated Mathematics III	2	3	4	5	6	7	8	9	10	11	All
Students Tested							3	18	405	1,773	2,199
% of Enrollment							0%	0%	0%	0%	
% Adv or Prof							**0%**	**39%**	**24%**	**7%**	**10%**

High School (Summative) Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								789	3,107	10,904	14,800
% of Enrollment								0%	1%	3%	
% Adv or Prof								**1%**	**9%**	**20%**	**17%**

CST Data Tables - 2004 (Subgroup: Hispanic or Latino)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	241,722	241,655	240,653	236,124	226,578	225,548	217,467	214,236	186,077	152,126	2,182,186
% of Enrollment	49.90%	49.10%	48.40%	47.60%	45.90%	44.90%	43.20%	41.50%	39.20%	36.40%	
% Adv or Prof	**22%**	**17%**	**25%**	**25%**	**20%**	**22%**	**18%**	**21%**	**19%**	**17%**	**21%**

Mathematics - ALL	**All**
	23%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	241,611	241,541	240,545	236,026	226,422	225,251	1,183	203			1,412,782
% of Enrollment	49.90%	49.00%	48.40%	47.50%	45.90%	44.90%	0.20%				
% Adv or Prof	**39%**	**36%**	**33%**	**25%**	**21%**	**18%**	**0%**	**0%**			**29%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							132,153	75,118	170	93	207,534
% of Enrollment							26.30%	14.60%			
% Adv or Prof							**14%**	**9%**	**0%**	**0%**	**12%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							75,741	102,620	70,002	35,689	284,052
% of Enrollment							15.10%	19.90%	14.70%	8.50%	
% Adv or Prof							**17%**	**8%**	**4%**	**3%**	**9%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							58	960	1104	1195	3317
% of Enrollment								0.20%	0.20%	0.30%	
Mean Scaled Score							259.5	272	259.6	262.8	
% Advanced							0%	1%	0%	0%	
% Proficient							7%	4%	1%	1%	
% Adv or Prof							**7%**	**5%**	**1%**	**1%**	**2%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1,970	22,939	47,313	32,791	105,013
% of Enrollment							0.40%	4.40%	10.00%	7.80%	
% Adv or Prof							**45%**	**23%**	**7%**	**3%**	**10%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							11	232	1,060	737	2,040
% of Enrollment									0.20%	0.20%	
% Adv or Prof							**73%**	**20%**	**11%**	**4%**	**10%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							51	2,057	18,073	29,520	49,701
% of Enrollment								0.40%	3.80%	7.10%	
% Adv or Prof							**35%**	**25%**	**16%**	**4%**	**9%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							6	15	142	614	777
% of Enrollment										0.10%	
% Adv or Prof							**0%**	**46%**	**25%**	**11%**	**14%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								114	1,306	12,675	14,095
% of Enrollment									0.30%	3.00%	
% Adv or Prof								**15%**	**28%**	**17%**	**18%**

CST Data Tables - 2005 (Subgroup: Hispanic or Latino)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	239,958	240,609	240,340	240,046	234,116	226,485	224,701	230,981	192,854	163,801	2,233,891
% of Enrollment	50.40%	49.80%	49.00%	48.40%	47.40%	45.90%	44.80%	43.20%	40.00%	37.70%	
% Adv or Prof	**28%**	**17%**	**32%**	**27%**	**22%**	**28%**	**23%**	**26%**	**20%**	**21%**	**25%**

Mathematics - ALL	All
	27%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	239,729	240,492	240,219	239,874	233,917	226,202	303	152			1,420,888
% of Enrollment	50.30%	49.80%	48.90%	48.40%	47.40%	45.80%	0.10%				
% Adv or Prof	**44%**	**43%**	**38%**	**32%**	**26%**	**23%**	**0%**	**0%**			**34%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							117,998	68,070	94	78	186,240
% of Enrollment							23.50%	12.70%			
% Adv or Prof							**17%**	**10%**	**0%**	**0%**	**14%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							98,931	122,421	70,484	39,499	331,335
% of Enrollment							19.70%	22.90%	14.60%	9.10%	
% Adv or Prof							**18%**	**9%**	**5%**	**3%**	**10%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							57	832	884	1,266	3,039
% of Enrollment								0.20%	0.20%	0.30%	
% Adv or Prof							**4%**	**10%**	**1%**	**2%**	**4%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							2,652	29,824	56,975	37,658	127,109
% of Enrollment							0.50%	5.60%	11.80%	8.70%	
% Adv or Prof							**47%**	**25%**	**8%**	**4%**	**12%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							3	208	833	664	1,708
% of Enrollment									0.20%	0.20%	
% Adv or Prof							**0%**	**33%**	**17%**	**4%**	**14%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							64	2,523	20,790	32,731	56,108
% of Enrollment								0.50%	4.30%	7.50%	
% Adv or Prof							**36%**	**34%**	**18%**	**6%**	**12%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							3	9	185	497	694
% of Enrollment										0.10%	
% Adv or Prof							**0%**	**0%**	**25%**	**13%**	**16%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								72	1,718	14,687	16,477
% of Enrollment									0.40%	3.40%	
% Adv or Prof								**39%**	**32%**	**21%**	**22%**

CST Data Tables - 2006 (Subgroup: Hispanic or Latino)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	239,607	238,251	238,152	239,173	237,625	233,103	225,804	240,023	208,728	168,459	2,268,925
% of Enrollment	50.90%	50.40%	49.70%	49.00%	48.40%	47.30%	45.90%	44.80%	41.50%	38.30%	
% Adv or Prof	**33%**	**22%**	**35%**	**29%**	**26%**	**28%**	**25%**	**28%**	**21%**	**21%**	**27%**

Mathematics - ALL	**All**
	30%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	239,394	238,065	237,998	239,038	237,440	232,854	3				1,424,792
% of Enrollment	50.90%	50.30%	49.60%	48.90%	48.30%	47.30%					
% Adv or Prof	**47%**	**46%**	**43%**	**36%**	**29%**	**28%**	**0%**				**38%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested						3	117,883	58,164	4		176,054
% of Enrollment							24.00%	10.90%			
% Adv or Prof						**0%**	**18%**	**10%**	**0%**		**15%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested					1	1	101,202	134,296	75,779	39,472	350,751
% of Enrollment							20.60%	25.10%	15.10%	9.00%	
% Adv or Prof					**0%**	**0%**	**25%**	**12%**	**6%**	**5%**	**14%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							39	615	887	1,379	2,920
% of Enrollment								0.10%	0.20%	0.30%	
% Adv or Prof							**0%**	**10%**	**3%**	**5%**	**5%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							2,694	36,668	66,809	38,221	144,392
% of Enrollment							0.50%	6.80%	13.30%	8.70%	
% Adv or Prof							**53%**	**24%**	**8%**	**4%**	**12%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							8	94	616	375	1,093
% of Enrollment									0.10%	0.10%	
% Adv or Prof							**0%**	**24%**	**22%**	**6%**	**17%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							85	3,561	26,431	37,436	67,513
% of Enrollment								0.70%	5.30%	8.50%	
% Adv or Prof							**31%**	**28%**	**18%**	**5%**	**11%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							4	6	88	223	321
% of Enrollment										0.10%	
% Adv or Prof							**0%**	**0%**	**28%**	**14%**	**17%**

CST Summative High School Mathematics (Grade 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								84	2,144	17,028	19,256
% of Enrollment									0.40%	3.90%	
% Adv or Prof								**36%**	**36%**	**22%**	**24%**

CST Data Tables - 2007 (Subgroup: Hispanic or Latino)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	237,934	237,219	235,833	237,042	236,690	236,601	231,825	241,099	216,215	184,484	2,294,942
% of Enrollment	51.10%	50.70%	50.20%	49.60%	48.80%	48.20%	47.20%	45.80%	43.20%	40.00%	
Students with Scores	237,409	236,711	235,550	236,786	236,382	236,068	231,146	239,852	215,131	183,451	
% Adv or Prof	**35%**	**23%**	**37%**	**30%**	**28%**	**32%**	**26%**	**32%**	**23%**	**23%**	**29%**

Mathematics - ALL	**All**
	30%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	237,757	237,064	235,717	236,917	236,557	231,629					1,415,641
% of Enrollment	51.10%	50.70%	50.10%	49.50%	48.80%	47.20%					
Students with Scores	237,163	236,448	235,437	236,651	236,236	231,059					
% Adv or Prof	**48%**	**48%**	**46%**	**37%**	**29%**	**27%**					**39%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							118,516	47,193			165,709
% of Enrollment							24.10%	9.00%			
Students with Scores							118,082	46,895			
% Adv or Prof							**16%**	**10%**			**14%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						4,742	106,927	144,390	76,620	40,119	372,798
% of Enrollment						1.00%	21.80%	27.50%	15.30%	8.70%	
Students with Scores						4,741	106,755	143,844	76,151	39,835	
% Adv or Prof						**55%**	**25%**	**11%**	**6%**	**4%**	**14%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							31	484	953	1,522	2,990
% of Enrollment								0.10%	0.20%	0.30%	
Students with Scores							31	480	943	1,514	
% Adv or Prof							**0%**	**12%**	**4%**	**4%**	**5%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							2,759	38,861	71,113	42,081	154,814
% of Enrollment							0.60%	7.40%	14.20%	9.10%	
Students with Scores							2,759	38,799	70,901	41,916	
% Adv or Prof							**57%**	**24%**	**7%**	**3%**	**11%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							6	139	599	570	1,314
% of Enrollment									0.10%	0.10%	
Students with Scores							6	137	598	569	
% Adv or Prof							**0%**	**12%**	**17%**	**7%**	**12%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							62	3,779	30,926	42,913	77,680
% of Enrollment								0.70%	6.20%	9.30%	
Students with Scores							62	3,772	30,877	42,818	
% Adv or Prof							**42%**	**34%**	**19%**	**6%**	**13%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							4	7	62	323	396
% of Enrollment										0.10%	
Students with Scores							4	7	62	321	
% Adv or Prof							**0%**	**0%**	**5%**	**20%**	**17%**

CST Summative High School Mathematics (Grade 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								102	2,832	20,600	23,534
% of Enrollment									0.60%	4.50%	
Students with Scores								102	2,823	20,558	
% Adv or Prof								**35%**	**37%**	**23%**	**25%**

CST Data Tables - 2008 (Subgroup: Hispanic or Latino)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	241,396	229,294	227,280	227,009	235,066	235,881	235,498	246,270	219,924	194,675	2,292,293
% of Enrollment	51.30%	49.40%	48.70%	48.20%	49.30%	48.60%	48.00%	47.10%	44.30%	41.80%	
Students with Scores	240,940	228,941	227,072	226,802	234,821	235,427	234,943	245,216	218,952	193,646	
% Adv or Prof	**35%**	**24%**	**41%**	**34%**	**33%**	**34%**	**31%**	**34%**	**27%**	**22%**	**32%**

Mathematics - ALL	**All**
	33%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	241,223	230,247	228,452	227,801	234,939	225,472					1,388,134
% of Enrollment	51.20%	49.60%	48.90%	48.40%	49.30%	46.40%					
Students with Scores	240,703	229,753	228,203	227,573	234,647	225,062					
% Adv or Prof	**49%**	**52%**	**52%**	**41%**	**31%**	**30%**					**43%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							115,629	43,190			158,819
% of Enrollment							23.60%	8.30%			
Students with Scores							115,235	42,918			
% Adv or Prof							**23%**	**13%**			**20%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						5,908	114,290	150,172	74,814	38,244	383,428
% of Enrollment						1.20%	23.30%	28.70%	15.10%	8.20%	
Students with Scores						5,901	114,110	149,591	74,320	37,956	
% Adv or Prof						**60%**	**29%**	**12%**	**6%**	**4%**	**16%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							34	944	1,245	1,969	4,192
% of Enrollment								0.20%	0.30%	0.40%	
Students with Scores							34	943	1,235	1,954	
% Adv or Prof							**6%**	**12%**	**4%**	**5%**	**6%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							3,114	42,234	77,217	44,330	166,895
% of Enrollment							0.60%	8.10%	15.60%	9.50%	
Students with Scores							3,114	42,163	77,059	44,137	
% Adv or Prof							**64%**	**24%**	**7%**	**3%**	**11%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							3	139	658	850	1,650
% of Enrollment									0.10%	0.20%	
Students with Scores							2	139	655	849	
% Adv or Prof							**0%**	**16%**	**21%**	**9%**	**14%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							123	4,224	33,968	46,831	85,146
% of Enrollment								0.80%	6.80%	10.00%	
Students with Scores							123	4,220	33,919	46,726	
% Adv or Prof							**43%**	**36%**	**22%**	**8%**	**15%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							2	8	82	341	433
% of Enrollment										0.10%	
Students with Scores							2	8	81	341	
% Adv or Prof							**0%**	**0%**	**16%**	**16%**	**16%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								81	2,991	24,198	27,270
% of Enrollment									0.60%	5.20%	
Students with Scores								81	2,986	24,152	
% Adv or Prof								**50%**	**38%**	**22%**	**24%**

CST Data Tables - 2009 (Subgroup: Hispanic or Latino)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	238,755	230,189	222,329	222,507	221,836	225,646	226,762	250,412	226,376	201,347	2,266,159
% of Enrollment	51.40%	49.00%	47.90%	47.60%	47.30%	47.20%	46.70%	47.90%	45.70%	43.20%	
Students with Scores	238,368	229,897	222,151	222,336	221,726	225,312	226,297	249,413	225,530	200,504	
% Adv or Prof	**41%**	**29%**	**49%**	**40%**	**40%**	**40%**	**34%**	**35%**	**30%**	**26%**	**36%**

	All
	36%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	238,577	231,219	223,832	223,881	222,296	218,173					1,357,978
% of Enrollment	51.30%	49.20%	48.20%	47.90%	47.40%	45.60%					
Students with Scores	238,010	230,784	223,641	223,667	222,049	217,774					
% Adv or Prof	**53%**	**55%**	**56%**	**47%**	**36%**	**32%**					**47%**

CST General Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested							105,061	37,297			142,358
% of Enrollment							21.60%	7.10%			
Students with Scores							104,723	37,082			
% Adv or Prof							**24%**	**13%**			**21%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						7,359	123,682	154,723	72,818	36,773	395,355
% of Enrollment						1.50%	25.40%	29.60%	14.70%	7.90%	
Students with Scores						7,355	123,502	154,194	72,433	36,540	
% Adv or Prof						**63%**	**33%**	**15%**	**9%**	**6%**	**20%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							19	607	1,564	2,406	4,596
% of Enrollment								0.10%	0.30%	0.50%	
Students with Scores							19	607	1,560	2,395	
% Adv or Prof							**0%**	**23%**	**5%**	**6%**	**8%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							3,704	47,745	83,707	45,896	181,052
% of Enrollment							0.80%	9.10%	16.90%	9.80%	
Students with Scores							3,703	47,682	83,513	45,700	
% Adv or Prof							**71%**	**29%**	**8%**	**4%**	**14%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested								125	498	947	1,570
% of Enrollment									0.10%	0.20%	
Students with Scores								125	497	941	
% Adv or Prof								**20%**	**29%**	**10%**	**17%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							102	5,149	37,556	51,154	93,961
% of Enrollment								1.00%	7.60%	11.00%	
Students with Scores							102	5,146	37,505	51,058	
% Adv or Prof							**54%**	**39%**	**24%**	**9%**	**17%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							2	4	54	292	352
% of Enrollment										0.10%	
Students with Scores							1	4	54	292	
% Adv or Prof							**0%**	**0%**	**26%**	**35%**	**33%**

CST Summative High School Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested								104	3,277	27,563	30,944
% of Enrollment									0.70%	5.90%	
Students with Scores								104	3,273	27,528	
% Adv or Prof								**46%**	**41%**	**25%**	**27%**

CST Data Tables - 2003 (Subgroup: Students with Disability)

English Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	36,068	43,021	45,781	47,403	48,929	48,816	46,525	43,700	37,267	29,813	427,323
% of Enrollment	7%	9%	9%	10%	10%	10%	10%	9%	8%	7%	
% Adv or Prof	**17%**	**15%**	**14%**	**10%**	**8%**	**6%**	**5%**	**6%**	**5%**	**4%**	**9%**

Mathematics - ALL	**All**
	13%

Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	36,266	43,249	45,935	47,560	48,928	48,636	6,334	3,562			280,470
% of Enrollment	7%	9%	9%	10%	10%	10%	1%	1%			
% Adv or Prof	**31%**	**23%**	**20%**	**12%**	**9%**	**6%**	**0%**	**0%**			**15%**

General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							35,186	26,207	757	378	62,528
% of Enrollment							7%	5%	0%	0%	
% Adv or Prof							**7%**	**3%**	**0%**	**0%**	**5%**

Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							4,214	8,506	10,692	6,779	30,191
% of Enrollment							1%	2%	2%	2%	
% Adv or Prof							**16%**	**7%**	**3%**	**2%**	**6%**

Integrated Mathematics I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							61	375	448	357	1,241
% of Enrollment							0%	0%	0%	0%	
% Adv or Prof							**7%**	**1%**	**1%**	**0%**	**1%**

Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							111	978	3,229	3,055	7,373
% of Enrollment							0%	0%	1%	1%	
% Adv or Prof							**72%**	**29%**	**8%**	**3%**	**10%**

Integrated Mathematics II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1	14	203	173	391
% of Enrollment							0%	0%	0%	0%	
% Adv or Prof							**0%**	**31%**	**8%**	**5%**	**7%**

Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							17	107	622	1,469	2,215
% of Enrollment							0%	0%	0%	0%	
% Adv or Prof							**30%**	**40%**	**29%**	**10%**	**17%**

Integrated Mathematics III	2	3	4	5	6	7	8	9	10	11	All
Students Tested								7	21	110	138
% of Enrollment								0%	0%	0%	
% Adv or Prof								**0%**	**15%**	**4%**	**5%**

High School (Summative) Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								338	1,357	1,158	2,853
% of Enrollment								0%	0%	0%	
% Adv or Prof								**2%**	**2%**	**12%**	**6%**

CST Data Tables - 2004 (Subgroup: Students with Disability)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	39,289	46,280	49,804	49,604	47,879	48,735	48,675	46,282	41,285	33,752	451,585
% of Enrollment	8.10%	9.40%	10.00%	10.00%	9.70%	9.70%	9.70%	9.00%	8.70%	8.10%	
% Adv or Prof	**16%**	**14%**	**16%**	**13%**	**9%**	**7%**	**6%**	**6%**	**5%**	**5%**	**10%**

Mathematics - ALL	**All**
	13%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	39,260	46,261	49,757	49,554	47,774	48,573	1,989	452			283,620
% of Enrollment	8.10%	9.40%	10.00%	10.00%	9.70%	9.70%	0.40%	0.10%			
% Adv or Prof	**29%**	**26%**	**20%**	**12%**	**10%**	**7%**	**0%**	**0%**			**17%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							36,491	25,417	351	228	62,487
% of Enrollment							7.30%	4.90%	0.10%	0.10%	
% Adv or Prof							**6%**	**3%**	**0%**	**0%**	**5%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							6,708	14,245	15,714	10,257	46,924
% of Enrollment							1.30%	2.80%	3.30%	2.50%	
% Adv or Prof							**12%**	**4%**	**2%**	**1%**	**4%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							13	248	457	495	1,213
% of Enrollment									0.10%	0.10%	
% Adv or Prof							**15%**	**2%**	**1%**	**0%**	**1%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							136	1,023	4,270	4,755	10,184
% of Enrollment								0.20%	0.90%	1.10%	
% Adv or Prof							**64%**	**30%**	**7%**	**2%**	**8%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							4	28	143	111	286
% of Enrollment											
% Adv or Prof							**0%**	**22%**	**7%**	**4%**	**7%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							16	143	823	1,765	2,747
% of Enrollment									0.20%	0.40%	
% Adv or Prof							**25%**	**42%**	**24%**	**7%**	**14%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							3	3	13	60	79
% of Enrollment											
% Adv or Prof							**0%**	**0%**	**23%**	**3%**	**6%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								53	146	518	717
% of Enrollment										0.10%	
% Adv or Prof								**8%**	**28%**	**30%**	**28%**

CST Data Tables - 2005 (Subgroup: Students with Disability)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	38,452	45,622	48,964	49,631	46,856	44,968	46,199	46,435	41,342	35,233	443,702
% of Enrollment	8.10%	9.40%	10.00%	10.00%	9.50%	9.10%	9.20%	8.70%	8.60%	8.10%	
% Adv or Prof	**19%**	**13%**	**19%**	**15%**	**10%**	**10%**	**8%**	**8%**	**5%**	**5%**	**11%**

Mathematics - ALL	**All**
	15%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	38,428	45,588	48,913	49,556	46,744	44,834	553	223			274,839
% of Enrollment	8.10%	9.40%	10.00%	10.00%	9.50%	9.10%	0.10%				
% Adv or Prof	**33%**	**29%**	**22%**	**17%**	**11%**	**8%**	**0%**	**0%**			**20%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							33,628	24,472	139	156	58,395
% of Enrollment							6.70%	4.60%			
% Adv or Prof							**6%**	**4%**	**0%**	**0%**	**5%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							9,785	16,812	16,673	12,238	55,508
% of Enrollment							2.00%	3.10%	3.50%	2.80%	
% Adv or Prof							**10%**	**4%**	**2%**	**1%**	**4%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							16	286	476	596	1,374
% of Enrollment								0.10%	0.10%	0.10%	
% Adv or Prof							**6%**	**1%**	**0%**	**1%**	**1%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							117	1,456	6,103	5,558	13,234
% of Enrollment								0.30%	1.30%	1.30%	
% Adv or Prof							**74%**	**24%**	**6%**	**2%**	**7%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							6	10	153	100	269
% of Enrollment											
% Adv or Prof							**0%**	**0%**	**6%**	**3%**	**5%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							17	137	784	1,983	2,921
% of Enrollment									0.20%	0.50%	
% Adv or Prof							**24%**	**42%**	**25%**	**7%**	**14%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested									19	39	58
% of Enrollment											
% Adv or Prof									**21%**	**0%**	**7%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								17	140	550	707
% of Enrollment										0.10%	
% Adv or Prof								**30%**	**31%**	**29%**	**29%**

CST Data Tables - 2006 (Subgroup: Students with Disability)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	37,682	44,733	48,751	49,753	47,766	45,088	44,056	45,064	41,721	35,522	440,136
% of Enrollment	8.00%	9.50%	10.20%	10.20%	9.70%	9.20%	9.00%	8.40%	8.30%	8.10%	
% Adv or Prof	**23%**	**16%**	**20%**	**14%**	**12%**	**11%**	**9%**	**9%**	**6%**	**6%**	**13%**

Mathematics - ALL	**All**
	16%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	37,626	44,701	48,677	49,671	47,683	44,995	4				273,357
% of Enrollment	8.00%	9.40%	10.20%	10.20%	9.70%	9.10%					
% Adv or Prof	**34%**	**31%**	**25%**	**18%**	**12%**	**10%**					**21%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested						2	32,390	21,373			53,765
% of Enrollment							6.60%	4.00%			
% Adv or Prof							**7%**	**3%**			**5%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						1	9,723	18,792	18,235	12,597	59,348
% of Enrollment							2.00%	3.50%	3.60%	2.90%	
% Adv or Prof							**13%**	**4%**	**2%**	**1%**	**4%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							14	141	343	510	1,008
% of Enrollment									0.10%	0.10%	
% Adv or Prof							**0%**	**1%**	**1%**	**2%**	**1%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							127	1,868	6,972	5,596	14,563
% of Enrollment								0.30%	1.40%	1.30%	
% Adv or Prof							**72%**	**21%**	**6%**	**2%**	**7%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1	17	116	69	203
% of Enrollment											
% Adv or Prof							**0%**	**18%**	**7%**	**3%**	**7%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							19	151	994	2,476	3,640
% of Enrollment									0.20%	0.60%	
% Adv or Prof							**58%**	**41%**	**23%**	**6%**	**12%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							4	3	5	27	39
% of Enrollment											
% Adv or Prof							**0%**	**0%**	**0%**	**4%**	**3%**

CST Summative High School Mathematics (Grade 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								23	116	591	730
% of Enrollment										0.10%	
% Adv or Prof								**26%**	**38%**	**30%**	**31%**

CST Data Tables - 2007 (Subgroup: Students with Disability)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	36,588	43,503	46,970	48,688	46,948	45,070	43,102	42,603	40,421	36,340	430,233
% of Enrollment	7.90%	9.30%	10.00%	10.20%	9.70%	9.20%	8.80%	8.10%	8.10%	7.90%	
Students with Scores	36,410	43,263	46,787	48,523	46,788	44,806	42,816	42,118	39,964	35,885	
% Adv or Prof	**22%**	**15%**	**21%**	**15%**	**12%**	**10%**	**9%**	**10%**	**7%**	**6%**	**13%**

Mathematics - ALL	All
	16%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	36,556	43,451	46,921	48,632	46,894	44,495					266,949
% of Enrollment	7.90%	9.30%	10.00%	10.20%	9.70%	9.10%					
Students with Scores	36,352	43,151	46,761	48,461	46,703	44,234					
% Adv or Prof	**34%**	**31%**	**27%**	**18%**	**12%**	**9%**					**21%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							32,107	18,906			51,013
% of Enrollment							6.50%	3.60%			
Students with Scores							31,924	18,710			
% Adv or Prof							**7%**	**3%**			**6%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						435	9,280	19,139	18,053	12,613	59,520
% of Enrollment						0.10%	1.90%	3.60%	3.60%	2.70%	
Students with Scores						435	9,240	19,020	17,894	12,486	
% Adv or Prof						**52%**	**14%**	**4%**	**2%**	**1%**	**5%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							4	140	278	458	880
% of Enrollment									0.10%	0.10%	
Students with Scores							4	139	270	456	
% Adv or Prof							**0%**	**3%**	**1%**	**1%**	**1%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							165	1,892	7,379	6,169	15,605
% of Enrollment								0.40%	1.50%	1.30%	
Students with Scores							165	1,888	7,330	6,129	
% Adv or Prof							**78%**	**24%**	**5%**	**2%**	**7%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested								15	92	69	176
% of Enrollment											
Students with Scores								15	91	69	
% Adv or Prof								**27%**	**7%**	**3%**	**7%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							11	133	1,122	2,688	3,954
% of Enrollment									0.20%	0.60%	
Students with Scores							11	132	1,115	2,676	
% Adv or Prof								**48%**	**21%**	**8%**	**13%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							3	1	12	37	53
% of Enrollment											
Students with Scores							3	1	12	36	
% Adv or Prof								**0%**	**8%**	**0%**	**2%**

CST Summative High School Mathematics (Grade 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								36	139	652	827
% of Enrollment										0.10%	
Students with Scores								35	137	647	
% Adv or Prof								**26%**	**43%**	**33%**	**34%**

CST Data Tables - 2008 (Subgroup: Students with Disability)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	37,597	33,338	34,291	35,942	47,184	45,637	44,108	42,989	39,429	36,237	396,752
% of Enrollment	8.00%	7.20%	7.30%	7.60%	9.90%	9.40%	9.00%	8.20%	8.00%	7.80%	
Students with Scores	37,395	33,212	34,167	35,825	47,024	45,408	43,858	42,590	38,998	35,821	
% Adv or Prof	**22%**	**20%**	**29%**	**22%**	**13%**	**12%**	**11%**	**11%**	**7%**	**6%**	**15%**

Mathematics - ALL	**All**
	18%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	37,556	34,901	36,223	37,007	47,105	42,915					235,707
% of Enrollment	8.00%	7.50%	7.80%	7.90%	9.90%	8.80%					
Students with Scores	37,378	34,740	36,116	36,912	46,918	42,764					
% Adv or Prof	**34%**	**38%**	**36%**	**25%**	**13%**	**11%**					**25%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							32,318	17,724			50,042
% of Enrollment							6.60%	3.40%			
Students with Scores							32,144	17,558			
% Adv or Prof							**9%**	**6%**			**8%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						409	10,406	20,777	18,097	11,959	61,648
% of Enrollment						0.10%	2.10%	4.00%	3.60%	2.60%	
Students with Scores						405	10,365	20,639	17,922	11,832	
% Adv or Prof						**62%**	**15%**	**5%**	**2%**	**1%**	**5%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							4	179	344	549	1,076
% of Enrollment									0.10%	0.10%	
Students with Scores							4	179	338	547	
% Adv or Prof							**0%**	**4%**	**2%**	**2%**	**2%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							197	1,983	7,950	6,579	16,709
% of Enrollment								0.40%	1.60%	1.40%	
Students with Scores							197	1,969	7,918	6,537	
% Adv or Prof							**78%**	**24%**	**5%**	**2%**	**7%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested								19	74	151	244
% of Enrollment											
Students with Scores								19	74	150	
% Adv or Prof								**16%**	**6%**	**6%**	**7%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							10	180	1,283	3,080	4,553
% of Enrollment									0.30%	0.70%	
Students with Scores							10	180	1,281	3,067	
% Adv or Prof								**53%**	**23%**	**7%**	**13%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1	2	10	36	49
% of Enrollment											
Students with Scores							1	2	10	36	
% Adv or Prof								**0%**	**0%**	**0%**	**0%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								15	102	738	855
% of Enrollment										0.20%	
Students with Scores								15	101	734	
% Adv or Prof								**66%**	**55%**	**33%**	**36%**

CST Data Tables - 2009 (Subgroup: Students with Disability)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	37,268	30,440	28,556	29,193	29,441	31,414	31,385	43,487	39,359	35,218	335,761
% of Enrollment	8.00%	6.50%	6.20%	6.20%	6.30%	6.60%	6.50%	8.30%	7.90%	7.60%	
Students with Scores	37,058	30,337	28,488	29,109	29,376	31,282	31,199	43,039	38,992	34,850	
% Adv or Prof	**25%**	**24%**	**37%**	**27%**	**21%**	**19%**	**15%**	**12%**	**8%**	**7%**	**19%**

Mathematics - ALL	**All**
	22%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	37,213	32,246	31,235	31,328	29,989	30,686					192,697
% of Enrollment	8.00%	6.90%	6.70%	6.70%	6.40%	6.40%					
Students with Scores	37,034	32,121	31,158	31,244	29,880	30,526					
% Adv or Prof	**35%**	**43%**	**43%**	**31%**	**21%**	**15%**					**32%**

CST General Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested							32,020	16,868			48,888
% of Enrollment							6.60%	3.20%			
Students with Scores							31,834	16,695			
% Adv or Prof							**9%**	**6%**			**8%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						424	11,446	22,076	18,132	10,900	62,978
% of Enrollment						0.10%	2.40%	4.20%	3.70%	2.30%	
Students with Scores						423	11,412	21,937	17,988	10,782	
% Adv or Prof						**66%**	**16%**	**7%**	**3%**	**2%**	**7%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							4	161	462	682	1,309
% of Enrollment									0.10%	0.10%	
Students with Scores							4	161	458	679	
% Adv or Prof							**0%**	**3%**	**2%**	**2%**	**2%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							179	2,320	8,698	7,082	18,279
% of Enrollment								0.40%	1.80%	1.50%	
Students with Scores							178	2,309	8,658	7,040	
% Adv or Prof							**85%**	**24%**	**5%**	**2%**	**7%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1	26	51	149	227
% of Enrollment											
Students with Scores							1	26	51	148	
% Adv or Prof							**0%**	**20%**	**12%**	**2%**	**6%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							15	197	1,377	3,328	4,917
% of Enrollment									0.30%	0.70%	
Students with Scores							15	196	1,375	3,317	
% Adv or Prof							**67%**	**46%**	**22%**	**6%**	**12%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							2	1	6	25	34
% of Enrollment											
Students with Scores							1	1	6	25	
% Adv or Prof							**0%**	**0%**	**0%**	**24%**	**18%**

CST Summative High School Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested								17	136	759	912
% of Enrollment										0.20%	
Students with Scores								17	134	757	
% Adv or Prof								**65%**	**65%**	**34%**	**39%**

CST Data Tables - 2003 (Subgroup: White)

English Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	145,636	149,350	152,320	158,561	164,324	171,291	166,804	167,894	158,451	144,328	1,578,959
% of Enrollment	30%	30%	31%	32%	33%	34%	35%	33%	35%	36%	
% Adv or Prof	**54%**	**52%**	**59%**	**54%**	**56%**	**54%**	**47%**	**57%**	**50%**	**46%**	**53%**

Mathematics - ALL	All
	47%

Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	145,663	149,391	152,235	158,463	164,162	170,962	4,064	3,908			948,848
% of Enrollment	30%	30%	31%	32%	33%	34%	1%	1%			
% Adv or Prof	**71%**	**61%**	**61%**	**49%**	**52%**	**44%**	**0%**	**0%**			**55%**

General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							93,399	45,615	314	130	139,458
% of Enrollment							20%	9%	0%	0%	
% Adv or Prof							**37%**	**23%**	**0%**	**0%**	**32%**

Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							62,878	67,495	36,493	16,226	183,092
% of Enrollment							13%	13%	8%	4%	
% Adv or Prof							**49%**	**27%**	**12%**	**8%**	**30%**

Integrated Mathematics I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							609	2,073	1,098	675	4,455
% of Enrollment							0%	0%	0%	0%	
% Adv or Prof							**18%**	**14%**	**4%**	**4%**	**11%**

Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							4,780	39,201	48,469	21,625	114,075
% of Enrollment							1%	8%	11%	5%	
% Adv or Prof							**79%**	**56%**	**25%**	**11%**	**35%**

Integrated Mathematics II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							126	946	1,882	801	3,755
% of Enrollment							0%	0%	0%	0%	
% Adv or Prof							**81%**	**60%**	**31%**	**15%**	**37%**

Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							132	4,514	33,632	37,010	75,288
% of Enrollment							0%	1%	7%	9%	
% Adv or Prof							**68%**	**64%**	**45%**	**17%**	**32%**

Integrated Mathematics III	2	3	4	5	6	7	8	9	10	11	All
Students Tested							5	136	1,473	2,785	4,399
% of Enrollment							0%	0%	0%	1%	
% Adv or Prof							**0%**	**68%**	**40%**	**12%**	**23%**

High School (Summative) Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								547	4,718	29,756	35,021
% of Enrollment								0%	1%	7%	
% Adv or Prof								**21%**	**46%**	**47%**	**46%**

CST Data Tables - 2004 (Subgroup: White)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	139,714	145,474	148,618	151,935	157,376	163,993	170,133	169,187	161,573	146,897	1,554,900
% of Enrollment	28.80%	29.50%	29.90%	30.60%	31.90%	32.70%	33.80%	32.80%	34.00%	35.10%	
% Adv or Prof	**53%**	**48%**	**59%**	**60%**	**56%**	**55%**	**51%**	**56%**	**53%**	**46%**	**54%**

Mathematics - ALL	**All**
	46%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	139,652	145,418	148,519	151,837	157,265	163,787	393	132			907,003
% of Enrollment	28.80%	29.50%	29.90%	30.60%	31.90%	32.60%	0.10%				
% Adv or Prof	**67%**	**64%**	**61%**	**51%**	**51%**	**48%**	**0%**	**0%**			**57%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							89,032	42,092	110	55	131,289
% of Enrollment							17.70%	8.20%			
% Adv or Prof							**36%**	**21%**	**0%**	**0%**	**31%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							70,282	71,982	39,894	18,520	200,678
% of Enrollment							14.00%	14.00%	8.40%	4.40%	
% Adv or Prof							**47%**	**22%**	**9%**	**5%**	**27%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							231	1,422	805	810	3,268
% of Enrollment								0.30%	0.20%	0.20%	
% Adv or Prof							**18%**	**14%**	**3%**	**2%**	**9%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							5,846	41,358	49,420	23,749	120,373
% of Enrollment							1.20%	8.00%	10.40%	5.70%	
% Adv or Prof							**80%**	**52%**	**21%**	**9%**	**32%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							102	875	1,647	692	3,316
% of Enrollment								0.20%	0.30%	0.20%	
% Adv or Prof							**60%**	**41%**	**19%**	**9%**	**24%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							199	5,474	37,059	37,293	80,025
% of Enrollment								1.10%	7.80%	8.90%	
% Adv or Prof							**56%**	**58%**	**36%**	**12%**	**26%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							5	97	756	1,203	2,061
% of Enrollment									0.20%	0.30%	
% Adv or Prof							**0%**	**65%**	**42%**	**14%**	**27%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								170	4,442	32,669	37,281
% of Enrollment									0.90%	7.80%	
% Adv or Prof								**66%**	**59%**	**41%**	**43%**

CST Data Tables - 2005 (Subgroup: White)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	133,251	138,259	143,545	146,759	149,480	155,535	162,208	171,170	162,713	150,458	1,513,378
% of Enrollment	28.00%	28.60%	29.20%	29.60%	30.30%	31.50%	32.40%	32.00%	33.70%	34.60%	
% Adv or Prof	**61%**	**51%**	**68%**	**63%**	**58%**	**61%**	**58%**	**61%**	**53%**	**50%**	**58%**

Mathematics - ALL	**All**
	51%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	133,161	138,172	143,430	146,656	149,332	155,365	138	70			866,324
% of Enrollment	28.00%	28.60%	29.20%	29.60%	30.20%	31.50%					
% Adv or Prof	**73%**	**70%**	**65%**	**58%**	**58%**	**52%**	**0%**	**0%**			**62%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							78,417	39,236	48	54	117755
% of Enrollment							15.60%	7.30%			
% Adv or Prof							**39%**	**22%**	**0%**	**0%**	**33%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							74,165	74,841	40,121	20,071	209,198
% of Enrollment							14.80%	14.00%	8.30%	4.60%	
% Adv or Prof							**49%**	**26%**	**10%**	**6%**	**29%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							225	1,338	813	868	3,244
% of Enrollment								0.20%	0.20%	0.20%	
% Adv or Prof							**20%**	**17%**	**5%**	**6%**	**11%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							5,977	43,908	50,719	23,301	123,905
% of Enrollment							1.20%	8.20%	10.50%	5.40%	
% Adv or Prof							**85%**	**58%**	**25%**	**11%**	**37%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							73	818	1,410	617	2,918
% of Enrollment								0.20%	0.30%	0.10%	
% Adv or Prof							**76%**	**57%**	**32%**	**13%**	**36%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							178	6,382	39,114	37,980	83,654
% of Enrollment								1.20%	8.10%	8.70%	
% Adv or Prof							**65%**	**64%**	**41%**	**14%**	**31%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1	80	696	882	1,659
% of Enrollment									0.10%	0.20%	
% Adv or Prof							**0%**	**59%**	**43%**	**22%**	**33%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								246	5,255	35,849	41,350
% of Enrollment									1.10%	8.20%	
% Adv or Prof								**69%**	**64%**	**45%**	**48%**

CST Data Tables - 2006 (Subgroup: White)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	129,052	131,537	136,541	141,860	144,206	147,450	153,631	163,467	164,892	151,168	1,463,804
% of Enrollment	27.40%	27.80%	28.50%	29.00%	29.40%	29.90%	31.20%	30.50%	32.80%	34.30%	
% Adv or Prof	**65%**	**55%**	**69%**	**63%**	**61%**	**63%**	**62%**	**63%**	**54%**	**50%**	**60%**

Mathematics - ALL	All
	53%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	128,971	131,461	136,430	141,762	144,078	147,270	2				829,974
% of Enrollment	27.40%	27.80%	28.50%	29.00%	29.30%	29.90%					
% Adv or Prof	**74%**	**73%**	**68%**	**64%**	**58%**	**58%**	**0%**				**66%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested					1	2	69,365	32,722		1	102,091
% of Enrollment							14.10%	6.10%			
% Adv or Prof					**0%**	**0%**	**38%**	**21%**		**0%**	**33%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested							75,474	74,865	41,116	19,751	211,206
% of Enrollment							15.30%	14.00%	8.20%	4.50%	
% Adv or Prof							**55%**	**30%**	**14%**	**9%**	**34%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							51	349	573	977	1,950
% of Enrollment								0.10%	0.10%	0.20%	
% Adv or Prof							**36%**	**24%**	**12%**	**12%**	**15%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							6,462	45,067	53,359	23,969	128,857
% of Enrollment							1.30%	8.40%	10.60%	5.40%	
% Adv or Prof							**85%**	**58%**	**24%**	**11%**	**37%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							71	295	882	377	1,625
% of Enrollment								0.10%	0.20%	0.10%	
% Adv or Prof							**92%**	**58%**	**31%**	**16%**	**35%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							196	6,598	41,528	38,613	86,935
% of Enrollment								1.20%	8.30%	8.80%	
% Adv or Prof							**66%**	**65%**	**40%**	**14%**	**30%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							3	60	514	658	1,235
% of Enrollment									0.10%	0.10%	
% Adv or Prof							**0%**	**67%**	**50%**	**25%**	**37%**

CST Summative High School Mathematics (Grade 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								232	6,262	37,912	44,406
% of Enrollment									1.20%	8.60%	
% Adv or Prof								**72%**	**65%**	**46%**	**49%**

CST Data Tables - 2007 (Subgroup: White)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	125,522	128,101	130,150	135,533	139,734	142,925	146,468	155,593	157,764	154,250	1,416,040
% of Enrollment	27.00%	27.40%	27.70%	28.30%	28.80%	29.10%	29.80%	29.60%	31.50%	33.40%	
Students with Scores	125275	127842	129993	135380	139569	142644	146147	155162	157248	153551	
% Adv or Prof	**66%**	**56%**	**71%**	**64%**	**61%**	**66%**	**62%**	**66%**	**55%**	**52%**	**62%**

Mathematics - ALL	**All**
	52%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	125,449	128,051	130,071	135,430	139,624	134,171					792,796
% of Enrollment	27.00%	27.40%	27.70%	28.30%	28.80%	27.30%					
Students with Scores	125161	127725	129891	135279	139427	133895					
% Adv or Prof	**74%**	**72%**	**70%**	**63%**	**58%**	**54%**					**65%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							61,584	25,741			87,325
% of Enrollment							12.50%	4.90%			
Students with Scores							61415	25607			
% Adv or Prof							**36%**	**20%**			**31%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						8,566	76,184	73,641	38,447	19,215	216,053
% of Enrollment						1.70%	15.50%	14.00%	7.70%	4.20%	
Students with Scores						8563	76103	73460	38257	19074	
% Adv or Prof						**81%**	**52%**	**28%**	**13%**	**8%**	**34%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							25	460	720	1,200	2,405
% of Enrollment								0.10%	0.10%	0.30%	
Students with Scores							25	458	715	1194	
% Adv or Prof							**12%**	**21%**	**10%**	**8%**	**11%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							6,518	45,223	51,084	24,265	127,090
% of Enrollment							1.30%	8.60%	10.20%	5.30%	
Students with Scores							6515	45183	50998	24187	
% Adv or Prof							**88%**	**57%**	**21%**	**10%**	**35%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							60	243	454	457	1,214
% of Enrollment									0.10%	0.10%	
Students with Scores							60	243	450	455	
% Adv or Prof							**67%**	**46%**	**30%**	**13%**	**29%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							216	6,918	42,469	40,642	90,245
% of Enrollment								1.30%	8.50%	8.80%	
Students with Scores							215	6912	42422	40548	
% Adv or Prof							**63%**	**69%**	**41%**	**15%**	**31%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							2	80	242	375	699
% of Enrollment										0.10%	
Students with Scores							2	80	242	373	
% Adv or Prof							**0%**	**44%**	**18%**	**12%**	**18%**

CST Summative High School Mathematics (Grade 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								215	6,219	40,820	47,254
% of Enrollment									1.20%	8.80%	
Students with Scores								212	6212	40755	
% Adv or Prof								**71%**	**68%**	**49%**	**52%**

CST Data Tables - 2008 (Subgroup: White)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	123,522	122,953	124,751	127,476	134,667	139,359	142,734	149,118	150,897	149,040	1,364,517
% of Enrollment	26.20%	26.50%	26.70%	27.10%	28.30%	28.70%	29.10%	28.50%	30.40%	32.00%	
Students with Scores	123,266	122,713	124,620	127,342	134,514	139,147	142,459	148,786	150,460	148,538	
% Adv or Prof	**64%**	**57%**	**74%**	**67%**	**66%**	**68%**	**63%**	**68%**	**57%**	**53%**	**64%**

Mathematics - ALL	All
	54%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	123,451	123,409	125,253	127,549	134,549	127,099					761,310
% of Enrollment	26.20%	26.60%	26.80%	27.10%	28.20%	26.20%					
Students with Scores	123,221	123,097	125,107	127,416	134,379	126,909					
% Adv or Prof	**74%**	**74%**	**74%**	**65%**	**60%**	**57%**					**67%**

CST General Mathematics (Grades 6 & 7 Standards)	2	3	4	5	6	7	8	9	10	11	All
Students Tested							57,728	21,980			79,708
% of Enrollment							11.80%	4.20%			
Students with Scores							57,558	21,858			
% Adv or Prof							**45%**	**27%**			**40%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						9,683	76,037	71,698	34,962	17,024	209,404
% of Enrollment						2.00%	15.50%	13.70%	7.10%	3.70%	
Students with Scores						9,674	75,940	71,547	34,786	16,911	
% Adv or Prof						**83%**	**54%**	**28%**	**12%**	**8%**	**36%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							25	504	879	1,539	2,947
% of Enrollment								0.10%	0.20%	0.30%	
Students with Scores							23	502	874	1,537	
% Adv or Prof							**13%**	**14%**	**17%**	**12%**	**14%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							7,242	44,878	49,952	23,039	125,111
% of Enrollment							1.50%	8.60%	10.10%	4.90%	
Students with Scores							7,239	44,841	49,859	22,956	
% Adv or Prof							**86%**	**55%**	**20%**	**9%**	**34%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							59	318	418	696	1,491
% of Enrollment								0.10%	0.10%	0.10%	
Students with Scores							59	318	418	690	
% Adv or Prof							**73%**	**56%**	**35%**	**22%**	**35%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							223	7,056	42,563	38,951	88,793
% of Enrollment								1.40%	8.60%	8.40%	
Students with Scores							223	7,053	42,526	38,880	
% Adv or Prof							**62%**	**70%**	**42%**	**14%**	**32%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							1	81	203	246	531
% of Enrollment										0.10%	
Students with Scores							1	81	203	246	
% Adv or Prof							**0%**	**70%**	**17%**	**11%**	**22%**

CST Summative High School Mathematics (Grades 9-11)	2	3	4	5	6	7	8	9	10	11	All
Students Tested								183	6,450	41,366	47,999
% of Enrollment									1.30%	8.90%	
Students with Scores								183	6,440	41,302	
% Adv or Prof								**77%**	**71%**	**47%**	**50%**

CST Data Tables - 2009 (Subgroup: White)

CST English-Language Arts	2	3	4	5	6	7	8	9	10	11	All
Students Tested	121,292	121,135	121,970	124,214	125,965	131,933	136,531	146,526	145,781	144,206	1,319,553
% of Enrollment	26.10%	25.80%	26.30%	26.60%	26.90%	27.60%	28.10%	28.00%	29.40%	30.90%	
Students with Scores	121,076	120,942	121,889	124,088	125,901	131,750	136,324	146,162	145,487	143,760	
% Adv or Prof	**68%**	**63%**	**78%**	**72%**	**71%**	**72%**	**66%**	**69%**	**60%**	**55%**	**67%**

Mathematics - ALL	**All**
	57%

CST Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested	121,210	121,772	122,681	124,575	125,742	120,868					736,848
% of Enrollment	26.10%	25.90%	26.40%	26.70%	26.80%	25.30%					
Students with Scores	120,948	121,534	122,558	124,439	125,589	120,653					
% Adv or Prof	**77%**	**77%**	**78%**	**70%**	**65%**	**58%**					**71%**

CST General Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested							51,746	18,833			70,579
% of Enrollment							10.60%	3.60%			
Students with Scores							51,591	18,718			
% Adv or Prof							**43%**	**25%**			**38%**

CST Algebra I	2	3	4	5	6	7	8	9	10	11	All
Students Tested						10,727	78,846	71,702	32,047	15,317	208,639
% of Enrollment						2.20%	16.20%	13.70%	6.50%	3.30%	
Students with Scores						10,719	78,731	71,548	31,920	15,200	
% Adv or Prof						**86%**	**56%**	**31%**	**15%**	**10%**	**39%**

CST Integrated Math 1	2	3	4	5	6	7	8	9	10	11	All
Students Tested							16	452	1,147	1,530	3,145
% of Enrollment								0.10%	0.20%	0.30%	
Students with Scores							16	451	1,143	1,523	
% Adv or Prof							**19%**	**23%**	**13%**	**13%**	**14%**

CST Geometry	2	3	4	5	6	7	8	9	10	11	All
Students Tested							7,579	45,267	49,414	21,447	123,707
% of Enrollment							1.60%	8.70%	10.00%	4.60%	
Students with Scores							7,574	45,238	49,338	21,380	
% Adv or Prof							**89%**	**59%**	**23%**	**11%**	**38%**

CST Integrated Math 2	2	3	4	5	6	7	8	9	10	11	All
Students Tested							70	204	354	793	1,421
% of Enrollment									0.10%	0.20%	
Students with Scores							70	204	352	790	
% Adv or Prof							**71%**	**53%**	**30%**	**21%**	**30%**

CST Algebra II	2	3	4	5	6	7	8	9	10	11	All
Students Tested							208	7,733	42,759	38,397	89,097
% of Enrollment								1.50%	8.60%	8.20%	
Students with Scores							207	7,728	42,713	38,342	
% Adv or Prof							**74%**	**68%**	**43%**	**16%**	**34%**

CST Integrated Math 3	2	3	4	5	6	7	8	9	10	11	All
Students Tested							2	85	209	259	555
% of Enrollment										0.10%	
Students with Scores							2	85	209	259	
% Adv or Prof							**0%**	**32%**	**25%**	**32%**	**29%**

CST Summative High School Mathematics	2	3	4	5	6	7	8	9	10	11	All
Students Tested								154	6,604	41,895	48,653
% of Enrollment									1.30%	9.00%	
Students with Scores								154	6,601	41,847	
% Adv or Prof								**81%**	**77%**	**52%**	**55%**

NAEP Results 1994-2007

NAEP Mean Scale Scores

Reading Grade 4	1994	1998	2002	2003	2005	2007
ALL	197	202	206	206	207	209
EL		173	178	184	183	184
nonEL		208	216	215	217	220
White	212	217	223	224	225	227
Black	182	186	196	193	195	200
Hispanic	171	178	192	191	193	195
Asian	207	210	220	224	222	228

NAEP Mean Scale Scores

Reading Grade 8	1998	2002	2003	2005	2007
ALL	252	250	251	250	251
EL	225	221	221	222	219
nonEL	257	257	258	258	260
White	268	265	265	264	266
Black	238	242	239	240	237
Hispanic	238	238	237	239	239
Asian	257	257	266	264	264

NAEP Mean Scale Scores

Math, Grade 4	1992	1996	2000	2003	2005	2007
ALL	208	209	213	227	230	230
EL			195	212	214	212
nonEL			218	235	238	239
White	221	223	228	243	245	247
Black	182	188	191	213	215	218
Hispanic	190	196	200	216	219	218
Asian	218	213	221	246	249	251

NAEP Mean Scale Scores

Math, Grade 8	1992	1996	2000	2003	2005	2007
ALL	261	263	260	267	269	270
EL			230	239	241	241
nonEL			266	274	276	278
White	275	277	277	283	284	287
Black	233	244	235	246	248	253
Hispanic	239	245	242	250	254	256
Asian	277	278	282	287	293	293

Appendix Section B:

Standards and Assessments

(B)(1)

Developing and adopting common standards

GOVERNOR ARNOLD SCHWARZENEGGER

May 28, 2009

Mr. Ray Scheppach
Executive Director
National Governors Association
Hall of the States
444 North Capitol Street
Suite 267
Washington, DC 20001-1512

Mr. Gene Wilhoit
Executive Director
Council of Chief State School Officers
One Massachusetts Avenue, NW
Suite 700
Washington, DC 20001-1431

Dear Mr. Scheppach and Mr. Wilhoit,

California is pleased to participate in the CCSSO-NGA initiative to develop common core standards. In particular, we welcome the opportunity to participate in the international benchmarking efforts. This benchmarking will be important for our nation and helpful in California's efforts to prepare all students to succeed in the global economy.

As a high-standards state, we have specific issues to bring forward with regard to our participation:

A) As highlighted by the Fordham Institute, American Federation of Teachers and others, California has some of the highest standards in the nation. We will fully participate in the common core development process, but we cannot commit to adopting them until we have determined that they meet or exceed our own.

B) California cannot commit to being bound by the premise that the common core standards must represent 85 percent of all state standards in English language arts and math.

C) California is eager to submit nominees to serve on the National Validation Committee, and we respectfully request that one to two committee members be appointed from our list of submitted candidates. Our nominees will have critical experience with raising and maintaining standards in this state, which would be helpful to the committee's work.

With these conditions understood, we look forward to being a part of this important national effort. Thank you for the invitation to participate.

Sincerely,

Arnold Schwarzenegger
Governor of California

Ted Mitchell
California Board
of Education President

Jack O'Connell
California Superintendent of
Public Instruction

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The Council of Chief State School Officers and
The National Governors Association Center for Best Practices

Common Core Standards
Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- ☐ **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core of standards (see attached timeline). These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level.

As such, these organizations will facilitate a state-led process to develop common core standards in English language arts and mathematics that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

☐ **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core standards. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core standards. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core standards.

☐ **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of–high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

☐ **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

☐ **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core standards either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

This effort is voluntary for states, and it is fully intended that states adopting the common core standards may choose to include additional state standards beyond the common core standards. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core standards based on research and evidence-based learning and can support the development of assessments that are aligned to the common core standards across the states, for accountability and other appropriate purposes.

- ☐ **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core standards initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- ☐ **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core standards over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

Signatures	
Governor:	
Chief State School Officer:	Jack O'Connell

Common Core Consortium: List of States

Fifty-One States And Territories Joined the Common Core State Standards Initiative
As of 9/1/2009

Alabama
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Florida
Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Puerto Rico
Rhode Island
South Carolina
South Dakota
Tennessee
Utah
Vermont
Virgin Islands
Virginia
Washington
West Virginia
Wisconsin
Wyoming

Evidence for (B)(1)(ii):

- A description of the legal process in the State for adopting standards

California's Legal Process for Adopting Standards

SEC. 14. Section 60605.7 is added to the Education Code, to read:

60605.7. The Superintendent, the state board, and any other entity or individual designated by the Governor shall participate in the Common Core State Standards Initiative consortium sponsored by the National Governors Association and the Council of Chief State School Officers or any associated or related interstate collaboration to jointly develop common high-quality standards or assessments aligned with the common set of standards. SEC. 15. Section 60605.8 is added to the Education Code, to read:

60605.8. (a) There is hereby established the Academic Content Standards Commission. The commission shall consist of 21 members, appointed as follows:

(1) Eleven members appointed by the Governor.

(2) Five members appointed by the Senate Committee on Rules.

(3) Five members appointed by the Speaker of the Assembly.

(b) Members of the commission shall serve at the pleasure of the appointing authority.

(c) Not less than half of the members appointed by each of the appointing authorities pursuant to subdivision (a) shall be current public school elementary or secondary classroom teachers.

(d) The commission shall develop academic content standards in language arts and mathematics. The standards shall be internationally benchmarked and build toward college and career readiness by the time of high school graduation. Unless otherwise allowed by the Secretary of the United States Department of Education, at least 85 percent of these standards shall be the common core academic standards developed by the consortium or interstate collaboration set forth in Section 60605.7.

(e) Pursuant to the Bagley-Keene Act, Article 9 (commencing with Sec. 11120) of Division 3 of Title 2 of the Government Code, all meetings and hearings of the commission shall be open and available to the public.

(f) On or before July 15, 2010, the commission shall present its recommended academic content standards to the state board.

(g) On or before August 2, 2010, the state board shall do either of the following:

(1) Adopt the academic content standards as proposed by the commission.

(2) Reject the academic content standards as proposed by the commission. If the state board rejects the standards it shall provide a specific written explanation to the Superintendent, the Governor, and the Legislature of the reasons why the proposed standards were rejected.

(h) The Superintendent and state board shall present to the Governor and to the appropriate policy and fiscal committees of the Legislature a schedule and implementation plan for integrating the academic content standards adopted pursuant to this section into the state educational system. SEC. 16. Section 60605.9 is added to the Education Code, to read:

60605.9. Notwithstanding any other provision of law, the limitation in paragraph (6) of subdivision (c) of Section 60200, which requires that other criteria be approved at least 30 months prior to the date that the materials are to be approved for adoption, shall not apply to instructional materials adopted by the state board that are aligned with the content standards adopted pursuant to Section 60605.8 in each of the content areas for which standards are revised or adopted.

College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

Draft for Review and Comment

September 21, 2009

College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

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~~Student Writing Samples with Annotations~~

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Core Standards for Reading, Writing, and Speaking and Listening

The Core Standards identify essential college- and career-ready skills and knowledge in reading, writing, and speaking and listening across the disciplines. While the English language arts classroom has often been seen as the proper site for literacy instruction, this document acknowledges that the responsibility for teaching such skills must also extend to the other content areas. Teachers in the social and natural sciences, the humanities, and mathematics need to use their content area expertise to help students acquire the discipline-specific skills necessary to comprehend challenging texts and develop deep knowledge in those fields. At the same time, English language arts teachers not only must engage their students in a rich array of literature but also must help develop their students' ability to read complex works of nonfiction independently.

What is taught is just as important as how it is taught; the Core Standards should be accompanied by a comprehensive, content-rich curriculum. While this document defines the outcomes all students need to reach to be college and career ready, many important decisions about curriculum will necessarily be left to states, districts, schools, teachers, professional organizations, and parents. For example, while the standards require that students read texts of sufficient complexity, quality, and range, this document does not contain a required reading list. If states and districts choose to develop one, they should look at the Reading exemplars provided here to get a sense of the level of complexity students must be able to handle independently when they read. Educators can also model their efforts on reading lists from around the nation and the world as long as the texts ultimately included meet the range and content standards in this document.

Standards today must ready students for competition and collaboration in a global, media-saturated environment. Colleges and universities have become international meetinghouses where people from across the globe learn with and from one another. At the same time, business today is truly a worldwide enterprise. Media-related technology helps shape what goes on in both college and the workplace; indeed, it has in some important ways reshaped the very nature of communication. Students who meet the Core Standards will have the reading, writing, speaking, and listening skills to flourish in the diverse, rapidly changing environments of college and careers.

Although reading, writing, and speaking and listening are articulated separately in the standards that follow, these divisions are made for the sake of clarity and manageability. In reality, the processes of communication are tightly interrelated and often reciprocal. The act of reading can no more be separated from the written word than the act of listening can be from the spoken word. When reading, students demonstrate their comprehension most commonly through a spoken or written interpretation of the text. As students solve problems, share insights, and build the

knowledge they need for college and career success, they draw simultaneously on their capacities to read, write, speak, and listen.

Student Practices in Reading, Writing, and Speaking and Listening

The following practices in reading, writing, and speaking and listening undergird and help unify the rest of the standards document. They are the "premises"—broad statements about the nature of college and career readiness in reading, writing, and speaking and listening—that underlie the individual standards statements and cut across the various sections of the document. Every idea introduced here is subsequently represented in one or more places within the larger document.

* * *

Students who are college and career ready exhibit the following capacities in their reading, writing, and speaking and listening:

1. *They demonstrate independence as readers, writers, speakers, and listeners.*

   Students can, without significant scaffolding or support, comprehend and evaluate complex text across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker's key points as well as ask questions and articulate their own ideas.

2. *They build strong content knowledge.*

   Students build a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They demonstrate their ability to become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and the specific in-depth expertise needed to comprehend subject matter and solve problems in different fields. They refine their knowledge and share it through substantive writing and speaking.

3. *They respond to the varying demands of audience, task, purpose, and discipline.*

   Students consider their reading, writing, and speaking and listening in relation to the contextual factors of audience, task, purpose, and discipline. They appreciate nuances, such as how the composition and familiarity of the audience should affect tone. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the natural sciences).

4. *They comprehend as well as critique.*

   Students are engaged and open-minded—but skeptical—readers and listeners. They work diligently to understand precisely what an author or speaker is

saying, but they also question an author's or speaker's assumptions and assess the veracity of claims.

5. *They privilege evidence.*

   Students cite specific textual evidence when offering an oral or written interpretation of a piece of writing. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

6. *They care about precision.*

   Students are mindful of the impact of specific words and details, and they consider what would be achieved by different choices. Students pay especially close attention when precision matters most, such as in the case of reviewing significant data, making important distinctions, or analyzing a key moment in the action of a play or novel.

7. *They craft and look for structure.*

   Students attend to structure when organizing their own writing and speaking as well as when seeking to understand the work of others. They understand and make use of the ways of presenting information typical of different disciplines. They observe, for example, how authors of literary works craft the structure to unfold events and depict the setting.

8. *They use technology strategically and capably.*

   Students employ technology thoughtfully to enhance their reading, writing, speaking, and listening. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

Introductory Evidence Statement for Reading, Writing, and Speaking and Listening Standards

To develop college- and career-ready standards for Reading, Writing, and Speaking and Listening that are rigorous, relevant, and internationally benchmarked, the work group consulted evidence from a wide array of sources. These included standards documents from high-performing states and nations; student performance data (including assessment scores and college grades); academic research; frameworks for assessments, such as NAEP; and results of surveys of postsecondary instructors and employers regarding what is most important for college and career readiness.

The evidence strongly suggests that similar reading, writing, speaking, and listening skills are necessary for success in both college and the workplace. A review of the standards of high-performing nations also suggests that many of these skills are already required in secondary schools internationally. The work group has endeavored to articulate these skills in the Core Standards, focusing educators, students, parents, and resources on what matters most.

Given that a set of standards cannot be simplistically "derived" from any body of evidence, the work group sometimes relied on reasoned judgment to interpret where the evidence was most compelling. For example, there is not a consensus among college faculty about the need for incoming students to be able to comprehend graphs, charts, and tables and to integrate information in these data displays with the information in the accompanying text. Although some evidence suggests that this skill is critical in the workplace and in some entry-level courses, college faculties from the various disciplines disagree on its value (with science and economics faculty rating it more highly than English and humanities professors do). The work group ultimately included a standard on the integration of text and data because the preponderance of the evidence suggests the skill's importance in meeting the demands of the twenty-first-century workplace and some college classrooms.

In most cases, the evidence is clearer. In writing, for example, there is unequivocal value placed on the logical progression of ideas. The expectation that high school graduates will be able to produce writing that is logical and coherent is found throughout the standards of top-performing countries and states. This ability is also valued highly by college faculty and employers. In response to such clear evidence, the work group included Writing student performance standard #5: "Create a logical progression of ideas or events, and convey the relationships among them."

A bibliography of some of the sources the work group drew upon most is included at the end of this document. The reader should also refer to the Core Standards Web site (http://www.corestandards.org), which contains a list of standards linked to relevant sources of evidence.

Finally, while the standards reflect the best evidence available to date, the decisions the work group made are necessarily provisional. The core should be reexamined periodically as additional research on college and career readiness emerges. Indeed, this document may serve as an agenda for such research.

How to Read the Document

This document is divided into three main sections: strands, applications, and supporting materials.

Strands

There are three *strands*: Reading, Writing, and Speaking and Listening. Although each strand is presented discretely for ease of understanding, the document should be considered a coherent whole.

The three strands are each in turn divided into two sections: S*tandards for Range and Content* and S*tandards for Student Performance*.

Standards for Range and Content

The Standards for Range and Content in each strand describe the contexts in which college- and career-ready students must be able to read, write, speak, and listen. Rather than merely supplement or illustrate the numbered list of Standards for Student Performance, the Standards for Range and Content are themselves required and carry equal force.

Standards for Student Performance

The Standards for Student Performance in each strand enumerate the essential skills and understandings that students who are college and career ready in reading, writing, speaking, and listening must have no later than the end of high school.

Applications

The clearest examples of the integrated nature of communication are the *Applications of the Core* for Research and Media. The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks, such as research and media. Rather than having an additional set of standards that would largely duplicate those already in Reading, Writing, and Speaking and Listening, the document includes the Research and Media applications that draw upon standards already in those strands. This both reaffirms the centrality of the core processes of reading, writing, speaking, and listening and shows how those processes can be combined and extended to describe key communicative acts in the classroom and workplace.

In the Research and Media applications, specific Reading, Writing, and Speaking and Listening standards are identified with a letter or letters corresponding to the relevant strand (R for Reading, W for Writing, and S&L for Speaking and Listening) and a number or letter corresponding to the statement within that strand. For example, R-14 refers to the fourteenth statement in the Standards for Student

Performance in Reading, and W-A refers to the first statement of the Standards for Range and Content in Writing.

Supporting Materials: Reading and Writing Exemplars
Reading and Writing exemplars, and their accompanying annotations, are used to lend further specificity to the standards.

Reading Exemplars
The Reading exemplars, representing a range of subject areas, time periods, cultures, and formats, illustrate the level of text complexity students ready for college and careers must be able to handle on their own. The exemplars are mostly excerpts or representations of larger works. To be truly college and career ready, students must be able to handle full texts—poems, short stories, novels, technical manuals, research reports, and the like. Annotations accompanying the exemplars explain how each text meets the criterion of high text complexity. The annotations also provide brief performance examples that further clarify the meaning and application of the standards.

~~Writing Exemplars~~ **- Coming in the next draft**
~~The Writing exemplars are authentic samples of student writing created across the nation under a variety of conditions and for a variety of purposes and audiences. Annotations accompanying the exemplars indicate how these samples meet the Standards for Student Performance in Writing.~~

Core Standards for Reading Informational and Literary Texts

Standards for the Range and Content of Student Reading

A. **Complexity:** A crucial factor in readiness for college and careers is students' ability to comprehend complex texts independently. In college and careers, students will need to read texts characterized by demanding vocabulary, subtle relationships among ideas or characters, a nuanced rhetorical style and tone, and elaborate structures or formats. These challenging texts require the reader's close attention and often demand rereading in order to be fully understood.

B. **Quality:** The literary and informational texts chosen for study should be rich in content and in a variety of disciplines. All students should have access to and grapple with works of exceptional craft and thought both for the insights those works offer and as models for students' own thinking and writing. These texts should include classic works that have broad resonance and are alluded to and quoted often, such as influential political documents, foundational literary works, and seminal historical and scientific texts. Texts should also be selected from among the best contemporary fiction and nonfiction and from a diverse range of authors and perspectives.

C. **Vocabulary:** To be college and career ready, students must encounter and master a rich vocabulary. Complex texts often use challenging words, phrases, and terms that students typically do not encounter in their daily lives. Specific disciplines and careers have vocabularies of their own. Attentive reading of sophisticated works in a wide range of fields, combined with close attention to vocabulary, is essential to building comprehension and knowledge.

D. **Range:** Students must be able to read a variety of literature, informational texts, and multimedia sources in order to gain the knowledge base they need for college and career readiness.

   Literature: Literature enables students to access through imagination a wide range of experiences. By immersing themselves in literature, students enlarge their experiences and deepen their understanding of their own and other cultures. Careful reading of literature entails attentiveness to craft and details of design, which has broad value for students' work in college and career environments.

   Informational Text: Because most college and workplace reading is nonfiction, students need to hone their ability to acquire knowledge from informational texts. Workplace and discipline-specific reading will often require students to demonstrate persistence as they encounter a large amount of unfamiliar and often technical vocabulary and concepts. Students must demonstrate facility with the features of texts particular to a variety of disciplines, such as history, science, and mathematics.

   Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects.

E. **Quantity*:*** Students must have the capacity to handle independently the quantity of reading material, both in print and online, required in college and workforce training. Studies show that the amount of reading students face in high school is often far lower than that required for typical first-year college courses. Students need to be able to perform a close reading of a much higher volume of texts and to sort efficiently through large amounts of print and online information in search of specific facts or ideas.

Note: *The essential role of independence in college and career readiness:* The significant scaffolding that often accompanies reading in high school usually disappears in college and workforce training environments. Students must therefore have developed their ability to read texts of sufficient complexity, quality, and range on their own. To become independent, students must encounter unfamiliar texts presented without supporting materials.

Core Standards for Reading Informational and Literary Texts

Standards for Student Performance

1. Determine both what the text says explicitly and what can be inferred logically from the text.
2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.
3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.
4. Delineate the main ideas or themes in the text and the details that elaborate and support them.
5. Determine when, where, and why events unfold in the text, and explain how they relate to one another.
6. Analyze the traits, motivations, and thoughts of individuals in fiction and nonfiction based on how they are described, what they say and do, and how they interact.
7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.
8. Analyze how specific word choices shape the meaning and tone of the text.
9. Analyze how the text's organizational structure presents the argument, explanation, or narrative.
10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.
11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.
12. Extract key information efficiently in print and online using text features and search techniques.
13. Ascertain the origin, credibility, and accuracy of print and online sources.
14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.
15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.
16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.
17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and solve problems.
18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.

Note: *These Standards for Student Performance, as is the case for every strand, must be demonstrated across the range and content from the preceding page.* They are meant to apply to fiction and nonfiction. For example:

- "Determine when, where, and why events unfold" applies to plot and setting in literature as well as the sequence of a scientific procedure.
- "Analyze the traits, motivations, and thoughts of individuals" applies to studying characters in fiction and figures in historical texts.

Core Standards for Writing

Standards for the Range and Content of Student Writing

A. **Purpose:**

Make an Argument: While many high school students have experience presenting their opinions, they need to be able to make arguments supported by evidence in order to be ready for careers and college. Students must be able to frame the debate over a claim, present the reasoning and evidence for the argument, and acknowledge and address its limitations. In some cases, students will make arguments to gain entry to college or to obtain a job, laying out their qualifications or experience. In college, students might defend an interpretation of a work of literature or of history; in the workplace, employees might write to recommend a course of action.

Inform or Explain: In college and in workforce training, writing is a key means for students to show what they know and to share what they have seen. Writing to inform or explain often requires students to integrate complex information from multiple sources in a lucid fashion. Explanations can take the form of laying out facts about a new technology or documenting findings from historical research; well-crafted explanations often make fresh connections and express ideas creatively.

B. **Audience:** Students must adapt their writing so that it is appropriate to the audience by choosing words, information, structures, and formats that conform to the conventions of the discipline in which they are writing. The form and use of evidence in literary analysis, for example, are likely to be quite different from those in geology or business. Students must also be able to consider their audience's background knowledge and potential objections to an argument.

C. **Situation:**

On-demand Writing: Students must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline. College and career readiness requires that students be able to write effectively to a prompt on an exam or respond quickly yet thoughtfully to a supervisor's urgent request for information.

Writing over Time: Students must be able to revisit and make improvements to a piece of their writing over multiple drafts when circumstances encourage or require it. To improve writing through revision, students must be capable of distinguishing good changes from ones that would weaken the writing.

D. **Technology and Collaboration:** Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback.

E. **Quantity:** The evidence is clear that, in order to become better writers, students must devote significant time to producing writing. Students must practice writing several analytical pieces each term if they are to achieve the deep analysis and interpretation of content expected for college and careers.

Note on narrative writing:

Narrative writing is an important mode of writing; it is also a component of making an argument and writing to inform or explain. Telling an interesting story effectively or providing an accurate account of a historical incident requires the skillful use of narrative techniques. Narrative writing requires that students present vivid, relevant details to situate events in a time and place and also craft a structure that lends a larger shape and significance to those details. As an easily grasped and widely used way to share information and ideas with others, narrative writing is a principal stepping-stone to writing forms directly relevant to college and career readiness.

Core Standards for Writing

Standards for Student Performance

1. Establish and refine a topic or thesis that addresses the specific task and audience.
2. Gather the information needed to build an argument, provide an explanation, or address a research question.
3. Sustain focus on a specific topic or argument.
4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.
5. Create a logical progression of ideas or events, and convey the relationships among them.
6. Choose words and phrases to express ideas precisely and concisely.
7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.
8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.
9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.
10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.
11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.
12. Use technology as a tool to produce, edit, and distribute writing.

When **writing to inform or explain**, students must also do the following:

13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.
14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.
15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.

When **writing arguments**, students must also do the following:

16. Establish a substantive claim, distinguishing it from alternate or opposing claims.
17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.
18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

Note: "The conventions of standard written English" encompass a range of commonly accepted language practices designed to make writing clear and widely understood. When formal writing contains errors in grammar, usage, and mechanics, its meaning is obscured, its message is too easily dismissed, and its author is often judged negatively. Proper sentence structure, correct verb formation, careful use of verb tense, clear subject-verb and pronoun-antecedent agreement, conventional usage, and appropriate punctuation are of particular importance to formal writing.

Core Standards for Speaking and Listening

Standards for the Range and Content of Student Speaking and Listening

A. **Group and One-to-One Situations:** Students are expected to be able to speak and listen effectively in both groups and one-to-one. Success in credit-bearing college coursework, whether in the humanities, mathematics, or the sciences, depends heavily on being able to take in and respond to the concepts and information conveyed in lectures and class discussions. Success in the workplace is similarly dependent on listening attentively to colleagues and customers and expressing ideas clearly and persuasively.

   These speaking and listening skills may need to be applied differently in different settings. The immediate communication between two people might be replaced by formal turn taking in large-group discussions. When working in classroom or workplace teams, students should be able to ask questions that initiate thoughtful discussions, gain the floor in respectful ways, and build on the contributions of others to complete tasks or reach consensus.

B. **Varied Disciplinary Content:** Students must adapt their speaking and listening to a range of disciplines to communicate effectively. Each academic discipline and industry has its own vocabulary and conventions; for instance, evidence is handled and discussed differently in literary analysis than in history or medicine or the sciences. College- and career-ready students must develop a foundation of disciplinary knowledge and conventions in order not only to comprehend the complexity of information and ideas but also to present and explain them.

C. **Multimedia Comprehension:** New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and also must integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audience. Multimedia accelerates the speed at which connections between reading, writing, speaking, and listening can be made, requiring students to be ready to use these skills nearly simultaneously.

Core Standards for Speaking and Listening

Standards for Student Performance

1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.
2. Present information, findings, and supporting evidence clearly and concisely.
3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.
4. Demonstrate command of formal Standard English when appropriate to task and audience.
5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.
6. Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.
7. Ask relevant questions to clarify points and challenge ideas.
8. Respond constructively to advance a discussion and build on the input of others.

Note: "Style appropriate to the topic, purpose, and audience" includes word choice specific to the demands of the discipline as well as delivery techniques such as gestures and eye contact that contribute to effective message delivery.

"Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric" includes distinguishing facts from opinions and determining whether the speaker is biased and evidence has been distorted.

Application of the Core: Research

The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks such as research. This section shows how standards in the core incorporate the skills of research.

To be college and career ready, students must engage in research and present their findings in writing and orally, in print and online. The ability to conduct research independently and effectively plays a fundamental role in gaining knowledge and insight in college and the workplace.

Research as described here is not limited to the formal, extended research paper nor simply to gathering information from books; rather, research encompasses a flexible yet systematic approach to resolving questions and investigating issues through the careful collection, analysis, synthesis, and presentation of information from a wide range of print and digital sources, such as historical archives and online interviews. With well-developed research skills, students have the tools to engage in sustained inquiry as well as the sort of short, focused research projects that typify many assignments in college and the workplace.

Research in the digital age offers new possibilities as well as new or heightened challenges. While the Internet provides ready access to unprecedented amounts of primary and secondary source material (such as oral histories, historical documents, maps, and scientific reports), students sorting through this wealth of data must be skilled at and vigilant in determining the origin and credibility of these sources.

The following Core Standards pertain to elements of the research process and particular research skills required for college and career readiness:

Formulate research questions:
- Establish and refine a topic or thesis that addresses the specific task and audience. (W-1)
- Establish a substantive claim, distinguishing it from alternate or opposing claims. (W-16)

Gather and evaluate relevant information from a range of sources:
- Gather the information needed to build an argument, provide an explanation or address a research question. (W-2)
- Extract key information efficiently in print and online using text features and search techniques. (R-12)
- Ascertain the origin, credibility, and accuracy of print and online sources. (R-13)
- Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14)
- Follow the progression of the speaker's message and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. (S&L-6)

Analyze research sources:
- Delineate the main ideas or themes in the text and the details that elaborate and support them. (R-4)
- Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5)
- Discern the most important ideas, events, or information and summarize them accurately and concisely. (R-3)
- Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11)
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13)
- Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes. (R-15)
- Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate. (W-18)

Report findings:
- Link claims and evidence with clear reasons and ensure that the evidence is relevant and sufficient to support the claims. (W-17)
- Convey complex information clearly and coherently to the audience through purposeful selection and organization of the content. (W-14)
- Demonstrate understanding of the content by reporting the facts accurately and anticipating reader misconceptions. (W-15)
- Present information, findings, and supporting evidence, clearly and concisely. (S&L-2)
- Support and illustrate arguments and explanations with relevant details, examples, and evidence. (W-4)
- Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism. (W-10)

Application of the Core: Media

The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks such as media analysis and creation. This section shows how standards in the core apply to media.

Rapidly evolving technologies are powerful tools—but only for those who have the skills to put them to work. As the capability of the technology grows, students' command of these skills must only increase.

At the core of media mastery are the same fundamental capacities as are required offline in traditional print forms: an ability to access, understand, and evaluate complex materials and messages and to produce clear, effective communications. Media mastery does, however, call upon students to apply these core skills in new ways and contexts. Media enable students to communicate quickly with a large, often unknown, and broadly diverse audience. Whereas in the past, students may have had days or weeks to digest new information and formulate a response, the online environment pushes students to exercise judgment and present their responses in a matter of minutes.

Speed is not the only new factor. In the electronic world, reading, writing, speaking, and listening are uniquely intertwined. Multimedia forms force students to engage with constantly changing combinations of elements, such as graphics, images, hyperlinks, and embedded video and audio. The technology itself is changing quickly, creating new urgency for adaptation and flexibility on the part of students.

The following Core Standards describe the particular reading, writing, speaking, and listening skills that students will need in order to use media effectively in college and careers:

Standards for Range and Content drawn from each strand

Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects. [R-D]

Technology and Collaboration: Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback. [W-D]

Multimedia Comprehension: New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audiences. Multimedia accelerates the speed at which connections between reading, writing, and speaking and listening can be made, requiring students to be ready to use these skills nearly simultaneously. [S&L-C]

Standards for Student Performance drawn from each strand

Gather information from a wide array of electronic sources and multimedia:
- Extract key information efficiently in print and online using text features and search techniques. (R-12)
- Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11)
- Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5)

Evaluate information from digital media:
- Ascertain the origin, credibility, and accuracy of print and online sources. (R-13)
- Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14)
- Follow the progression of the speaker's message and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. (S&L-6)

Create and distribute media communications:
- Use technology as a tool to produce, edit, and distribute writing. (W-12)
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13)
- Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding. (S&L-3)

Illustrative Texts

Exemplars of Reading Text Complexity

As described in the Standards for the Range and Content of Student Reading, college- and career-ready students must be able to read texts of sufficient complexity on their own. Studies show that many students who are unable to read sufficiently challenging texts independently by the end of high school struggle with the reading demands of college; many twenty-first-century careers likewise demand that people be able to obtain, search through, and comprehend large amounts of often technical information.

To develop that ability, students should engage with high-quality texts that provide strong models of thinking and writing, that challenge them intellectually, and that introduce them to rich content, sophisticated vocabulary, and examples of exceptional craft. The reading students do should be broad and deep, allowing them to extend their knowledge of particular subjects as well as learn about the features of texts written for different disciplines, audiences, and purposes. While no sampling can do justice to the numerous ways in which different authors craft complex prose, as a collection the exemplar texts below illustrate the level of complexity that college- and career-ready students should be able to handle independently by the end of high school. Texts in translation have not been included in this draft but will be part of future drafts.

How Text Complexity was Determined

In addition to surveys of required reading in twelfth grade and the first year of college as well as consultations with experts, two leading measurement systems were used to help make the selections below. The first system—a methodology described by Jeanne Chall and her coauthors in *The Qualitative Assessment of Text Difficulty*—employs trained raters to measure the sophistication of vocabulary, density of ideas, and syntactic complexity in a text as well as the general and subject-specific knowledge and the level of reasoning required for understanding it. The second system, Coh-Metrix, incorporates into its computer-based analysis more than sixty specific indices of syntax, semantics, readability, and cohesion to assess text complexity. Central to its assessment are measures of text cohesiveness, which is the degree to which the text uses explicit markers to link ideas. By analyzing the degree to which those links are missing in a text—and therefore the degree to which a reader must make inferences to connect ideas—this measure gauges a key factor in the comprehension demand of a text.

The two methods described above have limitations. The complexity of poems (such as "O Captain! My Captain!") cannot be assessed by Coh-Metrix because poetry adheres to different rules of construction than does prose. Similarly, while individual stories in the sample *New York Times* front pages can be measured for complexity by Coh-Metrix, the method does not capture how the electronic environment enhances or detracts from readability. However, for those exemplar texts whose complexity could be measured by both systems, comparable results were yielded by Coh-Metrix and the Chall method.

Note: The samples of complex text are supplemented by brief performance examples that further clarify the meaning of the standards. These illustrate specifically the application of the performance standards to texts of sufficient complexity, quality, and range. Relevant standards are noted in brackets following each sample performance.

Notes on Illustrative Text #1

Pride and Prejudice by Jane Austen

Jane Austen's *Pride and Prejudice* is a sophisticated literary text featuring multiple plotlines, a style and word choice reflective of its time period and setting, and subtle relationships among characters; the excerpt here can only illustrate some of the complexities that readers of the full work will encounter. The novel's opening sentence—"It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife"—signals that today's readers will need to employ literary imagination and historical context to re-create for themselves a world largely in the past. The novel's style is elaborate, with many lengthy and, to the modern ear, formal-sounding sentences typical of the period during which the novel was written. While the dialogue is less formal than much of the surrounding text, words and phrases such as *let* (to mean "rent" or "lease") and *chaise and four* (referring to a type of carriage) mark the novel's setting. The excerpt suggests also the kind of close reading of the subtleties of character that readers must perform. The banter between Mr. and Mrs. Bennet reveals both affection and difference of opinion, and it offers clues to the mores of well-to-do English society in the early nineteenth century.

Sample performance aligned with the Core Standards

Students analyze the first impressions given of Mr. and Mrs. Bennet in the first chapter of *Pride and Prejudice* based on how the characters are described, what they say and do, and how they interact. Students compare these first impressions with their later understanding based on how the characters develop throughout the novel. [R-6]

Illustrative Text #1

from *Pride and Prejudice*

Chapter 1

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families that he is considered as the rightful property of some one or other of their daughters.

"My dear Mr. Bennet," said his lady to him one day, "have you heard that Netherfield Park is let at last?"

Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it."

Mr. Bennet made no answer.

"Do not you want to know who has taken it?" cried his wife impatiently.

"*You* want to tell me, and I have no objection to hearing it."

This was invitation enough.

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

"What is his name?"

"Bingley."

"Is he married or single?"

"Oh! single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!"

"How so? how can it affect them?"

"My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."

"Is that his design in settling here?"

"Design! nonsense, how can you talk so! But it is very likely that he *may* fall in love with one of them, and therefore you must visit him as soon as he comes."

"I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley might like you the best of the party."

"My dear, you flatter me. I certainly *have* had my share of beauty, but I do not pretend to be any thing extraordinary now. When a woman has five grown-up daughters she ought to give over thinking of her own beauty."

"In such cases a woman has not often much beauty to think of."

"But, my dear, you must indeed go and see Mr. Bingley when he comes into the neighbourhood."

"It is more than I engage for, I assure you."

"But consider your daughters. Only think what an establishment it would be for one of them. Sir William and Lady Lucas are determined to go, merely on that account, for in general, you know, they visit no new-comers. Indeed you must go, for it will be impossible for us to visit him if you do not."

"You are over-scrupulous surely. I dare say Mr. Bingley will be very glad to see you; and I will send a few lines by you to assure him of my hearty consent to his marrying whichever he chuses of the girls: though I must throw in a good word for my little Lizzy."

"I desire you will do no such thing. Lizzy is not a bit better than the others; and I am sure she is not half so handsome as Jane, nor half so good-humoured as Lydia. But you are always giving *her* the preference."

"They have none of them much to recommend them," replied he; "they are all silly and ignorant, like other girls; but Lizzy has something more of quickness than her sisters."

"Mr. Bennet, how can you abuse your own children in such a way! You take delight in vexing me. You have no compassion on my poor nerves."

"You mistake me, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them with consideration these twenty years at least."

"Ah! you do not know what I suffer."

"But I hope you will get over it, and live to see many young men of four thousand a year come into the neighbourhood."

"It will be no use to us if twenty such should come, since you will not visit them."

"Depend upon it, my dear, that when there are twenty, I will visit them all."

Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three-and-twenty years had been insufficient to make his wife understand his character. *Her* mind was less difficult to develope. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news.

Notes on Illustrative Text #2

"O Captain! My Captain!" by Walt Whitman

Though poetry's complexity cannot be assessed by the measures of readability used for the prose exemplars, "O Captain! My Captain!" by Walt Whitman clearly has many of the features of complex texts listed in the Standards for the Range and Content of Student Reading. Modern readers must work to understand what would have been obvious to readers in 1865: "O Captain! My Captain!" is an extended-metaphor poem intended to convey Whitman's and the North's grief over the assassination of Abraham Lincoln so near the conclusion of hostilities in the Civil War. Every element in the poem stands for something else, with the captain representing Lincoln, the ship representing the Union (or the "ship of state"), the voyage representing the war, and so on. Historical context, along with skill in reading literature, is thus particularly important to interpreting this text.

Sample performance aligned with the Core Standards

Students apply knowledge gained from reading the *New York Times* articles on Lincoln's assassination to their understanding of the poem "O Captain! My Captain!" Specifically, students draw on the description of the crowd's response to the attack on Lincoln to inform their understanding of Whitman's poem. [R-17]

Illustrative Text #2

"O Captain! My Captain!" by Walt Whitman

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought
is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring,
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores
a-crowding,
For you they call, the swaying mass, their eager faces turning,
Here, Captain! dear father!
This arm beneath your head;
It is some dream that on the deck
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still
My father does not feel my arm, he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed
and done,
From fearful trip, the victor ship comes in with object won;
Exult, O shores, and ring O bells!
But I with mournful tread
Walk the deck my Captain lies,
Fallen cold and dead.

Notes on Illustrative Text #3

The front page of the *New York Times*, April 15, 1865

The challenge posed to a modern reader by the front page of the *New York Times* on April 15, 1865, is significant in terms of format, timeliness, and point of view. Unlike the graphically heavy front page of modern newspapers, this 1865 *New York Times* front page is mostly uninterrupted columns of text. The reader is obviously expected to proceed from top to bottom and left to right across the page, but little other guidance is provided. Because the assassination of Lincoln was still "breaking news" as this edition of the *Times* would have gone to press, some details of the event would have not yet been known; readers will have to sort out what they know about the assassination from what the people reading the paper on that Saturday morning would just have been learning. Three accounts of the events rather than one are provided here, and the sourcing and tone vary greatly. Certain details found in one place are contradicted in another: the "Detail of the Occurrence," for example, suggests that Lincoln may not have been mortally wounded, but the main headline in the top left-hand corner of the page states "No Hopes Entertained of His Recovery." While the first two accounts aim at a certain objectivity, the third begins with a flourish that may surprise readers more used to a restrained style of journalism: "A stroke from Heaven laying the whole of the city in instant ruin could not have startled us as did the word that broke from Ford's Theatre a half hour ago that the President had been shot."

Sample performance aligned with the Core Standards

Students analyze how the three different accounts on the front page portray Lincoln's assassination, including which details are similar or different. [R-15]

Illustrative Text #3: The front page of the *New York Times*, April 15, 1865

http://timesmachine.nytimes.com/browser/1865/04/15/P1

The New-York Times.

VOL. XIV.....NO. 4230. NEW-YORK, SATURDAY, APRIL 15, 1865. PRICE FOUR CENTS

AWFUL EVENT.

President Lincoln Shot by an Assassin.

The Deed Done at Ford's Theatre Last Night.

THE ACT OF A DESPERATE REBEL

The President Still Alive at Last Accounts.

No Hopes Entertained of His Recovery.

Attempted Assassination of Secretary Seward.

EUROPEAN NEWS.

TWO DAYS LATER BY THE EUROPA.

The Insult to Our Cruisers by Portugal.

The American Minister at Lisbon Demands Satisfaction.

Dismissal of the Commander of Fort Belem Requested.

Further Advance in Five-Twenties.

FINANCIAL AND COMMERCIAL.

DETAILS OF THE DREADFUL TRAGEDY.

[OFFICIAL.]

War Department, Washington, April 15- 1:30 A.M.

Maj.-Gen. Dix:

This evening at about 9:30 P.M., at Ford's Theater, the President, while sitting in his private box with Mrs. Lincoln, Mrs. Harris, and Major Rathbum, was shot by an assassin, who suddenly entered the box and approached behind the President.

The assassin then leaped upon the stage, brandishing a large dagger or knife, and made his escape in the rear of the theater.

ANOTHER ACCOUNT.

Special Dispatch to the New-York Times.

Washington, Friday, April 14, 11:15 P.M.

A stroke from Heaven laying the whole of the city in instant ruin could not have startled us as did the word that broke from Ford's Theater a half hour ago that the President had been shot. It flew everywhere in five minutes, and set five thousand people in swift and excited motion on the instant.

DETAIL OF THE OCCURRENCE.

Washington, Friday, April 14- 12:30 A.M.

The President was shot in a theater tonight, and is, perhaps, mortally wounded. Secretary Seward was also assassinated.

SECOND DISPATCH.

Washington, Friday, April 14. President Lincoln and wife, with other friends, this evening visited Ford's Theater for the purpose of witnessing the performance of the "American Cousin."

Notes on Illustrative Text #4

The Declaration of Independence

The Declaration of Independence represents the kind of rich primary source material students should be able to read on their own by the end of high school. Though some of the lines ("We hold these truths . . .") are familiar to most American readers, the case against Great Britain that the Declaration lays out, expressed in elevated, sometimes archaic language (*unalienable*, *hath*, *usurpations*), requires careful examination to follow in its particulars. The beginning of the document, excerpted here, poses a reading challenge partly because of its philosophical abstractness. The first three sentences, although formally divided, are one continuous list of propositions ("truths") about the nature of government and the rights of the people. Further complicating the reading is that there is little explicit cohesion between sentences—links supplied by words and phrases such as "for example," "moreover," or "in addition"—to help readers understand the relationship between the ideas being expressed.

Sample performance aligned with the Core Standards

Students compare the argument that the Declaration makes justifying revolution to Martin Luther King, Jr.'s defense of civil disobedience in *Letter from Birmingham Jail*. [R-15]

Illustrative Text #4

from The Declaration of Independence

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive to these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new guards for their future security. —Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

Notes on Illustrative Text #5

Letter from Birmingham Jail by Martin Luther King, Jr.

Martin Luther King, Jr.'s, *Letter from Birmingham Jail* presents many challenges to the reader in terms of its format, purpose, tone, use of allusions, and language. Apart from letters to the editor (most of which are relatively short), public letters such as King's are uncommon today. The purpose of the text may also be confusing: King is ostensibly addressing his "Fellow Clergymen," but skilled readers will reasonably infer that King's message is intended for a broader audience. Though the tone of the text is measured, King's passion for his cause comes through. The author frequently points outside the *Letter* itself through allusions to other texts, including the Hebrew and Christian scriptures. Moreover, King uses sophisticated vocabulary (*cognizant*, *mutuality*, *provincial*, *gainsaying*) and figurative language (*garment of destiny*) throughout his text. However, the piece is both coherent in that its sequence is signaled ("While confined here . . . But more basically . . . Moreover, I am cognizant . . .") and cohesive in that its clauses and sentences are logically linked for the reader ("Just as the prophets . . . and just as the Apostle Paul . . . so am I compelled . . .").

Sample performance aligned with the Core Standards

Students evaluate the reasoning and rhetoric of the three very different arguments King makes to defend his being in Birmingham. Students assess the different kinds of evidence he uses to support each argument. [R-14]

Illustrative Text #5

from *Letter from Birmingham Jail**

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My Dear Fellow Clergymen:

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely." Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statements in what I hope will be patient and reasonable terms.

I think I should indicate why I am here In Birmingham, since you have been influenced by the view which argues against "outsiders coming in." I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty-five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct-action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I. compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

*As reprinted in *Why We Can't Wait* by King, Jr., M. L. (2000). New York City: Signet Classics.

Notes on Illustrative Text #6

Toni Morrison's Nobel lecture, 1993

Toni Morrison's Nobel lecture, though originally delivered orally, can be read on the page as a complex work of analysis and criticism. Its structure, syntax, imagery, language, and density of ideas contribute to the challenge of studying it in this manner. As this excerpt shows, Morrison begins with a folktale. While the "once upon a time" opening may lead readers into thinking that the lecture will primarily be in narrative form, Morrison uses the tale mainly as a springboard for an abstract, allegorical discussion of language, writing, and those who have no voice in society. Morrison often employs sophisticated sentences that require patience and concentration to follow. Readers may recognize places where Morrison varies sentence patterns to change pace and rhythm—particularly important to the oral delivery of the text. The images Morrison creates are powerful and poetic, the diction is elevated and academic, and the word choice is metaphorical and unconventional: "Official language smitheryed to sanction ignorance and preserve privilege is a suit of armor polished to shocking glitter, a husk from which the knight departed long ago." The richness and abstractness of the ideas in the lecture mean that rereadings may be necessary to comprehend and evaluate the ideas fully.

Sample performance aligned with the Core Standards

Students determine what Morrison means when she compares language to "a bird in the hand," including the different connotations of this phrase that she develops throughout the lecture. Students also explore what Morrison means by saying that both the bird and language can be "dead or alive." [R-7]

Illustrative Text #6

from Toni Morrison's Nobel lecture, 1993

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"Once upon a time there was an old woman. Blind but wise." Or was it an old man? A guru, perhaps. Or a griot soothing restless children. I have heard this story, or one exactly like it, in the lore of several cultures.

"Once upon a time there was an old woman. Blind. Wise."

In the version I know the woman is the daughter of slaves, black, American, and lives alone in a small house outside of town. Her reputation for wisdom is without peer and without question. Among her people she is both the law and its transgression. The honor she is paid and the awe in which she is held reach beyond her neighborhood to places far away; to the city where the intelligence of rural prophets is the source of much amusement.

One day the woman is visited by some young people who seem to be bent on disproving her clairvoyance and showing her up for the fraud they believe she is. Their plan is simple: they enter her house and ask the one question the answer to which rides solely on her difference from them, a difference they regard as a profound disability: her blindness. They stand before her, and one of them says, "Old woman, I hold in my hand a bird. Tell me whether it is living or dead."

She does not answer, and the question is repeated. "Is the bird I am holding living or dead?"

Still she doesn't answer. She is blind and cannot see her visitors, let alone what is in their hands. She does not know their color, gender or homeland. She only knows their motive.

The old woman's silence is so long, the young people have trouble holding their laughter.

Finally she speaks and her voice is soft but stern. "I don't know", she says. "I don't know whether the bird you are holding is dead or alive, but what I do know is that it is in your hands. It is in your hands."

Her answer can be taken to mean: if it is dead, you have either found it that way or you have killed it. If it is alive, you can still kill it. Whether it is to stay alive, it is your decision.

Whatever the case, it is your responsibility.

For parading their power and her helplessness, the young visitors are reprimanded, told they are responsible not only for the act of mockery but also for the small bundle of life sacrificed to achieve its aims. The blind woman shifts attention away from assertions of power to the instrument through which that power is exercised.

Speculation on what (other than its own frail body) that bird-in-the-hand might signify has always been attractive to me, but especially so now thinking, as I have been, about the work I do that has brought me to this company. So I choose to read the bird as language and the woman as a practiced writer. She is worried about how the language she dreams in, given to her at birth, is handled, put into service, even withheld from her for certain nefarious purposes. Being a writer she thinks of language partly as a system, partly as a living thing over which one has control, but mostly as agency—as an act with consequences. So the question the children put to her: "Is it living or dead?" is not unreal because she thinks of language as susceptible to death, erasure; certainly imperiled and salvageable only by an effort of the will. She believes that if the bird in the hands of her visitors is dead the custodians are responsible for the corpse. For her a dead language is not only one no longer spoken or written, it is unyielding language content to admire its own paralysis. Like statist language, censored and censoring. Ruthless in its policing duties, it has no desire or purpose other than maintaining the free range of its own narcotic narcissism, its own exclusivity and dominance. However moribund, it is not without effect for it actively thwarts the intellect, stalls conscience, suppresses human potential. Unreceptive to interrogation, it cannot form or tolerate new ideas, shape other thoughts, tell another story, fill baffling silences. Official language smitheryed to sanction ignorance and preserve privilege is a suit of armor polished to shocking glitter, a husk from which the knight departed long ago. Yet there it is: dumb, predatory, sentimental. Exciting reverence in schoolchildren, providing shelter for despots, summoning false memories of stability, harmony among the public.

Notes on Illustrative Text #7

Inquiry into Life, 12th edition, by Sylvia S. Mader

These excerpts, and the prominent college-level biology textbook from which they are drawn, represent some of the challenges presented by complex writing in natural science, including discipline-specific terms (*covalent bond*, *plasma membrane*, *neurotransmitter*), everyday language used in specialized ways (*shell*, *channel*), abbreviations (H^+, *AChE*), and chains of cause-effect relationships that together describe sometimes elaborate processes. Although the figures the author, Sylvia S. Mader, refers to in the text are not included with these excerpts, students reading the larger work will have to integrate words, illustrations, and diagrams to make full sense of the ideas and concepts she describes. For these reasons and others, comprehension may be difficult for readers who have not had experience independently reading similar kinds of text and who lack a knowledge base in the subject. The author does employ a number of cohesive features to help readers understand the terminology and to link ideas. She repeats content words to let readers follow the flow of ideas; she sets up contrastive situations to illustrate the ideas (within, for example, the first and the third paragraphs below); and she uses transitional links ("In some synapses . . . In other synapses . . .") to help readers construct meaning.

Sample performance aligned with the Core Standards

Students discern the most important information in the description of covalent bonding and provide an accurate summary of the concept. [R-3]

Illustrative Text #7

from *Inquiry into Life*, 12th edition

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A **covalent bond** results when two atoms share electrons in such a way that each atom has an octet of electrons in the outer shell. In a hydrogen atom, the outer shell is complete when it contains two electrons. If hydrogen is in the presence of a strong electron acceptor, it gives up its electron to become a hydrogen ion (H^+). But if this is not possible, hydrogen can share with another atom and thereby have a completed outer shell. For example, one hydrogen atom will share with another hydrogen atom. Their two orbitals overlap, and the electrons are shared between them. Because they share the electron pair, each atom has a completed outer shell.

* * * * * * * *

The passage of salt (NaCl) across a plasma membrane is of primary importance to most cells. The chloride ion (Cl^-) usually crosses the plasma membrane because it is attracted by positively charged sodium ions (Na^+). First sodium ions are pumped across a membrane, and then chloride ions simply diffuse through channels that allow their passage.

As noted in Figure 4.2*a*, the genetic disorder cystic fibrosis results from a faulty chloride channel. Ordinarily, after chloride ions have passed though the membrane, sodium ions (Na^+) and water follow. In cystic fibrosis, Cl^- transport is reduced, and so is the flow of Na^+ and water.

* * * * * * * *

Once a neurotransmitter has been released into a synaptic cleft and has initiated a response, it is removed from the cleft. In some synapses, the postsynaptic membrane contains enzymes that rapidly inactivate the neurotransmitter. For example, the enzyme **acetylcholinesterase (AChE)** breaks down acetylcholine. In other synapses, the presynaptic membrane rapidly reabsorbs the neurotransmitter, possibly for repackaging in synaptic vesicles or for molecular breakdown. The short existence of neurotransmitters at a synapse prevents continuous stimulation (or inhibition) of postsynaptic membranes.

Notes on Illustrative Text #8

Sample business memo (ACT WorkKeys Reading for Information Test)

Though not a typical kind of reading in high school classrooms, the business communication, such as the one sampled here, is a form that career-ready students will need to be able to comprehend independently. This text, taken from ACT's WorkKeys Reading for Information Test, is challenging in large part because, like many such communications, it contains important, detailed information intended for a specialized audience. Structurally, the text offers little guidance on how it should be read. Potentially vital details appear throughout and are mingled with other details irrelevant to some readers (e.g., those without children). Even the paragraphing is somewhat inconsistent, especially between the first and second paragraphs. While the sentences are not particularly long and the language is not overly technical, the density of information and its lack of prioritization make this a complex text.

Sample performance aligned with the Core Standards

Students infer from the memo the conditions under which children who are under nineteen are not covered by the health plan. [R-1]

Illustrative Text #8

Sample business memo

WorkKeys Reading for Information Test has been reproduced with permission of ACT, Inc.

DETERMINING ELIGIBILITY FOR MEDICAL COVERAGE

All full-time employees of the company who work an average of at least 30 hours per week are eligible under this plan. Coverage begins on the first day of the month following the 30 days of active full-time employment. If employees enroll within 31 days of the date they are eligible, medical evidence of good health is not required. Temporary and part-time employees are not eligible. Employees are no longer eligible under this plan one month after the date they begin active duty in the armed forces of any country and continuing for the duration of their service.

If employees enroll their dependents within 31 days of the date they become eligible, medical evidence of good health is not required. If they do not, they will be required to submit evidence of good health for each dependent, at their expense, which is satisfactory to the company.

The following dependents are eligible under this plan: employees' spouses, employees' unmarried children under age 19, employees' unmarried dependent children under age 23 who are attending trade school, college, or university on a full-time basis, or employees' unmarried disabled children age 19 and over. Coverage ceases when spouses or children cease to be dependent upon employees for support. In the case of employees' spouses this is if they are legally separated or divorced. In the case of disabled children, this is when they are no longer disabled. Coverage will cease when dependents have served in the armed forces of any country for more than one month, or when maximum benefits have been paid.

Notes on Illustrative Text #9

FedViews, July 9, 2009, by Mary C. Daly
(The Federal Reserve Bank of San Francisco's Web site)

This text illustrates some of the difficulties posed by integrating information gained from words and graphics. This sort of challenge is common in writing designed to inform or explain, including writing in the workplace. The bullet point format used here means that the kind of explicit transitions between ideas typically found in prose are missing; readers will have to infer relationships between the points made by the author, Mary C. Daly, and synthesize the information into a coherent whole. Readers will furthermore have to analyze both the words and the graphics, integrate the information, and check to see whether each source of information supports the other. Daly also uses a great deal of specialized language; the terms *feedback loop*, *credit availability*, and *barriers to credit* all appear in just the first bullet point here.

Sample performance aligned with the Core Standards

Students synthesize information drawn from the text as well as the graphs in order to gain an overarching view of the economy on July 9, 2009. [R-11]

Illustrative Text #9

from FedViews, July 9, 2009

Reprinted from the Federal Reserve Bank of San Francisco's FedViews of July 9, 2009. The opinions expressed in this article do not necessarily reflect the views of the management of the Federal Reserve Bank of San Francisco, or of the Board of Governors of the Federal Reserve System.

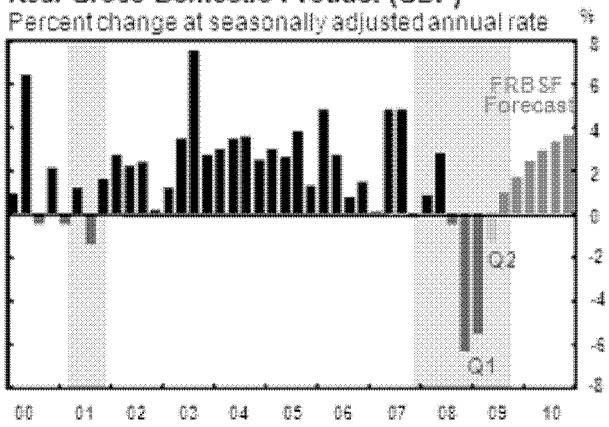
Mary C. Daly, vice president and director of the Center for the Study of Innovation and Productivity at the Federal Reserve Bank of San Francisco, states her views on the current economy and the outlook.

- Financial markets are improving, and the crisis mode that has characterized the past year is subsiding. The adverse feedback loop, in which losses by banks and other lenders lead to tighter credit availability, which then leads to lower spending by households and businesses, has begun to slow. As such, investors' appetite for risk is returning, and some of the barriers to credit that have been constraining businesses and households are diminishing.
- Income from the federal fiscal stimulus, as well as some improvement in confidence, has helped stabilize consumer spending. Since consumer spending accounts for two-thirds of all economic activity, this is a key factor affecting our forecast of growth in the third quarter.
- The gradual nature of the recovery will put additional pressure on state and local budgets. Following a difficult 2009, especially in the West, most states began the 2010 fiscal year on July 1 with even larger budget gaps to solve.
- Still, many remain worried that large fiscal deficits will eventually be inflationary. However, a look at the empirical link between fiscal deficits and inflation in the United States shows no correlation between the two. Indeed, during the 1980s, when the United States was running large deficits, inflation was coming down.

Modest recovery to begin in Q3

Real Gross Domestic Product (GDP)

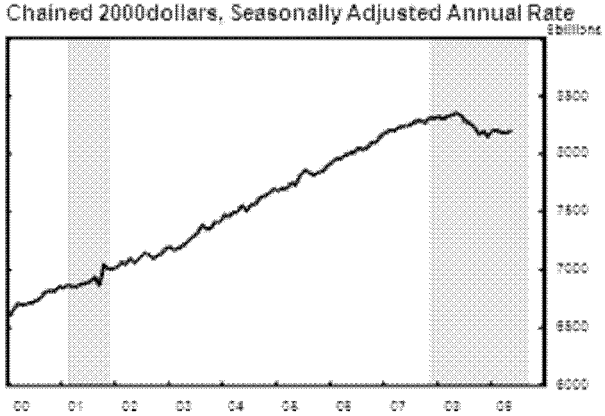
Percent change at seasonally adjusted annual rate



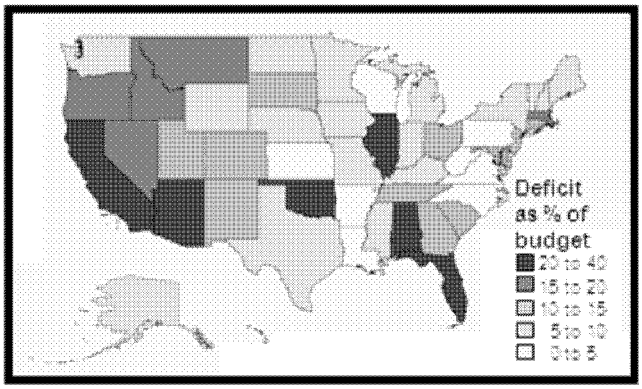
Consumers hanging on

Real Personal Consumption Expenditures

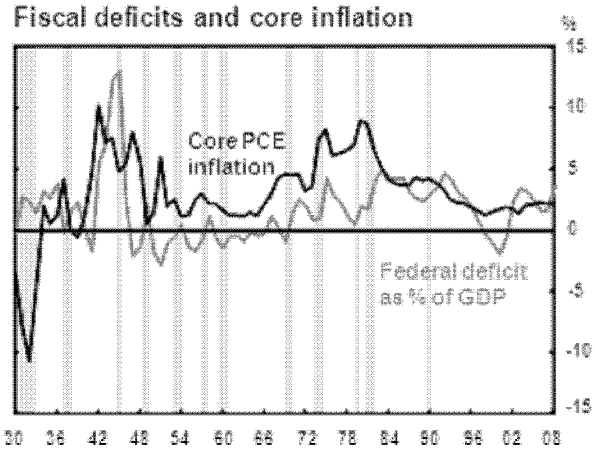
Chained 2000dollars, Seasonally Adjusted Annual Rate



State budget gaps pervasive in 2009



No link between deficits and inflation



Notes on Illustrative Text #10

The front page of the *New York Times*, Web version, August 18, 2009, 9:03 a.m. ET

The challenge offered by this online text and others like it is very different from that offered by a complex continuous text in, say, the sciences. The brief passages are not conceptually difficult, the language is not technical or esoteric, and the sentences are not particularly complex. But these characteristics belie the complexity of the reading task. An online text of this kind requires readers to apply their print-reading skills in tandem with their knowledge of how to use online periodicals. The editors and designers have assigned levels of importance to individual stories and images, as measured by their size and position in the layout. The page itself uses words, numbers, icons, and other visual elements (e.g., line, color, and shape) to guide readers further. Headings in various colors direct readers to particular sections (OPINION, MARKETS, HEALTH), while links direct readers to particular stories ("Taliban Talks Are Key Issue in Afghan Vote"). Time markers ("3 minutes ago") help readers assess how new the information in a given story is. The text requires readers to make choices about which links to follow based on their understanding of how online text is typically structured and on a minimum of additional information (e.g., an icon of a camera, a drop-down menu in an ad).

Sample performance aligned with the Core Standards

Students select an article and use search terms and other features of the online text to research a specific aspect of the subject in more depth. [R-12]

Illustrative Text #10

The front page of the *New York Times*, Web version, August 18, 2009, 9:03 a.m. ET

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College and Career Readiness Standards for Mathematics

Draft for Review and Comment

September 21, 2009

DRAFT

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Introduction

The *College and Career Readiness Standards for Mathematics* consist of three interconnected parts: a Standard for Mathematical Practice, ten Standards for Mathematical Content, and a set of Example Tasks.

The Standard for Mathematical Practice has six Core Practices that describe the way proficient students approach mathematics. Proficient students attend to precision, construct viable arguments, make sense of complex problems and persevere in solving them, look for hidden structure, note regularity in repeated reasoning, and use technology intelligently. This approach to mathematics is an essential part of being ready for college and career.

The Standards for Mathematical Content form the backbone of this document. Each of these ten standards consists of Core Concepts, Core Skills, and a description of the student's Coherent Understanding. Students who encounter the subject with a focus on coherence will be better able to learn more mathematics at a deeper level and be better able to access and apply the mathematics they know. The ten Standards for Mathematical Content pull together topics previously studied and look ahead toward topics in further coursework and training programs.

The Standards for Mathematical Content are designed to draw greater attention to powerful organizing principles in mathematics, such as functional relationships or the laws of arithmetic. They also allow important distinctions to be made more clearly, such as that between Expressions and Equations. And they surface the deep connections that often underlie mathematical coherence, such as the blending of algebra with geometry represented by Coordinates. These ten are not categories or buckets of topics to cover; they are standards. They describe the coherence students need and deserve as they go forward to their mathematical futures.

The third component of the *College and Career Readiness Standards for Mathematics* is a Web-based collection of Example Tasks that exemplifies the variety of performances required. High standards demand that students *use* their knowledge, skills and good practices to solve problems from a variety of contexts, both within mathematics and from the world outside. Example Tasks exemplify the range and variety of use that is expected. Teachers and designers of curriculum and assessment will find in the collection of examples a guide to what these standards mean. Over time, the collection of tasks will grow.

Together, these three components establish an evidence-based standard for college and career readiness. The *College and Career Readiness Standards for Mathematics* have been created with attention to the expectations of the highest achieving countries. They have focus and depth, emphasizing the understanding of and connections among topics that are most important for success regardless of a student's pathway after reaching these standards.

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A primary goal of developing these standards is to enable students to achieve *mathematical proficiency* (see sidebar). Students are expected to understand the knowledge described in the Core Concepts and in the Coherent Understandings at a depth that enables them to reason with that knowledge—to analyze, interpret and evaluate mathematical problems, make deductions, and justify results. The Core Skills are meant to be used strategically and adaptively to solve problems. Students' knowledge and skills come to life and take their value when melded with the ways they approach mathematics—as described by the Core Practices.

The specific verbs used to describe concepts and skills in these standards are not meant to limit or indicate levels of any taxonomy. Although using verbs to indicate levels of depth has been a common practice in this country's standards writing, high performing nations do not use verbs in this way. They describe depth and practices first in separate sections of their syllabi. We have adopted the high performing countries' practice of focusing on a clear statement of what mathematics should be learned when writing standards for knowledge and skills.

Instruction, curriculum and assessment designed to achieve these standards should range over all strands of proficiency in *Adding It Up*, all depths of knowledge in Norman L. Webb's Depth of Knowledge taxonomy, all levels of Bloom's Taxonomy, and all levels of cognitive demand. In the Core Skills and Core Practices we have sometimes used terms like "explore" to indicate a lighter treatment with a goal of awareness and experience rather than proficiency. We have used Example Tasks to show the depth of knowledge and deployment of skills expected.

From *Adding it up: Helping children learn mathematics* (National Research Council, 2001, p. 116):

Recognizing that no term captures completely all aspects of expertise, competence, knowledge, and facility in mathematics, we have chosen mathematical proficiency to capture what we believe is necessary for anyone to learn mathematics successfully. Mathematical proficiency, as we see it, has five components, or strands:

- conceptual understanding—comprehension of mathematical concepts, operations, and relations
- procedural fluency—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
- strategic competence—ability to formulate, represent, and solve mathematical problems
- adaptive reasoning—capacity for logical thought, reflection, explanation, and justification
- productive disposition—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.

These standards are measurable; that is, they are observable and verifiable through the broad spectrum of student performances that may be assessed during classroom observation, school-based examinations and large-scale testing. The *College and Career Readiness Standards for Mathematics* can guide the development of assessment frameworks that distribute the assessment responsibilities across multiple levels of the educational system: state, district, school and teacher.

Students reaching these levels will be prepared for non-remedial college mathematics courses and will be prepared for training programs for career-level jobs; however, the *College and Career Readiness Standards for Mathematics* should not be construed as grade twelve exit standards. Students interested in STEM fields, and those who wish to go beyond for other reasons, will need to reach these standards before their senior year in order to have time to include additional mathematics. A number of pathways for advanced learning are possible and may be integrated throughout the high school experience and beyond.

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The Common Core State Standards Initiative

The *College and Career Readiness Standards for Mathematics* will anchor the next phase of the Common Core State Standards Initiative: development of K–12 Mathematics Standards. Those K–12 Standards are in turn expected to guide the development of a next generation of assessments, developed collaboratively by multiple states. The K–12 Mathematics Standards will serve as a guide and tool for aligning instruction, curriculum, assessment, teacher supports, and systems of accountability. To ensure alignment, the Standard for Mathematical Practice, the Standards for Mathematical Content, and the Example Tasks should all be taken into account.

Overview of the Mathematical Practice Standard

Attend to precision.
Construct viable arguments.
Make sense of complex problems and persevere in solving them.
Look for structure.
Look for and express regularity in repeated reasoning.
Make strategic decisions about the use of technological tools.

Overview of the Mathematical Content Standards

Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra.

Quantity. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true.

Functions. Functions model situations where one quantity determines another. Because nature and society are full of dependencies, functions are important tools in the construction of mathematical models.

Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

Shape. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships.

Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Probability. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1.

Statistics. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data.

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How Evidence Informed Decisions in Drafting the Standards

The Common Core State Standards Initiative builds on a generation of standards efforts led by states and national organizations. On behalf of the states, we have taken a step toward the next generation of standards that are aligned to college- and career-ready expectations and are internationally benchmarked. These standards are grounded in evidence from many sources that shows that the next generation of standards in mathematics must be focused on deeper, more thorough understanding of more fundamental mathematical ideas and higher mastery of these fewer, more useful skills.

The evidence that supports this new direction comes from a variety of sources. International comparisons show that high performing countries focus on fewer topics and that the U.S. curriculum is "a mile wide and an inch deep." Surveys of college faculty show the need to shift away from high school courses that merely survey advanced topics, toward courses that concentrate on developing an understanding and mastery of ideas and skills that are at the core of advanced mathematics. Reviews of data on student performance show the large majority of U.S. students are not mastering the mile wide list of topics that teachers cover.

The evidence tells us that in high performing countries like Singapore, the gap between what is taught and what is learned is relatively smaller than in Malaysia or the U.S. states. Malaysia's standards are higher than Singapore's, but their performance is much lower. One could interpret the narrower gap in Singapore as evidence that they actually use their standards to manage instruction; that is, Singapore's standards were set within the reach of hard work for their system and their population. Singapore's Ministry of Education flags its webpage with the motto, "Teach Less, Learn More." We accepted the challenge of writing standards that could work that way for U.S. teachers and students: By providing focus and coherence, we could enable more learning to take place at all levels.

However, a set of standards cannot be simplistically "derived" from any body of evidence. It is more accurate to say that we used evidence to inform our decisions. A few examples will illustrate how this was done.

For example, systems of linear equations are covered by all states, yet students perform surprisingly poorly on this topic when assessed by ACT. We determined that systems of linear equations have high coherence value, mathematically; that this topic is included by all high performing nations; and that it has moderately high value to college faculty. Result: We included it in our standards.

A different and more complex pattern of evidence appeared with families of functions. Again we found that students performed poorly on problems related to many advanced functions (trigonometric, logarithmic, quadratic, exponential, and so on). Again we found that a number of states cover them, even though college faculty rated them lower in value. High performing countries include this material, but with different degrees of demand. We decided that we had to carve a careful line through these topics so that limited teaching resources could focus where most important. We decided that students should

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develop deep understanding and mastery of linear and exponential functions. They should also have familiarity with other families of functions, and apply their algebraic, modeling and problem solving skills to them—but not develop in-depth technical mastery and understanding. Thus we defined two distinct levels of attention and identified which families of functions got which level of attention.

Why were exponential functions selected for intensive focus in the Functions standard instead of, say, quadratic functions? What tipped the balance was the high coherence value of exponential functions in supporting modeling and their wide utility in work and life. Quadratic functions were also judged to be well supported by expectations defined under Expressions and Equations.

These examples indicate the kind of reasoning, informed by evidence, that it takes to design standards aligned to the demands of college and career readiness in a global economy. We considered inclusion in international standards, requirements of college and the workplace, surveys of college faculty and the business community, and other sources of evidence. As we navigated these sometimes conflicting signals, we always remained aware of the finiteness of instructional resources and the need for deep mathematical coherence in the standards.

At the end of this document, there is a listing of a number of sources that played a role in the deliberations described above and more generally throughout the process to inform our decisions. A hyperlinked version of the bibliography can be found online at www.corestandards.org.

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College and Career Readiness Standards for Mathematics

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Mathematical Practice

Proficient students expect mathematics to make sense. They take an active stance in solving mathematical problems. When faced with a non-routine problem, they have the courage to plunge in and try something, and they have the procedural and conceptual tools to carry through. They are experimenters and inventors, and can adapt known strategies to new problems. They think strategically.

Students who engage in these practices discover ideas and gain insights that spur them to pursue mathematics beyond the classroom walls. They learn that effort counts in mathematical achievement.[a] These are practices that expert mathematical thinkers encourage in apprentices. Encouraging these practices in our students should be as much a goal of the mathematics curriculum as is teaching specific content topics and procedures.[b] Taken together with the Standards for Mathematical Content, they support productive entry into college courses or career pathways.

Core Practices · Students can and do:

1 Attend to precision.

Mathematically proficient students organize their own ideas in a way that can be communicated precisely to others, and they analyze and evaluate others' mathematical thinking and strategies noting the assumptions made. They clarify definitions. They state the meaning of the symbols they choose, are careful about specifying units of measure and labeling axes, and express their answers with an appropriate degree of precision. Rather than saying, "let v be speed and let t be time," they would say "let v be the speed in meters per second and let t be the elapsed time in seconds from a given starting time." They recognize that when someone says the population of the United States in June 2008 was 304,059,724, the last few digits indicate unwarranted precision.

2 Construct viable arguments.

Mathematically proficient students understand and use stated assumptions, definitions and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They break things down into cases and can recognize and use counterexamples. They use logic to justify their conclusions, communicate them to others and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.

3 Make sense of complex problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They consider analogous problems, try special cases and work on simpler forms. They evaluate their progress and change course if necessary. They try putting algebraic expressions into different forms or try changing the viewing window on their calculator to get the information they need. They look for correspondences between equations, verbal descriptions, tables, and graphs. They draw diagrams of relationships, graph data, search for regularity and trends, and construct mathematical models. They check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?"

4 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern. For example, in $x^2 + 5x + 6$ they can see the 5 as $2 + 3$ and the 6 as 2×3. They recognize the significance of an existing line in a geometric figure and can add an auxiliary line to make the solution of a problem clear. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects. For example, by seeing $5 - 3(x - y)^2$ as 5 minus a positive number times a square, they see that it cannot be more than 5 for any real numbers x and y.[b]

5 Look for and express regularity in repeated reasoning.

Mathematically proficient students pay attention to repeated calculations as they carry them out, and look both for general algorithms and for shortcuts. For example, by paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, they might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel in the expansions of $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ leads to the general formula for the sum of a geometric series. As they work through the solution to a problem, proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.[b]

6 Make strategic decisions about the use of technological tools.

Mathematically proficient students consider the available tools when solving a mathematical problem, whether pencil and paper, ruler, protractor, graphing calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software. They are familiar enough with all of these tools to make sound decisions about when each might be helpful. They use mathematical understanding and estimation strategically, attending to levels of precision, to ensure appropriate levels of approximation and to detect possible errors. They are able to use these tools to explore and deepen their understanding of concepts.

(a) For the importance of students' beliefs about effort, see the National Mathematics Advisory Panel's Report of the Task Group on Learning Processes, p. 4-10 (2008). (b) Cuoco, A., Goldenberg, E. P., and Mark, J., *Journal of Mathematical Behavior*, 15 (4), 375-402, 1996; *Focus in High School Mathematics*. Reston, VA: NCTM, in press; Harel, G., What is Mathematics? A Pedagogical Answer to a Philosophical Question. In R. B. Gold & R. Simons (Eds.), *Current Issues in the Philosophy of Mathematics From the Perspective of Mathematicians*, Mathematical Association of America, 2008.

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Number

Core Concepts · Students understand that:

A The real numbers include the rational numbers and are in one-to-one correspondence with the points on the number line.

B Quantities can be compared using division, yielding rates and ratios.

C A fraction can represent the result of dividing the numerator by the denominator; equivalent fractions have the same value.

D Place value and the rules of arithmetic form the foundation for efficient algorithms.

A Coherent Understanding of Number. Procedural fluency in operations with real numbers and strategic competence in approximation are grounded in an understanding of place value. The rules of arithmetic govern operations on numbers and extend to operations in algebra:

- Numbers can be added in any order with any grouping and multiplied in any order with any grouping.
- Adding 0 and multiplying by 1 both leave a number unchanged.
- All numbers have additive inverses, and all numbers except zero have multiplicative inverses.
- Multiplication distributes over addition.

Subtraction and division are defined in terms of addition and multiplication, so are also governed by these rules.

The place value system bundles units into 10s, then 10s into 100s, and so on, providing an efficient way to name large numbers. Subdividing in a similar way extends this to the decimal system, which provides an address system for locating all real numbers on the number line with arbitrarily high accuracy. Place value is the basis for efficient algorithms, reducing much computation to single-digit arithmetic. Mental computation strategies also make opportunistic use of the rules of arithmetic, as when the product $5\times177\times2$ is computed at a glance to obtain 1770, rather than methodically working from left to right.

An estimate may be more appropriate than an exact value, for example, when you want to know the number of calories in a meal. Often a result is reported using fewer digits than were calculated. A mature number sense includes having rules of thumb about how much accuracy is appropriate and understanding that accuracy to more than a few decimal places often takes substantial effort. Estimation and approximation are also useful in checking calculations.

Rational numbers represented as fractions can be located on the number line by seeing them as numbers expressed in different units; for example, 3/5 is 3 units, where each unit is 1/5. However, rational numbers do not fill out the number line. There are also irrational numbers, such as π or $\sqrt{2}$. Each point on the number line then corresponds to a real number that is either rational or irrational.

Connections to Expressions, Functions and Coordinates. The rules of arithmetic govern the manipulations of expressions and functions. Two perpendicular number lines define the coordinate plane.

Core Skills · Students can and do:

1 Compare numbers and make sense of their magnitude.

Include positive and negative numbers expressed as fractions, decimals, powers, and roots. Limit to square and cube roots. Include very large and very small numbers and the use of scientific notation.

2 Know when and how to use standard algorithms, and perform them flexibly, accurately and efficiently.*

3 Use mental strategies and technology to formulate, represent and solve problems.**

4 Solve multi-step problems involving fractions and percentages.

Include situations such as simple interest, tax, markups/markdowns, gratuities and commissions, fees, percent increase or decrease, percent error, expressing rent as a percentage of take-home pay, and so on.

5 Use estimation and approximation to solve problems.

Include evaluating answers for their reasonableness, detecting errors, and giving answers to an appropriate level of precision.

* This aligns with the concept of procedural fluency as in the National Research Council report *Adding it up: Helping children learn mathematics*. Specifically, "*Procedural fluency* refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently" (p. 121).

** This aligns with the concept of strategic competence as described in *Adding it up*. "*Strategic competence* refers to the ability to formulate mathematical problems, represent them, and solve them" (p. 124).

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Quantity

Core Concepts · Students understand that:

A The value of a quantity is not specified unless the units are named or understood from the context.

B Quantities can be added and subtracted only when they are of the same type (length, area, speed, etc.).

C Quantities can be multiplied or divided to create new types of quantities, called derived quantities.

A Coherent Understanding of Quantity. A quantity is an attribute of an object or phenomenon that can be specified using a number and a unit, such as 2.7 centimeters, 42 questions or 28 miles per gallon.

The length of a football field and the speed of light are both quantities. If we choose units of miles per second, then the speed of light has a value of approximately 186,000 miles per second. But the speed of light need not be expressed in miles per second; it may be approximated by 3×10^8 meters per second or in any other unit of speed. Bare numerical values such as 186,000 do not describe quantities unless they are paired with units.

Speed (distance divided by time), rectangular area (length multiplied by length), density (mass divided by volume), and population density (number of people divided by land area) are examples of derived quantities, obtained by multiplying or dividing quantities.

It can make sense to add two quantities, such as when a child 51 inches tall grows 3 inches to become 54 inches tall. To be added or subtracted, quantities must be of the same type (length, area, speed, etc.); to add or subtract their values, the quantities must be expressed in the same units. Converting quantities to have the same units is like converting fractions to have a common denominator before adding or subtracting. But, even when quantities have the same units it does not always make sense to add them. For example, if a wooded park with 300 trees per acre is next to a field with 30 trees per acre, they do not have 330 trees per acre.

Doing algebra with units in a calculation reveals the units of the answer, and can help reveal a mistake if, for example, the answer comes out to be a distance when it should be a speed.

Connections to Number, Expressions, Equations, Functions, Modeling and Statistics. Operations described under Number and Expressions govern the operations one performs on quantities, including the units involved. Quantity is an integral part of any application of mathematics, and has connections to solving problems using data, equations, functions and modeling.

Core Skills · Students can and do:

1 Know when and how to convert units in computations.

Include the addition and subtraction of quantities of the same type expressed in different units; averaging data given in mixed units; converting units for derived quantities such as density and speed.

2 Use and interpret quantities and units correctly in algebraic formulas.

Include specifying units when defining variables and attending to units when writing expressions and equations.

3 Use and interpret quantities and units correctly in graphs and data displays.

Include function graphs, data tables, scatterplots and other visual displays of dimensioned data.

4 Use units as a way to understand problems and to guide the solution of multi-step problems.

Include examples such as acceleration; currency conversions; people-hours; social science measures, such as deaths per 100,000; and general rates, such as points per game.

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Expressions

Core Concepts · Students understand that:

A Expressions are constructions built up from numbers, variables, and operations, which have a numerical value when each variable is replaced with a number.

B Complex expressions are made up of simpler expressions.

C The rules of arithmetic can be applied to transform an expression without changing its value.

D Rewriting expressions in equivalent forms serves a purpose in solving problems.

A Coherent Understanding of Expressions. Expressions use numbers, variables and operations to describe computations. The rules of arithmetic, the use of parentheses and the conventions about order of operations assure that the computation has a well-determined value.

Reading an expression with comprehension involves analysis of its underlying structure, which may suggest a different but equivalent way of writing it that exhibits some different aspect of its meaning. For example, $p + 0.05p$ can be interpreted as the addition of a 5% tax to a price p. But rewriting $p + 0.05p$ as $1.05p$ shows that adding a tax is the same as multiplying by a constant factor.

Algebraic manipulations are based on the conventions of algebraic notation and the rules of arithmetic. Heuristic mnemonic devices are not a substitute for procedural fluency. For example, factoring, expanding, collecting like terms, the rules for interpreting minus signs next to parenthetical sums, and adding fractions with a common denominator are all instances of the distributive law; the definitions for negative and rational exponents are based on the extension of the exponent laws for positive integers. The laws of exponents connect multiplication of numbers to addition of exponents and thus express the deep relationship between addition and multiplication captured by the parallel nature of the rules of arithmetic for these operations.

Complex expressions are made up of simpler expressions using arithmetic operations and substitution. When simple expressions within more complex expressions are treated as single quantities, or chunks, the underlying structure of the larger expression may be more evident.

Connections to Equations and Functions. Setting expressions equal to each other leads to equations. Expressions can define functions of the variables that appear in them, with equivalent expressions defining the same function.

Core Skills · Students can and do:

1 See structure in expressions.

For example, recognize: that the expressions $x^4 - y^4$ and $(x+y)^2 - (x-y)^2$ are differences of squares; that there are different ways to rewrite the latter expression, e.g., by expanding and collecting like terms or by factoring as a difference of squares; that p is a common factor in $p + 0.025p$; that an expression in the form $(x-3)^2 + 14$ reveals its minimum value.

2 Manipulate simple expressions.

Show procedural fluency in the following cases: factoring out common terms; factoring expressions with quadratic structure; writing in standard form sums, differences, and products of polynomials. Include completing the square and rewriting in standard form sums, differences, products, and quotients of simple rational expressions; rewriting expressions with negative exponents and those involving square or cube roots of a single term involving exponents.

3 Define variables and write an expression to represent a quantity in a problem.

Include contextual problems.

4 Interpret an expression that represents a quantity in terms of the context.

Include interpreting parts of an expression, such as terms, factors and coefficients.

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Equations

Core Concepts · Students understand that:

A An equation is a statement that two expressions are equal.

B The solutions of an equation are the values of the variables that make the resulting numerical statement true.

C The steps in solving an equation are guided by understanding and justified by logical reasoning.

D Equations not solvable in one number system may have solutions in a larger number system.

A Coherent Understanding of Equations. An equation is a statement that two expressions are equal. Solutions to an equation are the values of the variables in it that make it true. If the equation is true for all values of the variables, then we call it an identity; identities are often discovered by manipulating one expression into another.

The solutions of an equation in one variable form a set of numbers; the solutions of an equation in two variables form a set of ordered pairs, which can be graphed in the plane. Equations can be combined into systems to be solved simultaneously.

An equation can be solved by successively transforming it into one or more simpler equations. The process is governed by deductions based on the properties of equality. For example, one can add the same constant to both sides without changing the solutions, but squaring both sides might lead to extraneous solutions. Strategic competence in solving includes looking ahead for productive manipulations and anticipating the nature and number of solutions.

Some equations have no solutions in a given number system, stimulating the formation of expanded number systems (integers, rational numbers, real numbers and complex numbers).

A formula is a type of equation. The same solution techniques used to solve equations can be used to rearrange formulas. For example, the formula for the area of a trapezoid, $A = \left(\frac{b_1+b_2}{2}\right)h$, can be solved for h using the same deductive process.

Inequalities can be solved in much the same way as equations. Many, but not all, of the properties of equality extend to the solution of inequalities.

Connections to Functions, Coordinates, and Modeling. Equations in two variables may define functions. Asking when two functions have the same value leads to an equation; graphing the two functions allows for the approximate solution of the equation. Equations of lines involve coordinates, and converting verbal descriptions to equations is an essential skill in modeling.

Core Skills · Students can and do:

1 Understand a problem and formulate an equation to solve it.

Extend to inequalities and systems.

2 Solve equations in one variable using manipulations guided by the rules of arithmetic and the properties of equality.

Solve linear equations with procedural fluency. For quadratic equations, include solution by inspection, by factoring, or by using the quadratic formula. Understand that the quadratic formula comes from completing the square. Include simple absolute value equations solvable by direct inspection and by understanding the interpretation of absolute value as distance.

3 Rearrange formulas to isolate a quantity of interest.

Exclude cases that require extraction of roots or inverse functions.

4 Solve systems of equations.

Focus on pairs of simultaneous linear equations in two variables. Include algebraic techniques, graphical techniques and solving by inspection.

5 Solve linear inequalities in one variable and graph the solution set on a number line.

Emphasize solving the associated equality and determining on which side of the solution of the associated equation the solutions to the inequality lie.

6 Graph the solution set of a linear inequality in two variables on the coordinate plane.

Emphasize graphing the associated equation, using a dashed or solid line as appropriate and shading to indicate the half-plane on which the solutions to the inequality lie.

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Functions

Core Concepts · Students understand that:

A A function is a rule, often defined by an expression, that assigns a unique output for every input.

B The graph of a function f is a set of ordered pairs $(x, f(x))$ in the coordinate plane.

C Functions model situations where one quantity determines another.

D Common functions occur in families where each member describes a similar type of dependence.

A Coherent Understanding of Functions. Functions model situations where one quantity determines another. For example, the return on $10,000 invested at an annualized percentage rate of 4.25% is a function of the length of time the money is invested. Because nature and society are full of dependencies between quantities, functions are important tools in the construction of mathematical models.

In school mathematics, functions usually have numerical inputs and outputs and are often defined by an algebraic expression. For example, the time in hours it takes for a plane to fly 1000 miles is a function of the plane's average ground speed in miles per hour, v; the rule $T(v) = 1000/v$ expresses this relationship algebraically and defines a function whose name is T.

The set of possible inputs to a function is called its domain. We often infer the domain to be all inputs for which the expression defining a function has a value, or for which the function makes sense in a given context. The graph of a function is a useful way of visualizing the relationship the function models, and manipulating the expression for a function can throw light on the function's properties.

Two important families of functions characterized by laws of growth are linear functions, which grow at a constant rate, and exponential functions, which grow at a constant percent rate. Linear functions with an initial value of zero describe proportional relationships.

Connections to Expressions, Equations, Modeling and Coordinates. Determining an output value for a particular input involves evaluating an expression; finding inputs that yield a given output involves solving an equation. The graph of a function f is the same as the solution set of the equation $y = f(x)$. Questions about when two functions have the same value lead to equations, whose solutions can be visualized from the intersection of the graphs. Since functions describe relationships between quantities, they are frequently used in modeling. Sometimes functions are defined by a recursive process, which can be modeled effectively using a spreadsheet or other technology.

Core Skills · Students can and do:

1 Recognize proportional relationships and solve problems involving rates and ratios.

Include being able to express proportional relationships as functions.

2 Describe the qualitative behavior of common types of functions using graphs and tables.

Identify: intercepts; intervals where the function is increasing, decreasing, positive or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. Use technology to explore the effects of parameter changes on the graphs of linear, power, quadratic, polynomial, simple rational, exponential, logarithmic, sine and cosine, absolute value and step functions.

3 Analyze functions using symbolic manipulation.

Include slope-intercept and point-slope form of linear functions; vertex form of quadratic functions to identify symmetry and find maximums and minimums; factored form to find zeros. Use manipulations as described under Expressions.

4 Use the families of linear and exponential functions to solve problems.

For linear functions $f(x) = mx + b$, understand b as the intercept or initial value and m as the slope or rate of change. For exponential functions $f(x) = a \cdot b^x$, understand a as the intercept or initial value and b as the growth factor.

5 Find and interpret rates of change.

Compute the rate of change of linear functions and make qualitative observations about how the rate of change varies for nonlinear functions.

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Modeling

Core Concepts · Students understand that:

A Mathematical models involve choices and assumptions that abstract key features from situations to help us solve problems.

B Even very simple models can be useful.

A Coherent Understanding of Modeling. Modeling uses mathematics to help us make sense of the real world—to understand quantitative relationships, make predictions, and propose solutions.

A model can be very simple, such as a geometric shape to describe a physical object like a coin. Even so simple a model involves making choices. It is up to us whether to model the solid nature of the coin with a three-dimensional cylinder, or whether a two-dimensional disk works well enough for our purposes. For some purposes, we might even choose to adjust the right circular cylinder to model more closely the way the coin deviates from the cylinder.

In any given situation, the model we devise depends on a number of factors: How precise an answer do we want or need? What aspects of the situation do we most need to understand, control, or optimize? What resources of time and tools do we have? The range of models we can create and analyze is constrained as well by the limitations of our mathematical and technical skills. For example, modeling a physical object, a delivery route, a production schedule, or a comparison of loan amortizations each requires different sets of tools. Networks, spreadsheets and algebra are powerful tools for understanding and solving problems drawn from different types of real-world situations. One of the insights provided by mathematical modeling is that essentially the same mathematical structure might model seemingly different situations.

The basic modeling cycle is one of (1) identifying the key features of a situation, (2) creating geometric, algebraic or statistical objects that describe key features of the situation, (3) analyzing and performing operations on these objects to draw conclusions and (4) interpreting the results of the mathematics in terms of the original situation. Choices and assumptions are present throughout this cycle.

Connections to Quantity, Equations, Functions, Shape, Coordinates and Statistics. Modeling makes use of shape, data, graphs, equations and functions to represent real-world quantities and situations.

Core Skills · Students can and do:

1 Model numerical situations.

Include readily applying the four basic operations in combination to solve multi-step quantitative problems with dimensioned quantities; making estimates to introduce numbers into a situation and get problems started; recognizing proportional or near-proportional relationships and analyzing them using characteristic rates and ratios.

2 Model physical objects with geometric shapes.

Include common objects that can reasonably be idealized as two- and three-dimensional geometric shapes. Identify the ways in which the actual shape varies from the idealized geometric model.

3 Model situations with equations and inequalities.

Include situations well described by a linear inequality in two variables or a system of linear inequalities defining a region in the plane.

4 Model situations with common functions.

Include situations well described by linear, quadratic or exponential functions; and situations that can be well described by inverse variation ($f(x) = k/x$). Include identifying a family of functions that models features of a problem, and identifying a particular function of that family and adjusting it to fit by changing parameters. Understand the recursive nature of situations modeled by linear and exponential functions.

5 Model situations using probability and statistics.

Include using simulations to model probabilistic situations; describing the shape of a distribution of values and summarizing a distribution with measures of center and variability; modeling a bivariate relationship using a trend line or a regression line.

6 Interpret the results of applying a model and compare models for a particular situation.

Include realizing that models seldom fit exactly and so there can be error; identifying simple sources of error and being careful not to over-interpret models. Include recognizing that there can be many models that relate to a situation, that they can capture different aspects of the situation, that they can be simpler or more complex, and that they can have a better or worse fit to the situation and the questions being asked.

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Shape

Core Concepts · Students understand that:

A Shapes and their parts, attributes, and measurements can be analyzed deductively.*

B Congruence, similarity, and symmetry can be analyzed using transformations.

C Mathematical shapes model the physical world, resulting in practical applications of geometry.

D Right triangles and the Pythagorean theorem are central to geometry and its applications, including trigonometry.

A Coherent Understanding of Shape. From only a few axioms, the deductive method of Euclid generates a rich body of theorems about geometric objects, their attributes and relationships. Once understood, those attributes and relationships can be applied in diverse practical situations—interpreting a schematic drawing, estimating the amount of wood needed to frame a sloping roof, rendering computer graphics, or designing a sewing pattern for the most efficient use of material.

Understanding the attributes of geometric objects often relies on measurement: a circle is a set of points in a plane at a fixed distance from a point; a cube is bounded by six squares of equal area; when two parallel lines are crossed by a transversal, pairs of corresponding angles are congruent.

The concepts of congruence, similarity and symmetry can be united under the concept of geometric transformation. Reflections and rotations each explain a particular type of symmetry, and the symmetries of an object offer insight into its attributes—as when the reflective symmetry of an isosceles triangle assures that its base angles are congruent. Applying a scale transformation to a geometric figure yields a similar figure. The transformation preserves angle measure, and lengths are related by a constant of proportionality. If the constant of proportionality is one, distances are also preserved (so the transformation is a rigid transformation) and the figures are congruent.

The definitions of sine, cosine and tangent for acute angles are founded on right triangle similarity, and, with the Pythagorean theorem, are fundamental in many practical and theoretical situations.

Connections to Coordinates, Functions and Modeling. The Pythagorean theorem is a key link between geometry, measurement and distance in the coordinate plane. Parameter changes in families of functions can be interpreted as transformations applied to their graphs and those functions, as well as geometric objects in their own right, can be used to model contextual situations.

*In this document, deductive analysis aligns with the notion of adaptive reasoning as defined in *Adding it Up*, and includes empirical exploration, informal justification, and formal proof.

Core Skills · Students can and do:

1 Use multiple geometric properties to solve problems involving geometric figures.

Properties include: measures of interior angles of a triangle sum to 180°; vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; measures of supplementary angles sum to 180°; two lines parallel to a third are parallel to each other; points on a perpendicular bisector of a segment are exactly those equidistant from the segment's endpoints; and a line tangent to a circle is perpendicular to the radius meeting it.

2 Prove theorems, test conjectures and identify logical errors.

Include theorems establishing the properties in Core Skill 1 and other theorems about angles, parallel and perpendicular lines, similarity and congruence of triangles.

3 Construct and interpret representations of geometric objects.

Include classical construction techniques and construction techniques supported by modern technologies. Include moving between two-dimensional representations and the three-dimensional objects they represent, such as in schematics, assembly instructions, perspective drawings and multiple views.

4 Solve problems involving measurements.

Include measurement (length, angle measure, area, surface area, and volume) of a variety of figures and shapes in two- and three-dimensions. Compute measurements using formulas and by decomposing complex shapes into simpler ones.

5 Solve problems involving similar triangles and scale drawings.

Include computing actual lengths, areas and volumes from a scale drawing and reproducing a scale drawing at a different scale.

6 Apply properties of right triangles and right triangle trigonometry to solve problems.

Include using the Pythagorean theorem and properties of special right triangles, and applying sine, cosine and tangent to determine lengths and angle measures of right triangles. Use right triangles and their properties to solve real-world problems. Limit angle measures to degrees.

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Coordinates

Core Concepts · Students understand that:

A Locations in the plane or in space can be specified by pairs or triples of numbers called coordinates.

B Coordinates link algebra with geometry and allow methods in one domain to solve problems in the other.

C The set of solutions to an equation in two variables forms a curve in the coordinate plane—such as a line, parabola, circle—and the solutions to systems of equations correspond to intersections of these curves.

A Coherent Understanding of Coordinates. Applying a coordinate system to Euclidean space connects algebra and geometry, resulting in powerful methods of analysis and problem solving.

Just as the number line associates numbers with locations in one dimension, a pair of perpendicular axes associates pairs of numbers with locations in two dimensions. This correspondence between numerical coordinates and geometric points allows methods from algebra to be applied to geometry and vice versa. The solution set of an equation becomes a geometric curve, making visualization a tool for doing and understanding algebra. Geometric shapes can be described by equations, making algebraic manipulation into a tool for geometric understanding, modeling and proof.

Coordinate geometry is a rich field for exploration. How does a geometric transformation such as a translation or reflection affect the coordinates of points? How is the geometric definition of a circle reflected in its equation?

Adding a third perpendicular axis associates three numbers with locations in three dimensions and extends the use of algebraic techniques to problems involving the three-dimensional world we live in.

Connections to Shape, Quantity, Equations and Functions. Coordinates can be used to reason about shapes. In applications, coordinate values often have units (such as meters and bushels). A one-variable equation of the form $f(x) = g(x)$ may be solved in the coordinate plane by finding intersections of the curves $y = f(x)$ and $y = g(x)$.

Core Skills · Students can and do:

1 Translate fluently between lines in the coordinate plane and their equations.

Include predicting visual features of lines by inspection of their equations, determining the equation of the line through two given points, and determining the equation of the line with a given slope passing through a given point.

2 Identify the correspondence between parameters in common families of equations and the location and appearance of their graphs.

Include common families of equations—the graphs of $Ax + By = C$, $y = mx + b$ and $x = a$ are straight lines; the graphs of $y = a(x - h)^2 + k$ and $y = Ax^2 + Bx + C$ are parabolas; and the graph of $(x - h)^2 + (y - k)^2 = r^2$ is a circle.

3 Use coordinates to solve geometric problems.

Include proving simple theorems algebraically, using coordinates to compute perimeters and areas for triangles and rectangles, finding midpoints of line segments, finding distances between pairs of points and determining when two lines are parallel or perpendicular.

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Probability

Core Concepts · Students understand that:

A Probability models outcomes for situations in which there is inherent randomness, quantifying the degree of uncertainty in terms of relative frequency of occurrence.

B The law of large numbers provides the basis for estimating certain probabilities by use of empirical relative frequencies.

C The laws of probability govern the calculation of probabilities of combined events.

D Interpreting probabilities contextually is essential to rational decision-making in situations involving randomness.

A Coherent Understanding of Probability. Probability assesses the likelihood of an event in a situation that involves randomness. It quantifies the degree of certainty that an event will happen as a number from 0 through 1. This number is generally interpreted as the relative frequency of occurrence of the event over the long run.

The structure of a probability model begins by listing or describing the possible outcomes for a random situation (the sample space) and assigning probabilities based on an assumption about long-run relative frequency. In situations such as flipping a coin, rolling a number cube, or drawing a card, it is reasonable to assume various outcomes are equally likely.

Compound events constructed from these simple ones can be represented by tree diagrams and by frequency or relative frequency tables. The probabilities of compound events can be computed using these representations and by applying the additive and multiplicative laws of probability. Interpreting these probabilities relies on an understanding of independence and conditional probability, approachable through the analysis of two-way tables.

Converting a verbally-stated problem into the symbols and relations of probability requires careful attention to words such as *and*, *or*, *if*, and *all*, and to grammatical constructions that reflect logical connections. This is especially true when applying probability models to real-world problems, where simplifying assumptions are also usually necessary in order to gain at least an approximate solution.

Connections to Statistics and Expressions. Probability is the foundation for drawing valid conclusions from sampling or experimental data. Counting has an advanced connection with Expressions through Pascal's triangle and binomial expansions.

Core Skills · Students can and do:

1 Compute theoretical probabilities by systematically counting points in the sample space.

Make use of symmetry and equally likely outcomes. Include permutation and combination problems as long as small numbers are involved or technology is used, so that formulas are not required.

2 Interpret probabilities of compound events using concepts of independence and conditional probability.

Include reading conditional probabilities from two-way tables.

3 Compute probabilities of compound events.

Make use of the additive and multiplicative laws of probability, tree diagrams and frequency or relative frequency tables in real contexts. Do not emphasize fluency with the related formulas

4 Estimate probabilities empirically.

Include using data from simulations carried out with technology to estimate probabilities.

5 Identify and explain common misconceptions regarding probability.

Include misconceptions about long-run versus short-run behavior of relative frequencies (the law of large numbers). Include attention to the use and misuse of probability in the media, especially in terms of interpreting charts and tables and in the contextual meaning of terms connected to probability, such as 'odds' or 'risk.'

6 Adapt probability models to solve real-world problems.

Include the use of conditional probability to assess subsets of data (e.g., what does the data say about males and females separately). Include the use of independence as a simplifying assumption (e.g., find the probability that two students both contract the disease this year).

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Statistics

Core Concepts · Students understand that:

A Statistical methods take variability into account to support making informed decisions based on quantitative studies designed to answer specific questions.

B Visual displays and summary statistics condense the information in data sets into usable knowledge.

C Randomness is the foundation for using statistics to draw conclusions when testing a claim or estimating plausible values for a population characteristic.

D The design of an experiment or sample survey is of critical importance to analyzing the data and drawing conclusions.

A Coherent Understanding of Statistics. Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability in the data. Statistics provides tools for describing variability in data and for making informed decisions that take variability into account.

Data are gathered, displayed, summarized, examined and interpreted to discover patterns. Data can be summarized by a statistic measuring center, such as mean or median, and a statistic measuring spread, such as interquartile range or standard deviation. Different distributions can be compared numerically using these statistics or visually using plots. Which statistics to compare, and what the results of a comparison might mean, depend on the question to be investigated and the real-life actions to be taken.

Randomization has two important uses in drawing statistical conclusions. First, collecting data from a random sample of a population makes it possible to draw valid conclusions about the whole population, taking variability into account. Second, randomly assigning individuals to different treatments allows a fair comparison of the effectiveness of those treatments. A statistically significant outcome is one that is unlikely to be due to chance and this can be evaluated only under the condition of randomness.

In critically reviewing uses of statistics in public media and other reports, it is important to consider the study design, how the data were collected, and the analyses employed as well as the data summaries and the conclusions drawn.

Connections to Probability, Functions and Modeling. Valid conclusions about a population depend on designed simulations or other statistical studies using random sampling or assignment and rely on probability for their interpretation. Functional models may be used to approximate data. If the data are approximately linear, the relationship may be modeled with a trend line and the strength and direction of such a relationship may be expressed through a correlation coefficient. Technology facilitates the study of statistics by making it possible to simulate many possible outcomes in a short amount of time, and by generating plots, function models, trend lines and correlation coefficients.

Core Skills · Students can and do:

1 Formulate questions that can be addressed with data. Identify the relevant data, collect and organize it to respond to the question.

Include determining whether a question can best be addressed through a sample survey, randomized experiment or observational study. Include unbiased selection for a sample and randomization of assignment to treatment for an experiment.

2 Use appropriate displays and summary statistics for data.

Include univariate, bivariate, categorical and quantitative data. Include the thoughtful selection of displays and measures of center and spread to summarize data.

3 Interpret data displays and summaries critically; draw conclusions and develop recommendations.

Include paying attention to the context of the data, interpolating or extrapolating judiciously, and examining the effects of extreme values of the data on summary statistics of center and spread. Include data sets that follow a normal distribution. Include observing and interpreting linear trends in bivariate quantitative data.

4 Draw statistical conclusions involving population means or proportions using sample data.

Conclusions should be based on simulations or other informal techniques, rather than formulas.

5 Evaluate reports based on data.

Include looking for bias or flaws in the way the data were gathered or presented, as well as unwarranted conclusions, such as claims that confuse correlation with causation.

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International Benchmarking and the Common Core

The Common Core State Standards (CCSS) are designed to be **college- and career-ready** and **internationally benchmarked**. To that end, the development process included the review and consideration of many sources, including research studies, existing standards from the U.S and abroad, and the professional judgment of teachers, content area experts, and college faculty. This paper will briefly describe how international benchmarking was used to develop the CCSS.

What documents were used to ensure that the CCSS were internationally benchmarked?

To ensure that the standards prepare students to be globally competitive, the development team used a number of sources, including: the frameworks for PISA and TIMSS; the International Baccalaureate syllabi; the American Institutes for Research report , *Informing Grades 1-6 Mathematics Standards Development: What Can Be Learned From High-Performing Hong Kong, Korea, and Singapore* and; the A+ Composite found in *A Coherent Curriculum: The Case for Mathematics* by Bill Schmidt, Richard Houang, and Leland Cogan.

In addition, the development team looked to the standards of a number of individual countries and provinces to inform the content, structure and language of the CCSS. In *mathematics*, twelve set of standards were selected to help guide the writing of the standards: Belgium, Canada [Alberta], China, Chinese Taipei, England, Finland, Hong Kong, India, Ireland, Japan, Korea, and Singapore.[i] In *English language arts*, the writing team looked closely at ten sets of standards from Australia (New South Wales and Victoria), Canada (Alberta, British Columbia, and Ontario), England, Finland, Hong Kong, Ireland, and Singapore.[ii]

How were the international benchmarks used to inform the development of the CCSS?

The goal of the international benchmarking in the common core state standards development process was to ensure that the CCSS are as rigorous as comparable standards in the high-performing and other countries. However, the use of international benchmarks as evidence is no easy feat; it is not simply a matter of identifying the "best" source and copying it, or of aggregating all viable sources to find some set of shared expectations. Rather, international benchmarks were used to guide critical decisions in the following areas:

- *Whether particular content should be included:* One of the principal ways international standards were used in this development process was as a guide when making tough decisions about whether content should be included or excluded.

- *When content should be introduced and how that content should progress*: The progression of topics in the international mathematics standards helped the development team make decisions about when to introduce topics in the CCSS as well as when to stop focusing on them.

- *Ensuring focus and coherence*: Standards from other countries tend to be very focused, including only what is absolutely necessary.

- *Organizing and formatting the standards*: Certain organizational aspects or characteristics of international standards that promoted clarity and ease of reading and use served as a model for the CCSS.
- *Determining emphasis on particular topics in standards*: Where emphasis on particular topics was found repeatedly in international standard, this was instructive in determining their importance for inclusion in the CCSS.

* * * * *

When the final version of the K-12 Common Core State Standards is released, it will be accompanied by a discussion of the evidence that was used in their development. In the meantime, the evidence from the September 2009 draft of the College and Career Ready Standards is available: The URL for the ELA document is http://www.corestandards.org/Files/ELAEvidence.pdf, and the URL for the mathematics document is http://www.corestandards.org/Files/MathEvidence.pdf.

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[i] Eight of these were high-performers on either TIMSS, PISA or both: Belgium, Canada [Alberta], Chinese Taipei, Finland, Hong Kong, Japan, Korea, and Singapore. England and Ireland, which have uneven performances on international assessments, were included because of their cultural links to the United States. China and India were included because of their growing global competitiveness.

[ii] Differences in language have a greater impact on the teaching and learning of language arts than of mathematics, so the teams looked primarily at English-speaking countries. All were high-performers on PISA except Singapore, which did not participate, and England, which as in mathematics was selected partly for its cultural links to the United States.

(B)(2)

Developing and implementing common, high-quality assessments

Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Memorandum of Understanding

This non-binding Memorandum of Understanding (MOU) is entered into by and between the states of Delaware, Hawaii, Idaho, Nebraska, Oregon, Tennessee, Utah, Washington, Wisconsin and Wyoming (referred to as "Lead States") and California ("Your State"), as a participating state. The purpose of this MOU is to establish a consortium of states (Consortium) to serve as a framework of collaboration as required to submit a proposal for a Multi-State Consortium Common Assessment Race to the Top grant. The working title for the proposal is the "Summative Multi-State Assessment Resources for Teachers and Educational Researchers" (SMARTER). In the event the proposal is approved and fully funded by the U.S. Department of Education, the final proposal will serve as the official agreement.

1. States in the Consortium will assign a key contact to assist in the drafting of the proposal, and to the extent practicable will engage their teachers, school and district administrators and institutions of higher education in the development and review of the proposal to ensure the design of the assessment system meets the needs of a variety of stakeholders.

2. States may withdraw from the Consortium prior to the establishment of the draft budget for the proposal. The anticipated date for the draft budget is 30 days before the proposal is due to the U.S. Department of Education.

3. States in the Consortium agree in principle to the following elements to be included in a proposal to the U.S. Department of Education:
    a. The purpose of the proposal is to develop a high quality summative assessment system that is aligned to the Common Core Standards, mutually adopted by Consortium states.
    b. The assessment system will use online adaptive tests, innovative item design and open-ended items to assess the full breadth of cognitive demand described by the Common Core Standards.
    c. Proposal writing will be governed by staff from the Lead States that have agreed to this MOU. Governance protocols for proposal development will be established by 2/15/2010.
    d. If funded, the assessment system will be governed by staff from states that are members of the Consortium, and will be guided with the support of selected technical experts. Governance protocols for the assessment system will be a deliverable of the grant.
    e. The assessment system will include teachers, school and district administrators, state departments of education and institutions of higher education in the design, administration, scoring and reporting of the assessments.
    f. States in the Consortium will report student, school, district and state results based upon a single common set of rigorous achievement standards. Additionally, states in the consortium may choose to report student achievement benchmarked to a variety of achievement standards including NAEP, international assessments, and benchmarks predictive of student success in college and careers.
    g. States in the Consortium will use the summative assessment system to measure school and district effectiveness to meet federal accountability requirements
    h. The assessments will be designed based on principles of Universal Design and will be consistent with professional standards as described by the APA/AERA/NCME *Standards for Educational and Psychological Testing*.
    i. The Consortium will coordinate with the MOSAIC consortium as appropriate and with other interested multi-state formative and benchmark assessment initiatives so that schools and districts will have access to a variety of high quality instructionally supportive assessment options that together yield a coherent balanced assessment system.
    j. The assessment system will use open source software applications accessible to any vendor procured by states in the Consortium.

Summative Multi-State Assessment Resources for Teachers and Educational Researchers

k. States in the Consortium will create and adhere to common administration guidelines including accommodations and allowable tools and assistive devices based on high quality research regarding student learning and assessment.
l. Grant funds allocated to LEAs will in part be used to ensure participation opportunities for teachers. The estimated allocation and purpose of funds will be described in the budget section of the proposal.
m. States in the Consortium will participate in common procurement practices and deliverables to the extent the procurements are directly related to Consortium-wide activities described in the proposal. Lead states will construct a procurement process taking into account minimum procurement standards used in all participating states.
n. States in the Consortium will share a common reporting format consistent with a goal of aligning reporting systems.
o. States in the Consortium will share common security protocols regarding test items.
p. States in the Consortium will work with their institutions of higher education and teacher preparation institutions to ensure teachers are prepared to use and contribute to the summative assessment system.

This non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

Participating State SEA Superintendent/Chief/Commissioner
(or equivalent authorized signatory)

Jack O'Connell — January 12, 2010
Signature — Date

JACK O'CONNELL — State Superintendent of Public Instruction
Print Name — Title

Authorized Oregon SEA Official, on behalf of Lead States
By its signature below, the lead states hereby accept the SEA as a Participating SEA in the Consortium

Lillie Gray — JAN 13 2010
Official State Designee — Date

Lillie Gray — Lillie Gray, CPPB Contracting Officer
Print Name — Title

Please sign and date this agreement by no later than January 8th, 2010.
FAX signed copy to Tony Alpert at: (503) 378-5156 or email scanned copy to Tony.Alpert@state.or.us

SMARTER Assessment Consortium: List of Participating States

As of 1/13/10

23 States have signed MOUs to participate

California

Colorado

Delaware

Hawaii

Idaho

Illinois

Kansas

Kentucky

Michigan

Minnesota

Mississippi

Montana

Nebraska

New Mexico

Ohio

Oregon

South Carolina

Tennessee

Utah

Washington

Washington DC

Wisconsin

Wyoming

MOU for a State Consortium Developing Balanced Assessments of the Common Core Standards

This Non-Binding Memorandum of Understanding ("MOU") is entered into by and between the Balanced Assessment Consortium and California ("Your State"). The purpose of this agreement is to establish a framework of collaboration for states in supporting assessment of the common core standards. The agreement also articulates tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. The MOU outlines a set of working principles, the roles of states and local districts within the consortium, and a set of tasks that the Consortium would undertake.

Working Principles

A consortium of states developing a balanced assessment system for evaluating the common core standards would start with working principles derived from an examination of successful state systems in the U.S. and high-achieving systems internationally. For example:

1) **Assessments are grounded in a thoughtful, standards-based curriculum and are managed as part of a tightly integrated system of standards, curriculum, assessment, instruction, and teacher development**.

- Curriculum guidance is lean, clear, and focused on what students should know and be able to *do* as a result of their learning experiences. Assessment expectations are described in the curriculum frameworks or course syllabi and are exemplified by samples of student work.
- Curriculum and assessments are organized around a well-defined set of learning progressions within subject areas. These guide teaching decisions, classroom-based assessment, and external assessment.
- Teachers and other curriculum experts are involved in developing curriculum and assessments which guide professional learning and teaching. Thus, everything that comes to schools is well-aligned and pulling in the same direction.

2) **Assessments elicit evidence of actual student performance on challenging tasks that prepare students for the demands of college and career in the 21st century.** Curriculum and assessments seek to teach and evaluate a broad array of skills and competencies that generalize to higher education and work settings. They emphasize deep knowledge of core concepts within and across the disciplines, including problem solving, analysis, synthesis, and critical thinking, and include essays and open-ended tasks and problems, as well as selected response items.

3) **Teachers are involved in the development of curriculum and the development and scoring of assessments**. Scoring processes are moderated to ensure consistency and to enable teachers to deeply understand the standards and to develop stronger curriculum and instruction leading to greater student proficiency. The moderated scoring process is a strong professional learning experience that helps drive the instructional improvements that enable student learning, as teachers become more skilled at their own assessment practices and their development of curriculum to teach the standards. The assessment systems are designed to increase the capacity of teachers to prepare students for the contemporary demands of college and career.

4) **Assessments are structured to <u>continuously improve teaching and learning</u>**. Assessment *as*, *of*, and *for* learning is enabled by several features of assessment systems:

- The use of school-based, curriculum-embedded assessments provides teachers with models of good curriculum and assessment practice, enhances curriculum equity within and across schools, and allows teachers to see and evaluate student learning in ways that can feed back into instructional and curriculum decisions.

- Close examination of student work and moderated teacher scoring of both school-based components and externally developed open-ended examinations are sources of ongoing professional development that improve teaching.

- Developing both school-based and external assessments around learning progressions allows teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

5) Assessment and accountability systems are designed to <u>improve the quality of learning</u> and schooling. Assessments aim to encourage and support the learning of ambitious intellectual skills in the way they are designed and used for informing teaching, learning, and schooling. Accountability systems publicly report outcomes and take these into account, along with other indicators of school performance, in a well-designed system focused on continual improvement for schools.

6) Assessment and accountability systems <u>use multiple measures</u> to evaluate students and schools.

Multiple measures of learning and performance are used to evaluate skills and knowledge. Students engage in a variety of tasks and tests that are both curriculum-embedded and on-demand, providing many ways to demonstrate and evaluate their learning. These are combined in reporting systems at the school and beyond the school level. School reporting and accountability are also based on multiple measures. Assessment data are combined with other information about schools' resources, capacities, practices, and outcomes to design intensive professional development supports and interventions that improve school performance.

7) <u>New technologies enable greater assessment quality</u> and information systems that support accountability.

New technologies enhance and transform the way the assessment process is developed, delivered, and used, providing adaptive tools and access to information resources for students to demonstrate their learning, and providing appropriate feedback by supporting both teacher scoring and computer-based scoring (now possible for both selected response and some forms of constructed-response items). By using technology to reduce costs for delivery of more open-ended assessment formats, scoring, and reporting, resources can be redirected to improvements in assessment quality.

Technology also organizes data about student learning, enhancing system accountability for instruction and reporting by providing more efficient, accurate, and timely information to teachers, parents, administrators, and policymakers. Technology helps to integrate information at as part of longitudinal data systems, contributing to a rich profile of accomplishment for every student.

<u>State and Local Roles within a Consortium</u>

States working within the Consortium would:

- Adopt and augment the Common Core standards as appropriate to their context.

- Create and deploy curriculum frameworks that address the standards—drawing on exemplars and tested curriculum models.
- Build and manage an assessment system that includes both on-demand and curriculum-embedded assessments that evaluate the full range of standards and allow evaluation of student progress. The Consortium may develop both joint assessments (commonly implemented by states) as well as other assessment tasks and items linked to the standards (and grounded in curriculum units) that can be incorporated into states' individual assessment plans for formative or summative purposes.
- Develop rubrics that embody the standards, and clear examples of good work, benchmarked to performance standards.
- Create oversight / moderation / audit systems for ensuring the comparability of locally managed and scored assessment components.
- Ensure that teacher and leader education and development infuse knowledge of learning, curriculum, and assessment.
- Implement high-quality professional learning focused on examination of student work, curriculum and assessment development, and moderated scoring.

Districts and schools would:

- Examine the standards and evaluate current curriculum, assessment, and instructional practice in light of the standards.
- Evaluate state curriculum guidance, and further develop and adapt curriculum to support local student learning, select and augment curriculum materials, and continually evaluate and revise curriculum in light of student learning outcomes.
- Incorporate formative assessments into the curriculum, organized around the standards, curriculum, and learning sequences to inform teaching and student learning.
- Participate in administering and scoring relevant portions of the on-demand and curriculum-embedded components of the assessment system, and examining student work and outcomes.
- Help design and engage in professional development around learning, teaching, curriculum, & assessment.
- Engage in review and moderation processes to examine assessments and student work, within and beyond the school.

Tasks the Consortium Would Undertake

The consortium of states would build on successful efforts already launched in a number of states, seeking to integrate the best knowledge and exemplars from existing efforts, so as to use resources efficiently, take advantage of well-tested approaches, and avoid reinventing the wheel. It would bring together leading curriculum and assessment experts to advise and support efforts to create a system for evaluating the Common Core, building on the most credible and well-vetted knowledge available in the field. With these supports, the Consortium could:

1. Support the Development of Curriculum Frameworks: When the Common Core standards have been released, vetted, and adopted, consortia of states would work with curriculum and assessment experts to develop (or adapt from previously successful work) curriculum frameworks, syllabi, and other materials mapped to the standards. There has been enormous investment in the United States in high-quality curriculum, for example through NSF and other

organizations at the national level, and in many states and districts. Other English-speaking nations have also developed high quality curriculum materials linked to standards and learning progressions that could be evaluated in this process. This effort would inventory and cull from efforts with a strong evidence base of success to support states in building out curriculum frameworks around which they can organize deeper curriculum development at the local level, state and local assessment development, instructional supports, and professional development.

2. Create a Digital Curriculum and Assessment Library: The results of this effort should ultimately be made available on-line in a digital platform that offers materials for curriculum building and, eventually, model syllabi for specific courses linked to the standards, formative and summative assessment tasks and instruments linked to the curriculum materials, and materials for training teachers and school leaders in both strategies for teaching specific curriculum concepts / units and assessment development and scoring. In addition, as described below, an electronic scoring platform supporting training, calibrating, benchmarking, and reporting would be developed and made available across the states.

3. Develop State and Local Assessments: The state consortium would work to create a **common reference examination, which includes selected-response, constructed response and performance components** aimed at higher-order skills, linked to the Common Core standards for grades 3-8, like the NECAP assessment recently developed by a set of New England states. This assessment would be designed to incorporate more rigorous and analytic multiple-choice and open-ended items than many tests currently include and would include strategically selected curriculum-embedded performance assessments at the classroom level that can be part of the summative evaluation, while also providing formative information.

These curriculum-embedded components would be developed around core concepts or major skills that are particularly salient in evaluating students' progress in English language arts and mathematics. (Eventually, work on science could be included.) Exemplars to evaluate and build upon are already available in many states and in nations like England that have developed a set of "tests and tasks" for use in classrooms that help teachers evaluate students' learning in relation to well-described learning progressions in reading, writing, mathematics, and other subjects.

Curriculum-embedded components would link to the skills evaluated in the "on-demand" test, allowing for more ambitious tasks that take more time and require more student effort than can be allocated in a 2 or 3-hour test on a single day; these components would evaluate skills in ways that expect more student-initiated planning, management of information and ideas, interaction with other materials and people, and production of more extended responses that reveal additional abilities of students (oral presentations, exhibitions, and product development, as well as written responses) that are associated with college and career success.

In the context of summative assessments, curriculum-embedded tasks would be standardized, scored in moderated fashion, and scores would be aggregated up to count as part of the external assessment. Curriculum-embedded assessments would also include marker tasks that are designed to be used formatively to check for essential understandings and to give teachers useful information and feedback as part of ongoing instruction. Thoughtful curriculum guidance would outline the scaffolding and formative assessment needed to prepare students to succeed on the summative assessments.

All components of the system would incorporate **principles of universal design** that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs. In addition, designers who are skilled at developing linguistically supportive assessments and tests for students with learning disabilities would be engaged from the beginning in considering how to develop the assessments for maximum access, as well as how to design appropriate accommodations and modifications to enable as many students as possible to be validly assessed within the system.

The emphasis on evaluating **student growth over time** and on tying standards to a conception of learning progressions should encourage a growth oriented frame for both the "on-demand" examination and the more extended classroom assessments. The Consortium may consider the viability of incorporating computer-based adaptive testing that creates vertically scaled assessments based on the full range of learning progressions in ELA and math. This would allow students to be evaluated in ways that give greater information about their abilities and their growth over time. This approach would not preclude the evaluation of grade-level standards, which could be part of any students' assessment, nor would it preclude a significant number of constructed response, open-ended items, as the technology for machine-scoring structured open-ended items is now fairly well-developed. Strategic use of partial teacher scoring for these items would also be a desirable element of the system to support teachers' understanding of the standards and assessments, and their planning for instruction.

The emphasis on evaluating student growth should also inform the development of the curriculum-embedded elements of the system, which should be selected or developed to strategically evaluate students' progress along the learning continuum. Centrally developed tasks administered and scored by teachers with moderation (see below), using common rubrics, would be part of the set of reported scores. In states with experience and capacity, it may be possible to begin to incorporate information about student learning that teachers develop from their own classroom evidence, linked to the standards and learning progressions and guided by the curriculum frameworks. This could be an optional aspect of the Consortium's work for states and communities with interest and capacity.

At the **high school level**, the Consortium might explore one or both of two options for assessment:

- **Course- or syllabus-based systems** like those in England, Australia, Singapore, Hong Kong, Alberta (Canada), as well as the International Baccalaureate. Generally conceptualized as end-of-course-exams in this country, this approach should become a more comprehensive course assessment approach like that pursued in these other countries. Such an approach would include within-course performance assessments that count toward the examination score, as well as high-quality assessment end-of-course components that feature constructed response as well as selected response items. Within-course performance assessments would tap central modes of inquiry in the disciplines, ensuring that students have the opportunity to engage in scientific investigations, literary analyses and other genres of writing, speaking and listening; mathematical modeling and applications; social scientific research. Such an approach might require an ELA and math assessment at a key juncture that evaluates an appropriate benchmark level for high school standards, and then, as in high-achieving nations, allow for pursuit of other courses/ assessments that are selected by students

according to their interests and expertise. These could serve as additional information on the diploma for colleges and employers.

- **Standards-driven systems** that might include a more comprehensive benchmark assessment in ELA and mathematics complemented by collections of evidence that demonstrate students' abilities to meet certain standards within and across the disciplines. This set of assessments would allow more curriculum flexibility in how to meet the standards. Systems like these are used in some provinces in Canada and Australia, in states like Rhode Island, Wyoming, Nebraska, and New Hampshire, and in systems of schools like the New York Performance Standards Consortium, the Asia Society, and Envision Schools. Sometimes these sets of evidence are organized into structured portfolios, such as the Technology portfolio in New Hampshire and the broader Graduation portfolios in these sets of schools that require specific tasks in each content area, scored with common rubrics and moderation.

- **A mixed model** could combine elements of both course- and standards-driven models, allowing some demonstrations of proficiency to occur in any one of a range of courses (rather than a single, predetermined course) or even outside the bounds of a course, like the efforts by some states to allow students to pass courses via demonstrations of competence rather than seat time (e.g. NH, OH). Such a system could also include specific components intended to develop and display research and inquiry skills that might also be interdisciplinary, such as the Project Work requirements in England, Singapore, and the International Baccalaurate, and the Senior Project requirements in Pennsylvania and Ohio.

4. Develop Moderation and Auditing Systems for Teacher-Scored Work: The consortium would develop protocols for managing moderation and auditing systems and training scorers so as to enable comparable, consistent scoring of performance assessments. In other nations' and states' systems that include these features routinely, procedures have been developed to ensure both widespread teacher involvement – often as part of professional development time – and to create common standards and high levels of reliability in evaluating student work. A range of models are possible, and the consortium would serve as a resource to individual states in developing and implementing strong, efficient approaches.

5. Develop Technology to Support the Assessment System: Technology should be used to enhance these assessments in a number of ways: by delivering the assessments; in on-line tasks of higher-order abilities, allowing students to search for information or manipulate variables and tracking information about the students' problem-solving processes; in some cases, scoring the results or delivering the responses to trained scorers / teachers to assess from an electronic platform. Such a platform may also support training and calibration of scorers and moderation of scores, as well as efficient aggregation of results in ways that support reporting and research about the responses. This use of technology is already being used in the International Baccalaureate assessment system, which includes both on-demand and classroom-based components.

In order to gain the efficiency and cost benefits of machine scoring and the teaching and learning benefits of teachers' moderated scoring, a mixed system could be developed where computer-based scoring is incorporated on constructed response tasks where useful – though teachers would score some of these tasks for anchoring and learning purposes – while other tasks that require human scoring engage most teachers in scoring to support improvements in instruction.

RESPONSIBILITIES OF ALL SEAs PARTICIPATING IN THE CONSORTIUM

1) Each participating SEA in the Consortium will appoint a key contact person.

2) These key contacts from each State will maintain frequent communication with the parties administering the Balanced Assessment Consortium to facilitate cooperation under this MOU.

3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

SEA Superintendent/- Participating State Chief/Commissioner (or equivalent authorized signatory)

Signature	January 12, 2010 Date
Jack O'Connell Print Name	State Superintendent of Public Instruction Title

Please email this signed page to

Tammy Morrill
Tammy.Morrill@maine.gov

****PLEASE email this signed page only by January 7, 2010****

Balanced Assessment Consortium: List of Participating States

As of 1/14/10

36 States Have Signed Balanced Assessment MOU

Alabama
Arizona
Arkansas
California
Connecticut
Delaware
Illinois
Indiana
Georgia
Iowa
Kansas
Kentucky
Maine
Maryland
Massachusetts
Michigan
Mississippi
Missouri
Montana
Nebraska
New Hampshire
New Jersey
North Carolina
North Dakota
Ohio
Oklahoma
Pennsylvania
Rhode Island
South Carolina
South Dakota
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Michael Cohen

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Peter Sayre
Controller
Prudential Financial, Inc.

January 14, 2010

The Hon. Glen Thomas
Secretary of Education
Office of the Governor
1121 L Street, Suite 600
Sacramento, CA 95814

Mr. Gavin Payne
Chief Deputy Superintendent
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Secretary Thomas and Chief Deputy Superintendent Payne:

Achieve is pleased to confirm California's participation in an assessment partnership committed to pursuing the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across a maximum number of states.

We have received your formal request to join the other states in this partnership and acknowledge your acceptance of the attached Statement of Principles which will guide our collective work.

California's participation in this partnership is critical to its success. We look forward to continuing our important work together in the coming months.

Sincerely,

(b)(6)

Michael Cohen
President

States Committed to Assessment Partnership

1. Alabama
2. Arizona
3. Arkansas
4. California
5. Delaware
6. District of Columbia
7. Florida
8. Georgia
9. Hawaii
10. Illinois
11. Indiana
12. Kentucky
13. Louisiana
14. Maryland
15. Massachusetts
16. Michigan
17. Minnesota
18. New Mexico
19. North Carolina
20. Ohio
21. Oklahoma
22. Pennsylvania
23. Rhode Island
24. Tennessee
25. Utah
26. Wisconsin

1775 Eye Street NW, Suite 410, Washington, D.C. 20006 Phone (202) 419-1540 Fax (202) 828-0911
www.achieve.org

Comparing Student Performance on Common College- and Career-Ready Standards
Statement of Principles

Our state is committed to an education system that prepares all of our students for success in college, careers, and life in the 21st century. We believe in setting *high* expectations for our students and schools that are firmly grounded in what it takes to be successful. We believe in setting *common* expectations across states, and are committed to working with like-minded states to adopt common standards and assessment systems anchored in college and career readiness.

Our state supports common assessments that meet the following principles:

- Aligned to the common core standards
- Anchored in college and career readiness
- Allow for comparison of student results across a maximum number of states
- Enable to the maximum extent possible benchmarking performance against NAEP and international standards
- Cover grades 3 through 8 and high school, including college/career ready measures at the end of high school
- Address three overarching goals: measuring student proficiency, ensuring accountability, and improving teaching and learning
- Enable measurement of student achievement and growth
- Are summative in nature but designed in a manner consistent with more comprehensive assessment systems that also include interim and formative assessments
- Provide valid and reliable measures of student knowledge, understanding of, and ability to apply crucial concepts through the use of a variety of item types and formats
- Leverage technology and economies of scale in order to minimize costs and create assessments that accurately measure student performance
- Provide for timely release of results to better inform practice and support decision-making
- Include the assessment of students identified with disabilities and English language learners and to the extent feasible, use universal design principles

We understand that Achieve will work with other national partners to build on the work of the common core standards and convene states to pursue a common assessment strategy that meets these principles. We are prepared to work with Achieve and its partners in as large a consortium of states as possible to explore the development and implementation of summative assessments that are aligned to the common core standards, that can be used within states as part of statewide assessment systems, and that will enable comparability of results across states. We understand that in pursuing this effort, Achieve and its partners will work closely with other consortia that have been formed to explore areas of common ground and determine whether and how efforts could be combined to achieve comparability of results.

(B)(3)

Supporting the transition to enhanced standards and high-quality assessments

Exhibit B1: Timeline for Transitioning to New Standards and Assessments

Activities	Responsible Party	Math	ELA
Goal: Transition to new standards and assessments			
Curriculum Commission (CC) approves plan, timeline, and CFCC application	Curriculum Commission (CC)	May 2010	May 2010
SBE adopts common core standards (must be by Aug 2, 2010)	State Board of Education (SBE)	July 2010	July 2010
SBE launches framework development	SBE	July 2010	July 2010
Recruit CFCC	CC	Done	July-Oct 2010
Host 4 focus groups	CC	Done	September 2010
SBE appoints CFCC	SBE	July 2010	January 2011
CFCC work 5-6 months (5 meetings)	CFCC	September-February 2011	February-June 2011
Curriculum Commission sends out framework for initial field review with online survey (60 day comment period)	CC	March-May 2011	July-September 2011
Curriculum Commission acts on draft framework and approves timeline and reviewer application for instructional materials adoption (60 day comment period)	CC	May-July 2011	October-December 2011
SBE adopts framework and launches adoption process for follow up materials	SBE	July 2011	January 2012
Recruit reviewers–90 days	CC	July-Oct 2011	January-April 2012
Submission list date to publishers	CC	January 2012	September 2012
Publishers deliver materials; materials are posted	CC	February 2012	November 2012
Independent review	CC	February-April 2012	November 2012-February 2013
Curriculum Commission holds public meeting to receive comments on review panel reports	CC	May 2012	March 2013
Develop professional development modules on the new curriculum frameworks	CDE	July 2011	January 2012
SBE adopts follow up instructional materials	SBE	July 2012	May 2013
Final print materials ready for delivery to LEAs	CDE	August 2012	July 2013
Develop new assessments	CDE	July 2011	January 2012
Adopt new assessments	SBE	July 2012	January 2013
Implement new assessments	CDE	Spring 2013	Spring 2014

Appendix Section C:

Data Systems to Support Instruction

(C)(1)

Fully implementing a statewide longitudinal data system

Evidence for (C)(1):

- Documentation for the America COMPETES Act elements included in the State's statewide longitudinal data system
  - Yearly test records of individual students (element 1)
  - Information on students not tested by grade and subject (element 2)
  - A teacher identifier system that can match teachers to students (element 3)

See attached excerpts.

California Longitudinal Pupil Achievement Data System (CALPADS)

A system that allows for tracking a student's academic performance over time.

Background/History

The cornerstone for compliance with federal law, as delineated in the No Child Left Behind (NCLB) Act of 2001, is increased accountability for student achievement. Schools must be able to show adequate yearly progress (AYP) in academic achievement and increases in graduation rates. California has adopted rigorous academic standards and developed assessments to track whether students are achieving the standards set for them. To fully comply with federal accountability requirements, however, California must be able to track individual student enrollment history and achievement data over time.

To enable California to meet the federal requirements, *Education Code (EC)*sections 49084 and 60900 were enacted in September 2002 to require: (1) the assignment of a Statewide Student Identifier (SSID) as an individual, yet non-personally identifiable number to each K-12 student enrolled in a California public school; and (2) the establishment of the California Longitudinal Pupil Achievement Data System (CALPADS) that includes statewide assessment data, enrollment data, teacher assignment data, and other elements required to meet federal NCLB reporting requirements. In 2006, Senate Bill 1614 was also enacted establishing the California Longitudinal Teacher Integrated Data Education System (CALTIDES) to facilitate teacher assignment monitoring through automation and enable monitoring of Highly Qualified Teacher requirements under NCLB.

CALPADS-CALTIDES will be the foundation of California's K-12 education data system, enabling the migration from the current numerous aggregate data collections to a flexible system based on quality student- and teacher-level data. CALPADS will include student demographic, program participation, grade level, enrollment, course enrollment and completion, discipline, and statewide assessment data. CALPADS will also include teacher assignment data, and will be linked to teacher credential and authorization data in CALTIDES that is sourced from the Commission on Teacher Credentialing. The student-level, longitudinal data in CALPADS will facilitate program evaluation, assessment of student achievement over time, the calculation of more accurate dropout and graduation rates, the efficient creation of reports to meet state and federal reporting requirements, and the ability to create ad hoc reports and respond to questions. CALPADS provides local educational agencies (LEAs) access to longitudinal data and reports on their own students, and immediate access to information on new students enabling them to place students appropriately and to determine whether any assessments are necessary.

For the purposes of administering the requirements of SB 1453 and NCLB, the CDE shall treat independently reporting charter schools acting as their own LEA, as an LEA. Charter schools electing to report CALPADS data independent of the authorizing LEA shall be accountable for meeting all of the reporting requirements of an individual LEA.

In order to meet the requirements of *EC* Section 60900, LEAs shall retain and report to CALPADS individual pupil and staff records, including:

- Statewide Student Identifier (SSID) data
- Student enrollment and exit data
- All necessary data to produce required graduation and dropout rates
- Demographic data
- Data necessary to comply with the No Child Left Behind Act
- Other data elements deemed necessary by the Superintendent of Public Instruction, with approval of the State Board of Education, to comply with the federal reporting requirements delineated in the No Child Left Behind Act of 2001 (P.L. 107-110), and after review and comment by the convened advisory board

LEA maintenance of individual SSIDs includes the accurate and timely reporting of demographic, program, local student enrollment and exit data to CALPADS, and the timely resolution of SSID anomalies with other LEAs.

Failure to comply with state law by not meeting CALPADS reporting requirements may result in zero enrollment counts for official state and federal reports as well as zero enrollment counts posted publicly on official web sites. In addition, zero enrollment counts will result in a loss of any funding based on official enrollment.

In accordance with student data reporting requirements in state law, the (insert "district office" or "charter school office")

maintains and submits student data to the CDE CALPADS. All CALPADS data are maintained in compliance with state and federal privacy laws. Each LEA or independently reporting charter school has a designated LEA CALPADS administrator who is responsible for controlling local access to CALPADS.

Consistent with *EC* Section 49069, parents and legal guardians have the right to access any and all pupil records related to their children that are maintained by school districts. The CDE makes student data in CALPADS available for parental or legal guardian inspection through the LEA or independently reporting charter school where the student is enrolled. Contact the (insert "district office" or "charter school office") to initiate this procedure.

Questions: CALPADS Operations Office | calpads@cde.ca.gov | 916-324-6738

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Monday, October 12, 2009

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF *NOT* MEETING REQUIREMENTS
10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?	State has a procedure to determine the number of absent or untested students (by subgroup and aggregate). State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate). Public schools and LEAs are held accountable for reaching the 95% assessed goal.	The state does not have a procedure for determining the rate of students participating in statewide assessments. Public schools and LEAs are not held accountable for testing at least 95% of their students.

Source: State of California State Application Accountability Workbook 8th Submission. September 4, 2009. Pages 57-59.

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The CDE is able to calculate participation rates because it requires that a SAD be completed for each student in the grades to be assessed, including students who do not take the assessment.

Participation rates for AYP purposes will be calculated by dividing the number of students tested by the number of students enrolled on the first day of testing. Standard rounding rules will be applied in the calculation of participation rates. These rates will be calculated for ELA and mathematics separately. An LEA, school, or a numerically significant subgroup must have a participation rate of 95 percent or greater in order for an LEA, school, or a numerically significant subgroup to make AYP.

In order to comply with the requirements of NCLB, for STAR the number of students enrolled on the first day of testing will include students who have been excluded from testing at the request of parents or guardians. This is contrary to past State practice in which these students were subtracted from the denominator in calculating participation rates. The right for a parent or guardian to request that a student be excused from STAR is recognized by California *EC* Section 60615. There are no similar provisions for student exclusions on the CAHSEE. Students participating in the CAPA will be included in both the numerator and denominator.

California will consider all students who have sat for the assessment as participants. This includes students who failed to respond to enough items to generate a result. In testing parlance, these students are termed “did not attempts.” For accountability purposes, these latter students will be considered to be in the lowest performance level, i.e., “far below basic” and therefore as not proficient.

Calculating participation rates for small schools/LEAs presents two major challenges:

1. Because of small numbers of students, these rates are subject to extreme fluctuation.

2. A small school or LEA in effect has to exceed the 95 percent requirement since it is arithmetically impossible to achieve precisely a 95 percent participation rate. For example, a school with 50 students would actually have to achieve a 96 percent participation rate.

Assistant Secretary Simon addressed these issues in his letter to the Chief State School Officers on May 19, 2004, and his letter to California on July 23, 2004. These letters linked the requirement for calculating the participation rate to the minimum size of the student subgroup. In California, to be considered numerically significant, a student subgroup must consist of at least 50 students who constitute 15 percent of the students in the grades assessed. A student subgroup of 100 or more students is considered significant even if it does not constitute 15 percent of the total number of students.

Consistent with the flexibility outlined in the letters from Assistant Secretary Simon, California will:

- Not calculate participation rates for schools/LEAs with less than 50 students eligible for testing, the lower boundary of California’s formula for calculating whether student subgroups are numerically significant or not.

- Round the participation rate <u>up</u> to the nearest whole number for schools/LEAs or student subgroups with between 51 and 99 students eligible for testing.

- Set a maximum of three non-tested students for schools/LEAs or student subgroups with precisely 50 students. (Otherwise, such a school or LEA would be held to a more rigorous criterion than a school or LEA with 51 students.)

Also, California elects to exercise the flexibility offered by Assistant Secretary Simon on May 19, 2004, and average school/LEA and subgroup participation rates for two or three years beginning in 2004. In its averaging methodology, California will aggregate participation data from two or three years and then apply the same procedures as it would for evaluating data from one year.

For schools/LEAs and student subgroups with 100 or more students enrolled in the grades tested, California will employ standard rounding rules, as indicated above.

Supporting Evidence:

- California *Education Code* Section 60615 that describes the allowance for parental waivers to excuse students from the STAR Program

2.3.3 Teacher Assignment and Highly Qualified Teacher Status

Introduction

Specific data elements identify teachers teaching course sections and whether those teachers are highly qualified to teach the given course sections. See Section 3.6 in this guide, Highly Qualified Teachers, for a full explanation of how these elements are used for HQT reporting and what reports must be certified.

***Teacher assignment* data elements**

The data elements related to teacher assignment include:

Field #	Data Element Public Name	Comment
9.16	SEID (Statewide Educator Identifier)	For each course section, LEAs must provide a SEID for the teacher teaching the given course section. For more information about SEIDs, see the section on SEIDs in Chapter 1 of this guide.
9.17	Local Staff ID	This element is a unique identifier assigned to a staff member by the LEA. This element is used for local reference only.
9.07	CRS-State Course Code	Accurate mapping of a given local course to the State Course Code is important, because CALTIDES will determine whether teachers are appropriately assigned based on their credentials and the State Course Code.
9.25	Multiple Teacher Code	The code values for this data element are (see the CALPADS Code Set, Multiple Teacher Instruction Strategy Category): • Team teaching. • Job sharing. For course sections that are team taught or shared, LEAs should provide SEIDs for every teacher.
9.11	CRS-NLCB Core Course Instructional Level Code	This code specifies whether a given course section is an NCLB core course, and, if it is, whether it is at the elementary or secondary level. This element is required to determine whether information on a given teacher's HQT status must be submitted. If a course is an NCLB core course, the LEA must report how the teacher meets HQT requirements.
9.28	HQT Competency Code	For all teachers teaching NCLB core course sections, LEAs must indicate whether the teachers are highly qualified to teach the courses, and by which of the following options (see the CALPADS Code Set, Content Area Competency Category): • Exam. • Coursework. • Advanced Certification. • High Objective Uniform State Standard Evaluation (HOUSSE). • Verification Process for Special Settings (VPSS). • None. See Section 3.6 in this guide, Highly Qualified Teachers, for a full explanation of the data elements required for HQT reporting.

Continued on next page

CALPADS

2.3.3 Teacher Assignment and Highly Qualified Teacher Status, Continued

What reports must LEAs certify and when?

LEAs are not required to certify any specific teacher assignment reports. LEAs are, however, required to certify the following Highly Qualified Teacher report:

Submis-sion	Census Day*	Snapshot Collection Window	Field #	Name of Report
Fall 2	Fall	Fall Census Day – Mid-December	3.4	NCLB Core Course Section Compliance – Count by Content Area

***Fall Census Day** is the first Wednesday in October.

See Section 3.6 in this guide, Highly Qualified Teachers, for more information on how course data are used to create NCLB reports.

What detailed data will LEAs have to help them certify the reports?

While there are no certification reports specifically for teacher assignment data, LEAs may view the following report if they wish:

Field #	Name of Report
4.3	Staff Teaching Assignments – Detail

Multiple teacher assignments (job sharing and team teaching)

Job sharing and team teaching are handled through the Course Section record in a data element named Multiple Teacher Code. When a given class is reported as having multiple teachers assigned, the CALPADS system requires the reporting of more than one course section record. The CALPADS system will produce errors if only one record is reported in this situation.

For multiple teacher assignments, districts must submit course section records for all teachers involved in the multiple teacher assignments. In these situations:

- The class ID should be the same in all course section records.
- Each course record will reflect the SEID of each teacher participating in the multiple teacher assignment.
- The multiple teacher code in all records should reflect the appropriate multiple teacher assignment type (in the Multiple Teacher Code data element).

Continued on next page

2.3.3 Teacher Assignment and Highly Qualified Teacher Status, Continued

Develop separate course sections for each NCLB core subject taught within a secondary self-contained class

Due to the NCLB reporting requirements for highly qualified teachers:

In the cases of secondary self-contained classes, LEAs need to establish separate course sections for each of the subject areas taught within those classes, as well as establish whether the teachers are HQT for the subject areas being taught in the given course sections. The local course names and codes for each course section will be different, but both course sections will be associated with the same class. For more details on HQT, see the Highly Qualified Teachers section in Chapter 3 of this guide.

(C)(2)

Accessing and using State data

&

(C)(3)

Using data to improve instruction

Exhibit C(2) & (3)-1: Overview of Goals, Activities, Responsible Parties, and Timelines for Section C (Data Systems to Inform Instruction)

Activities	Responsible Party	Timeline
Goal: Ensure the data elements in the statewide longitudinal system reflect needs of stakeholders		
Expand the data elements in the State's longitudinal data system	CDE; CSIS	2010-2014
Goal: Ensure the State's data system is fully accessible and highly useful to participating LEAs as well as a broad range of education stakeholders		
Create a single data portal with clear communication and presentation of all state data.	CDE	2010-2014
Goal: Ensure that schools use local instructional improvement systems		
Assist LEAs in assessing needs regarding local instructional improvement systems.	CDE	2010-2011
Goal: Ensure participating LEAs, principals, and teachers receive support and professional development on effective data use		
Coordinate professional learning communities (PLCs) on data use to inform instruction	CDE, Regional system of support	2010-2014
Produce professional development modules in collaboration with participating LEAs	CDE, Regional system of support	Winter 2010 develop; ongoing monitoring
Extend the Brokers of Expertise portal to include more examples of effective local practice.	CDE	2010-2014
Goal: Ensure data from local instructional improvement systems and state data are available and accessible to researchers		
Develop and implement state-level process to ensure public education data is fully available to the extent allowed under law	CDE; Education Data IRB Committee	2010-2014

Appendix Section D:
Great Teachers and Leaders

(D)(1)

Providing high-quality pathways for aspiring teachers and principals

Evidence for (D)(1)(i): Teachers

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes

Evidence for (D)(1)(ii): Teachers

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification, including:
  - Elements of the program

Exhibit D1: California E.C. sections that support RTTT "alternative pathways to certification" definition elements for teachers

RTTT Element Definition	CA Ed Code: Sections	CA Ed Code: Summary and Representative Quote
(a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education	*Education Code* 44227(a) E.C. 44250 E.C. 44274.2, E.C. 44279.1 E.C. 44279.4 E.C. 44328 E.C. 44373 E.C. 44380 – 44387 E.C. 44830.3 (a) See also E.C. 44259 E.C. 44325 (a) E.C. 44373 E.C. 44450	CA provides support and regulations for teacher alternative certification programs operated by non-IHE public education entities, in order to (1) attract people with work experience outside education and (2) address areas of geographic and subject matter shortages E.C. 44381. As used in this article, "alternative certification program" is a program operated by a school district, county office of education, college or university, or other public education entity, individually or in collaboration with other public education entities in the region to be served, and designed to provide a concentrated program leading to a permanent teaching credential."
(b) are selective in accepting candidates	E.C. 44453(a) See also E.C. 44325 (c) E.C. 44830.3 (b)	CA requires all participants in alternative teaching internship programs to meet selective admission requirements, including having bachelor's degree or higher and demonstrating subject matter knowledge. E.C. 44453 "(a) For admission to all teaching internship programs authorized by this article, an applicant shall have a baccalaureate or higher degree from a regionally accredited institution of postsecondary education and shall pass a subject matter examination as provided in Section 44280 or complete a commission-approved subject matter program as provided in Section 44310."

RTTT Element Definition	CA Ed Code: Sections	CA Ed Code: Summary and Representative Quote
(c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching	E.C. 44326 (d), (e) E.C. 44465 E.C. 44830.3 (a), (b)	CA requires that alternative teacher internship programs "give special supervision and assistance to each intern above and beyond that given to other newly certificated and newly employed school personnel" (E.C. 44465). E.C. 44326 "(d) Each district intern is required to teach with the assistance and guidance of certificated employees selected through a competitive process adopted by the governing board after consultation with the exclusive teacher representative unit or by personnel employed by institutions of higher education to supervise student teachers. "(e) A certificated employee who assists the district intern shall possess valid certification at the same level or of the same type of credential as the district interns they serve."
(d) significantly limit the amount of coursework required or have options to test out of courses	E.C. 44468 (a) E.C. 44830.3 (b) See also E.C. 44253.3(e) E.C. 44259 E.C. 44259.2 E.C. 44262 E.C. 44322	CA provides alternative teacher internship programs with the discretion to determine the number of required courses and *requires* that they provide a written test to replace required training. E.C. 44468 "(a) An internship program . . . shall provide interns . . . the opportunity to choose an early program completion options, culminating in a five-year preliminary teaching credential. The early completion option shall be made available to interns who meet the following requirements: (1) Pass a written assessment that assesses knowledge of teaching foundations . . . ."
(e) upon completion, award the same level of certification that traditional preparation programs award upon completion.	E.C. 44830.3 (d)	CA permits alternative teacher internship programs to present successful candidates for teacher certification. E.C. 44830.3 "(d) Upon completion of service sufficient to meet program standards and performance assessments, the governing board may recommend to the Commission on Teacher Credentialing that the district intern be credentialed [in accordance with related sections of the Education Code]."

Exhibit D2: Non-IHE teacher preparation and credential programs and RTTT definition of "alternative routes to certification."

	RTTT Definition Elements for "alternative routes to certification"				
Program Description	**a**	**b**	**c**	**d**	**e**
Level I: Preliminary Teaching Credential					
LEA-Operated Internships	Y	Y	Y	Y	Y
Early Completion Internship Option	Y	Y	Y	Y	Y
Peace Corps Teaching Experience Option	P	Y	N/A	Y	Y
Private School Teaching Experience Option	P	Y	N/A	Y	Y
Eminence Credential	N/A	Y	N	Y	P
IHE Operated, LEA Partner Internships	P	Y	Y	P	Y
STEM/CTE Credential Pathways	Y	Y	Y	Y	Y
Level II: Clear Teaching Credential					
LEA-Operated Professional Teacher Induction Programs	Y	Y	Y	Y	Y
LEA-Operated Professional Teacher Induction Programs, Early Completion Option	Y	Y	Y	Y	Y
Peace Corps Teaching Experience Option	P	Y	N	Y	Y
Private School Teaching Experience Option	P	Y	P	Y	Y
Eminence Credential	N/A	Y	N	Y	Y

Y = Yes, fully meets definition element; N = No, does not meet definition element; P = Partially meets definition element; N/A = not applicable

Evidence for (D)(1)(i): Principals

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes

Evidence for (D)(1)(ii): Principals

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification, including:
  - Elements of the program

Exhibit D3: California E.C. sections that support RTTT "alternative pathways to certification" definition elements for principals

RTTT Element Definition	CA Education Code: Sections	CA Education Code: Summary and Representative Quote
(a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating	E.C. 44250 E.C. 44270(a) E.C. 44270.1(a) E.C. 44510 - 44517	CA provides support for non-IHE alternative preparation programs for principal and other administrative services credentials. E.C. 44250 "The commission shall issue only the following two types of credentials, with authorizations as hereinafter

RTTT Element Definition	CA Education Code: Sections	CA Education Code: Summary and Representative Quote
independently from institutions of higher education		defined: (a) A teaching credential. (b) A services credential. The commission may issue an internship teaching or services credential." E.C. 44273 "Notwithstanding any other provisions of this code, any credential described in Section 44250 shall be issued to an applicant under the following circumstances: (a) The commission has accepted, upon application of an approved institution supported by detailed data and justification, a program developed and offered by that institution as an experimental, exploratory, or pilot program of preparation for such a credential."
(b) are selective in accepting candidates	E.C. 44270(a) Standard 5: Admission (Commission on Teacher Credentialing (CTC), 2009b[1] (regulations))	CA requires a number of significant prerequisites for eligibility that must be earned prior to acceptance into an intern program. These requirements include: A valid teaching credential (E.C. 44270(a)(1) (A) – (D)) and "(2) Completion of a minimum of three years of successful, full-time classroom teaching experience in the public schools, including, but not limited to, service in state- or county-operated schools, or in private schools of equivalent status or three years of experience in the fields of pupil personnel, health, clinical or rehabilitative, or librarian services."
(c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching	Standard 7: Field Experience and Clinical Practice (CTC, 2009c[2] (standards))	E.C. 44270(a)(3) provides for the CTC to approve programs for satisfying the requirements for the administrator credentials. The CTC standards require approved programs to include supervised, school-based experiences and on-going mentoring and other support (Commission on Teacher Credentialing, 2009b)[4].

[1] Commission on Teacher Credentialing. (2009b, December). *3D. Action. Professional services committee. Update on funded teacher development programs.* Sacramento, CA: Author. Retrieved January 12, 2010, from http://www.ctc.ca.gov/commission/agendas/2009-12/2009-12-3D.pdf.

[2] Commission on Teacher Credentialing. (2009c, August). *Standards of quality and effectiveness for administrative services credentials.* Sacramento, CA: Author. Retrieved December 27, 2009, from http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook.pdf.

RTTT Element Definition	CA Education Code: Sections	CA Education Code: Summary and Representative Quote
	Standard 8: District-Employed Supervisors (CTC, 2009c[3] (standards))	CTC, 2009c[5] "Program content [for Level I] should include both knowledge and practice components designed to meet the needs of schools both today and in the future and emphasize preparation of administrators to be instructional leaders. The program requires significant field experiences focused on the development of leadership and management skills for creating an environment conducive to success for all students" (p. 8). "The major purpose of the clear credential program [Level II] is to provide for support, mentoring and assistance designed to contribute to the success of the new administrator. . . The [individual participant's] plan includes a mentoring component, and may include both academic requirements and other requirements that could include non-university activities (p. 8)"
(d) significantly limit the amount of coursework required or have options to test out of courses	E.C. 44270.1(b)(2) E.C. 44270.5 See also E.C. 44270.1(b)(3) [currently not available]	CA provides that a candidate may be issued a Level I credential to a candidate who possess a teaching or services credential, has the required experience, and passes a national administrator performance test in place of a more extended program, including coursework. A Level II credential may be issued to a candidate who demonstrates mastery of commission accredited fieldwork *or* passes a national administrator performance assessment (latter option not currently available). E.C. 44270.5 "(a) Notwithstanding any provision of this chapter and as an expedited alternative to Section 44270, the commission may issue a preliminary services credential with a specialization in administrative services [Level I] to a candidate who completes the following requirements: (1) Possess a teaching or services credential as specified in paragraph (1) of subdivision (a) of Section 44270. (2) Completes the experience requirement specified in paragraph (2) of subdivision (a) of Section 44270.

[3] Ibid. 2
[4] Ibid. 1
[5] Ibid. 2

RTTT Element Definition	CA Education Code: Sections	CA Education Code: Summary and Representative Quote
		(3) Successfully passes a test adopted by the commission, upon a finding by the commission that the test is aligned to state administrator preparation standards. "(b) Notwithstanding any provision of this chapter and as an alternative to Section 44270.1, the commission may issue a professional clear services credential with a specialization in administrative services [Level II] to a candidate who holds or is eligible for a preliminary services credential with a specialization in administrative services, and who meets *one of the following requirements:* (1) Successfully completes a program . . . (2) Demonstrates mastery of commission accredited fieldwork performance standards for a professional clear services credential with a specialization in administrative services . . . [or] (3) Passes a national administrator performance assessment adopted by the commission." [the assessment is not available at this time]
(e) upon completion, award the same level of certification that traditional preparation programs award upon completion.	E.C. 44270(a)(3) E.C. 44273 E.C. 44270.1 E.C. 44270.5 CTC, 2009c[6]	CA provides for alternative programs, including internship programs, to satisfy the program requirement for administrative credentials at Level I and II. Level I E.C. 44270(a)(3) "Completion of an entry level program of specialized and professional preparation in administrative services approved by the commission or a one-year internship in a program of supervised training in administrative services, approved by the commission as satisfying the requirements for the preliminary services credential with a specialization in administrative services." Level I and II "44273. Notwithstanding any other provisions of this code, any credential described in Section 44250 shall be issued to an applicant under the following circumstances: (a) The commission has accepted, upon application of an approved institution supported by detailed data and justification, a program developed and offered

[6] Ibid. 2

RTTT Element Definition	CA Education Code: Sections	CA Education Code: Summary and Representative Quote
		by that institution as an experimental, exploratory, or pilot program of preparation for such a credential. The commission shall accept only those programs which it finds, by resolution entered in its minutes, to have merit and the potential of improving the quality of service authorized by the credential. (b) The applicant has completed such a program following the date of its acceptance by the commission. (c) The applicant holds upon completion of the credential program a baccalaureate or higher degree from an approved institution. (d) The applicant meets all of the requirements of this chapter and the regulations of the commission adopted pursuant thereto, respecting age, character, citizenship, health, identification, oath or affirmation, and study of or examination in the Constitution of the United States."

Exhibit D4: Non-IHE principal preparation and credential programs and RTTT definition of "alternative routes to certification."

	RTTT Definition Elements for "alternative routes to certification"				
Program Description	**a**	**b**	**c**	**d**	**e**
Level I: Preliminary Administrative Services Credential					
LEA-Operated Preliminary Administrative Services Internships	Y	Y	Y	Y	Y
School Leaders Licensure Assessment	Y	Y	N/A	Y	Y
IHE-Operated, LEA Partnered Internships	P	Y	Y	Y	Y
Level II: Clear Administrative Services Credential					
Administrator Training Programs	Y	Y	Y	Y	Y
Guidelines-Based Individualized Programs	Y	Y	Y	Y	Y
Standards-Based Hybrid Programs	P	Y	Y	Y	Y
Standards Based Program Mastery of Fieldwork	N	Y	Y	Y	Y
Exam (authorized, but currently not available)	Y	Y	N/A	Y	Y

Y = Yes, fully meets definition element; N = No, does not meet definition element; P = Partially meets definition element; N/A = not applicable

Evidence for (D)(1)(ii): Teachers

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification, including:
  - Number of teachers that successfully completed each program in the previous academic year
  - Total number of teachers certified statewide in the previous academic year

Level I: Preliminary Teaching Credential

Alternatives to traditional IHE-operated programs for qualified individuals *who are new to teaching* and interested in earning a **preliminary teaching credential** (Level I) include completion of an internship program or passage of an exam as part of an early completion option. Internship programs are operated by LEAs and IHEs and can include support from private organizations, such as Project Pipeline[7]. They provide formal teacher preparation to qualified candidates, such as second-career professionals and college graduates with non-education majors, during their first and second year of teaching in a paid position. In 2006, the Enhanced Intern Program (E.C. 44387) began providing additional incentive funding to intern programs in order to increase intern training, improve the distribution of interns, and reduce the ratio of mentors to interns.

- LEA-Operated Internships

  Key Authorizing Statutes: E.C. 44259, 44325, 44328, 44830.3

  LEA-operated internships are one- to two-year programs administered by California school districts in partnership with IHEs and are designed to provide participants with classroom experience while they complete course work requirements for the preliminary teaching credential. LEAs may partner with private organizations, such as REACH, to provide internship activities. District Internship Credentials are issued to individuals who have enrolled in Commission-approved internship programs and meet all of the following requirements: possess a baccalaureate or higher degree from a regionally-accredited college or university; satisfy basic skills requirement, and meet the subject matter requirements through either passing an exam or coursework; demonstrate knowledge of the U.S. Constitution through either passing an exam or coursework or a course (two semester units or three quarter units) in the provisions; and pass a background check. The District Internship Credential authorizes the holder to teach, under the supervision of a CTC-approved district intern program, in the area or subject listed on the credential.

  The district that employs a district intern must have developed and implemented a Professional Development Plan, in consultation with a California Commission on Teacher Credentialing (CTC)-approved IHE program of teacher preparation. The district intern must be assisted and guided throughout the training program by either a person designated as a mentor teacher, a teacher selected through a competitive process, or a person employed by the program to supervise student teachers. A current *Professional Development Plan* must be on file at the Commission office before the District Intern
  Credential will be issued. The Professional Development Plan must include the following:

  1. Prior to beginning daily teaching responsibilities, individuals must complete **one** of the

[7] Project Pipeline. 2009. *Welcome to Project Pipeline Teacher Credential Program*. Retrieved December 29, 2009, from http://www.projectpipeline.org/

following:
   a. 120 clock-hours of training in child development and the methods of teaching the subjects and grade levels to which the district intern is assigned
   b. Six semester units of course work in the same areas;
   c. Additional instruction in child development and teaching methods during the first semester of employment for interns who are employed in kindergarten or grades 1–6;
2. Instruction in the culture and methods of teaching English learners during the first year of employment for interns who are employed in bilingual classrooms;
3. Courses or training as determined by the governing board of the school district; and
4. A successful annual evaluation of the district intern's performance, including passing a performance-based Teaching Performance Assessment (TPA) and the Reading Instruction Competence Assessment (RICA), if necessary.

When a district intern successfully completes the internship program, they are eligible to receive a teaching credential in the area or subject listed on the internship credential.
(Retrieved December 28, 2009, from http://www.ctc.ca.gov/credentials/leaflets/cl402a.pdf).

- IHE-Operated, LEA Partner Internships
  Key Authorizing Statutes: E.C. 44381
  IHE-operated internships are hybrid Level I programs between traditional IHE and fully alternative paths to teacher certification. They are one- to two-year programs administered by California colleges and universities in partnership with local school districts and are designed to provide participants with classroom experience while they complete course work requirements for the preliminary or professional clear credential. University Internship Credentials are issued to individuals who have enrolled in CTC-approved internship programs, which authorize the holders to serve, under the supervision of a CTC-approved college or university and the holders' employer, in the area or subject listed on the credential.
  (Retrieved December 28, 2009, from http://www.ctc.ca.gov/credentials/leaflets/cl402a.pdf).

According to the most recent count of teacher internship programs, 68 internships are currently operating in California: eight are LEA-operated and 60 are IHE-operated, LEA partnerships (Commission on Teacher Credentialing, 2009b). In total, 7, 962 teacher interns participated during 2008/09, a 441% increase from 1, 471 in 1995/96 (Commission on Teacher Credentialing, 2009b). Exhibit D5 lists the teacher internship programs and completers. Please note that Exhibit D5 uses 2007/08 data, which is the most recent data available for individual programs but data were not available for three of the 68 programs.

Exhibit D5: Number of LEA-Operated and IHE-Operated, LEA Partnership Internship Completers by Institution or Program, 2007/08

Institution	Number of Completers
Alliant International University	158
Antioch University Santa Barbara	1
Azusa Pacific University	214
Biola University	3
CA State Polytechnic Univ.-Pomona	115
California Baptist University	34
California Lutheran University	14
CALState Teach	184
CCTC Alt Cert	127

Institution	Number of Completers
Chapman University	410
Claremont Graduate University	76
Concordia University	2
CSU Bakersfield	128
CSU Channel Islands	19
CSU Chico	27
CSU Dominguez Hills	253
CSU East Bay	136
CSU Fresno	78
CSU Fullerton	81
CSU Long Beach	75
CSU Los Angeles	100
CSU Monterey Bay	73
CSU Northridge	147
CSU Sacramento	64
CSU San Bernardino	182
CSU San Marcos	5
CSU Stanislaus	86
Dominican University of California	25
Fresno Pacific University	39
High Tech High Communities	7
Holy Names University	9
Humboldt State University	10
IMPACT	120
John F. Kennedy University	2
La Sierra University	2
Los Angeles USD	168
Loyola Marymount University	152
Mount Saint Mary's College	2
National Hispanic University	20
National University	587
Notre Dame de Namur University	25
Ontario/Montclair USD	9
Orange County Department of Education	27
Patten University	4
Pepperdine University	15
Point Loma Nazarene University	26
Project Pipeline	121
Saint Mary's College of California	17

Institution	Number of Completers
San Diego City USD	15
San Diego State University	56
San Francisco State University	163
San Jose State University	95
Santa Clara University	11
Sonoma State University	60
Stanislaus County Office of Education	9
UC Irvine	10
UC Riverside	26
UC San Diego	39
University of LaVerne	88
University of Phoenix	51
University of Redlands	56
University of San Diego	5
University of San Francisco	28
University of the Pacific	11
Whittier College	8
Statewide Total	**4, 910**

(Source: *Annual Report Card on California Teacher Preparation Programs for the Academic Year 2007-08 as required by Title II of the Higher Education Act, Appendix A-2: Pass-rate Data for Alternative Route Teacher Preparation Programs, State-Level Aggregate and Summary)*

- Early Completion Internship Option
  Key Authorizing Statutes: E.C. 44468; see also, Coded Correspondence 02-0013 (retrieved December 27, 2009, from http://www.ctc.ca.gov/notices/coded/020013/020013.pdf)
  The Early Completion Internship Option provides individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of an Internship Program and demonstrate pedagogical skills through a performance assessment while in a CTC-approved internship program. All CTC-approved internship programs (both IHE-operated and LEA-operated (described above)) must offer early completion options to qualified candidates. To be eligible for the Early Completion Internship Option, interns must pass their Teaching Performance Assessment (TPA) on the first attempt. Demonstration of requisite skills and knowledge (basic teaching education foundations and pedagogy) occurs through passing the written Teaching Foundations Examination (TFE) administered by the Educational Testing Service (ETS).
  (Retrieved December 28, 2009, from http://www.ctc.ca.gov/credentials/leaflets/cl840.pdf).

  At this time, the data does not have data on the number of completers of this option. However, the State does collect information on the pass rates on the Teacher Foundation Examinations (TFE), the central requirement for the Early Completion Internship Option.

Exhibit D6:. TFE Pass Rates as of 2007-08

Multiple Subjects			English		
N Completed	N Passes	% Passed	N Completed	N Passes	% Passed
133	125	**94%**	57	46	**81%**
Mathematics			**Science**		
N Completed	N Passes	% Passed	N Completed	N Passes	% Passed
54	54	**100%**	65	58	**89%**

(Source: Commission on Teacher Credentialing. (2009a, August). *Report on passing rates of Commission-approved examinations for 2003-04 to 2007-08.* Sacramento, CA: Author. Retrieved January 10, 2010, from http://www.ctc.ca.gov/reports/exam-passing-rate-FY-2003-04-2007-08.pdf.)

- Peace Corps Teaching Experience Option (applies to Level I and Level II)
  Key Authorizing Statutes: E.C. 44322
  California regulations authorize the CTC to accept specified Peace Corps teaching experience in lieu of the professional teacher preparation program requirement for a teaching credential, both preliminary (Level I) and clear (Level II). The Commission requires individuals to provide the following information to waive the teacher preparation program requirements based upon Peace Corps teaching experience:
  Certification by the director of the Peace Corps of the United States or the Peace Corps Country Director that the applicant has satisfactorily completed at least 18 months in a Peace Corps assignment in a foreign country, during which time 50 percent or more of his or her duties consisted of classroom teaching of resident children of the foreign country.
  Applicants must meet all other requirements for the preliminary and clear teaching credentials, but may begin teaching with the issuance of the preliminary credential.
  (Retrieved December 28, 2009, from http://www.ctc.ca.gov/credentials/leaflets/cl535.pdf).

  Counts of credentials issued to individuals through the Peace Corps Teaching Experience Option are not available currently. As the State further develops and expands its data collection system, this data could be included.

- Private School Teaching Experience Option (applies to Level I and Level II)
  Key Authorizing Statutes: E.C. 44259, 44259.2
  California Education Code allows private school teachers to use three to five years of successful, appropriate teaching experience in lieu of the student teaching component or six years in lieu of completing a teacher preparation program including student teaching. Candidates with sufficient private school teaching experience to apply directly to the CTC for a teaching credential under these provisions are *not* subject to the Teaching Performance Assessment (TPA) requirement. Candidates with six years or more of successful, appropriate private school teaching and who hold a California English learner authorization may apply directly for a clear (Level II) teaching credential. (Retrieved December 28, 2009, from http://www.ctc.ca.gov/credentials/leaflets/cl834.pdf).

In 2007/08, 132 individuals were issued Level I or Level II teaching credentials through the Private School Teaching Experience Option.

- Eminence Credential (applies to Level I and Level II)
  Key Authorizing Statutes: E.C. 44262
  Upon recommendation of the governing board of a school district, the CTC is authorized to grant an Eminence Credential (teaching or services) to an individual who is eminent in a field of endeavor taught or service practiced in California public schools. Each eminence credential shall be issued initially for a two-year period and may be renewed for a three-year period by the CTC upon the request of the governing board of the school district. Upon completion of the three-year renewal period, the holder of an eminence credential shall be eligible upon application for a professional clear teaching credential.

  In 2007/08, 5 individuals were issued Eminence Credentials.

- STEM/CTE Pathway
  Key Authorizing Statutes: Senate Bill X5 4 (passed December 17, 2009)
  This recently passed bill creates new credential pathways for aspiring Science, Technology, Engineering and Math (STEM) and Career Technical Education (CTE) teachers. These pathways are under development. We anticipate that these new credential pathways will meet all five elements of the definition of "alternative routes to certification."

  The STEM/CTE Pathway was recently authorized by the State Legislature and is in the process of being developed. Completion data will be collected once these pathways are operational.

Level II: Clear Teaching Credential
A **clear teaching credential** (Level II) can be earned through an alternative program provided by an LEA. California also provides alternative routes to teacher certification (both Level I and II) for experienced professionals such as teachers who have successfully taught in private schools and the Peace Corps and individuals who are recognized as eminent in a specific endeavor. The private school, Peace Corps and eminence routes allow for experience (teaching or professional) and, at times, exams in lieu of traditional coursework and fieldwork requirements.

Currently, California does not track Level II teacher induction program completion data. As the State further develops and expands its data collection system, this data could be included.

- LEA-Operated Professional Teacher Induction Programs
  Key Authorizing Statutes: E.C. 44227(a), 44259, 44274.2, 44279.1, 44279.4
  LEAs that can demonstrate a need for the program may, upon CTC approval, provide a Professional Teacher Induction Program that leads to a clear (Level II) teaching credential. These induction programs are known as Beginning Teacher Support and Assessment (BTSA) programs. The LEA assigns a support provider for each beginning teacher within the first 30 days of initial teacher participation in the induction program. The beginning teacher and the support provider develop an individual induction (IIP) plan for the support and development of the beginning teacher. The support provider must hold a valid California teaching credential, or have equivalent professional background and experience. The IIP is based on the teacher's assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. The IIP guides the activities to support growth and improvement of professional practice in at least one content area of focus. It is a working document, and is periodically revisited for reflection and updating.
  LEAs develop the methods for assessing satisfactory completion of their induction program in

accordance with CTC standards and competency requirements. Evidence of successful teaching practice development includes multiple measures such as self-assessment, observation, analyzing student work, and planning and delivering instruction. An assessment tool identifying multiple levels of teaching performance is used as a measure of teaching practice. Reflection on evidence of practice is a collaborative process with a prepared support provider and/or other colleagues as designated by the induction program.
(Retrieved December 28, 2009, from http://www.ctc.ca.gov/educator-prep/standards/Induction-Program-Standards.pdf).

Exhibit D7: LEA-Operated BTSA Teacher Induction Programs as of January 2010

Institution	Number of completers
Alhambra USD BTSA Induction	*
Anaheim City SD BTSA	*
Anaheim Union HSD BTSA	*
Antelope Valley Union HSD BTSA	*
Antioch USD BTSA	*
Arcadia Unified School District BTSA Induction	*
Azusa USD BTSA Inductio	*
Bakersfield City SD BTSA	*
Baldwin Park USD BTSA Induction	*
Bellflower USD BTSA Induction	*
BI/SMFC	*
BTSA South Bay Consortium	*
Burbank USD BTSA Inductio	*
Butte COE BTSA	*
Capistrano USD BTSA	*
Castaic SD BTSA Induction	*
CCCOE/SMC BTSA Induction	*
Central USD BTSA	*
Chaffey Jt. Union HSD BTSA	*
Chino Valley USD BTSA	*
Chula Vista ESD BTSA	*
CiPAR-BTSA	*
Clovis USD BTSA	*
Compton USD BTSA Induction	*
Corona-Norco USD BTSA	*
Culver City / Beverly Hills USD BTSA Induction	*
Dos Palos Oro Loma Joint Unified School District BTSA	*
Downey USD BTSA Inductio	*
Duarte/Temple City BTSA Induction Consortium Program	*
East Bay BTSA Induction Consortium	*
East County Consortium BTSA: Cajon Valley Union ESD	*
El Dorado COE BTS	*
El Rancho USD BTSA Induction	*
Elk Grove USD BTSA	*

Institution	Number of completers
Envision BTSA	*
Escondido Union High SD BTSA	*
Escondido USD BTSA	*
Etiwanda SD BTSA	*
Evergreen Elementary School District BTSA	*
Fairfield/Suisun USD BTSA	*
Far East Contra Costa BTSA Consortium (Brentwood USD)	*
Fontana USD BTSA	*
Foothill Consortium BTSA Induction	*
Fremont USD BTSA	*
Fresno COE BTSA	*
Fresno USD BTSA	*
Garden Grove Unified BTSA	*
Glendale USD BTSA Induction	*
Greenfield Union SD BTSA	*
Grossmont Union HSD BTSA	*
Hacienda La Puente USD BTSA Induction	*
Hanford Elementary	*
Hayward BTSA Induction Program	*
High Tech High	*
Imperial COE BTSA: (Consortium)	*
Inner City Education Foundation (ICEF) BTSA Induction	*
Irvine USD BTSA	*
Keppel Union ESD BTSA	*
Kern County SOS BTSA	*
Kern High SD BTSA	*
Kings COE BTSA	*
La Mesa - Spring Valley SD BTSA	*
Lancaster ESD BTSA	*
Lawndale/Lennox/Hawthorn/Cent.Valley BTSA Induction Consortium	*
Lodi USD BTSA	*
Long Beach USD BTSA Induction	*
Los Angeles COE BTSA Induction	*
Los Angeles USD (District 1) BTSA Induction	*
Los Angeles USD (District 2) BTSA Induction	*
Los Angeles USD (District 3) BTSA Induction	*
Los Angeles USD (District 5) BTSA Induction	*
Los Angeles USD (District 6) BTSA Induction	*
Los Angeles USD (District 8) BTSA Induction	*
Los Angeles USD District Intern BTSA Induction	*
Los Angeles USD-BTSA Induction	*
Los Angeles USD-District 4-BTSA Induction	*
Los Angeles USD-District 7-BTSA Induction	*

Institution	Number of completers
Los Banos Unified BTSA	*
Madera USD BTSA	*
Manteca USD	*
Marin BTSA Induction (Marin COE)	*
Merced COE BTSA	*
Merced Union High School District BTSA	*
Milpitas BTSA Induction	*
Modesto City BTSA	*
Montebello USD BTSA Induction	*
Monterey County BTSA Induction Program	*
Mt. Diablo USD BTSA Induction	*
Murrieta Valley School District BTSA	*
Napa COE BTSA	*
New Haven USD BTSA	*
New Teacher Induction Program	*
Newport-Mesa USD BTS	*
North Coast Beginning Teacher Program BTSA (Sonoma COE)	*
North Coastal Consortium BTSA: Encinitas Union ESD	*
North County PDF BTSA: San Diego COE	*
North Orange County BTSA: Fullerton SD	*
North State BTSA (Tehama COE)	*
Norwalk-La Mirada USD BTSA Inductio	*
Oakland BTSA Induction	*
Oceanside USD BTSA	*
Ontario-Montclair SD BTSA	*
Orange County DOE BTSA	*
Orange USD BTSA	*
Palmdale ESD BTSA	*
Palo Alto USD BTSA	*
Panama-Buena Vista Union SD BTSA	*
Paramount USD BTSA Induction	*
Pasadena USD BTSA Induction	*
Placentia-Yorba Linda USD BTSA	*
Placer County BTSA (Placer COE)	*
Pomona USD BTSA Induction	*
Poway USD BTSA	*
REACH Institute Induction Program	*
Rialto USD BTSA	*
RIMS BTSA-Riverside COE	*
Riverside USD BTSA	*
Rowland USD BTSA Induction	*
Sacramento BTSA Consortium (Sacramento COE)	*
Sacramento City USD BTSA	*

Institution	Number of completers
Saddleback Valley BTSA	*
San Bernardino City USD BTSA	*
San Diego USD - BTSA	*
San Dieguito Union HSD BTSA	*
San Gabriel USD BTSA Induction Consortium	*
San Joaquin COE BTSA	*
San Jose USD BTSA Induction	*
San Juan USD BTSA	*
San Luis Obispo COE BTS	*
San Marcos USD BTSA	*
San Mateo County BTSA Induction Project	*
San Ramon Valley USD BTSA	*
Sanger Unified BTSA	*
Santa Ana USD BTSA	*
Santa Barbara CEO BTSA	*
Santa Clara USD BTSA	*
Santa Clarita Valley BTSA Induction Consortium (Saugus)	*
Santa Cruz/Silicon Valley New Teacher Project	*
Santa Monica-Malibu USD BTSA Induction	*
Santa Rosa City Schools BTSA	*
Selma USD BTSA	*
Sequoia TIPS	*
SFUSD BTSA/Induction Program	*
SIA Tech	*
South Bay BTSA Induction Consortium (Palos Verdes)	*
South County Consortium BTSA: San Diego County Office of Education	*
Stanislaus COE BTSA	*
Stockton USD BTSA	*
Sweetwater Union HSD BTSA	*
Torrance USD BTSA Induction	*
Tracy USD BTSA	*
Tri County BTSA (Sutter COE)	*
TriValley Teacher Induction Program	*
Tulare City ESD BTSA	*
Tulare COE BTSA	*
Tustin USD BTSA	*
Vallejo City/Solano County BTSA (Vallejo City USD)	*
Ventura COE BTSA Induction Consortium	*
Visalia Unified BTSA	*
Vista Unified BTSA	*
Walnut Valley BTSA Induction Consortium	*
Washington USD BTSA	*
West Contra Costa USD BTSA	*

Institution	Number of completers
West Orange County BTSA Induction Consortium: Oceanview SD	*
Westside Union ESD BTSA	*
Wm. S. Hart UHSD BTSA Induction	*
Yolo/Solano BTSA (Davis JUSD)	*

(Retrieved January 12, 2010, from https://info.ctc.ca.gov/fmi/xsl/BTSAContacts/BTSADirectors/cluster_all.xsl)
* Currently, California does not track Level II teacher induction program completion data. As the State further develops and expands its data collection system, this data could be included.

- LEA-Operated Professional Teacher Induction Programs, Early Completion Option
  Key Authorizing Statutes: E.C. 44279.25
  California code requires that LEAs operating a professional teacher induction program shall make available and advise candidates of an Early Completion option for "experienced and exceptional" candidates who meet the program's established criteria (described above). LEAs develop the methods for assessing satisfactory early completion of their induction program in accordance with CTC standards and competency requirements. (Retrieved December 28, 2009, from http://www.ctc.ca.gov/educator-prep/standards/Induction-Program-Standards.pdf).

- Peace Corps Teaching Experience Option
  Please see information listed above under Level I.

- Private School Teaching Experience Option
  Please see information listed above under Level I.

- Eminence Credential
  Please see information listed above under Level I.

Total number of teachers certified statewide in 2007/08
The following data provide information on the number of teacher credentials issued by the California Commission on Teachers Credentialing (CTC) during 2007/08, the most recent year of complete data.

Total number of teachers certified statewide in the previous academic year

Type of Program	Total Number of Teachers Certified
IHE Prepared	19,084
District Prepared	303
Out-of-State Prepared	3,933
Total Certified in 2007-08	**23, 320**

Evidence for (D)(1)(ii): Principals

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification, including:
  - Number of teachers and principals that successfully completed each program in the previous academic year
  - Total number of teachers and principals certified statewide in the previous academic year

Preliminary Administrative Credential (Level I) and Clear Administrative Credentials (Level II)
For principals and other administrators, E.C. 44270 (amended 2002) established alternative routes to traditional IHE-operated programs for earning the **preliminary administrative credential** (Level I) and **clear administrative credentials** (Level II) credentials. The Level I administrative credential can be completed through one of the following alternative routes: (1) an LEA-sponsored internship program accredited by the CTC, while the candidate works as a paid administrator; (2) passing the School Leaders Licensure Assessment offered by the Educational Testing Service[8]; or (3) a traditional-alternative hybrid internship program, which is a CTC-accredited internship operated by an IHE in partnership with an LEA, while the candidate works as a paid administrator.

Successful candidates who are employed as school administrators have five years to meet the requirements for the Level II administrative credential.

For the Level II administrative credential, California requires completion of two years of full-time administrative employment, plus completion of either a traditional CTC-accredited IHE program or one of the following alternative routes: (1) demonstration of mastery of fieldwork performance standards, essentially "testing out" of the standard curriculum through actual performance assessment; (2) completion of an alternative guidelines-based program approved by the CTC, such as LEA-sponsored individualized induction programs; (3) completion of Administrator Training Program (ATP), which can be provided by LEAs or private entities; or (4) a CTC standards-based program operated by an IHE in partnership with an LEA. California law also permits Level II credentialing through passage of a national administrator performance assessment adopted by the CTC; though this exam is not currently available.

[8] This exam is scheduled to be replaced with a newly developed California exam projected for Spring 2011.

- LEA-Operated Preliminary Administrative Services Internships (Level I)
  Key Authorizing Statutes: E.C. 44270(a)(3), 44452
  California codes and regulations provide that LEAs can provide administrative services internships that lead to preliminary certification, if they can provide justification, such as employment shortages. Administrative interns serve as paid principals or other approved administrative position while completing the program activities required to earn a Level I credential. CTC-approved programs shall ensure that interns have a basic understanding of the foundations of administrative practice and an understanding of their specific job responsibilities. Interns are given multiple, systematic opportunities to combine theory with practice. The program design clearly recognizes the particular needs of interns and provides an array of support systems designed to meet the needs of interns enrolled in the program. LEAs develop the methods for assessing satisfactory completion of their intern programs in accordance with CTC standards and competency requirements. (Retrieved December 27, 2009, from http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook.pdf).

Exhibit D8: Number of LEA-Operated Administrative Internship Programs as of 2007/08

Institution or Program Name	Number of program completers
Madera County Superintendent of Schools	*
Orange County Office of Education	*
San Joaquin County Office of Education (Project Impact) District Internship	*
Santa Barbara County Office of Education	*
Santa Clara County Office of Education	*

(Retrieved December 28, 2009, from http://134.186.81.79/fmi/xsl/CTC_apm/recordlist_SCadm.html)
* Program completer data are not available for this pathway.

- School Leaders Licensure Assessment (Level I)
  Key Authorizing Statutes: E.C. 44270.5(a)(3)
  California codes and regulations provide that candidates who possess a California education or health services credential can receive a preliminary administrative services credential with a passing score of 173 or higher on the six-hour School Leaders Licensure Assessment (SLLA), administered by the Educational Testing Service. (Retrieved December 28, 2009, from http://www.ctc.ca.gov/credentials/leaflets/cl574c.pdf).

- IHE-Operated, LEA Partnered Internships (Level I)
  Key Authorizing Statutes: E.C. 44270(a)(3)
  California codes and regulations permit IHEs to operate Level I administrative services internships in partnership with LEAs. These internship programs are required to meet the standards as the LEA-operated internship programs, described above. (Retrieved December 27, 2009, from http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook.pdf).

Exhibit D9: IHE-Operated, LEA-Partnership Principal Internship Programs as of 2007/08

California State University System	Number of Completers
Bakersfield, California State University	*
Chico, California State University	*
Dominguez Hills, California State University	*
East Bay, California State University	*
Fresno, California State University	*

Humboldt State University	*
Pomona, California Polytechnic University	*
Sacramento, California State University	*
San Bernardino, California State University	*
San Diego State University	*
San Francisco State University	*
San Jose State University	*
San Luis Obispo, California Polytechnic State University	*
Sonoma State University	*
Stanislaus, California State University	*
California University Systems	
Berkeley, University of California	*
Riverside, University of California	*
Private Institutions	
Azusa Pacific University	*
Brandman University	*
Chapman University	*
Fresno Pacific University	*
John F. Kennedy University	*
Loyola Marymount University	*
Mills College	*
National University	*
Notre Dame de Namur University	*
Point Loma Nazarene University	*
Santa Clara University	*
Simpson University	*
Touro University	*
University of La Verne	*
University of Redlands	*
University of San Diego	*
University of the Pacific	*
Whittier College	*

(Retrieved January 10, 2010, from http://134.186.81.79/fmi/xsl/CTC_apm/recordlist_SCadm.html)
* Program completer data are not available for this pathway.

- Administrator Training Programs (Level II)
  Key Authorizing Statutes: AB 430; E.C. 44510-44517
  Assembly Bill 430 authorizes LEAs and private institutions to provide programs for Level II Clear Administrative Services Credentials, known as Administrator Training Programs (ATP). In these ATPs, a participating principal or administrator's training is individually designed to meet the candidate's assessed needs, interests and long-term career goals. A formal plan for professional induction is developed by the candidate, the credential supervisor, and a district mentor. Assessments of candidate performance are designed by the administering institution. They are to include multiple and varied assessments which occur at multiple points in the candidate's progress throughout the program. These assessments will measure progress, help the candidate reflect on learnings, guide revisions to the professional development plan, and lead to informed decisions about administrative competence and proficiency in support of student learning.

ATPs are organized in three modules: Module 1: Instructional Leadership and Support of Student Instructional Program; Module 2: Leadership and Management for Instructional Improvement; and Module 3: Instructional Technology. In total, the three modules comprise 80 hours of core activities and 80 hours of fieldwork.
(Retrieved December 27, 2009, from http://www.cde.ca.gov/fg/fo/r12/atp08faqs.asp#modules).

Exhibit D10: Institution or Programs Providing ATP Module as of 2007/08

Institution or Program	Number of Completers
Action Learning Systems, Inc	*
Assn of California School Administrators	*
Butte County Office of Education	*
California Technology Assistance Project Region 10 RIMS CTAP	*
California Technology Assistance Project Region 6	*
CCSESA Region 1	*
Contra Costa COE	*
Contra Costa COE/CSESSA Region IV	*
Etiwanda School District	*
Fresno County Office of Education	*
Imperial County Office of Education	*
Kern County Superintendent of Schools	*
Los Angeles County Office of Education	*
Madera County Superintendent of Schools	*
Monterey County Office of Education	*
Ontario-Montclair School District	*
Orange County Department of Education	*
Reading Lions Project Center	*
Riverside County Office of Education	*
Sacramento County Office of Education	*
San Bernardino County Office of Education	*
San Diego County Office of Education	*
San Joaquin County Office of Education	*
San Mateo County Office of Education/CTAP Region IV	*
Santa Barbara COE/Central Coast School Leadership Center	*
Santa Clara County Consortium	*
Santa Cruz County Office of Education	*
Shasta County Office of Education	*
Smar2tel Learning Links	*
Stanislaus County Office of Education	*
Ventura County Office of Education	*

(Retrieved December 28, 2009, from http://www.ab430training.org/approvedProviders.aspx).

Currently, California does not track the number of individuals who complete **ATP modules** (described above) leading to an administrative credential. As the State further develops and expands its data collection system, this data could be included.

- Guidelines-Based Individualized Programs (Level II)
  Key Authorizing Statutes: E.C. 44270.5(a)
  California code and the CTC permit LEAs and other educational entities, as well as IHEs, to establish individualized induction programs that provide support, mentoring and assistance for new principals and other administrators. These alternative programs must meet CTC guidelines, which include an initial candidate assessment within 90 days of administrative employment and an individualized mentoring plan by a qualified mentor as determined by program-established criteria. Each candidate is assessed throughout the program as well as with a culminating assessment to determine whether the candidate has successfully completed the program. These assessments are developed by the providing institution. (Retrieved December 27, 2009, from http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook.pdf and http://www.ctc.ca.gov/help/admin-svc/renewal.html).

Exhibit D11: Guidelines-Based Individualized Programs as of 2007/08

Institution or Program	Number of Completers
Sacramento, California State University	*
Irvine, University of California	*
Santa Cruz, University of California	*
Azusa Pacific University	*
Boston Reed	*
Claremont Graduate University	*
Mills College	*
Santa Clara University	*
Association of California School Administrators	*
Los Angeles Unified School District	*
San Diego County Office of Education	*
Standards-Aligned Instructional Leadership (SAIL)	*

(Retrieved January 1, 2010, from http://134.186.81.79/fmi/xsl/CTC_apm/recordlist_SCguide.html).

- Standards-Based Hybrid Program (Level II)
  Key Authorizing Statutes: E.C. 44270.1(a)(3)
  Beginning in 2003, California code (Commission on Teacher Credentialing, 2009b, p. 41) permits IHEs to partner with LEAs or other non-IHE entities to offer "non-university activities" (p. 44) or "non-university curricular offerings" (p. 49) as part of Level II clear administrative induction programs that meet the CTC Standards for Quality and Effectiveness. These new provisions permit, in effect, the creation of hybrid induction programs between the guidelines-based programs offered by LEAs and traditional IHE-only induction programs. These programs require that an individualized plan be created for each participating administrator and that it include mentoring and support activities provided by experienced colleagues (p. 51) and that some university coursework be included as part of the professional development activities. (Retrieved December 27, 2009, from http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook.pdf and http://www.ctc.ca.gov/help/admin-svc/renewal.html).

Exhibit D12: Institutions Offering the Standards-Based Hybrid Program as of 2007/08

Institution or Program	Number of Completers
Bakersfield, California State University	*
Chico, California State University	*
Dominguez Hills, California State University	*
East Bay, California State University	*
Fresno, California State University	*
Fullerton, California State University	*
Humboldt State University	*
Long Beach, California State University	*
Los Angeles, California State University	*
Northridge, California State University	*
Pomona, California Polytechnic University	*
San Bernardino, California State University	*
San Diego State University	*
San Francisco State University	*
San Jose State University	*
Sonoma State University	*
Berkeley, University of California	*
Los Angeles, University of California	*
Alliant International University	*
Brandman University	*
California Lutheran University	*
Fresno Pacific University	*
La Sierra University	*
Loyola Marymount University	*
National University	*
Pepperdine University	*
Point Loma Nazarene University	*
Simpson University	*
Touro University	*
University of La Verne	*
University of Redlands	*
University of San Diego	*
University of San Francisco	*
University of Southern California	*
University of the Pacific	*
Whittier College	*

(Source: http://134.186.81.79/fmi/xsl/CTC_apm/recordlist_SCpstd.html).
* Number of completers are not available for this pathway.

- Standards-Based Program Mastery of Fieldwork (Level II)
  Key Authorizing Statutes: E.C. 44270.5(b)(2)
  Exceptional candidates may receive a clear administrative services credential by demonstrating mastery of Fieldwork Performance Standards through a CTC-approved program. IHEs, including hybrid programs with LEAs (described above), with approved programs leading to a Professional Clear Administrative Services Credential may offer a streamlined assessment option to allow these exceptional candidates to forego the course work component of the program, allowing them

to demonstrate their knowledge, skills and abilities directly through the assessment component of the program.
(Retrieved December 27, 2009, from http://www.ctc.ca.gov/educator-prep/standards/SVC-Admin-Handbook.pdf and http://www.ctc.ca.gov/help/admin-svc/renewal.html).

Currently, credentials earned through the streamlined assessment option are not available. As the State further develops and expands its data collection system, this data could be included.

Total number of administrators certified statewide
The following data provide information on the number of administrative credentials issued by the California Commission on Teachers Credentialing (CTC). Unless specifically stated, all data are for school years 2007-08, which is the most recent complete data available. California counted 25,698 FTE administrators in its public schools in 2007-2008. During that period, CTC issued 4,704 new administrative credentials, earned by either traditional or alternative pathways. Of these new administrative credentials, 4, 094 were the Preliminary (Level I) credential and 610 were the Professional Clear (Level II credential).[9]
(Sources: Commission on Teacher Credentialing, 2009d, p. 4; Commission on Teacher Credentialing, 2009e, pp. 4, 6)[10]

Number of administrators certified by type of administrator preparation and credentialing program
Currently, California provides aggregate data on administrative credentials issued by level (I or II) and by general categories of issuing institutions (e.g., traditional IHE/alternative/exam or CSU System/UC System/Independent/County Offices). The State does not provide data on completers or credentials by individual program.

Level I Preliminary Administrative Services Credentials
Exhibit D13 provides data on Level I administrative credentials issued during 2007-08 by traditional IHE program and alternative routes: internships (aggregate of LEA-operated and hybrid IHE/LEA partnerships) and SLLA examination.

Exhibit D13. Number of Level I Administrative Credentials Issued 2007-08 by Program Routes

	Traditional IHE	**Alternative: Internship**	**Alternative: SLLA Exam**	**Total**
Number of Credentials	3, 075	256	763	4, 094

(Source: Commission on Teacher Credentialing, 2009d, pp. 4)[11]

[9] Commission on Teacher Credentialing. (2009c, September). *Administrative Services Credential Application/Issuance Information*. Sacramento, CA: Author; Commission on Teacher
[10] Commission on Teacher Credentialing. (2009d, September). *Administrative Services Credential Application/Issuance Information*. Sacramento, CA: Author; Commission on Teacher Credentialing. (2009e, December). *Professional services committee report of services credentials issued in California, 2003-2004 to 2007-2008.* Sacramento, CA: Author.
[11] Ibid. 10

Level II Professional Clear Administrative Services Credentials

Exhibit D14 provides data on Level II administrative credentials issued during 2007-08 by types of post-secondary institutions: IHEs and LEAs.

Exhibit D14. Number of Level II Administrative Credentials Issued 2007-08 by Program Routes

	California State University System	**University of California System**	**Independent Colleges and Universities**	**County Offices of Education**	**Total**
Number of Credentials	300	53	257	0	610

(Source: Commission on Teacher Credentialing, 2009d, pp. 4)[12]

[12] Ibid. 10

(D)(2)

Improving teacher and principal effectiveness based on performance

Additional Information about Foundational Programs for (D)(2)

Current Law
Current law (E.C. 44660–44665.) known as the "Stull Act" requires that school districts evaluate and assess the performance of certificated staff on a recurring basis, also mandating that evaluations consider student growth towards grade-level achievement standards established by local governing boards.

In addition, in 1996, existing education statute, which encourages teachers and other school employees to be paid according a uniform salary schedule was substantively amended to allow mutually agreed upon alternatives to the uniform salary schedule. Current law also encourages the use of alternative compensation at the local level "that reward[s] teaching excellence, exceptional achievement or the assumption of additional educational responsibilities."[1]

Peer Assistance and Review (PAR)
The program was established in 1999 to pay master teachers to help their colleagues overcome unsatisfactory ratings on their personnel evaluations by improving their instructional practices. Teachers may be referred to PAR or may request to participate in a PAR program. PAR programs are locally negotiated, so programs vary in processes and procedures; however, the goals of PAR programs are to assist experienced teachers who need help developing subject matter knowledge, teaching strategies, or both. PAR teachers are provided mentors who are accomplished teachers selected by a PAR review board composed of district personnel and teachers. PAR mentors are to provide support in the areas that were identified as needing improvement on the teacher's performance review. PAR mentors report to the PAR review board on the progress of participants, and the review board makes the final employment recommendations for participants.

District Level Principal Evaluation
While principal evaluation practices have not been systematically documented in the state, we are of work in this area done by a group of innovative districts. From 2003–2005 these districts collaborated to update or design local standards-based principal evaluations with support from WestEd and the Association of California School Administrators (ACSA). Twenty district teams reviewed and discussed principal evaluations from other states that included student achievement as one of multiple measures of effectiveness. The districts subsequently revised their principal evaluation systems in various ways, for example, creating new board policies, aligning their systems with the California Professional Standards for Education Leaders (CPSEL), updating processes for monitoring principals and providing specific feedback for improvement, and creating linkages to school improvement and professional development plans. Many of these districts continue to serve as resources for other districts that have since decided to upgrade their own principal evaluation practices.

Additional Information for (D)(2)(ii)

Guidelines for Ensuring High Quality Evaluation
The following issues will be addressed in guidelines that CDE and participating LEAs develop in

[1] E.C. 44667.

collaboration:

- Current state laws (including those governing teacher evaluation and compensation) and whether amendments are needed
- The evaluation measures to be used
  - The recommendations of the Student Growth Technical Advisory Committee discussed in D(2)(i) about the type of student achievement data to be used and how to validly and reliably incorporate those data into teacher and principal evaluations
  - How to weight student achievement data—in both tested and non-tested subjects and grades
  - Specific "other measures" to be used and the type of data to be collected such as: for teachers, observational classroom data, student work, and teacher portfolios; for principals, school plans, and attainment of benchmarks related to district objectives or the responsibilities embedded within CPSEL
- The evaluation process
  - Frequency of various aspects of the evaluation and differentiated approaches for teachers at different performance levels and career stages (though no matter what the circumstance, the evaluations must be annual at minimum)
  - Responsibility for conducting the evaluations (e.g. principal, peer evaluators, or outside reviewers)
- Training and support for evaluators
  - In what new and/or existing programs should evaluators (whether teachers or administrators) be trained to conduct evaluations—for example, teacher and administrator preparation or induction programs and professional development programs such as PAR.
- The process for using the evaluations
  - Specific ways in which the evaluations will be used to inform practice, guide support given through mentoring and professional development, and guide personnel decisions
- Issues of validity and reliability throughout the evaluation systems

Exhibit D2-1: Goals, activities, timelines and responsible parties

Activities	Responsible Party	Timeline
Goal: Develop and implement teacher and principal evaluation based in significant part on growth in student achievement		
Develop a new accountability model that measures individual achievement growth of students each year	SBE, CDE	2010-2011
Develop voluntary State models for evaluating teachers and principals (SBE approval of Evaluation Advisory Group report)	SBE, CTC, CDE	2010
Encourage LEAs to develop their own teacher and principal evaluation models	SBE, CDE	2010-2011
Ensure high quality with State guidelines for evaluations	SBE, CTC, CDE	2010
Develop tools and resources to support implementation of new evaluation systems	SBE, CTC, CDE	2010-2011
Develop professional development to support implementation of high quality models	SBE, CTC, CDE	2010-2014
Document and study the new evaluation systems	SBE, CTC, CDE	2010-2014

(D)(3)

Ensuring equitable distribution of effective teachers and principals

Additional Information for (D)(3)(i) & (D)(3)(ii):

- Increase the number and percentage of effective teachers teaching hard-to-staff schools, subjects and specialty areas

Incentives for Teaching in Hard to Staff Schools

- The Assumption Program of Loans for Education (APLE) provides up to $19,000 in outstanding loan forgiveness for teachers who agree to work in schools in deciles 1-5 of the API (E.C. 69612.);
- The Teaching as a Priority Block Grant (E.C. 44735.) offers competitive grant awards to school districts that provide incentives (signing bonuses, housing subsidies, etc.) for credentialed teachers to both work and remain in high-priority schools (those ranked in the bottom half of API distribution).[1]
- The National Board for Professional Teaching Standards Certification (NBPTS) Incentive Program (E.C. 44395.) awards grants to districts to allow them to pay teachers up to $5,000 over four years ($20,000 total) if they attain National Board certification and agree to teach at a high-priority school for at least four years;
- The Certificated Staff Mentoring Program (E.C. 44560-44562.) offers an annual stipend of $6,000 to experienced mentor teachers who agree to teach in a priority school and assist interns and beginning teachers during their first years of teaching;

Recruitment and Training Programs that Target Hard to Staff Schools, Subjects and Specialty Areas

- *Alternative Pathways that focus on shortage areas.* The State's Commission on Teacher Credentialing (CTC) oversees several teacher development programs to prepare individuals who want to start a career as credentialed teachers in California public schools. A key goal of these programs is to meet the demand for bilingual and special education teachers as well as address shortages in areas such as mathematics and science. These programs have successfully graduated a high number of participants, many with certification in shortage areas. California's most extensive such programs are the intern programs. In 2008/09, a total of 7,962 interns participated in 68 funded programs. While internships may be completed in any credential area, a large proportion of those in intern programs are pursuing credentials in shortages areas. For example, in 2008/09, 50 percent were pursuing an education specialist credential that would authorize teaching special education students and nearly half of the 2,869 interns pursuing single subject credentials were pursuing the core curriculum courses of Math or Science.[2]

- *The Paraprofessional Teacher Training Program* (PTTP) particularly emphasizes shortage areas. In operation since 1995, PTTP (E.C. 44390-44393.) aims to both create local career ladders and help teacher aides, assistants and paraprofessionals earn their Bachelor's degree and enter a teacher preparation program. In 2008/09, 53 percent of the 1,705 PTTP participants sought

[1] Now part of the Professional Development Block Grant.

[2] California Commission on Teacher Credentialing (2009). *Professional services committee: Update on Funded Teacher Development Programs.* Sacramento, CA. Author. Retrieved on December 3, 2009 from http://www.ctc.ca.gov/commission/agendas/2009-12/2009-12-3D.pdf

bilingual or special education authorizations. Program reports in 2008 show that of the 1,708 program graduates, a total of 1,558 (92%) are current California public school employees.[3]

- *Higher Education Science and Mathematics Initiatives*. The State's higher education sector oversees programs focused on increasing the pool of candidates interested in teaching in STEM fields. UC, CSU, and California community colleges have statewide programs designed to increase the number of qualified math, science, and engineering teachers in California with the support of public and private partners. Key strategies include creating new credential pathways within IHEs, providing financial support to students, and expanding the number and diversity of candidates with undergraduate STEM classroom experience. Between 2005 and 2009, a total of 4,235 students have participated in the UC initiative with an additional 760 participating in the first three years of the community college feeder program. Based on a survey of 471 participants in 2008-2009, 81% said they were interested in becoming a science or mathematics teacher and 83% had a positive opinion about the field experience. At CSU, since 2003 the increase in annual preparation of math and science candidates has been 77%, the total number of new math and science teachers who earned credentials on CSU campuses between 2003 and 2009 exceeds 7,000.

- *ENCORPS* recruits and trains retirees for math and science positions in low-income middle and high school districts across California. EnCorps recruited 130 candidates for underserved high schools in the Bay Area and Los Angeles in 2008/09.[4] Fifty are now classroom teachers, while the rest are continuing their guest teaching.

- *Principal Leadership Institute* (PLI), a program designed to recruit, train, and support a diverse group of individuals committed to the principles of academic excellence, equity, and integrity as a way to maximize achievement and opportunity for students in urban schools. The PLIs at UCLA and UC Berkeley have a rigorous 15-month program aligned with the California Professional Standards for Educational Leaders (CPSEL). The programs grants a Master's degree and completion of the courses required for the California Level I Administrative Credential. The total number of PLI graduates in the first 9 cohorts 2000-2009 is 741.

Credentialing reforms

In recent years the several pieces of legislation have simplified the process of earning a teaching credential. The resulting changes have:

- Streamlined testing requirements for prospective teacher candidates; required a review of duplicative credentialing requirements;
- Made it easier for teachers who hold credentials from outside the state to earn a credential in California; in fact, California is the first state to provide California credentials to out-of-state teachers based on equivalent experience or requirements. Equivalence is determined either by successful teaching experience (for veteran teachers) or completion of equivalent requirements (for new teachers).
- Added the "Eminence Credential," which eases entry into the teaching profession for individuals who are recognized as having knowledge and skill in their profession that is beyond that typical of their peers.

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[3] http://www.ctc.ca.gov/commission/agendas/2009-12/2009-12-3D.pdf
[4] http://www.encorpsteachers.org/index.cfm/page/aboutus

- Modified the requirements for the Level I and Level II Career Technical Education (CTE) and special education credentials, easing the pathway for career professionals who want to become teachers.
- Embedded preparation to teach English Learners into all Level I credentialing programs, so that all new teachers acquire the knowledge and skills to provide high quality instruction to those students and do not have to take extra course work to obtain this training

Quality Education Improvement Act (QEIA)
QEIA requires that, by the end of the 2010/11 school year and thereafter, the average teacher experience level in QEIA-funded schools must equal or exceed the district average for a comparable grade span (elementary, middle, or high); schools were required to be one-third of the way toward meeting this requirement by the end of 2008/09 and must be two-thirds of the way by the end of 2009/10 school year.[5] Through the 2008/09 reporting, QEIA schools have met or exceeded their targets for teacher qualifications—100% of the 462 participating schools have ensured that 1/3 of core classes are taught by teachers that are HQT as defined by the federal requirements and 100% are at least 1/3 of the way in reaching the average teacher experience target for the school district. This information serves as evidence that the mechanisms for ensuring compliance by participating schools set in place by QEIA are effective in enforcing the program targets. (However, because information about the nature of principals of QEIA schools hired is not collected, such conclusions cannot be drawn with respect to leadership).

Compliance, Monitoring, Interventions and Sanctions (CMIS)
The CMIS program began in 2006 with a pilot program and is currently in its third cycle. Under the current provisions, districts are required to write a plan for equitable distribution that reviews four components: (1) teacher qualifications (2) teacher experience (3) recruitment and retention policies and (4) administrator experience. LEAs with approved plans from previous years submit monitoring documents electronically each year until the provisions of equitable distribution are met. Districts in CMIS are provided with technical assistance by the CDE as well as county offices of education to collect data, identify areas of need in each of the four requirements, and formulate plans for improvement. In June of 2010, districts will begin using a newly created online data collection tool. Districts will upload experience and retention data into forms that are pre-populated with percentages of poverty, minority, and student achievement levels (API, etc). The system will then determine if the provisions for equitable distribution are met, and the district-level results will be publicly reported.

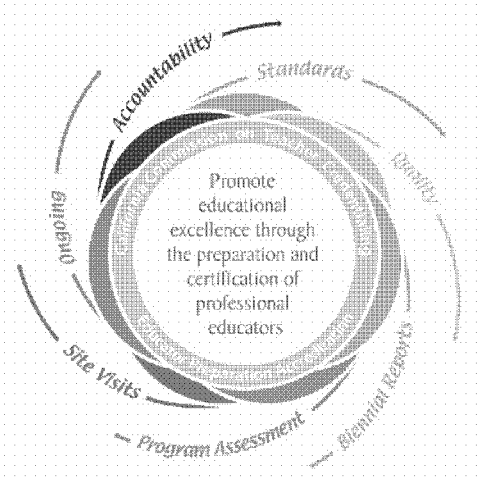
Exhibit D3-1: Goals, activities, timelines and responsible parties

Activities	Responsible Party	Timeline
Goal: Ensure equitable distribution across schools, subjects and specialty areas		
Establish metrics to support monitoring	SBE, CTC, CDE	2010-2011
Develop a system for monitoring	CDE	2011-2012
Provide technical assistance to Participating LEAs	SBE, CDE, Regional system of support	2013-2014

[5] E.C. 52055.740.

(D)(4)

Improving the effectiveness of teacher and principal preparation programs



Commission on Teacher Credentialing

Data-Based Educator Preparation Accreditation System

The revised educator preparation accreditation system is designed to focus on the demonstrated competence of California's educators. The system features ongoing data collection and a 7-year cycle of activities, including at least one site visit. The Commission's Committee on Accreditation can determine at any point if program intervention or assistance is needed. Success of the accreditation system is measured by the continuing viability of programs that produce effective educators for California's students.

- **ACCOUNTABILITY**: Continuous data collection, periodic site visits and focused intervention ensure ongoing program accountability and educator competence.
- **QUALITY**: Consistent adherence to program quality standards and candidate performance maintains educator preparation program quality.
- **STANDARDS**: Educator preparation programs demonstrate how the state requirements and program standards are met. Standards are aligned with California's K-12 Student Academic Content Standards and designed to prepare effective educators for the state's diverse population.
- **ONGOING IMPROVEMENT**: Analysis of data based on candidate competence is applied to ongoing program improvement and accreditation decisions.
- **BIENNIAL REPORTS**: Educator preparation programs collect data on candidate competence and report the results electronically every other year of the cycle. Reports are reviewed by Commission staff and reported to the Committee on Accreditation.
- **PROGRAM ASSESSMENT**: The program sponsor reports on indicators of candidate competence such as performance on assessments and feedback from employers. The report also includes program updates and provides a data-based rationale for any program changes. Reports are reviewed by trained educators with expertise in the credential area, are summarized by staff, and then reported to the Committee on Accreditation.
- **SITE VISITS**: All data are provided to a trained team of evaluators. Team members provide expertise in credential areas. Site visits also include in-depth interviews of graduates, candidates, employers, and program faculty and administrators. Accreditation recommendations are made by the team for final action by the Committee on Accreditation.

The Committee on Accreditation reports to the Commission on all accreditation decisions. Implementation begins in 2007-2008.

CTC
January 2007

Additional Information for (D)(4):

- Improving the effectiveness of principal preparation programs

Description of CSU Study Teacher Preparation Program Evaluation Based on K-12 Student Learning

Selected excerpts from the report, Teacher Preparation Program Evaluation Based on K-12 Student Learning and Performance Assessments by School Principals (2007), by the Center for Teacher Quality, California State University. Available at http://www.calstate.edu/teacherquality/documents/teacherprep_eval_results_principals_assessment.pdf

Introduction

Recently the CSU Center for Teacher Quality (CTQ) began to investigate the impact of CSU teacher preparation on learning gains by the K-12 students of CSU-prepared teachers. This report updates the Trustees on this recent initiative. The report also summarizes other elements of CSU's ongoing evaluation of teacher preparation, and provides recent findings that supplement CTQ's work on K-12 student achievement.

CTQ Questions Related to Student Achievement

CTQ works closely with California school districts to assemble evidence addressing three evaluation questions, as follows.

(1) What is the relative importance of university-based teacher preparation in accounting for the academic progress of K-12 students in California, compared with the relative strength of other factors that are known to influence student learning such as student factors, school factors and community factors?

(2) In relation to teachers prepared outside the CSU, how well do CSU-prepared teachers foster learning gains by their K-12 students, particularly in core subjects, and with a special focus on student groups that have historically been underserved by our system of elementary, secondary and post-secondary education?

(3) Does evidence of K-12 student achievement help to identify specific programs of professional teacher preparation that are particularly effective and, if it does, can the effective features and characteristics of these programs be identified? For university students who want to teach, would it be feasible for CSU to extend and enlarge the most effective programs?

How CSU Links Teacher Preparation to Student Achievement

Measures of Student Achievement. Conceivably, multiple measures of K-12 student learning could be tapped in an evaluation of teacher preparation. To rely on a comprehensive array of measures would yield important benefits. The following benefits are especially critical and can be realized by using, among other instruments, the standardized achievement examinations that California administers statewide in grades 3-11 each year.

(a) Relying on a common set of statewide learning measures will enable CTQ to combine evidence from diverse communities and regions of the state. (b) Most of the state's measures of learning are closely aligned with the standards-based curriculum that the State Board of Education has adopted for grades K-12. (c) Use of the state's standardized exams will also enable CTQ to take account of each student's prior level of learning. (d) Pupil scores on the state's standardized tests have relatively strong levels of reliability, compensating for the inaccuracies that characterize all educational measures.

CTQ will pursue opportunities to use *alternative measures of student learning,* but the alternative measures should *complement* and *supplement* evidence provided by standardized exams, which should be viewed as *core measures of student learning* in the CSU evaluation of teacher preparation.

Measuring Instructional Effects on Students. CTQ can utilize alternative approaches to assessing the impact of instruction on K-12 students. One approach is to assess the *gain* that each student realizes by comparing evidence assembled before and after her or his instruction in a subject that is tested on multiple occasions. Another approach focuses on student knowledge levels at the conclusion of an instructional year while taking into account the same students' levels of prior learning. In a third approach, CTQ can examine student knowledge levels at the conclusion of instruction without considering the students' pre-instructional knowledge levels. When CTQ brings learning evidence to the Board, the Center will specify exactly how student learning was measured.

Learning by Individual Students and by Groups of Students. CTQ is using a *student-by-student method* to measure instructional impact, rather than relying on evidence of *average learning levels by large groups of K-12 students.* By analyzing the available evidence on a student-by- student basis, CTQ can differentiate the effects of CSU teacher preparation from those of other colleges and universities, whose graduates teach in the same districts, schools, grades and subjects as CSU-prepared teachers. If CTQ relied on summaries of learning by all students in a district, school, grade or subject, the effects of different institutions would be co-mingled with each other. To assess *CSU impact on student learning,* it is necessary to proceed on a student-by-student basis.

Status Update on Teacher Preparation and Student Achievement

Requests to Collaborate with Seven Large, Urban School Districts in California. In seven of California's largest urban school districts, CTQ has met with superintendents and directors of research, and has submitted requests for evidence that CTQ could use in a statistical analysis of teacher preparation's impact on student learning. Located in distinct regions of the state, in the vicinity of twelve CSU campuses, these seven school districts educate more than one million students, employ more than 40,000 teachers, and annually hire approximately 3,350 CSU graduates as new teachers. Working closely with these and other districts in California's urban centers, CTQ expects to assemble large amounts of evidence pertaining to the three evaluation questions.

Preliminary Files of Evidence from Two School Districts. Early on, two of the seven cooperating districts provided small sets of evidence that CTQ has relied on for preliminary analyses of the CSU evaluation questions. The two sets of evidence include limited numbers of teachers and students, and they encompass few of the factors that commonly influence learning on the part of K-12 pupils. CTQ analyzed the two sets of district evidence in order to pilot-test its analysis plans and to be as expeditious as possible in investigating teacher preparation's impact on student learning. In doing so, CTQ took note of the incompleteness of the two sets of evidence, recognized that more comprehensive sets are likely to be provided soon, and regarded the analyses as *preliminary* in nature.

Preliminary Analysis of Preliminary Evidence

How CTQ Analyzed the Preliminary Evidence. The CSU Center for Teacher Quality began by examining the relative impact of diverse factors on K-12 student learning. *Compared with factors associated with students, their families and their communities, how much of their learning is associated with their teachers and the preparation of those teachers in CSU and other institutions?* In educational research and evaluation studies, this question and others like it are addressed with a complex statistical procedure called *hierarchical linear modeling,* which CTQ implemented with state-of-the-art software called *HLM 6.* This procedure enabled CTQ to estimate:

(a) how much learning was associated with *student factors* when teacher factors were statistically held constant; (b) how much learning was associated with *teacher factors* when student factors were statistically held constant; and (c) how much learning *could not be explained* by this procedure because of the limited numbers of student and teacher factors that were measured in the evidence sets.

CTQ was able to assess the role of these factors in the learning of reading skills, language skills and math skills, but only in grades 4 and 5 due to technical reasons.
What CTQ Found in the Preliminary Evidence. Figure One illustrates the statistical findings of the preliminary analysis about the learning of *reading skills.* The blue segment of the graph illustrates how much student learning (34.5%) was statistically associated with *a few student demographic factors* while the teacher-related evidence was held constant statistically. The green segment indicates how much learning (27.0%) was associated with the *universities that prepared the teachers and the duration of teaching experience,* while the student demographic factors were held constant. The tan section of the graph estimates how much learning (38.5%) *could not be associated with student factors or teacher factors* due to limitations in the prelimi-nary evidence.

Evidence about Comparative Institutional Effectiveness. Using the preliminary evidence, CTQ also attempted to assess the comparative effectiveness of institutions and programs for teachers, as suggested by evaluation questions (2) and (3) on page 1. In some comparisons, CSU teacher preparation appeared to be more effective than non-CSU preparation, but these differences were small. Insufficiencies in the evidence were too great for CTQ to reach any conclusions, even tentatively, in relation to questions (2) or (3). To support such inferences, the evidence would need to include more information about the institutions where the teachers were prepared, and it would need to include more teachers from distinct CSU campuses. CTQ will need to obtain much better sets of evidence in order to present reliable findings to Trustees about the relative effectiveness of different institutions, distinct campuses and different pathways for teachers, as measured by K-12 student learning gains.

Tentative Status of the Preliminary Evidence. When CTQ receives more comprehensive data about the impact of teachers and their preparation on student learning, the findings may differ from the preliminary findings in several potential ways. Any or all of the percentages in Figure One and Table One may increase or decrease when the evidence portrays larger numbers of students and teachers in a more diverse array of schools, when it includes more student factors such as English language proficiency, and when it includes more information about teachers and their preparation in the CSU and in other institutions.

Implications of the Preliminary Evidence. Although the preliminary evidence is tentative, it suggests that CTQ is pursuing a promising line of inquiry about the effects of teacher education on student learning in California. In reading, language and mathematics, the preliminary evidence indicates that teachers and their preparation are probably significant factors in accounting for student academic progress. Of the factors that are included in this analysis, teachers and their preparation are most susceptible to improvements through changes in CSU policies and practices. As these factors account for substantial amounts of learning, even a tentative finding suggests that CSU campuses may be in a position to contribute substantially to improvements in K-12 learning by improving and expanding their effectiveness in preparing new teachers. CTQ expedited its work on K-12 student learning at Trustees' request. Preliminary findings based on incomplete evidence suggest that CTQ's growing focus on K-12 student learning may prove to be a cost-effective investment of the Center's limited resources.

Scope of the CSU Evaluation of Teacher Preparation Outcomes
Scope of the Original Evaluation. When Chancellor Reed and the 23 CSU campuses initiated the Systemwide Evaluation of Teacher Preparation in 2000-01, they recognized that teacher education has many outcomes. Participants in the evaluation consider K-12 student learning to be an outcome of particular significance, but not the only important outcome that should be included in a broad evaluation. To plan the evaluation over time, CSU Deans of Education developed the *CSU Mosaic* (on the next page) to illustrate graphically the kinds of evidence that contribute to CSU's understanding of its overall effectiveness in preparing university students to be excellent teachers.

The following is the text from the figure, CSU Mosaic: Significant Outcomes of Teacher Preparation-The Conceptual Model that Guides Development of the CSU Systemwide Evaluation. The teacher credentialing program assessment study derives from Outcome Six.

Teacher Education Program Outcomes
Outcome One: Intrinsic Qualities of Each Program as Reported by Its Graduates When They Complete the Program
Outcome Two: Effects of Each Program on Its Graduates' Teaching as Reported by Them After 1 – 3 Teaching Years
Outcome Three: Effects of a Program on Graduates' Teaching as Reported by Their Job Supervisors
Outcome Four: Effects on Graduates' Teaching as Measured by Valid, Reliable Assessments of Performance
Outcome Five: Participation and Persistence in the Profession of Teaching by Each Program's Recent Graduates
Outcome Six: K-12 Student Learning Outcomes that Can be Traced Legitimately to Teacher Education

Exhibit D4-1: Goals, activities, timelines and responsible parties

Activities	Responsible Party	Timeline
Goal: Improve the effectiveness of teacher and principal preparation programs		
Collaborate with IHEs to develop plan for Statewide implementation of an evaluation system	SBE, CTC, CDE	2010-2011
Goal: Use assessment results to inform decisions about preparation and credentialing options and programs		
Report results online	CTC, SBE, CDE	2012-2014
Incorporate results into program accreditation	CTC	2013-2014
Expand or revise programs based on results	CTC, IHEs	2013-2014

(D)(5)

Providing effective support to teachers and principals

Additional Information for (D)(5):

- Providing effective support to teachers and principals

UCLA's School Management Program
UCLA's School Management Program has developed a non-profit K-12 schools initiative committed to the sustainable transformation of public schools into learner-centered organizations where all students can achieve at high levels. The organization has partnered with public schools since 1992, working with educators, administrators, and community members to improve student achievement by fostering well-managed schools where professional development enhances teacher effectiveness, builds community, and results in personal transformation. Between 1992 and 2009, the organization trained over 37,000 educators, administrators and community members and in 2009 alone, the program trained over 2,000 individuals.

ACSA, NTC, and County Offices of Education Coaching Program
A collaboration between the Association of California School Administrators (ACSA), the New Teacher Center (NTC), and 11 local County Office of Education affiliates provides a coaching program that matches new administrators with an accomplished and experienced coach who is a proven educational leader and has been trained and certified in research-based coaching techniques. The coaching time can be used to fulfill the 80-hour practicum requirements of the ATP program. Since its inception in 2004, over 1,200 principals have completed this coaching program.

Administrator Training Program
All districts are eligible to apply for funds, but highest priority is given to training administrators in schools in the bottom half of state API rankings or in hard-to-staff schools in which at least 20% of teachers hold emergency permits or credential waivers. Participants may receive their Level II administrative credential by completing 80 total hours of training over the three required ATP modules and 80 hours of practicum. Just over three thousand administrators participated in ATP from July 2006 through March 2008, with 64% of the districts in the State participating.[1]

Summary of research on BTSA
Due to both its size and longevity, California's BTSA program has been well researched with overwhelmingly positive findings. In 2007, an evaluation study found evidence of an increasing trend of teachers with three to 12 years of experience staying in teaching longer when compared to the years prior to 2000 when BTSA participation was not mandatory for all beginning teachers.[2] Another study conducted by the Public Policy Institute of California found that participation in the BTSA program improved elementary school teacher retention by 26 percent during the period of study (1991-1996).[3] For teachers with multiple subject certifications, the probability of leaving teaching in the first two years fell from 17 percent to 13 percent after BTSA was adopted. In addition, a study conducted by the Educational Testing Service found that improved student achievement was correlated with teacher participation in

[1] California State Board of Education. (2008). Meeting Agenda Item #26: The Administrator Training Program, Assembly Bill 430 (Chapter 364, Statutes of 2005): Approval of Interim Report to the Legislature. Accessible online at http://www.cde.ca.gov/BE/ag/ag/yr08/documents/may08item26.doc.
[2] Mitchell, Scott-Hendrick, Parrish, Crowley, Karam, Boyns, et al. (2007). *California Beginning Teacher Support and Assessment and Intern Alternative Certification Evaluation Study*. Riverside, CA: UC, Riverside.
[3] Reed, D., Rueben, K. S., & Barbour, E. (2006). *Retention of new teachers in California*. San Francisco, CA: Public Policy Institute of California.

BTSA programs using the California Formative Assessment and Support System for Teachers.[4] Looking at the financial aspect of BTSA in California, one study measured the full range of benefit streams accrued due to BTSA participation using a cost-benefit analysis and found that each investment in a new teacher participant yields a little over $6,500 worth of benefits for the district.[5]

Exhibit D5: Goals, activities, timelines and responsible parties

Activities	Responsible Party	Timeline
Goal: Provide effective, data-informed support and professional development		
Provide high quality induction for all teachers	SBE, CTC, CDE	On-going
Develop options for principal induction	SBE, CTC, CDE, Regional system of support	2010-2014
Ensure that all teachers and leaders receive foundational knowledge on instructional materials	SBE, CDE	2011-2014
Establish a system of support and professional development that is based on performance evaluation results	Participating LEAs	2011-2014
Provide regionalized assistance to LEAs in developing that system of support and professional development	SBE, CTC, Regional system of support	2011-2014
Goal: Train and support a Cadre of Turnaround Leaders		
Develop and provide training for turnaround specialists	CDE, SBE	2010-2014
Support turnaround mentoring	CDE, Participating LEAs	2010-2014
Goal: Measure, evaluate, and continuously improve the effectiveness of the supports		
Track participation in and outcomes from major state funded induction and professional development programs	SBE, CTC	2010-2014

[4] Thompson, M., Paek, P., Goe, L., & Ponte, E. (2004). *Research summary: Study of the impact of the California Formative Assessment and Support System for Teachers*. Princeton, NJ: Educational Testing Service.
[5] Villar, A. & M.Strong. (2007). Is Mentoring Worth the Money?.

Appendix Section E:

Turning Around the Lowest-Achieving Schools

(E)(1)

Intervening in the lowest-achieving schools and LEAs

Evidence for (E)(1)(i):

- Description of the State's applicable laws, statutes, regulations, or other relevant legal documents

E.C. 52059.

52059. (a) For purposes of complying with the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.), a statewide system of school support shall be established by the department to provide a statewide system of intensive and sustained support and technical assistance for school districts, county offices of education, and schools in need of improvement. The system shall consist of regional consortia as well as district assistance and intervention teams and other technical assistance providers.

(b) The regional consortia shall work collaboratively with, and provide technical assistance to, school districts and schools in need of improvement by doing the following:

(1) Reviewing and analyzing all facets of the operation of a local educational agency or school, including the following:

(A) The design and operation of the instructional program offered by the local educational agency or school.

(B) The recruitment, hiring, and retention of principals, teachers, and other staff, including vacancy issues. The regional consortia may request the assistance of the Fiscal Crisis and Management Assistance Team to review school district or school recruitment, hiring, and retention practices.

(C) The roles and responsibilities of district and school management personnel.

(2) Assisting the local educational agency or school in developing recommendations for improving pupil performance and school operations.

(3) Assisting the local educational agency or school in efforts to eliminate misassignments of certificated personnel.

(c) For purposes of performing the functions specified in subdivision (b), funds for the regional consortia shall be distributed based on the number of Title I schools, the pupil enrollment in those schools, and the number of school districts in each region that have been identified as being in need of improvement pursuant to Section 6316 of Title 20 of the United States Code.

(d) The regional consortia shall ensure that support is provided in the following order of priority:

(1) To school districts or county offices of education with schools that are subject to corrective action under Section 6316(b) (7) of Title 20 of the United States Code.

(2) To school districts or county offices of education with schools that are identified as being in need of improvement pursuant to Section 6316(b) of Title 20 of the United States Code.

(3) To provide support and assistance to school districts and county offices of education with schools participating under the federal No Child Left Behind Act of 2001 that need support and assistance to achieve the purposes of that act.

(4) To provide support and assistance to other school districts and county offices of education with schools participating in a program carried out under this chapter.

(e) In accordance with paragraph (4) of subdivision (d) of Section 52055.57, the Superintendent may recommend, and the state board may approve, that a local educational agency that has been identified for corrective action under the federal No Child Left Behind Act of 2001 contract with a district assistance and intervention team or other technical assistance provider to receive technical assistance, including, but not limited to, a needs assessment of the local educational agency.

(1) The Superintendent shall develop, and the state board shall approve, standards and criteria to be applied by a district assistance and intervention team or other technical assistance

provider in carrying out its duties. The standards and criteria that a district assistance and intervention team or other technical assistance provider shall use in assessing a local educational agency shall address, at a minimum, all of the following areas:

(A) Governance.

(B) Alignment of curriculum, instruction, and assessments to state standards.

(C) Fiscal operations.

(D) Parent and community involvement.

(E) Human resources.

(F) Data systems and achievement monitoring.

(G) Professional development.

(2) Not later than 120 days after the assignment of a district assistance and intervention team or other technical assistance provider, or the next regularly scheduled meeting of the state board following the expiration of the 120 days, the team shall complete a report based on the findings from the needs assessment performed pursuant to paragraph (1). The report shall include, at a minimum, recommendations for improving the areas specified in paragraph (1) that are found to need improvement. The report also shall address the manner in which existing resources should be redirected to ensure that the recommendations can be implemented.

(3) Not later than 30 days after completion of the report specified in paragraph (2), the governing board of the local educational agency may submit an appeal to the Superintendent to be exempted from implementing one or more of the recommendations made in the report. The Superintendent, with approval of the state board, may exempt the local educational agency from complying with one or more of the recommendations made in the report.

(4) Not later than 60 days after completion of the report, the governing board of the local educational agency shall adopt the report recommendations described in paragraph (2), as modified by any exemptions granted by the Superintendent under paragraph (3), at a regularly scheduled meeting of the governing board.

(f) A local educational agency that is required to contract with a district assistance and intervention team or other technical assistance provider pursuant to this section shall reserve funding provided under subdivision (d) of Section 52055.57 to cover the entire cost of the team or other technical assistance provider before using that funding for other reform activities.

(g) Upon an evidence-based finding that a district assistance and intervention team or other technical assistance provider has not fulfilled its legal obligations pursuant to this section, the Superintendent, with the approval of the state board, may remove the district assistance and intervention team or other technical assistance provider from the state list of eligible providers.

(h) The provisions of this section are declarative of technical assistance requirements under the federal No Child Left Behind Act of 2001 outlined in Section 6316(b) and (c) and Section 6317(a) of Title 20 of the United States Code.

(i) For purposes of this article, all references to schools shall include charter schools.

(E)(2)

Turning around the lowest-achieving schools

Evidence for (E)(2)(i) & (E)(2)(ii):

- Identify the persistently lowest-achieving schools
- Support its LEAs in turning around these schools by implementing one of the four intervention models

E.C. 53202.

53202. (a) For purposes of implementing the federal Race to the Top program established by Sections 14005 and 14006 of Title XIV of the federal American Recovery and Reinvestment Act of 2009 (Public Law 111-5), the governing board of a school district, county superintendent of schools, or the governing body of a charter school or its equivalent, shall implement, for any school identified by the Superintendent as persistently lowest-achieving pursuant to subdivision (b) of Section 53200, unless the Superintendent and the state board determines, to the extent allowable under federal law, that the school has implemented a reform within the last two years that conforms to the requirements of the interventions required by the Race to the Top program and is showing significant progress, one of the following four interventions for turning around persistently lowest-achieving schools described in Appendix C of the Notice of Final Priorities, Requirements, Definitions, Selection Criteria for the Race to the Top program published in Volume 74 of Number 221 of the Federal Register on November 18, 2009:

(1) The turnaround model.

(2) The restart model.

(3) School closure.

(4) The transformation model.

(b) Prior to the governing board meeting to select one of the four interventions described in subdivision (a), the governing board of a school district, county superintendent of schools, or the governing body of a charter school or its equivalent, with one or more persistently lowest-achieving schools shall hold at least two public hearings to notify staff, parents, and the community of the designation and to seek input from staff, parents, and the community regarding the option or options most suitable for the applicable school or schools in its jurisdiction. At least one of those public hearings shall be held at a regularly scheduled meeting, if applicable, and at least one of the public hearings shall be held on the site of a school deemed persistently lowest-achieving.

(c) In addition to meeting the requirements specified in Appendix C of the Notice of Final Priorities, Requirements, Definitions, Selection Criteria for the Race to the Top program published in Volume 74 of Number 221 of the Federal Register on November 18, 2009, a persistently lowest-achieving school implementing the turnaround or transformation model may participate in a school-to-school partnership program by working with a mentor school that has successfully transitioned from a low-achieving school to a higher-achieving school.

(1) For purposes of this article, a mentor school is a school that meets either of the following:

(A) The school has exited Program Improvement pursuant to the No Child Left Behind Act.

(B) The school has increased, in the statewide rankings based on the Academic Performance Index, by two or more deciles over the last five years, using the most recent data available.

(2) The principal and, at the discretion of the principal, the staff of a mentor school shall provide guidance to a persistently lowest-achieving school to develop a reform plan for the school using the required elements of the turnaround or transformation model, and provide guidance and advice on how the mentor school was able to transform the culture of the school from low-achieving to higher-achieving and how that transformation could be replicated at the school implementing a turnaround or transformation model.

(3) To the extent that federal funds are made available for this purpose pursuant to subdivision (c) of Section 53101, the mentor school shall receive funds for serving as a mentor school. As a condition for

receipt of funds, the principal, and at the principal's discretion, the staff, of a mentor school shall meet regularly with the assigned persistently lowest-achieving school for a period of at least three years.

Evidence for (E)(2)(ii):

- Support its LEAs in turning around these schools by implementing one of the four intervention models

High Priority School Grants Program Description

Following the implementation of II/USP, in 2001 California introduced a second program, the High Priority Schools Grant Program (HPSGP), that focused attention on the bottom 10 percent of schools in the state. This program provided more funds for each participating school ($400 per pupil after a planning grant in the first year) to develop and implement a plan for improvement and ensure that basic inputs such as textbooks were in place. Schools were funded for one planning year and three to five years of implementation.

Nine Essential Program Components

- **EPC 1:** Use of standards-based State Board of Education-adopted (for kindergarten through eighth grade) or standards-aligned (for ninth through twelfth grade) English/reading/language arts and mathematics instructional materials, including intensive interventions and English Language Development materials
- **EPC 2:** Implementation of instructional minutes for basic core reading/language arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
- **EPC 3:** Use of an annual district instructional/assessment pacing guide
- **EPC 4:** Implementation of School Administrator Instructional Leadership Training Program-instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district-adopted program and the EPCs.
- **EPC 5:** Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on State Board of Education-adopted instructional materials.
- **EPC 6:** Implementation of ongoing instructional assistance and support for reading/language arts, English Language Development, and mathematics teachers through the use of content experts, specialists, and instructional coaches.
- **EPC 7:** Implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction, and determine effectiveness of instructional practices and implementation of the adopted programs.
- **EPC 8:** Implementation of monthly structured teacher collaboration for all reading/language arts/English Language Development and mathematics teachers by grade level (for kindergarten through eighth grade) and common course and department levels (for ninth through twelfth grades) facilitated by the principal.
- **EPC 9:** Implementation of fiscal support aligned to full implementation of EPCs.

District Assistance and Intervention Team (DAIT) Process

The State requires select corrective action LEAs, depending on LEA need, to contract with a District Assistance and Intervention Team (DAIT) to receive guidance, technical assistance, and support and where appropriate, to direct the activities of the district. This research-based process has been introduced

in California through a comprehensive rollout process that first involved a formative evaluation of an initial pilot with four districts, then a foundation-funded state pilot program with 15 districts, followed finally by full implementation that tiered supports for districts by identifying districts most in need. DAIT teams are approved by the state and include independent educational consulting groups and county offices of education. The DAIT is required to conduct a needs assessment of the district, assist the district in revising its LEA plan, and assist the LEA in implementing the plan. Districts are required to adopt the DAIT recommendations. DAITs provide updates to the State Board of Education regularly. Their work is focused on the seven key areas of district capacity: The LEA Program Improvement system in California is focused on seven areas of district capacity, aligned with the nine EPCs: governance; alignment of curriculum, instruction, and assessment to state standards; fiscal operations; parent and community involvement; human resources; data systems and achievement monitoring; and professional development.

District Assistance Survey

Introduction to the District Assistance Survey follows. (Retrieved January 12, 2010, from: http://www2.cde.ca.gov/scripts/texis.exe/webinator/search?pr=www&query=District%20Assistance%20Survey&submit=GO)

District Assistance Survey (DAS)

Introduction

The DAS is one of four self assessment tools developed by the California Department of Education (CDE). All four tools – the DAS, the Academic Program Survey (APS), the English Learner Subgroup Self Assessment (ELSSA), and the Inventory of Services and Supports (ISS) for Students with Disabilities – are based upon the nine Essential Program Components (EPCs) for Instructional Success and provide different perspectives on building a coherent instructional system for all students.

Purpose of the DAS

Underperforming schools and districts need policy and programmatic clarity and coherence to effectively address their students' diverse needs. The DAS is designed to guide local educational agencies (LEAs) and their technical assistance providers in assessing the nature and alignment of district operations and the district's capacity to support a rigorous and multi-tiered instructional system at all schools and for all students. The DAS is organized around seven broad areas of district work codified in California *Education Code* (*EC*) Section 52059(e)(1).

A. Governance
B. Alignment of Curriculum, Instruction and Assessments to State Standards
C. Fiscal Operations
D. Parent and Community Involvement
E. Human Resources
F. Data Systems/Data Analysis/Ongoing Monitoring
G. Professional Development

Assumptions Behind the DAS

Embedded in the DAS are several basic assumptions about what makes a district effective. These assumptions include the following district-level components:

- A shared vision that begins at the top of the system and can be seen throughout the system. This vision reflects a commitment to the academic achievement of all students and is supported through district structures, policies, practices and resource allocation.
- The district instructional system reflects the district's vision and addresses specific expectations in curriculum, instruction and assessment practices to help schools meet the academic needs of students. This instructional system includes:
    - An effective and rigorous implementation of the State Board of Education (SBE)-adopted/standard-aligned instructional programs.

  - Coherent and ongoing district-wide professional development services focused on the implementation of the local educational agency (LEA)-adopted instructional materials, instructional planning, and analysis of student achievement data.
  - A robust data system that provides timely and useful formative and summative assessment data to inform decisions about classroom and school-wide practices and programs.
  - A Response to Instruction and Intervention (RtI2) model, which builds from the benchmark curriculum for all to include strategic and intensive services for students who are performing below grade level standards.
- The district actively monitors student progress toward specific academic achievement targets utilizing various ongoing data collection processes and provides ongoing support to site administrators and teachers when needed.
- District achievement targets and interventions to support students are incorporated into the LEA Plan, which is evaluated annually to ensure that critical programs and efforts are improving the achievement of all students.
- The district actively engages parents in their children's education and has an effective system in place to communicate with parents, in a language they understand and in a timely manner, information on their students' academic performance, strategies to support their learning, grade-level standards, academic proficiency levels, and, as needed, available interventions in reading/language arts and mathematics.

Also embedded in the DAS are assumptions about what comprises a strong instructional program and what expectations districts should have for all teachers and site administrators.

- The SBE-adopted kindergarten through grade eight basic core and intensive intervention instructional materials and standards-aligned materials for secondary students are the foundation of an academically rigorous instruction program.
- The academic program is supported by high-quality first instruction in all schools and for all students. High-quality first instruction is based on teacher knowledge of the standards, research-based subject-matter pedagogy, and an ability to engage students in learning.
- Teaching and learning are enhanced by the regular use of formative/curriculum embedded assessments and collaborative analysis of student achievement data by grade and course level teams. This data allows for the timely monitoring of student progress, identification of students in need of strategic support, and modifications of instructional delivery.
- SBE-adopted intensive interventions are provided to students performing well below grade-level standards (more than two years) and are intended to accelerate learning so that students can return to the regular classroom, with strategic support, as soon as possible.
- English learners (ELs) are provided English-language development (ELD) until they are reclassified. Language proficiency assessments are used to place students appropriately for ELD. The progress of ELs is regularly monitored for gains in English proficiency and academic achievement.
- Students with disabilities (SWDs) are assessed and prescribed services through an Individualized Educational Program (IEP). To the extent possible and as supported by their IEP, SWDs are included in the basic core program, with additional support provided through strategic or intensive interventions.
- Data use is central to an effective intervention program so that students, parents and teachers are knowledgeable about student learning growth and can help promote a sense of urgency about moving students through interventions quickly in order to access the core grade-level curriculum. Collaboration among special education teachers and general education teachers establishes a vital link to ensure coherence of program for these learners.

LEAs advance this effort through the judicious allocation of general and categorical funds, for instance, to ensure that resources are allocated first to the lowest performing schools and to schools with low-achieving subgroups.

Administration of the DAS

Prior to a discussion on the DAS, it is recommended that the district conduct the APS at designated school sites to determine the level of implementation of each of the nine EPCs. The district-level ELSSA and the Inventory of Services and Supports (ISS) for Students with Disabilities will also enrich district discussions on the level and quality of services provided to ELs and SWDs and on the progress of these students in meeting achievement goals.

The standards for district work focus on broad district structures and support systems. In the DAS, each standard is accompanied by a "full implementation" statement to assist in gauging its level of implementation. Unlike the APS, which ascribes four distinct levels of implementation to each standard, the DAS examines each standard along a broad continuum and includes three levels of implementation: full, partial (defined as "in progress"), and minimal. Users are asked to read the full implementation statements that accompany each standard and make a judgment as to the level at which the LEA implements the standard.

When completing the DAS, all key stakeholders need to be included. These include the district superintendent, district administrators, site principals, teacher leaders, representatives of the teachers' association, parents, and community members.

Limitations on Use of the DAS

The data derived from the DAS are intended to be used as a catalyst for conversations about district and school improvement and accelerated student academic achievement. The survey may be limited by the experience or knowledge of stakeholders using the tool as well as the validity of the data.

Over the course of 2009-10, the California Comprehensive Center will be working with the CDE to examine the contents of the DAS and make recommendations for any needed changes. If you wish to be involved in this work, please e-mail the CDE at LEAP@cde.ca.gov.

Exhibit E2-1: Overview of Goals, Activities, Responsible Parties, and Timelines for Turning Around the Persistently Lowest-Achieving Schools

Activities	Responsible Party	Timeline
Goal: Identify the State's persistently lowest-achieving schools		
Define State's persistently lowest-achieving schools	CDE/SBE	January 2010 (and January of each subsequent year)
Goal: Establish clear and strong accountability measures for the persistently lowest-achieving schools to ensure student success		
Review and approve plans for participating LEAs' transition to the intervention models for their persistently lowest-achieving schools	SBE	2011-2014
Set and implement clear consequences for LEAs with persistently lowest-achieving schools that do not turnaround within three years	SBE	2010-2014

Activities	Responsible Party	Timeline
Goal: Provide strong and ongoing state and regional supports for LEAs to effectively select and implement intervention models appropriate for their students and staff		
Provide tools and resources to LEAs selecting and launching the four intervention models	CDE; Regional system of support; outside organizations with experience in parent outreach	2010
Develop a cadre of turnaround principals through a Turnaround Principal Institute (See D(5))	See (D)(5)	See (D)(5)
Create a Regional Charter Innovation Center	CDE/SBE	Fall 2010
Coordinate PLCs for turning around the lowest-achieving schools	CDE; Regional system of support	Winter 2010-2014
Goal: Provide additional resources and supports to LEAs that will allow for lasting change after the schools implement the turnaround models.		
Provide challenge funds for programs that will improve learning for students of all ages	CDE/SBE	2011-12 school year only
Foster the development of LEA partnerships for on-going success	SBE	2010-2014
Goal: Learn from our successes (and our failures) to continuously improve		
Collect information from LEAs to learn from other innovative strategies to turn around schools	CDE	2010-2014
Conduct evaluation of four intervention models in the lowest-achieving schools to examine implementation and determine effects of the models.	CDE	2011-12 through 2013-14
Coordinate and participate in cross-state learning	CDE	2013

Appendix Section F:

General

(F)(1)

Making education funding a priority

Exhibit F1: Programs with Local Spending Flexibility

K-12 PROGRAMS	2009-10	2010-11
Summer School Programs*	336,219	335,068
ROC/Ps*	384,677	383,370
Grade 7-12 Counseling	167,043	166,471
Specialized Secondary Program Grants	4,891	4,875
Gifted and Talented*	44,222	44,070
Prof. Development Institutes for Math and English	45,471	45,490
Principal Training	3,928	3,929
American Indian Early Education Programs	531	528
Indian Education Centers	3,639	3,627
Adult Education*	634,753	632,523
Educational Technology	14,072	14,023
Deferred Maintenance	250,806	250,902
Instructional Materials Block Grant	333,662	332,520
Community Day School*	41,682	41,539
Staff Development	25,955	25,866
National Board Certification	2,404	2,406
California School Age Families Ed. Program	46,416	46,257
California High School Exit Exam	58,317	58,118
Civic Education	200	200
Teacher Dismissal Apportionments	38	38
Charter Schools Block Grant*	136,203	141,989
Community Based English Tutoring	40,079	40,095
School Safety Block Grant*	79,926	79,653
High School Class Size Reduction	78,944	78,685
Advanced Placement Grant Programs	2,442	2,434
Student Leadership/CA Assoc. of Student Councils	26	26
Pupil Retention Block Grant	76,669	76,407
Teacher Credentialing Block Grant	90,397	90,112
Professional Development Block Grant	218,363	217,615
Targeted Instructional Improvement Block Grant*	855,060	852,132
School and Library Improvement Block Grant	369,970	368,704
School Safety Competitive Grant	14,348	14,299
Physical Education Block Grant	33,516	33,401
Arts and Music Block Grant	87,979	87,679
County Offices of Education: Williams	8,016	8,019
Certificated Staff Mentoring	8,582	8,553
Oral Health Assessments	3,527	3,528
Alternative Credentialing	26,189	26,199
	4,529,161	4,521,350

* The totals for these programs include deferred amounts.

Evidence for (F)(1)(ii):

- State policies that lead to equitable funding between high-need LEAs and other LEAs, and within LEAs, between high-poverty schools and other schools

Description of Proposition 98 Funding Guarantee

Since its passage in 1988, the voter initiative known as Proposition 98 has set the minimum funding level for K-14 education in California.[1] Although the specifics of Proposition 98 are complex, in general it guarantees that, in any given fiscal year, school districts and community colleges either receive a minimum percentage (currently around 40 percent) of California's General Fund revenues, or the same level of funding they received in the previous fiscal year (adjusted for changes in student enrollment and inflation), whichever is more. In addition, Proposition 98 also requires that in certain years known as "Test 3" years, or when Proposition 98 is suspended, the State must create a "maintenance factor"—that is, an amount of funding that needs to be restored to K-14 education in future budgets when General Fund revenues are rising.

The three test formulas can be summarized as follows:

- **Test 1:** Also referred to as the "percentage of revenues" test, Test 1 guarantees that education funding will be at least the percentage of the State's total General Fund revenues that they received when Proposition 98 was passed. (§ 8, subd.(b)(1).) Currently at 40%, the actual percentage has varied over time as property tax allocations between schools and other local agencies have been changed.
- **Test 2:** Under this formula, education funding is based on the amount allocated for education in the prior fiscal year, plus (1) the change in student enrollment (i.e., "Average Daily Attendance [ADA] growth") and (2) the annual change in per capita personal income. (§ 8, subd. (b)(2).) Test 2 is referred to as a "maintenance of effort" test.
- **Test 3:** Education funding under Test 3 is based on the amount allocated for education in the prior year, plus (1) ADA growth and (2) the annual change in per capita General Fund revenues plus ½ percent. (§ 8, subd. (b)(3).) As with Test 2, Test 3 is also described as a "maintenance of effort" test. The only difference between the two formulas is the inflation factor used to calculate the change in the minimum level of funding.

With these three formulas in mind, the process for determining the minimum education funding level for any given fiscal year works as follows. First, the change in per capita General Fund revenues is compared with the change in per capita personal income. (§ 8, subd. (b)(2) & (C)(3).) If the State's per capita General Fund revenues (plus ½ percent) grow more slowly (or suffer a greater decline) than per capita personal income, then Test 3 is compared with Test 1 to see which provides for a higher minimum level of education funding. Alternatively, if per capita income grows more slowly (or suffers a greater decline) than per capita General Fund revenues plus ½ percent, then Test 2 is compared with Test 1 to see which provides for a higher level of funding.

In addition to the three tests just described, Proposition 98 contains an additional provision regarding something called the "maintenance factor." As its name suggests, the "maintenance factor" is related to the two maintenance-of-effort tests, and generally refers to the funding gap between Tests 2 and 3 that, under certain circumstances, must be restored to education in the future years when General Fund revenues are rising. Specifically, Article XVI, section 8, subdivision (d), provides that:

In any fiscal year in which school districts and community college districts are allocated funding pursuant to paragraph (3) of subdivision (b) or pursuant to subdivision (h), they shall be entitled to a maintenance factor, equal to the difference between (1) the amount of General Fund moneys which would have been

[1] In this section of the appendix, all sections cited refer to article XVI of the California Constitution.

appropriated pursuant to paragraph (2) of subdivision (b) if that paragraph had been operative or the amount of General Fund moneys which would have been appropriated pursuant to subdivision (b) had subdivision (b) not been suspended, and (2) the amount of General Fund moneys actually appropriated to school districts and community college districts in that fiscal year.

State Laws and Regulations from the Application Narrative (in order of appearance)

CALIFORNIA CONSTITUTION
ARTICLE 16 PUBLIC FINANCE
SEC. 18. (a) No county, city, town, township, board of education, or school district, shall incur any indebtedness or liability in any manner or for any purpose exceeding in any year the income and revenue provided for such year, without the assent of two-thirds of the voters of the public entity voting at an election to be held for that purpose, except that with respect to any such public entity which is authorized to incur indebtedness for public school purposes, any proposition for the incurrence of indebtedness in the form of general obligation bonds for the purpose of repairing, reconstructing or replacing public school buildings determined, in the manner prescribed by law, to be structurally unsafe for school use, shall be adopted upon the approval of a majority of the voters of the public entity voting on the proposition at such election; nor unless before or at the time of incurring such indebtedness provision shall be made for the collection of an annual tax sufficient to pay the interest on such indebtedness as it falls due, and to provide for a sinking fund for the payment of the principal thereof, on or before maturity, which shall not exceed forty years from the time of contracting the indebtedness.

(b) Notwithstanding subdivision (a), on or after the effective date of the measure adding this subdivision, in the case of any school district, community college district, or county office of education, any proposition for the incurrence of indebtedness in the form of general obligation bonds for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities, shall be adopted upon the approval of 55 percent of the voters of the district or county, as appropriate, voting on the proposition at an election. This subdivision shall apply only to a proposition for the incurrence of indebtedness in the form of general obligation bonds for the purposes specified in this subdivision if the proposition meets all of the accountability requirements of paragraph (3) of subdivision (b) of Section 1 of Article XIIIA.

(c) When two or more propositions for incurring any indebtedness or liability are submitted at the same election, the votes cast for and against each proposition shall be counted separately, and when two-thirds or a majority or 55 percent of the voters, as the case may be, voting on any one of those propositions, vote in favor thereof, the proposition shall be deemed adopted.

(F)(2)

Ensuring successful conditions for high-performing charter schools and other innovative schools

Evidence for (F)(2)(i):
- State statutes, regulations, and other legal documents

State Laws and Regulations from the Application Narrative (in order of appearance)

E.C. 47602.
47602. (a) (1) In the 1998-99 school year, the maximum total number of charter schools authorized to operate in this state shall be 250. In the 1999-2000 school year, and in each successive school year thereafter, an additional 100 charter schools are authorized to
operate in this state each successive school year. For the purposes of implementing this section, the State Board of Education shall assign a number to each charter petition that it grants pursuant to subdivision (j) of Section 47605 or Section 47605.8 and to each charter notice it receives pursuant to this part, based on the chronological order in which the notice is received. Each number assigned by the state board on or after January 1, 2003, shall correspond to a single petition that identifies a charter school that will operate within the geographic and site limitations of this part. The State Board of Education shall develop a numbering system for charter schools that identifies each school associated with a charter and that operates within the existing limit on the number of charter schools that can be approved each year. For purposes of this section, sites that share educational programs and serve similar pupil populations may not be counted as separate schools. Sites that do not share a common educational program shall be considered separate schools for purposes of this section. The limits contained in this paragraph may not be waived by the State Board of Education pursuant to Section 33050 or any other provision of law.
(2) By July 1, 2003, the Legislative Analyst shall, pursuant to the criteria in Section 47616.5, report to the Legislature on the effectiveness of the charter school approach authorized under this
part and recommend whether to expand or reduce the annual rate of growth of charter schools authorized pursuant to this section.
(b) No charter shall be granted under this part that authorizes the conversion of any private school to a charter school. No charter school shall receive any public funds for a pupil if the pupil also attends a private school that charges the pupil's family for tuition. The State Board of Education shall adopt regulations to implement this section.

Evidence for (F)(2)(ii):
- Description of Charter Approval, Charter Oversight, Charter Supports, Charter Revocation, Charter Funding, and Charter Facilities Policies
- State statutes, regulations, and other legal documents

Charter approval

California provides multiple opportunities for a charter school to be authorized through a three-tiered appeal process. The first step for seeking approval begins at the LEA. Interested charter school operators provide a petition, along with signatures from at least 50 percent of potential parents or 50 percent of potential teachers, a budget for the first year and financial projection statements for the upcoming three years to the local school board for approval. If a charter proposal is denied by the local school district, the applicants can appeal to the county board of education for a charter.[1] County boards of education also

[1] E.C. 47605

have the authority to approve charter schools that meet unique countywide needs. If charter applicants are denied at the county level, they can then appeal to the State Board of Education (SBE) for approval.[2] In addition, the SBE also authorizes "statewide benefit" charter schools to provide instructional services that cannot be provided by a charter school operating in only one school district or county.[3] Statewide benefit charters adhere to all other charter laws with the exception of geographic limitations. This system of multiple authorizers ensures that there is sufficient opportunity for innovative ideas to develop in charters across the state. All charter school petitioners must agree to meet all statewide academic standards and conduct all state pupil assessments. Additionally, regardless of the authorizer, the charter petition must specify "the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted."[4]

Once a charter is granted, the initial charter is approved for a period of up to five years. Renewals are also approved for five years and are based on the following criteria:

- Attaining an Academic Performance Index (API—a composite of student test scores used to rank schools in the state) growth target in the prior year, or in two of the last three years, or in the aggregate for the prior three years (See Appendix A for a full description of the API);
- Attaining a state rank in deciles 4 to 10 (i.e., being in the top 60 percent of schools), inclusive, on the API in the prior year or in two of the last three years;
- Attaining a state rank in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years; and
- Ensuring that the entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.[5]

Charter oversight

Charter authorizers also must provide ongoing oversight of the charter, including visiting the school at least once a year and ensuring that the school submits all required reports (including fiscal reports four times a year to the district and local county office of education) and monitoring the school's fiscal condition.[6] In California, charter school oversight and monitoring are primarily implemented by the school district authorizer. The law also provides county and state education agencies with charter oversight and monitoring responsibilities, including the right to investigate a charter school and to revoke its charter.

Charter schools must also contract for an annual, independent financial audit that is performed in accordance with Generally Accepted Accounting Principles.[7] The audit must be submitted to the authorizer and the State, and any audit finding must be addressed to the satisfaction of the authorizer.[8]

Charter supports

California has also supported its charter schools by providing state-led technical assistance through a CDE charter support team, and the State Advisory Commission on Charter Schools (ACCS) also provides critical advisory assistance to the SBE in the review of charter applications and appeals as well as funding determinations. In addition, the California Charter School Association (CCSA) and the Charter Schools

[2] E.C. 47605.
[3] E.C. 47605.8.
[4] E.C. 47605(b)(5)(G).
[5] E.C. 47607(b)(4)(A).
[6] E.C. 47604.32—47604.33.
[7] E.C. 47612.5 and 47634.2(d).
[8] E.C. 47605(b)(5)(I).

Development Center (CSDC) provide resources and training for charter school leaders and staff. However, as described in Section (E)(2), the State intends to strengthen this support structure by creating a Regional Charter Innovation Center to support charter organizations to serve the needs of low-performing schools. The contract will be awarded by the fall of 2010 so that the organization can begin the work to assist LEAs while the LEAs plan for their 2011-12 implementation of the intervention models.

Charter revocation

California works to ensure that charter schools provide a high-quality education for students. However, for those charter schools that do not meet the statutory requirements, the charter is revoked. A charter can be revoked for failure to meet or pursue any student outcomes identified in the charter; violation of the charter's conditions, standards, or procedures; fiscal mismanagement; or violation of any provision of law.[9] In addition to the explicit academic criteria noted above for renewal of a charter school, the authorizer and the SBE (whether or not it is the charter authorizer) have explicit authority to revoke a school's charter under specific circumstances, including if the school fails to meet or pursue academic outcomes, violates the law or terms of its charter, or for various financial mismanagement issues.[10]

To effectuate the SBE authority noted above, in December 2009, the SBE began the rulemaking process to adopt regulations that would allow for the revocation of academically low-performing charter schools as determined by specified AYP results, including subgroups. The proposed regulations provide a process and set out the conditions for action by the SBE against any charter school in the state, when the SBE finds that the charter school has engaged in substantial and sustained departure from measurably successful practices that jeopardize the educational development of a school's students.

State Laws and Regulations from the Application Narrative (in order of appearance)

E.C. 47605.8.

47605.8. (a) A petition for the operation of a state charter school may be submitted directly to the state board, and the state board shall have the authority to approve a charter for the operation of a state charter school that may operate at multiple sites throughout the state. The State Board of Education shall adopt regulations, pursuant to the Administrative Procedure Act (Chapter 5 (commencing with Section 11500) of Part 1 of Division 3 of Title 2 of the Government Code) for the implementation of this section. Regulations adopted pursuant to this section shall ensure that a charter school approved pursuant to this section meets all requirements otherwise imposed on charter schools pursuant to this part, except that a state charter school approved pursuant to this section shall not be subject to the geographic and site limitations otherwise imposed on charter schools. The petitioner shall submit a copy of the petition, for notification purposes, to the county superintendent of schools of each county in which the petitioner proposes to operate the state charter school. The petitioner also shall ensure that the governing board of each school district in which a site is proposed to be located is notified no later than 120 days prior to the commencement of instruction at each site, as applicable.

(b) The state board shall not approve a petition for the operation of a state charter school pursuant to this section unless the state board makes a finding, based on substantial evidence, that the proposed state charter school will provide instructional services of statewide benefit that cannot be provided by a charter school operating in only one school district, or only in one county. The finding of the state board in this regard shall be made part of the public record of the proceedings of the state board and shall precede the approval of the charter.

(c) The state board, as a condition of charter petition approval, may enter into an agreement with a third party, at the expense of the charter school, to oversee, monitor, and report on, the operations of the state charter school. The state board may prescribe the aspects of the operations of the state charter school to be

[9] E.C. 47607.

[10] E.C. 47604.5 and 47607.

monitored by the third party and may prescribe appropriate requirements regarding the reporting of information concerning the operations of the state charter school to the state board.

(d) The state board shall not be required to approve a petition for the operation of a state charter school, and may deny approval based on any of the reasons set forth in subdivision (b) of Section 47605.6.

E.C. 47604.32-47604.33.

47604.32. Each chartering authority, in addition to any other duties imposed by this part, shall do all of the following with respect to each charter school under its authority:

(a) Identify at least one staff member as a contact person for the charter school.

(b) Visit each charter school at least annually.

(c) Ensure that each charter school under its authority complies with all reports required of charter schools by law.

(d) Monitor the fiscal condition of each charter school under its authority.

(e) Provide timely notification to the department if any of the following circumstances occur or will occur with regard to a charter school for which it is the chartering authority:

(1) A renewal of the charter is granted or denied.

(2) The charter is revoked.

(3) The charter school will cease operation for any reason.

(f) The cost of performing the duties required by this section shall be funded with supervisorial oversight fees collected pursuant to Section 47613.

47604.33. (a) Each charter school shall annually prepare and submit the following reports to its chartering authority and the county superintendent of schools, or only to the county superintendent of schools if the county board of education is the chartering authority:

(1) On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.

(2) On or before December 15, an interim financial report. This report shall reflect changes through October 31.

(3) On or before March 15, a second interim financial report. This report shall reflect changes through January 31.

(4) On or before September 15, a final unaudited report for the full prior year.

(b) The chartering authority shall use any financial information it obtains from the charter school, including, but not limited to, the reports required by this section, to assess the fiscal condition of the charter school pursuant to subdivision (d) of Section 47604.32.

(c) The cost of performing the duties required by this section shall be funded with supervisorial oversight fees collected pursuant to Section 47613.

E.C. 47607.

47607. (a) (1) A charter may be granted pursuant to Sections 47605, 47605.5, and 47606 for a period not to exceed five years. A charter granted by a school district governing board, a county board of education or the state board, may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time.

(2) Renewals and material revisions of charters are governed by the standards and criteria in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

(b) Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever date occurs later, a charter school shall meet at least one of the following criteria prior to receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

(4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

(B) The determination made pursuant to this paragraph shall be based upon all of the following:

(i) Documented and clear and convincing data.

(ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools.

(iii) Information submitted by the charter school.

(C) A chartering authority shall submit to the Superintendent copies of supporting documentation and a written summary of the basis for any determination made pursuant to this paragraph. The Superintendent shall review the materials and make recommendations to the chartering authority based on that review. The review may be the basis for a recommendation made pursuant to Section 47604.5.

(D) A charter renewal may not be granted to a charter school prior to 30 days after that charter school submits materials pursuant to this paragraph.

(5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.

(c) A charter may be revoked by the authority that granted the charter under this chapter if the authority finds, through a showing of substantial evidence, that the charter school did any of the following:

(1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

(2) Failed to meet or pursue any of the pupil outcomes identified in the charter.

(3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

(4) Violated any provision of law.

(d) Prior to revocation, the authority that granted the charter shall notify the charter public school of any violation of this section and give the school a reasonable opportunity to remedy the violation, unless the authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.

(e) Prior to revoking a charter for failure to remedy a violation pursuant to subdivision (d), and after expiration of the school's reasonable opportunity to remedy without successfully remedying the violation, the chartering authority shall provide a written notice of intent to revoke and notice of facts in support of revocation to the charter school. No later than 30 days after providing the notice of intent to revoke a charter, the chartering authority shall hold a public hearing, in the normal course of business, on the issue of whether evidence exists to revoke the charter. No later than 30 days after the public hearing, the chartering authority shall issue a final decision to revoke or decline to revoke the charter, unless the chartering authority and the charter school agree to extend the issuance of the decision by an additional 30 days. The chartering authority shall not revoke a charter, unless it makes written factual findings supported by substantial evidence, specific to the charter school, that support its findings.

(f) (1) If a school district is the chartering authority and it revokes a charter pursuant to this section, the charter school may appeal the revocation to the county board of education within 30 days following the final decision of the chartering authority.

(2) The county board may reverse the revocation decision if the county board determines that the findings made by the chartering authority under subdivision (e) are not supported by substantial evidence. The school district may appeal the reversal to the state board.

(3) If the county board does not issue a decision on the appeal within 90 days of receipt, or the county board upholds the revocation, the charter school may appeal the revocation to the state board.

(4) The state board may reverse the revocation decision if the state board determines that the findings made by the chartering authority under subdivision (e) are not supported by substantial evidence. The state board may uphold the revocation decision of the school district if the state board determines that the findings made by the chartering authority under subdivision (e) are supported by substantial evidence.

(g) (1) If a county office of education is the chartering authority and the county board revokes a charter pursuant to this section, the charter school may appeal the revocation to the state board within 30 days following the decision of the chartering authority.

(2) The state board may reverse the revocation decision if the state board determines that the findings made by the chartering authority under subdivision (e) are not supported by substantial evidence.

(h) If the revocation decision of the chartering authority is reversed on appeal, the agency that granted the charter shall continue to be regarded as the chartering authority.

(i) During the pendency of an appeal filed under this section, a charter school, whose revocation proceedings are based on paragraph (1) or (2) of subdivision (c), shall continue to qualify as a charter school for funding and for all other purposes of this part, and may continue to hold all existing grants, resources, and facilities, in order to ensure that the education of pupils enrolled in the school is not disrupted.

(j) Immediately following the decision of a county board to reverse a decision of a school district to revoke a charter, the following shall apply:

(1) The charter school shall qualify as a charter school for funding and for all other purposes of this part.

(2) The charter school may continue to hold all existing grants, resources, and facilities.

(3) Any funding, grants, resources, and facilities that had been withheld from the charter school, or that the charter school had otherwise been deprived of use, as a result of the revocation of the charter shall be immediately reinstated or returned.

(k) A final decision of a revocation or appeal of a revocation pursuant to subdivision (c) shall be reported to the chartering authority, the county board, and the department.

State Laws and Regulations from the Appendix Narrative (in order of appearance)

E.C. 47605.

47605. (a) (1) Except as set forth in paragraph (2), a petition for the establishment of a charter school within a school district may be circulated by one or more persons seeking to establish the charter school. A petition for the establishment of a charter school shall identify a single charter school that will operate within the geographic boundaries of that school district. A charter school may propose to operate at multiple sites within the school district, as long as each location is identified in the charter school petition. The petition may be submitted to the governing board of the school district for review after either of the following conditions are met:

(A) The petition has been signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation.

(B) The petition has been signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation.

(2) A petition that proposes to convert an existing public school to a charter school that would not be eligible for a loan pursuant to subdivision (b) of Section 41365 may be circulated by one or more persons seeking to establish the charter school. The petition may be submitted to the governing board of the

school district for review after the petition has been signed by not less than 50 percent of the permanent status teachers currently employed at the public school to
be converted.

(3) A petition shall include a prominent statement that a signature on the petition means that the parent or legal guardian is meaningfully interested in having his or her child or ward attend the
charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.

(4) After receiving approval of its petition, a charter school that proposes to establish operations at one or more additional sites shall request a material revision to its charter and shall notify
the authority that granted its charter of those additional locations. The authority that granted its charter shall consider whether to approve those additional locations at an open, public meeting. If the additional locations are approved, they shall be a material revision to the charter school's charter.

(5) A charter school that is unable to locate within the jurisdiction of the chartering school district may establish one site outside the boundaries of the school district, but within the county
in which that school district is located, if the school district within the jurisdiction of which the charter school proposes to operate is notified in advance of the charter petition approval, the
county superintendent of schools and the Superintendent are notified of the location of the charter school before it commences operations, and either of the following circumstances exist:

(A) The school has attempted to locate a single site or facility to house the entire program, but a site or facility is unavailable in the area in which the school chooses to locate.

(B) The site is needed for temporary use during a construction or expansion project.

(6) Commencing January 1, 2003, a petition to establish a charter school may not be approved to serve pupils in a grade level that is not served by the school district of the governing board considering the petition, unless the petition proposes to serve pupils in all of the grade levels served by that school district.

(b) No later than 30 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the
charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the district, other employees of the district, and
parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 60 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged. The governing board of the school
district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice. The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a).

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).

(5) The petition does not contain reasonably comprehensive descriptions of all of the following:

(A) (i) A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

(ii) If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.

(B) The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

(C) The method by which pupil progress in meeting those pupil outcomes is to be measured.

(D) The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.

(E) The qualifications to be met by individuals to be employed by the school.

(F) The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

(G) The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

(H) Admission requirements, if applicable.

(I) The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

(J) The procedures by which pupils can be suspended or expelled.

(K) The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

(L) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

(M) A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

(N) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

(O) A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

(P) A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

(c) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

(2) Charter schools shall, on a regular basis, consult with their parents, legal guardians, and teachers regarding the school's educational programs.

(d) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian,

within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

(2) (A) A charter school shall admit all pupils who wish to attend the school.

(B) However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law.

(C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

(e) The governing board of a school district shall not require any employee of the school district to be employed in a charter school.

(f) The governing board of a school district shall not require any pupil enrolled in the school district to attend a charter school.

(g) The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. The description of the facilities to be used by the charter school shall specify where the school intends to locate. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.

(h) In reviewing petitions for the establishment of charter schools within the school district, the governing board of the school district shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the department under Section 54032 as it read prior to July 19, 2006.

(i) Upon the approval of the petition by the governing board of the school district, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the applicable county superintendent of schools, the department, and the state board.

(j) (1) If the governing board of a school district denies a petition, the petitioner may elect to submit the petition for the establishment of a charter school to the county board of education.
The county board of education shall review the petition pursuant to subdivision (b). If the petitioner elects to submit a petition for establishment of a charter school to the county board of education and the county board of education denies the petition, the petitioner may file a petition for establishment of a charter school with the state board, and the state board may approve the petition, in accordance with subdivision (b). A charter school that receives approval of its petition from a county board of education or from the state board on appeal shall be subject to the same requirements concerning geographic location to which it would otherwise be subject if it received approval from the entity to which it originally submitted its petition. A charter petition that is submitted to either a county board of education or to the state board shall meet all otherwise applicable petition requirements, including the identification of the proposed site or sites where the charter school will operate.

(2) In assuming its role as a chartering agency, the state board shall develop criteria to be used for the review and approval of charter school petitions presented to the state board. The criteria shall address all elements required for charter approval, as identified in subdivision (b) and shall define "reasonably comprehensive" as used in paragraph (5) of subdivision (b) in a way that is consistent with the intent of this part. Upon satisfactory completion of the criteria, the state board shall adopt the criteria on or before June 30, 2001.

(3) A charter school for which a charter is granted by either the county board of education or the state board based on an appeal pursuant to this subdivision shall qualify fully as a charter school for all funding and other purposes of this part.

(4) If either the county board of education or the state board fails to act on a petition within 120 days of receipt, the decision of the governing board of the school district to deny a petition shall, thereafter, be subject to judicial review.

(5) The state board shall adopt regulations implementing this subdivision.

(6) Upon the approval of the petition by the county board of education, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition to the department and the state board.

(k) (1) The state board may, by mutual agreement, designate its supervisorial and oversight responsibilities for a charter school approved by the state board to any local educational agency in the county in which the charter school is located or to the governing board of the school district that first denied the petition.

(2) The designated local educational agency shall have all monitoring and supervising authority of a chartering agency, including, but not limited to, powers and duties set forth in Section 47607, except the power of revocation, which shall remain with the state board.

(3) A charter school that has been granted its charter through an appeal to the state board and elects to seek renewal of its charter shall, prior to expiration of the charter, submit its petition for renewal to the governing board of the school district that initially denied the charter. If the governing board of the school district denies the school's petition for renewal, the school may petition the state board for renewal of its charter.

(l) Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.

(m) A charter school shall transmit a copy of its annual, independent financial audit report for the preceding fiscal year, as described in subparagraph (I) of paragraph (5) of subdivision (b), to its chartering entity, the Controller, the county superintendent of schools of the county in which the charter school is sited, unless the county board of education of the county in which the charter school is sited is the chartering entity, and the department by December 15 of each year. This subdivision does not apply if the audit of the charter school is encompassed in the audit of the chartering entity pursuant to Section 41020.

E.C. 47605.8.
See above: State Laws and Regulations from the Appendix Narrative.

E.C. 47605(b)(5)(G).
See above: State Laws and Regulations from the Appendix Narrative E.C. 47605.

E.C. 47607(b)(4)(A).
See above: State Laws and Regulations from the Application Narrative.

E.C. 47604.32-47604.33.

See above: State Laws and Regulations from the Application Narrative.

E.C. 47612.5.

47612.5. (a) Notwithstanding any other provision of law and as a condition of apportionment, a charter school shall do all of the following:

(1) For each fiscal year, offer, at a minimum, the following number of minutes of instruction:

(A) To pupils in kindergarten, 36,000 minutes.

(B) To pupils in grades 1 to 3, inclusive, 50,400 minutes.

(C) To pupils in grades 4 to 8, inclusive, 54,000 minutes.

(D) To pupils in grades 9 to 12, inclusive, 64,800 minutes.

(2) Maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection.

(3) Certify that its pupils have participated in the state testing programs specified in Chapter 5 (commencing with Section 60600) of Part 33 in the same manner as other pupils attending public schools as a condition of apportionment of state funding.

(b) Notwithstanding any other provision of law and except to the extent inconsistent with this section and Section 47634.2, a charter school that provides independent study shall comply with Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 and implementing regulations adopted thereunder. The State Board of Education shall adopt regulations that apply this article to charter schools. To the extent that these regulations concern the qualifications of instructional personnel, the State Board of Education shall be guided by subdivision (l) of Section 47605.

(c) A reduction in apportionment made pursuant to subdivision (a) shall be proportional to the magnitude of the exception that causes the reduction. For purposes of paragraph (1) of subdivision (a), for each charter school that fails to offer pupils the minimum number of minutes of instruction specified in that paragraph, the Superintendent shall withhold from the charter school's apportionment for average daily attendance of the affected pupils, by grade level, the sum of that apportionment multiplied by the percentage of the minimum number of minutes of instruction at each grade level that the charter school failed to offer.

(d) (1) Notwithstanding any other provision of law and except as provided in paragraph (1) of subdivision (e), a charter school that has an approved charter may receive funding for nonclassroom-based instruction only if a determination for funding is made pursuant to Section 47634.2 by the State Board of Education. The determination for funding shall be subject to any conditions or limitations the State Board of Education may prescribe. The State Board of Education shall adopt regulations on or before February 1, 2002, that define and establish general rules governing nonclassroom-based instruction that apply to all charter schools and to the process for determining funding of nonclassroom-based instruction by charter schools offering nonclassroom-based instruction other than the nonclassroom-based instruction allowed by paragraph (1) of subdivision (e). Nonclassroom-based instruction includes, but is not limited to, independent study, home study, work study, and distance and computer-based education. In prescribing any conditions or limitations relating to the qualifications of instructional personnel, the State Board of Education shall be guided by subdivision (l) of Section 47605.

(2) Except as provided in paragraph (2) of subdivision (b) of Section 47634.2, a charter school that receives a determination pursuant to subdivision (b) of Section 47634.2 is not required to reapply annually for a funding determination of its nonclassroom-based instruction program if an update of the information the State Board of Education reviewed when initially determining funding would not require material revision, as that term is defined in regulations adopted by the board. A charter school that has achieved a rank of 6 or greater on the Academic Performance Index for the two years immediately prior to receiving a funding determination pursuant to subdivision (b) of Section 47634.2 shall receive a five-year determination and is not required to annually reapply for a funding determination of its nonclassroom-based instruction program if an update of the information the State Board of Education reviewed when initially determining funding would not require material revision, as that term is defined in regulations adopted by the board. Notwithstanding any provision of law, the State Board of Education

may require a charter school to provide updated information at any time it determines that a review of that information is necessary. The State Board of Education may terminate a determination for funding if updated or additional information requested by the board is not made available to the board by the charter school within a reasonable amount of time or if the information otherwise supports termination. A determination for funding pursuant to Section 47634.2 may not exceed five years.

(3) A charter school that offers nonclassroom-based instruction in excess of the amount authorized by paragraph (1) of subdivision (e) is subject to the determination for funding requirement of Section 47634.2 to receive funding each time its charter is renewed or materially revised pursuant to Section 47607. A charter school that materially revises its charter to offer nonclassroom-based instruction in excess of the amount authorized by paragraph (1) of subdivision (e) is subject to the determination for funding requirement of Section 47634.2.

(e) (1) Notwithstanding any other provision of law, and as a condition of apportionment, "classroom-based instruction" in a charter school, for the purposes of this part, occurs only when charter school pupils are engaged in educational activities required of those pupils and are under the immediate supervision and control of an employee of the charter school who possesses a valid teaching certification in accordance with subdivision (l) of Section 47605. For purposes of calculating average daily attendance for classroom-based instruction apportionments, at least 80 percent of the instructional time offered by the charter school shall be at the schoolsite, and the charter school shall require the attendance of all pupils for whom a classroom-based apportionment is claimed at the schoolsite for at least 80 percent of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of Section 47612.5.

(2) For the purposes of this part, "nonclassroom instruction" or "nonclassroom-based instruction" means instruction that does not meet the requirements specified in paragraph (1). The State Board of Education may adopt regulations pursuant to paragraph (1) of subdivision (d) specifying other conditions or limitations on what constitutes nonclassroom-based instruction, as it deems appropriate and consistent with this part.

(3) For purposes of this part, a schoolsite is a facility that is used principally for classroom instruction.

(4) Notwithstanding any other provision of law, neither the State Board of Education, nor the Superintendent may waive the requirements of paragraph (1) of subdivision (a).

E.C. 47634.2(d).

See below: State Laws and Regulations from the Appendix Narrative (F)(2)(iii).

E.C. 47605(b)(5)(I).

See above: State Laws and Regulations from the Appendix Narrative E.C. 47605

E.C. 47607.

See above: State Laws and Regulations from the Application Narrative.

E.C. 47604.5.

47604.5. The State Board of Education, whether or not it is the authority that granted the charter, may, based upon the recommendation of the Superintendent of Public Instruction, take appropriate action, including, but not limited to, revocation of the school's charter, when the State Board of Education finds any of the following:

(a) Gross financial mismanagement that jeopardizes the financial stability of the charter school.

(b) Illegal or substantially improper use of charter school funds for the personal benefit of any officer, director, or fiduciary of the charter school.

(c) Substantial and sustained departure from measurably successful practices such that continued departure would jeopardize the educational development of the school's pupils.

Evidence for (F)(2)(iii):
- A description of the State's approach to charter school funding
- State statutes, regulations, and other legal documents

Charter funding

California has established several funding mechanisms for the State's charter schools to help ensure that charter schools receive equitable funding as compared to traditional public schools.[11] The State's Education Code states that "It is the intent of the Legislature that each charter school be provided with operational funding that is equal to the total funding that would be available to a similar school district serving a similar pupil population…"[12] To this end, the State approaches funding to charter schools through local, State, and Federal revenues as follows. Depending on the type of charter, the funding may flow in different ways. For example, a charter that is locally authorized and funded receives categorical program funds and federal funding through its school district, while a charter that is directly-funded through the State acts as an LEA for all State and federal funding purposes and receives those funds directly.

***State Funding*:** There are several components of State funding for California's charter schools, listed below. Charter schools are not prevented from negotiating with an LEA for an additional share of other revenues as well.[13]

- General Purpose Funding: Charters receive the statewide average funding received by traditional school districts.[14]
- Charter General-Purpose Entitlement: This is funding for charter schools based on the statewide average amount of general purpose funding received by traditional school districts of similar type and serving similar student populations. The general-purpose entitlement is paid as a combination of state and local funds and may be used for any public school purpose determined by the governing body of the charter school.[15]
- Charter Categorical Block Grants: Schools also receive a categorical block grant (consolidated from approximately 25 statewide categorical programs) that can be used for general purposes based on the school's average daily attendance (ADA), with supplemental funding provided for educationally disadvantaged students including economically disadvantaged students and English learners.[16] The charter school categorical block grant provides funds in lieu of the charter school's requirement to apply for and comply with separate state categorical programs, providing the school greater flexibility regarding how these funds are spent. Funding for educationally disadvantaged students is based on the statewide average amount of funding received by school districts for the Economic Impact Aid program.[17] A workgroup is convened every three years to review the appropriateness of the funding level provided by the Categorical Block Grant and is scheduled to meet again in 2010.[18]
- Additional Categorical Funds: Charter schools may also apply for additional categorical funds for programs not consolidated into the categorical block grant in the same manner as any other LEA

[11] E.C. 47630—47664.
[12] E.C. 47630.
[13] E.C. 47636.
[14] E.C. 47634.2(a).
[15] E.C. 47632(a); EC 47633.
[16] E.C. 47634.1(a)(2).
[17] E.C. 54020 et seq.
[18] E.C. 47634.1(e).

in the state to the extent the charter school meets eligibility requirements and complies with program provisions.[19]

- Lottery: A charter school is treated the same as a school district for the purpose of allocating lottery funds.[20]

***Federal Funding*:** There are also several components of federal funding for charter schools.

- Federal Categorical Program Funds: Charter schools have access to the same array of federal program funds dedicated to providing additional resources to students most in need, including Title I, II, III, and IDEA funds. A direct-funded charter school is treated as a school district for the purpose of allocating funds. A locally funded charter school may access funds in cooperation with its chartering authority.[21]
- Charter School Program (CSP Funds): California also takes advantage of the federal CSP funds to provide start-up funding for charter schools, including planning, program design, and initial implementation. Through this program, the State provides further monitoring of the implementation of charter schools to ensure the development of a high-quality design.

***Local Funding*:** Charter schools are funded for in-lieu property taxes at the same rate as their sponsoring district.[22] The exception is for charter schools authorized by "basic aid" districts, i.e., districts in which local property taxes equal or exceed the district's revenue limit. These districts keep all of their local property taxes and receive only the minimum constitutionally guaranteed state basic aid funding. A charter school authorized by a basic aid district receives the lesser of the district's property tax rate or the charter block grant rate. Charter schools do have the opportunity to negotiate with the district for additional funds.[23]

This overview shows that the array of local, state, and federal funding that California's charter schools receive is designed to be equitable to the funds received by traditional public schools. Analysis of revenues reported by LEAs for 2007–08 indicates that, for the most part, this aim is successful. Revenues from state sources for general purpose funding and categorical programs as reported for charter schools were at least 95 percent of comparable revenues as reported for traditional school districts ($7,409 per ADA reported for charters compared to $7,800 per ADA reported for traditional school districts). It is important to emphasize that the difference of 5 percent, while minimal, is in reality probably even less; for purposes of this analysis, where in-lieu tax revenues could not be attributed with certainty between charter schools and traditional districts, the revenues were attributed to districts. In short, while the State's funding for charter schools is not precisely equal to traditional public school per-student funding allocations, the State is striving to ensure these funding amounts are comparable.

Finally, the recent budget crisis forced the State to change funding formulas for new charters and for those changing from a local to a direct (or direct to local) charter, limiting their access to certain State categorical funds. However, the State has already provided a mechanism for affected schools to apply for additional funds.[24]

State Laws and Regulations from the Application Narrative (in order of appearance)

E.C. 47630-47664.

47630. (a) It is the intent of the Legislature that each charter school be provided with operational funding that is equal to the total funding that would be available to a similar school district serving a similar pupil population, except that a charter school may not be funded as a necessary small school or a necessary

[19] E.C. 47634.4.
[20] E.C. 47638.
[21] E.C. 47634.4.
[22] E.C. 47635.
[23] E.C. 47636(a)(5).
[24] E.C. 42606.

small high school, nor receive revenue limit funding that exceeds the statewide average for a school district of a similar type.

(b) The Legislature finds and declares that the funding method established by this chapter provides for simple and, at the option of the charter school, local or direct allocation of funds to charter schools in a manner that is consistent with state and federal law.

47630.5. (a) This chapter applies to the calculation of operational funding for charter schools. Except as otherwise provided in this chapter, this chapter shall apply to all charter schools without regard to their sponsoring local education agency.

(b) For the 1999-2000, 2000-01, and 2001-02 fiscal years in the case of a charter school that was assigned a number by the State Board of Education prior to June 1, 1999, the use of the charter school funding method established by this chapter shall be at the discretion of that charter school. A charter school that elects to have its funding determined pursuant to the method established by this chapter shall notify the State Department of Education by June 1 prior to the affected fiscal year. An election to be funded pursuant to the method established by this chapter is irrevocable.

(c) Additional legal or fiscal responsibilities on the part of a county superintendent of schools are not imposed by this chapter, except as specifically provided in this chapter.

47631. (a) Article 2 (commencing with Section 47633) and Article 3 (commencing with Section 47636) may not apply to a charter granted pursuant to Section 47605.5.

(b) Notwithstanding subdivision (a), a pupil attending a county-sponsored charter school who is eligible to attend that school solely as a result of parental request pursuant to subdivision (b) of Section 1981 shall be funded pursuant to this chapter.

47632. For purposes of this chapter, the following terms shall be defined as follows:

(a) "General-purpose entitlement" means an amount computed by the formula set forth in Section 47633 beginning in the 1999-2000 fiscal year, which is based on the statewide average amounts of general-purpose funding from those state and local sources identified in Section 47633 received by school districts of similar type and serving similar pupil populations.

(b) "Categorical block grant" means an amount computed by the formula set forth in Section 47634 beginning in the 1999-2000 fiscal year, which is based on the statewide average amounts of categorical aid from those sources identified in Section 47634 received by school districts of similar type and serving similar pupil populations.

(c) "General-purpose funding" means those funds that consist of state aid, local property taxes, and other revenues applied toward a school district's revenue limit, pursuant to Section 42238.

(d) "Categorical aid" means aid that consists of state or federally funded programs, or both, which are apportioned for specific purposes set forth in statute or regulation.

(e) "Economic impact aid-eligible pupils" means those pupils that are included in the economic impact aid-eligible pupil count pursuant to Section 54023. For purposes of applying Section 54023 to charter schools, "economically disadvantaged pupils" means the pupils described in paragraph (2) of subdivision (a) of Section 54026.

(f) "Educationally disadvantaged pupils" means those pupils who are eligible for subsidized meals pursuant to Section 49552 or are identified as English learners pursuant to subdivision (a) of Section 306, or both.

(g) "Operational funding" means all funding except funding for capital outlay.

(h) "School district of a similar type" means a school district that is serving similar grade levels.

(i) "Similar pupil population" means similar numbers of pupils by grade level, with a similar proportion of educationally disadvantaged pupils.

(j) "Sponsoring local educational agency" means the following:

(1) If a charter school is granted by a school district, the sponsoring local educational agency is the school district.

(2) If a charter is granted by a county office of education after having been previously denied by a school district, the sponsoring local educational agency means the school district that initially denied the charter petition.
(3) If a charter is granted by the state board after having been previously denied by a local educational agency, the sponsoring local educational agency means the local educational agency designated by the state board pursuant to paragraph (1) of subdivision (k) of Section 47605 or if a local educational agency is not designated, the local educational agency that initially denied the charter petition.
(4) For pupils attending county-sponsored charter schools who are eligible to attend those schools solely as a result of parental request pursuant to subdivision (b) of Section 1981, the sponsoring local educational agency means the pupils' school district of residence.
(5) For pupils attending countywide charter schools pursuant to Section 47605.6 who reside in a basic aid school district, the sponsoring local educational agency means the school district of residence of the pupil. For purposes of this paragraph, "basic aid school district" means a school district that does not receive an apportionment of state funds pursuant to subdivision (h) of Section 42238.

47632.5. A charter school that is established through the conversion of an existing public school where the charter is granted by a district other than the district in which the school is located may not generate or receive revenue limit funding in excess of the revenue limit of the school district in which the school was located prior to the conversion to charter status. This limitation shall apply whether the charter converts to charter status a single existing public school or multiple existing public schools.

47633. The Superintendent of Public Instruction shall annually compute a general-purpose entitlement, funded from a combination of state aid and local funds, for each charter school as follows:
(a) The superintendent shall annually compute the statewide average amount of general-purpose funding per unit of average daily attendance received by school districts for each of four grade level ranges: kindergarten and grades 1, 2, and 3; grades 4, 5, and 6; grades 7 and 8; and, grades 9 to 12, inclusive. For purposes of making these computations, both of the following conditions shall apply:
(1) Revenue limit funding attributable to pupils in kindergarten and grades 1 to 5, inclusive, shall equal the statewide average revenue limit funding per unit of average daily attendance received by elementary school districts; revenue limit funding attributable to pupils in grades 6, 7, and 8, shall equal the statewide average revenue limit funding per unit of average daily attendance received by unified school districts; and revenue limit funding attributable to pupils in grades 9 to 12, inclusive, shall equal the statewide average revenue limit funding per unit of average daily attendance received by high school districts.
(2) Revenue limit funding received by school districts shall exclude the value of any benefit attributable to the presence of necessary small schools or necessary small high schools within the school district.
(b) The superintendent shall multiply each of the four amounts computed in subdivision (a) by the charter school's average daily attendance in the corresponding grade level ranges. The resulting figure shall be the amount of the charter school's general-purpose entitlement, which shall be funded through a combination of state aid and local funds. From funds appropriated for this purpose pursuant to Section 14002, the superintendent shall apportion to each charter school this amount, less local funds allocated to the charter school pursuant to Section 47635.
(c) General-purpose entitlement funding may be used for any public school purpose determined by the governing body of the charter school.

47634.1. (a) Notwithstanding subdivision (a) of Section 47634, a categorical block grant for charter schools for the 2005-06 fiscal year shall be calculated as follows:
(1) The Superintendent shall divide the total amount of funding appropriated for the purpose of this block grant in the annual Budget Act or another statute, less the total amount calculated in paragraph (2), by the statewide total of charter school average daily attendance, as determined at the second principal apportionment for the 2005-06 fiscal year.

(2) The statewide average amount, as computed by the Superintendent, of funding per identified educationally disadvantaged pupil received by school districts in the current fiscal year pursuant to Article 2 (commencing with Section 54020) of Chapter 1 of Part 29. This amount shall be multiplied by the number of educationally disadvantaged pupils enrolled in the charter school. The resulting amount, if greater than zero, may not be less than the minimum amount of Economic Impact Aid funding to which a school district of similar size would be entitled pursuant to Section 54022. For purposes of this subdivision, a pupil who is eligible for subsidized meals pursuant to Section 49552 and is identified as an English learner pursuant to subdivision (a) of Section 306 shall count as two pupils.

(3) For each charter school, the Superintendent shall multiply the amount calculated in paragraph (1) by the school's average daily attendance as determined at the second principal apportionment for the 2005-06 fiscal year.

(4) The Superintendent shall add the amounts computed in paragraphs (2) and (3). The resulting amount shall be the charter school categorical block grant that the Superintendent shall apportion to each charter school from funds appropriated for this purpose in the annual Budget Act or another statute. The Superintendent shall allocate an advance payment of this grant as early as possible, but no later than October 31, 2005, based on prior year average daily attendance as determined at the second principal apportionment or, for a charter school in its first year of operation that commences instruction on or before September 30, 2005, on estimates of average daily attendance for the current fiscal year determined pursuant to Section 47652.

(b) (1) For the 2006-07 fiscal year, the categorical block grant allocated by the Superintendent for charter schools shall be four hundred dollars ($400) per unit of charter school average daily attendance as determined at the second principal apportionment for the 2006-07 fiscal year. This amount shall be supplemented by the amount calculated in paragraph (2).

(2) The statewide average amount, as computed by the Superintendent, of funding per economic impact aid-eligible pupil count received by school districts in the current fiscal year, pursuant to Article 2 (commencing with Section 54020) of Chapter 1 of Part 29, shall be multiplied by the number of economic impact aid-eligible pupils enrolled in the charter school. The resulting amount, if greater than zero, may not be less than the minimum amount of Economic Impact Aid funding to which a school district of similar size would be entitled pursuant to Section 54022.

(c) (1) For the 2007-08 fiscal year, the categorical block grant allocated by the Superintendent for charter schools shall be five hundred dollars ($500) per unit of charter school average daily attendance as determined at the second principal apportionment for the 2007-08 fiscal year. For each fiscal year thereafter, this per unit amount shall be adjusted for the cost-of-living adjustment, as determined pursuant to Section 42238.1, for that fiscal year. This amount shall be supplemented in the 2007-08 fiscal year and each fiscal year thereafter by the amount calculated in paragraph (2).

(2) The statewide average amount, as computed by the Superintendent, of funding per economic impact aid-eligible pupil count received by school districts in the current year, pursuant to Article 2 (commencing with Section 54020) of Chapter 1 of Part 29, shall be multiplied by the number of economic impact aid-eligible pupils enrolled in the charter school. The resulting amount, if greater than zero, may not be less than the minimum amount of Economic Impact Aid funding to which a school district of similar size would be entitled pursuant to Section 54022.

(d) It is the intent of the Legislature to fully fund the categorical block grant for charter schools as specified in this section and to appropriate additional funding that may be needed in order to compensate for unanticipated increases in average daily attendance and counts of economic impact aid-eligible pupils, pursuant to Article 2 (commencing with Section 54020) of Chapter 1 of Part 29, in charter schools. In any fiscal year in which the department identifies a deficiency in the categorical block grant, the department shall identify the available balance for programs that count towards meeting the requirements of Section 8 of Article XVI of the California Constitution and have unobligated funds for the year.

(e) For the purposes of this section, a funding deficiency shall be strictly limited to unanticipated increases in average daily attendance and counts of economic impact aid-eligible pupils. In no event shall

additional funding be provided to restore reductions made to categorical programs pursuant to Control Section 12.42 of an annual Budget Act.

(f) On or before July 1, the department shall provide the Department of Finance with a list of those programs and their available balances, and the amount of the deficiency, if any, in the categorical block grant. Within 45 days of the receipt of a notification of deficiency, the Director of Finance shall verify the amount of the deficiency in the categorical block grant and direct the Controller to transfer an amount, equal to the lesser of the amount available or the amount needed to fully fund the categorical block grant, from those programs to the categorical block grant. The Department of Finance shall notify the Joint Legislative Budget Committee within 30 days of any transfer made pursuant to this section.

(g) Commencing October 1, 2007, the Legislative Analyst's Office shall triennially convene a work group to review, commencing with appropriations proposed for the 2008-09 fiscal year, the appropriateness of the funding level provided by the categorical block grant established in this section.

(h) Categorical block grant funding may be used for any purpose determined by the governing body of the charter school.(i) This section shall become inoperative on July 1, 2013, and, as of January 1, 2014, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2014, deletes or extends the dates on which it becomes inoperative and is repealed.

47634.1. (a) Notwithstanding subdivision (a) of Section 47634, a categorical block grant for charter schools for the 2005-06 fiscal year shall be calculated as follows:

(1) The Superintendent shall divide the total amount of funding appropriated for the purpose of this block grant in the annual Budget Act or another statute, less the total amount calculated in paragraph (2), by the statewide total of charter school average daily attendance, as determined at the second principal apportionment for the 2005-06 fiscal year.

(2) The statewide average amount, as computed by the Superintendent, of funding per identified educationally disadvantaged pupil received by school districts in the current fiscal year pursuant to Article 2 (commencing with Section 54020) of Chapter 1 of Part 29. This amount shall be multiplied by the number of educationally disadvantaged pupils enrolled in the charter school. The resulting amount, if greater than zero, shall not be less than the minimum amount of Economic Impact Aid funding to which a school district of similar size would be entitled pursuant to Section 54022. For purposes of this subdivision, a pupil who is eligible for subsidized meals pursuant to Section 49552 and is identified as an English learner pursuant to subdivision (a) of Section 306 shall count as two pupils.

(3) For each charter school, the Superintendent shall multiply the amount calculated in paragraph (1) by the school's average daily attendance as determined at the second principal apportionment for the 2005-06 fiscal year.

(4) The Superintendent shall add the amounts computed in paragraphs (2) and (3). The resulting amount shall be the charter school categorical block grant that the Superintendent shall apportion to each charter school from funds appropriated for this purpose in the annual Budget Act or another statute. The Superintendent shall allocate an advance payment of this grant as early as possible, but no later than October 31, 2005, based on prior year average daily attendance as determined at the second principal apportionment or, for a charter school in its first year of operation that commences instruction on or before September 30, 2005, on estimates of average daily attendance for the current fiscal year determined pursuant to Section 47652.

(b) (1) For the 2006-07 fiscal year, the categorical block grant allocated by the Superintendent for charter schools shall be four hundred dollars ($400) per unit of charter school average daily attendance as determined at the second principal apportionment for the 2006-07 fiscal year. This amount shall be supplemented by the amount calculated in paragraph (2).

(2) The statewide average amount, as computed by the Superintendent, of funding per economic impact aid-eligible pupil count received by school districts in the current fiscal year, pursuant to Article 2 (commencing with Section 54020) of Chapter 1 of Part 29, shall be multiplied by the number of economic impact aid-eligible pupils enrolled in the charter school. The resulting amount, if greater than zero, shall

not be less than the minimum amount of Economic Impact Aid funding to which a school district of similar size would be entitled pursuant to Section 54022.

(c) (1) For the 2007-08 fiscal year, the categorical block grant allocated by the Superintendent for charter schools shall be five hundred dollars ($500) per unit of charter school average daily attendance as determined at the second principal apportionment for the 2007-08 fiscal year. For each fiscal year thereafter, this per unit amount shall be adjusted for the cost-of-living adjustment, as determined pursuant to Section 42238.1, for that fiscal year. This amount shall be supplemented in the 2007-08 fiscal year and each fiscal year thereafter by the amount calculated in paragraph (2).

(2) The statewide average amount, as computed by the Superintendent, of funding per economic impact aid-eligible pupil count received by school districts in the current year, pursuant to Article 2 (commencing with Section 54020) of Chapter 1 of Part 29, shall be multiplied by the number of economic impact aid-eligible pupils enrolled in the charter school. The resulting amount, if greater than zero, shall not be less than the minimum amount of Economic Impact Aid funding to which a school district of similar size would be entitled pursuant to Section 54022.

(d) It is the intent of the Legislature to fully fund the categorical block grant for charter schools as specified in this section and to appropriate additional funding that may be needed in order to compensate for unanticipated increases in average daily attendance and counts of economic impact aid-eligible pupils, pursuant to Article 2 (commencing with Section 54020) of Chapter 1 of Part 29, in charter schools. In any fiscal year in which the department identifies a deficiency in the categorical block grant, the department shall identify the available balance for programs that count towards meeting the requirements of Section 8 of Article XVI of the California Constitution and have unobligated funds for the year. On or before July 1, the department shall provide the Department of Finance with a list of those programs and their available balances, and the amount of the deficiency, if any, in the categorical block grant. Within 45 days of the receipt of a notification of deficiency, the Director of Finance shall verify the amount of the deficiency in the categorical block grant and direct the Controller to transfer an amount, equal to the lesser of the amount available or the amount needed to fully fund the categorical block grant, from those programs to the categorical block grant. The Department of Finance shall notify the Joint Legislative Budget Committee within 30 days of any transfer made pursuant to this section.

(e) Commencing October 1, 2007, the Legislative Analyst's Office shall triennially convene a work group to review, commencing with appropriations proposed for the 2008-09 fiscal year, the appropriateness of the funding level provided by the categorical block grant established in this section.

(f) Categorical block grant funding may be used for any purpose determined by the governing body of the charter school.

(g) This section shall become operative on July 1, 2013.

47634.2. (a) (1) Notwithstanding any other provision of law, the amount of funding to be allocated to a charter school on the basis of average daily attendance that is generated by pupils engaged in nonclassroom-based instruction, as defined by paragraph (2) of subdivision (d) of Section 47612.5, including funding provided on the basis of average daily attendance pursuant to Sections 47613.1, 47633, 47634, and 47664, shall be adjusted by the State Board of Education. The State Board of Education shall adopt regulations setting forth criteria for the determination of funding for nonclassroom-based instruction, at a minimum the regulation shall specify that the nonclassroom-based instruction is conducted for the instructional benefit of the pupil and substantially dedicated to that function. In developing these criteria and determining the amount of funding to be allocated to a charter school pursuant to this section, the State Board of Education shall consider, among other factors it deems appropriate, the amount of the charter school' s total budget expended on certificated employee salaries and benefits and on schoolsites, as defined in paragraph (3) of subdivision (d) of Section 47612.5, and the teacher-to-pupil ratio in the school.

(2) For the 2001-02 fiscal year only, the amount of funding determined by the State Board of Education pursuant to this section shall not be less than 90 percent of the unadjusted amount to which a charter school would otherwise be entitled on the basis of average daily attendance.

(3) For the 2002-03 fiscal year, the amount of funding determined by the State Board of Education pursuant to this section shall not be more than 80 percent of the unadjusted amount to which a charter school would otherwise be entitled, unless the State Board of Education determines that a greater or lesser amount is appropriate based on the criteria specified in paragraph (1) of subdivision (a).

(4) For the 2003-04 fiscal year and each fiscal year thereafter, the amount of funding determined by the State Board of Education pursuant to this section shall not be more than 70 percent of the unadjusted amount to which a charter school would otherwise be entitled, unless the State Board of Education determines that a greater or lesser amount is appropriate based on the criteria specified in paragraph (1) of subdivision (a).

(5) This section does not authorize the board to adjust the amount of funding a charter school receives on the basis of average daily attendance generated through classroom-based instruction, as defined for purposes of calculating average daily attendance for classroom-based instruction apportionments by paragraph (1) of subdivision (d) of Section 47612.5.

(b) (1) The State Board of Education shall appoint an advisory committee to recommend criteria to the board in accordance with this section if it has not done so by the effective date of the act adding this section. The advisory committee shall include, but is not limited to, representatives from school district superintendents, charter schools, teachers, parents, members of the governing boards of school districts, county superintendents of schools, and the Superintendent of Public Instruction.

(2) If a charter school submits a substantially complete request for a determination for funding by February 13, 2002, and the State Board of Education does not act on that request by March 19, 2002, full funding is automatically granted for the 2001-02 fiscal year, but the charter school shall reapply for a determination for funding for the 2002-03 fiscal year.

(3) The determination for funding shall be on a percentage basis and the superintendent shall implement the determination for funding by reducing the charter school's reported average daily attendance by the determination for funding percentage specified by the State Board of Education.

(4) If the State Board of Education denies request for a determination for funding or provides a reduction as authorized by subdivision (a), the board shall, in writing, give the reasons for its denial or reduction and, if appropriate, may describe how any deficiencies or problems may be addressed.

(c) Each charter school offering nonclassroom-based instruction shall, in each report provided to the Superintendent of Public Instruction for apportionment purposes, identify the portion of its average daily attendance that is generated through nonclassroom-based instruction as defined in paragraph (2) of subdivision (d) of Section 47612.5.

(d) Notwithstanding any other provision of law, charter schools shall be subject, with regard to subdivisions (c) and (d) of Section 47612.5 and this section, to audits conducted pursuant to Section 41020.

47634.3. For purposes of Section 47633, the Superintendent shall compute average daily attendance in each of grades 1 through 12, respectively, as follows:

(a) Distribute statewide total ungraded enrollment and average daily attendance among kindergarten and each of grades 1 through 12, inclusive, in proportion to the amounts of graded enrollment and average daily attendance, respectively, in each of these grades.

(b) Multiply enrollment in each of grades 1 through 12, respectively, by the ratio of average daily attendance to enrollment in the applicable grade range: 1 through 3, inclusive, 4 through 6, inclusive; 7 and 8; and 9 through 12, inclusive.

47634.4. (a) A charter school that elects to receive its funding directly, pursuant to Section 47651, may apply individually for federal and state categorical programs, not excluded in this section, but only to the extent it is eligible for funding and meets the provisions of the program. For purposes of determining eligibility for, and allocation of, state or federal categorical aid, a charter school that applies individually shall be deemed to be a school district, except as otherwise provided in this chapter.

(b) A charter school that does not elect to receive its funding directly, pursuant to Section 47651, may, in cooperation with its chartering authority, apply for federal and state categorical programs not specified in this section, but only to the extent it is eligible for funding and meets the provisions of the program.

(c) Notwithstanding any other provision of law, for the 2006-07 fiscal year and each fiscal year thereafter, a charter school may not apply directly for categorical programs for which services are exclusively or almost exclusively provided by a county office of education.

(d) Consistent with subdivision (c), a charter school may not receive direct funding for any of the following county-administered categorical programs:

(1) American Indian Education Centers.

(2) The California Association of Student Councils.

(3) California Technology Assistance Project established pursuant to Article 15 (commencing with Section 51870) of Chapter 5 of Part 28.

(4) The Center for Civic Education.

(5) County Office Fiscal Crisis and Management Assistance Team.

(6) The K-12 High Speed Network.

(e) A charter school may apply separately for district-level or school-level grants associated with any of the categorical programs specified in subdivision (d).

(f) Notwithstanding any other provision of law, for the 2006-07 fiscal year and each fiscal year thereafter, in addition to the programs listed in subdivision (d), a charter school may not apply for any of the following categorical programs:

(1) Agricultural Career Technical Education Incentive Program, as set forth in Article 7.5 (commencing with Section 52460) of Chapter 9 of Part 28.

(2) Bilingual Teacher Training Assistance Program, as set forth in Article 4 (commencing with Section 52180) of Chapter 7 of Part 28.

(3) California Peer Assistance and Review Program for Teachers, as set forth in Article 4.5 (commencing with Section 44500) of Chapter 3 of Part 25.

(4) College preparation programs, as set forth in Chapter 12 (commencing with Section 11020) of Part 7, Chapter 8.3 (commencing with Section 52240) of Part 28, and Chapter 8 (commencing with Section 60830) of Part 33.

(5) English Language Acquisition Program, as set forth in Chapter 4 (commencing with Section 400) of Part 1.

(6) Foster youth programs pursuant to Chapter 11.3 (commencing with Section 42920) of Part 24.

(7) Gifted and talented pupil programs pursuant to Chapter 8 (commencing with Section 52200) of Part 28.

(8) Home-to-school transportation programs, as set forth in Article 2 (commencing with Section 39820) of Chapter 1 of Part 23.5 and Article 10 (commencing with Section 41850) of Chapter 5 of Part 24.

(9) International Baccalaureate Diploma Program, as set forth in Chapter 12.5 (commencing with Section 52920) of Part 28.

(10) Mathematics and Reading Professional Development Program, as set forth in Article 3 (commencing with Section 99230) of Chapter 5 of Part 65.

(11) Principal Training Program, as set forth in Article 4.6 (commencing with Section 44510) of Chapter 3 of Part 25.

(12) Professional Development Block Grant, as set forth in Article 5 (commencing with Section 41530) of Chapter 3.2 of Part 24.

(13) Program to Reduce Class Size in Two Courses in Grade 9 (formerly The Morgan-Hart Class Size Reduction Act of 1989), as set forth in Chapter 6.8 (commencing with Section 52080) of Part 28.

(14) Pupil Retention Block Grant, as set forth in Article 2 (commencing with Section 41505) of Chapter 3.2 of Part 24.

(15) Reader services for blind teachers, as set forth in Article 8.5 (commencing with Section 45370) of Chapter 5 of Part 25.

(16) School and Library Improvement Block Grant, as set forth in Article 7 (commencing with Section 41570) of Chapter 3.2 of Part 24.
(17) School Safety Consolidated Competitive Grant, as set forth in Article 3 (commencing with Section 41510) of Chapter 3.2 of Part 24.
(18) School safety programs, as set forth in Article 3.6 (commencing with Section 32228) and Article 3.8 (commencing with Section 32239.5) of Chapter 2 of Part 19.
(19) Specialized secondary schools pursuant to Chapter 6 (commencing with Section 58800) of Part 31.
(20) State Instructional Materials Fund, as set forth in Article 3 (commencing with Section 60240) of Chapter 2 of Part 33.
(21) Targeted Instructional Improvement Block Grant, as set forth in Article 6 (commencing with Section 41540) of Chapter 3.2 of Part 24.
(22) Teacher dismissal apportionment, as set forth in Section 44944.
(23) The deferred maintenance program, as set forth in Article 1 (commencing with Section 17565) of Chapter 5 of Part 10.5.
(24) The General Fund contribution to the State Instructional Materials Fund pursuant to Article 3 (commencing with Section 60240)
of Chapter 2 of Part 33. (25) Year-Round School Grant Program, as set forth in Article 3 (commencing with Section 42260) of Chapter 7 of Part 24.

47635. (a) A sponsoring local educational agency shall annually transfer to each of its charter schools funding in lieu of property taxes equal to the lesser of the following two amounts:
(1) The average amount of property taxes per unit of average daily attendance, including average daily attendance attributable to charter schools, received by the local educational agency, multiplied by the charter school's average daily attendance.
(2) The statewide average general-purpose funding per unit of average daily attendance received by school districts, as determined by the State Department of Education, multiplied by the charter school's average daily attendance in each of the four corresponding grade level ranges: kindergarten and grades 1, 2, and 3; grades 4, 5, and 6; grades 7 and 8; and grades 9 to 12, inclusive.
(b) The sponsoring local educational agency shall transfer funding in lieu of property taxes to the charter school in monthly installments, by no later than the 15th of each month.
(1) For the months of August to February, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes received by the sponsoring local educational agency during the preceding fiscal year, as reported to the Superintendent of Public Instruction for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to the charter school the charter school's estimated annual entitlement to funding in lieu of property taxes as follows:
(A) Six percent in August.
(B) Twelve percent in September.
(C) Eight percent each month in October, November, December, January, and February.
(2) For the months of March to June, inclusive, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the fiscal year, as reported to the Superintendent of Public Instruction for purposes of the first principal apportionment. A sponsoring local educational agency shall transfer to each of its charter schools an amount equal to one-sixth of the difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraph (1). An additional one-sixth of this difference shall be included in the amount transferred in the month of March.
(3) For the month of July, a charter school's funding in lieu of property taxes shall be computed based on the amount of property taxes estimated to be received by the sponsoring local educational agency during the prior fiscal year, as reported to the Superintendent of Public Instruction for purposes of the second principal apportionment. A sponsoring local educational agency shall transfer to each of its charter

schools an amount equal to the remaining difference between the school's estimated annual entitlement to funding in lieu of property taxes and the amounts provided pursuant to paragraphs (1) and (2).

(4) Final adjustments to the amount of funding in lieu of property taxes allocated to a charter school shall be made in February, in conjunction with the final reconciliation of annual apportionments to schools.

(5) Subdivision (a) and paragraphs (1) to (4), inclusive, of subdivision (b) do not apply for pupils who reside in, and are otherwise eligible to attend a school in, a basic aid school district, but who attend a charter school in a nonbasic aid school district. With regard to these pupils, the sponsoring basic aid district shall transfer to the charter school an amount of funds equivalent to the revenue limit earned through average daily attendance by the charter school for each pupil's attendance, not to exceed the average property tax share per unit of average daily attendance for pupils residing and attending in the basic aid district. The transfer of funds shall be made in not fewer than two installments at the request of the charter school, the first occurring not later than February 1 and the second not later than June 1 of each school year. Payments shall reflect the average daily attendance certified for the time periods of the first and second principal apportionments, respectively. The Superintendent of Public Instruction may not apportion any funds for the attendance of pupils described in this subdivision unless the amount transferred by the basic aid district is less than the revenue limit earned by the charter school, in which event the Superintendent of Public Instruction shall apportion the difference to the charter school from state funds.

47636. (a) This chapter does not prevent a charter school from negotiating with a local educational agency for a share of operational funding from sources not otherwise set forth in this chapter including, but not limited to, all of the following:

(1) Forest reserve revenues and other operational revenues received due to harvesting or extraction of minerals or other natural resources.

(2) Sales and use taxes, to the extent that the associated revenues are available for noncapital expenses of public schools.

(3) Parcel taxes, to the extent that the associated revenues are available for noncapital expenses of public schools.

(4) Ad valorem property taxes received by a school district which exceed its revenue limit entitlement.

(5) "Basic aid" received by a school district pursuant to Section 6 of Article IX of the California Constitution.

(b) This section shall become operative July 1, 2006.

47638. For purposes of determining eligibility for, and allocations of, lottery funds, a charter school shall be deemed to be a school district. The State Department of Education shall determine each charter school's appropriate share of statewide total average daily attendance and include this information in its transmittals to the Controller for use in computing allocations of lottery funds.

47640. For the purposes of this article, "local educational agency" means a school district as defined in Section 41302.5 or a charter school that is deemed a local educational agency pursuant to Section

47641. As used in this article, "local educational agency" also means a charter school that is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and implementing regulations as they relate to local educational agencies.

47641. (a) A charter school that includes in its petition for establishment or renewal, or that otherwise provides, verifiable, written assurances that the charter school will participate as a local educational agency in a special education plan approved by the State Board of Education shall be deemed a local educational agency for the purposes of compliance with federal law (Individuals with Disabilities Education Act; 20 U.S.C. Sec. 1400 et seq.) and for eligibility for federal and state special education funds. A charter school that is deemed a local educational agency for the purposes of special education

pursuant to this article shall be permitted to participate in an approved special education local plan that is consistent with subdivision (a), (b), or (c) of Section 56195.1.

(b) A charter school that was granted a charter by a local educational agency that does not comply with subdivision (a) may not be deemed a local educational agency pursuant to this article, but shall be deemed a public school of the local educational agency that granted the charter.

(c) A charter school that has been granted a charter by the State Board of Education, and for which the board has delegated its supervisorial and oversight responsibilities pursuant to paragraph (1) of subdivision (k) of Section 47605, and does not comply with subdivision (a), shall be deemed a public school of the local educational agency to which the board has delegated its supervisorial and oversight responsibilities.

(d) A charter school that has been granted a charter by the State Board of Education, and for which the board has not delegated its supervisorial and oversight responsibilities pursuant to paragraph (1) of subdivision (k) of Section 47605, may not be deemed a local educational agency unless the charter school complies with subdivision (a).

47642. Notwithstanding Section 47651, all state and federal funding for special education apportioned on behalf of pupils enrolled in a charter school shall be included in the allocation plan adopted pursuant to subdivision (i) of Section 56195.7 or Section 56836.05, or both, by the special education local plan area that includes the charter school.

47643. If the approval of a petition for a charter school requires a change to the allocation plan developed pursuant to subdivision (i) of Section 56195.7 or Section 56836.05, the change shall be adopted pursuant to the policymaking process of the special education local plan area.

47644. For each charter school deemed a local educational agency for the purposes of special education, an amount equal to the amount computed pursuant to Section 56836.08 for the special education local plan area in which the charter school is included shall be apportioned by the Superintendent of Public Instruction pursuant to the local allocation plan developed pursuant to subdivision (i) of Section 56195.7 or Section 56836.05, or both. If the charter school is a participant in a local plan that only includes other charter schools pursuant to subdivision (f) of Section 56195.1, the amount computed pursuant to Section 56836.11, as adjusted pursuant to the incidence multiplier set forth in Section 56836.155, shall be apportioned by the superintendent for each unit of average daily attendance reported pursuant to subdivision (a) of Section 56836.06.

47645. An agency reviewing a request by a charter school to participate as a local educational agency in a special education local plan area may not treat the charter school differently from the manner in which it treats a similar request made by a school district. In reviewing and approving a request by a charter school to participate as a local educational agency in a special education local plan area, a local or state agency shall ensure all of the following:

(a) The special education local plan area complies with Section 56140.

(b) The charter school participates in state and federal funding for special education and the allocation plan developed pursuant to subdivision (i) of Section 56195.7 or Section 56836.05 in the same manner as other local educational agencies of the special education local plan area.

(c) The charter school participates in governance of the special education local plan area and benefits from services provided throughout the special education local plan area, in the same manner as other local educational agencies of the special education local plan area.

47646. (a) A charter school that is deemed to be a public school of the local educational agency that granted the charter for purposes of special education shall participate in state and federal funding for special education in the same manner as any other public school of that local educational agency. A child with disabilities attending the charter school shall receive special education instruction or designated

instruction and services, or both, in the same manner as a child with disabilities who attends another public school of that local educational agency. The agency that granted the charter shall ensure that all children with disabilities enrolled in the charter school receive special education and designated instruction and services in a manner that is consistent with their individualized education program and is in compliance with the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations.

(b) In administering the local operation of special education pursuant to the local plan established pursuant to Chapter 3 (commencing with Section 56205) of Part 30, in which the local educational agency that granted the charter participates, the local educational agency that granted the charter shall ensure that each charter school that is deemed a public school for purposes of special education receives an equitable share of special education funding and services consisting of either, or both, of the following:

(1) State and federal funding provided to support special education instruction or designated instruction and services, or both, provided or procured by the charter school that serves pupils enrolled in and attending the charter school. Notwithstanding any other provision of this chapter, a charter school may report average daily attendance to accommodate eligible pupils who require extended year services as part of an individualized education program.

(2) Any necessary special education services, including administrative and support services and itinerant services, that are provided by the local educational agency on behalf of pupils with disabilities enrolled in the charter school.

(c) In administering the local operation of special education pursuant to the local plan established pursuant to Chapter 3 (commencing with Section 56205) of Part 30, in which the local educational agency that granted the charter participates, the local educational agency that granted the charter shall ensure that each charter school that is deemed a public school for purposes of special education also contributes an equitable share of its charter school block grant funding to support districtwide special education instruction and services, including, but not limited to, special education instruction and services for pupils with disabilities enrolled in the charter school.

47647. A local educational agency reviewing a petition for the establishment or renewal of a charter school may not refuse to grant the petition solely because the charter might enroll pupils with disabilities who reside in a special education local plan area other than the special education local plan area that includes the local educational agency reviewing the petition.

47650. A charter school shall be deemed to be a school district for purposes of determining the manner in which warrants are drawn on the State School Fund pursuant to Section 14041. For purposes of Section 14041, a charter school's "total amount certified" means the state aid portion of the charter school's total general-purpose entitlement and categorical block grant computed pursuant to Sections 47633 and 47634.

47651. (a) A charter school may receive the state aid portion of the charter school's total general-purpose entitlement and categorical block grant directly or through the local educational agency that either grants its charter or was designated by the State Board of Education.

(1) In the case of a charter school that elects to receive its funding directly, the warrant shall be drawn in favor of the superintendent of schools of the county in which the local educational agency that approved the charter or was designated by the State Board of Education as the oversight agency pursuant to paragraph (1) of subdivision (k) of Section 47605 is located, for deposit to the appropriate funds or accounts of the charter school in the county treasury. The county superintendent of schools is authorized to establish appropriate funds or accounts in the county treasury for each charter school.

(2) In the case of a charter school that does not elect to receive its funding directly pursuant to Section 47651, the warrant shall be drawn in favor of the superintendent of schools of the county in which the local educational agency that granted the charter is located or was designated the oversight agency by the

board pursuant to paragraph (1) of subdivision (k) of Section 47605, for deposit to the appropriate funds or accounts of the local educational agency.

(3) In the case of a charter school, the charter of which was granted by the State Board of Education, but for which the board has not delegated oversight responsibilities pursuant to paragraph (1) of subdivision (k) of Section 47605, the warrant shall be drawn in favor of the superintendent of schools in the county where the local educational agency is located that initially denied the charter that was later approved by the board. The county superintendent of schools is authorized to establish appropriate funds or accounts in the county treasury for each charter school.

(b) On or before June 1 of each year, a charter school electing to receive its funding directly shall so notify the county superintendent of schools of the county in which the local educational agency that granted the charter is located or, in the case of charters for which the State Board of Education has designated an oversight agency pursuant to paragraph (1) of subdivision (k) of Section 47605, the county superintendent of schools of the county in which the designated oversight agency is located. An election to receive funding directly shall apply to all funding that the charter school is eligible to receive including, but not limited to, the charter general-purpose entitlements and the categorical block grant computed pursuant to Sections 47633 and 47634, other state and federal categorical aid, and lottery funds.

47652. (a) Notwithstanding Section 41330, a charter school in its first year of operation shall be eligible to receive funding for the advance apportionment based on an estimate of average daily attendance for the current fiscal year, as approved by the local educational agency that granted its charter and the county office of education in which the charter-granting agency is located. For charter schools approved by the state board, estimated average daily attendance shall be submitted directly to, and approved by, the department. Not later than five business days following the end of the first 20 schooldays, a charter school receiving funding pursuant to this section shall report to the department its actual average daily attendance for that first month, and the Superintendent shall adjust immediately, but not later than 45 days, the amount of its advance apportionment accordingly.

(b) In addition to funding received pursuant to Section 41330, a charter school in its second or later year of operation also shall be eligible to receive an advance apportionment pursuant to the process and conditions described in subdivision (a) in any year in which the charter school is adding at least one grade level. The average daily attendance funded for a new grade level shall not exceed the portion of the certified average daily attendance at the second principal apportionment for the prior year that was attributable to pupils in the highest grade served by the charter school.

(c) A charter school in its first year of operation may only commence instruction within the first three months of the fiscal year beginning July 1 of that year. A charter school shall not be eligible for an apportionment pursuant to subdivision (a), or any other apportionment for a fiscal year in which instruction commenced after September 30 of that fiscal year.

47660. (a) For purposes of computing eligibility for, and entitlements to, general purpose funding and operational funding for categorical programs, the enrollment and average daily attendance of a sponsoring local educational agency shall exclude the enrollment and attendance of pupils in its charter schools funded pursuant to this chapter.

(b) (1) Notwithstanding subdivision (a), and commencing with the 2005-06 fiscal year, for purposes of computing eligibility for, and entitlements to, revenue limit funding, the average daily attendance of a unified school district, other than a unified school district that has converted all of its schools to charter status pursuant to Section 47606, shall include all attendance of pupils who reside in the unified school district and who would otherwise have been eligible to attend a noncharter school of the school district, if the school district was a basic aid school district in the prior fiscal year, or if the pupils reside in the unified school district and attended a charter school of that school district that converted to charter status on or after July 1, 2005. Only the attendance of the pupils described by this paragraph shall be included in the calculation made pursuant to paragraph (7) of subdivision (h) of Section 42238.

(2) Notwithstanding subdivision (a), for the 2005-06 fiscal year only, for purposes of computing eligibility for, and entitlements to, revenue limit funding, the average daily attendance of a unified school district, other than a unified school district that has converted all of its schools to charter status pursuant to Section 47606 and is operating them as charter schools, shall include all attendance of pupils who reside in the unified school district and who would otherwise have been eligible to attend a noncharter school of the unified school district if the pupils attended a charter school operating in the unified school district prior to July 1, 2005. Only the attendance of pupils described by this paragraph shall be included in the calculation made pursuant to Section 42241.3. The attendance of the pupils described by this paragraph shall be included in the calculation made pursuant to paragraph (7) of subdivision (h) of Section 42238.

(c) (1) For the attendance of pupils specified in subdivision (b), the general-purpose entitlement for a charter school that is established through the conversion of an existing public school within a unified school district on or after July 1, 2005, but before January 1, 2010, shall be determined using the following amount of general-purpose funding per unit of average daily attendance, in lieu of the amount calculated pursuant to subdivision (a) of Section 47633:

(A) The amount of the actual unrestricted revenues expended per unit of average daily attendance for that school in the year prior to its conversion to, and operation as, a charter school, adjusted for the base revenue limit per pupil inflation increase adjustment set forth in Section 42238.1, if this adjustment is provided, and also adjusted for equalization, deficit reduction, and other state general-purpose increases, if any, provided for the unified school district in the year of conversion to, and operation as a charter school.

(B) For a subsequent fiscal year, the general-purpose entitlement shall be determined based on the amount per unit of average daily attendance allocated in the prior fiscal year adjusted for the base revenue limit per pupil inflation increase adjustment set forth in Section 42238.1, if this adjustment is provided, and also adjusted for equalization, deficit reduction, and other state general-purpose increases, if any, provided for the unified school district in that fiscal year.

(2) This subdivision shall not apply to a charter school that is established through the conversion of an existing public school within a unified school district on or after January 1, 2010, which instead shall receive general-purpose funding pursuant to Section 47633. This paragraph does not preclude a charter school or unified school district from agreeing to an alternative funding formula.

(d) Commencing with the 2005-06 fiscal year, the general-purpose funding per unit of average daily attendance specified for a unified school district for purposes of paragraph (7) of subdivision (h) of Section 42238 for a school within the unified school district that converted to charter status on or after July 1, 2005, shall be deemed to be the amount computed pursuant to subdivision (c).

(e) A unified school district that is the sponsoring local educational agency as defined in subdivision (j) of Section 47632 of a charter school that is subject to paragraphs (1) and (2) of subdivision (c) shall certify to the Superintendent the amount specified in paragraph (1) of subdivision (c) prior to the approval of the charter petition by the governing board of the school district. This amount may be based on estimates of the unrestricted revenues expended in the fiscal year prior to the school's conversion to charter status and the school's operation as a charter school, provided that the amount is recertified when the actual data becomes available.

(f) For the purposes of this section, "basic aid school district" means a school district that does not receive from the state an apportionment of state funds pursuant to subdivision (h) of Section 42238.

(g) A school district may use the existing Standardized Account Code Structure and cost allocation methods, if appropriate, for an accounting of the actual unrestricted revenues expended in support of a school pursuant to subdivision (c).

(h) For purposes of this section and Section 42241.3, "operating" means that pupils are attending and receiving instruction at the charter school.

47662. For purposes of Section 42238, the property tax revenues received by a sponsoring local educational agency pursuant to Chapter 3.5 (commencing with Section 75) and Chapter 6 (commencing

with Section 95) of Part 0.5 of the Revenue and Taxation Code shall be reduced by the amount of funding in lieu of property taxes allocated to a charter school or schools pursuant to Section 47635.

47663. (a) For a pupil of a charter school sponsored by a basic aid school district who resides in, and is otherwise eligible to attend, a school district other than a basic aid school district, the Superintendent of Public Instruction shall apportion to the sponsoring school district an amount equal to 70 percent of the revenue limit per unit of average daily attendance that would have been apportioned to the school district that the pupil resides in and would otherwise have been eligible to attend.

(b) A district that loses basic aid status as a result of transferring property taxes to a charter school or schools pursuant to Section 47635 shall be eligible to receive a pro rata share of funding provided by subdivision (a), with the proration factor calculated as the ratio of the following:

(1) The amount of property taxes that the district receives in excess of its total revenue limit guarantee, prior to any transfers made pursuant to Section 47635.

(2) The total amount of property taxes transferred pursuant to Section 47635 to the charter school or schools that it sponsors.

(c) The Superintendent of Public Instruction may not apportion funds for the attendance of a pupil in a charter school of a nonbasic aid school district who resides in, and is otherwise eligible to attend school in, a basic aid school district unless the pupil is subject to the exception set forth in paragraph (5) of subdivision (b) of Section 47635.

(d) For purposes of this section, "basic aid school district" means a school district that does not receive from the state, for any fiscal year in which the subdivision is applied, an apportionment of state funds pursuant to subdivision (h) of Section 42238.

47664. (a) A school district in which all schools have been converted to charter schools pursuant to Section 47606, at the school district's discretion, may use the funding method provided for by this chapter. A school district that elects to have its funding determined pursuant to the method provided for by this chapter shall so notify the Superintendent of Public Instruction by June 1 prior to the affected fiscal year. Once made, an election to be funded pursuant to the method provided for by this chapter is irrevocable.

(b) In the case of a school district in which all schools have been converted to charter schools pursuant to Section 47606, and that has not elected to be funded pursuant to the method provided for by this chapter, any increase in district average daily attendance attributable to pupils who reside in, and would otherwise be eligible to attend, a district other than the district sponsoring the charter school shall be funded at the lesser of the following:

(1) The sponsoring district's own base revenue limit per unit of average daily attendance.

(2) The statewide average base revenue limit per unit of average daily attendance for districts of a similar type. For purposes of this paragraph, increases in average daily attendance shall be measured relative to the 1998-99 fiscal year or the fiscal year in which all schools in the district were converted to charter schools pursuant to Section 47606, whichever fiscal year is later.

(c) A school district in which all schools have been converted to charter schools pursuant to Section 47606 and that is the sponsoring entity for a charter school or schools that were previously funded pursuant to the method provided pursuant to this chapter shall have its base revenue limit computed as follows:

(1) The average daily attendance of the charter school or schools for the fiscal year prior to the fiscal year in which the conversion is effective shall be multiplied by the statewide average base revenue limit per unit of average daily attendance for districts of similar type for the fiscal year in which the conversion is effective.

(2) The school district's remaining average daily attendance for the fiscal year prior to the fiscal year in which the conversion is effective shall be multiplied by the school district's base revenue limit per unit of average daily attendance for the fiscal year in which the conversion is effective.

(3) The amounts computed in paragraphs (1) and (2) shall be added and this total shall be divided by the district's total average daily attendance, including average daily attendance in charter schools for which it is the sponsoring entity, for the fiscal year prior to the fiscal year in which the conversion is effective.

State Laws and Regulations from the Appendix Narrative (in order of appearance)

E.C. 47630-47664.
See above: State Laws and Regulations from the Application Narrative.

E.C. 47630.
See above: State Laws and Regulations from the Application Narrative.

E.C. 47636.
See above: State Laws and Regulations from the Application Narrative.

E.C. 47634.2(a).
See above: State Laws and Regulations from the Application Narrative.

E.C. 47632(a); E.C. 47633.
See above: State Laws and Regulations from the Application Narrative.

E.C. 47634.1(a)(2).
See above: State Laws and Regulations from the Application Narrative.

E.C. 54020 et seq.
54020. It is the intent of the Legislature that funds authorized pursuant to this chapter replace, as of July 1, 1979, funds previously authorized to support educationally disadvantaged youth programs and bilingual education. To that end, the purpose of this article is to provide a method of impact aid allocation to be utilized by the Superintendent, that will allow efforts initiated under those programs to continue and expand so long as a need exists while previously unserved and underserved populations are provided with adequate aid.

54021. For the 2006-07 fiscal year, the Superintendent shall make the following calculations for each school district:
(a) Using the methodology specified in Section 54023, determine the economic impact aid-eligible pupil count for each school district for the 2005-06 fiscal year as if Section 54023 had been in effect for that fiscal year.
(b) Divide the school district economic impact aid calculated funding in the 2005-06 fiscal year, excluding the minimum grant specified in Section 54031, as it read during that fiscal year, by the number calculated pursuant to subdivision (a).
(c) For the purpose of calculating the economic impact aid allocations for the 2006-07 fiscal year, the quotient calculated in subdivision (b) shall be deemed to be the prior year economic impact aid per pupil amount for the 2006-07 fiscal year.
(d) For the purpose of establishing a base year economic impact aid per pupil amount pursuant to this section, if a school district received an allocation for the economic impact aid program in the 2005-06 fiscal year, but has no economic impact aid eligible pupils as determined in Section 54023 for that year, the school district shall be deemed to have a prior-year economic impact aid per pupil amount for the 2006-07 fiscal year that is equal to the statewide average economic impact aid per pupil amount for the 2005-06 fiscal year calculated for the state as a whole as specified in subdivisions (a) and (b).

54022. For the 2006-07 fiscal year and each fiscal year thereafter, each school district shall receive the amount of economic impact aid determined by the Superintendent pursuant to subdivision (b) or (c), whichever is greater, calculated for each school district according to all of the following:

(a) Increase the prior fiscal year economic impact aid per pupil amount by the percentage change specified in paragraph (2) of subdivision (b) of Section 42238.1 for the current fiscal year.

(b) Multiply the economic impact aid per pupil amount for the current fiscal year calculated in subdivision (a) by the economic impact aid-eligible pupil count for the current fiscal year as calculated in Section 54023.

(c) A school district shall, at a minimum, receive funds based on the number of economic impact aid-eligible pupils according to the following schedule:

(1) For the 2006-07 fiscal year, according to the following table:

Number of economic impact aid-eligible pupils	Amount
0	None
1-10	$5,500
11 or more	$8,300

(2) For the 2007-08 fiscal year and each fiscal year thereafter, the minimum amounts for the schedule in paragraph (1) for the prior fiscal year shall be increased by the percentage change specified in paragraph (2) of subdivision (b) of Section 42238.1.

54023. For each fiscal year, the economic impact aid-eligible pupil count shall be calculated for each school district as follows:

(a) Determine the count of economically disadvantaged pupils, as defined in Section 54026.

(b) Determine the count of English learners, as defined in subdivision (b) of Section 54026.

(c) Calculate an economic impact aid weighted pupil concentration factor:

(1) Add the pupil counts determined in subdivisions (a) and (b).

(2) Divide the fall CBEDS enrollment for the school district for the prior school year by two.

(3) Subtract from the sum calculated in paragraph (1) the quotient calculated in paragraph (2).

(4) If the result of the calculation in paragraph (3) is greater than zero, multiply that difference by 0.5. If the result is less than zero, it shall be deemed to be zero.

(d) The economic impact aid-eligible pupil count for each school district shall equal the sum of the pupil counts determined in subdivisions (a) and (b), and the weighted pupil concentration factor determined in subdivision (c).

(e) In calculating the economic impact aid-eligible pupil count for a new charter school in its first year of operation, the department shall use CBEDS enrollment counts and counts of English learners reported in the current year instead of the prior year.

54024. The state board may, pursuant to Article 3 (commencing with Section 33050) of Chapter 1 of Part 20, waive any statutory provision or regulation regarding the use of funds apportioned pursuant to this article, provided that the funds are used in the same schools, or in schools with similar need levels, and the district demonstrates a reasonable case that the waiver will improve pupil services in those schools.

54025. (a) A school district shall expend economic impact aid funds to serve and assist English learners and economically disadvantaged pupils and may not expend those funds at schoolsites that do not have English learners or economically disadvantaged pupils.

(b) A school shall use funds received pursuant to this article to support programs and activities designed to assist English learners achieve proficiency in the English language as rapidly as practicable and to support programs and activities designed to improve the academic achievement of English learners and economically disadvantaged pupils.

(c) Funds received by school districts pursuant to this article shall supplement, and not supplant, existing resources at the schoolsite.

54026. For purposes of this article, the following definitions apply:

(a) "Economically disadvantaged pupils" means either of the following, whichever is applicable:

(1) Pupils described in Section 101 of Title I of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6333(c)(1)(A)(B)). Counts of the pupils described in this paragraph shall be the counts used in the current year apportionment calculations for purposes of Title I of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.).

(2) (A) Notwithstanding paragraph (1), for a small school district, the product of the number of pupils eligible for participation in the free meals program for the prior fiscal year, as defined in subdivision (d), and the free meals adjustment factor. The free meals adjustment factor is the quotient, rounded to two decimal places, resulting from dividing the statewide total of economically disadvantaged pupils as defined in paragraph (1) by the statewide total of pupils eligible for participation in the free meals program for the prior fiscal year, as defined in subdivision (d).

(B) Notwithstanding paragraph (1) or subparagraph (A), for charter schools that are funded through the block grant funding model pursuant to Article 2 (commencing with Section 47633) of Chapter 6 of Part 26.8 in the 2006-07 fiscal year, the department shall use counts as of October 2006 of pupils 5 to 17 years of age, inclusive, who are living with families whose annual income is at or below the federal poverty guideline, as collected through the first principal apportionment data collection process, as defined in Section 41601. Commencing in the 2007-08 fiscal year, the Superintendent shall use counts as of October of the prior year of pupils 5 to 17 years of age, inclusive, who are living with families whose annual income is at or below the federal poverty guideline, as collected through the first principal apportionment data collection process, as defined in Section 41601. For purposes of this subdivision, the department may use in the first year of operation of a charter school that is established on or after July 1, 2007, the current year counts of pupils 5 to 17 years of age, inclusive, who are living with families whose annual income is at or below the federal poverty guideline.

(C) The Superintendent may expand upon an existing process of collecting free or reduced price meal data in order to collect from small districts, as defined in subdivision (c), counts of pupils living with families whose annual income is at or below the federal poverty guideline.

(b) "English learner" means a pupil described in subdivision (a) of Section 306 or identified as a pupil of limited English proficiency, as that term is defined in subdivision (m) of Section 52163. Counts of the pupils described in this subdivision shall be the counts reported in the prior year language census.

(c) "Small school district" means a school district that has an annual enrollment of less than 600 pupils based on prior school year CBEDS data and is, for the purposes of this section, designated a rural school by the Superintendent based on the appropriate school locale codes, as used by the National Center for Education Statistics
of the United States Department of Education.

(d) "Free meals" means the aggregate number of pupils meeting the income eligibility guidelines established by the federal government for free meals as reported for all schools for which the district is the authorizing agency.

(e) For purposes of subparagraph (B) of paragraph (2) of subdivision (a), the count of economically disadvantaged pupils for a charter school that is operated pursuant to Section 47612.1 shall be calculated without regard to the age of the pupil. A pupil who resides in program housing shall be considered a family of one.

54027. If a school district reorganizes either by unification or by consolidation with another school district of similar type, the Superintendent shall calculate an economic impact aid per pupil amount based on the respective per pupil amounts for each school district participating in the reorganization, weighted by the number of economic impact aid-eligible pupils contributed by each school district. The Superintendent shall use the appropriate data from the year prior to the year that the reorganization is effective for all purposes.

54028. Notwithstanding any other provision of law, the provisions of this article are subject to Sections 62002.5 and 62004, and to the portions of Section 62003 that relate to auditing the use of funds allocated for purposes of economic impact aid.

E.C. 47634.1(e).
See above: State Laws and Regulations from the Application Narrative.

E.C. 47634.4.
See above: State Laws and Regulations from the Application Narrative.

E.C. 47638.
See above: State Laws and Regulations from the Application Narrative.

E.C. 47634.4.
See above: State Laws and Regulations from the Application Narrative.

E.C. 47635.
See above: State Laws and Regulations from the Application Narrative.

E.C. 47636(a)(5).
See above: State Laws and Regulations from the Application Narrative.

E.C. 42606.
42606. (a) A local educational agency, including a direct-funded charter school, may apply for any state categorical program funding included in the annual Budget Act on behalf of a school that begins operation in the 2008-09 to the 2012-13 fiscal years, inclusive, but only to the extent the school or local educational agency is eligible for funding and meets the provisions of the program that were in effect as of January 1, 2009, except that charter schools shall not apply for any of the programs contained in 47634.4.

(b) A local educational agency that establishes a new school by redirecting enrollment from its existing schools to the new school shall not be eligible to receive funding in addition to the amounts allocated pursuant to Section 42605 for the categorical programs specified in that section or for the class size reduction program pursuant to Sections 52122 and 52124.

(c) The Superintendent shall report the number of new schools and the programs that these schools are applying for, including an estimate of the cost for that year. This information shall by reported by November 11, 2009, and each fiscal year thereafter, to the appropriate Committees of the Legislature, the Legislative Analyst's Office, and the Department of Finance.

Evidence for (F)(2)(iv):

- A description of the statewide facilities supports provided to charter schools
- State statutes, regulations, and other legal documents

Charter Facilities

The provision of facilities is one of the greatest challenges faced by charter schools throughout the country. California is unique in providing several programs and in passing legislation to assist charter schools in securing facilities. For instance, in 2000, voters enacted Proposition 39, which required that

public school facilities should be shared fairly among all public school students, including those in charter schools.[25] Operationally, this means that, for any charter school serving a minimum of 80 district students, the school district must make facilities available to accommodate all of the school's in-district students in conditions "reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the district."[26] It also requires that facilities be "contiguous, furnished, and equipped"[27] and prohibits districts from charging rent if the property was purchased with taxpayer-backed bond funds earmarked for facilities. However, a facility fee may be levied for a charter school's share of general discretionary funds that a district expends on the facility provided to the charter school.[28]

In addition, the Charter School Facility Grant Program, passed in 2001, offers direct cash assistance for facilities rental/leasing costs for eligible schools.[29] Schools are eligible if located in an attendance area where 70 percent or more of students are eligible for free or reduced price lunch (and those students are given preference in admissions) or if 70 percent or more of the pupil enrollment at the school is eligible for free or reduced-price meals. These schools are eligible to receive up to $750 per unit of ADA to fund up to 75 percent of their annual facilities or lease costs. The CDE has allocated over $22 million for this program in 2009–10.[30]

In addition, the State operates the federally funded Charter School Facility Incentive Grant Program. As of July 2009, this program has provided facility grants totaling over $48 million to 128 charter schools.[31] Grants under this program are awarded for charter school facility construction, renovation, and lease costs.

California's charter schools are also eligible to participate in Qualified Zone Academy Bond (QZAB) tax credits that can be used for rehabilitation or repair of buildings. Through this program, investors receive tax credits, which lower the interest rates for borrowers. This system eases the process for charter schools to borrow money for facilities. Schools are eligible if they are in a low-income community or if 35 percent or more of the school's students qualify for free or reduced-price lunch.[32]

Additionally, the State has made a significant investment in charter school facilities through the State School Building Program. This program provides state general obligation bond funds for school district facility construction and renovation. Districts may use their funds to assist in providing facilities for charter schools. However, in the last three bond measures approved by the voters, charter schools received a specific set-aside of these bonds that were earmarked exclusively for charter school construction and renovation projects which charters could access independently from their district.[33] In total, these three bond measures have authorized $850 million for charter school construction projects. Most recently, in October 2009, the State enacted legislation to allow charter schools to hold title to facilities that were built with these state bond dollars.[34] This bill was to help high-performing charter schools and CMOs access State bond dollars directly for construction and site acquisition and demonstrates California's continued and strong support for charters throughout the state.

To summarize this section, California's work toward approval, funding, and oversight, as well as provisions for facilities for charter schools, all coupled with a strong accountability system that holds charter schools to the same academic standards as all public schools, demonstrates the State's overarching commitment to ensuring that all students across the state have access to innovative learning environments

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[25] E.C. 47614.
[26] E.C. 47614.
[27] E.C. 47614.
[28] E.C. 47614.
[29] E.C. 47614.5.
[30] http://www.cde.ca.gov/sp/cs/as/csfacgrnt09result.asp.
[31] http://www.treasurer.ca.gov/csfa.
[32] U.S. Department of Education. (2008, December). *Innovations in Education: Making Charter School Facilities More Affordable: State-driven Policy Approaches. Washington, D.C.*: Author. Retrieved from: http://www.ed.gov/admins/comm/choice/charterfacilities/index.html.
[33] E.C. 100620; 100820; and 101012.
[34] E.C. 17078.63.

State Laws and Regulations from the Application Narrative (in order of appearance)

E.C. 47614.

47614. (a) The intent of the people in amending Section 47614 is that public school facilities should be shared fairly among all public school pupils, including those in charter schools.

(b) Each school district shall make available, to each charter school operating in the school district, facilities sufficient for the charter school to accommodate all of the charter school's in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the district. Facilities provided shall be contiguous, furnished, and equipped, and shall remain the property of the school district. The school district shall make reasonable efforts to provide the charter school with facilities near to where the charter school wishes to locate, and shall not move the charter school unnecessarily.

(1) The school district may charge the charter school a pro rata share (based on the ratio of space allocated by the school district to the charter school divided by the total space of the district) of those school district facilities costs which the school district pays for with unrestricted general fund revenues. The charter school shall not be otherwise charged for use of the facilities. No school district shall be required to use unrestricted general fund revenues to rent, buy, or lease facilities for charter school students.

(2) Each year each charter school desiring facilities from a school district in which it is operating shall provide the school district with a reasonable projection of the charter school's average daily classroom attendance by in-district students for the following year. The district shall allocate facilities to the charter school for that following year based upon this projection. If the charter school, during that following year, generates less average daily classroom attendance by in-district students than it projected, the charter school shall reimburse the district for the over-allocated space at rates to be set by the State Board of Education.

(3) Each school district's responsibilities under this section shall take effect three years from the effective date of the measure which added this subparagraph, or if the school district passes a school bond measure prior to that time on the first day of July next following such passage.

(4) Facilities requests based upon projections of fewer than 80 units of average daily classroom attendance for the year may be denied by the school district.

(5) The term "operating," as used in this section, shall mean either currently providing public education to in-district students, or having identified at least 80 in-district students who are meaningfully interested in enrolling in the charter school for the following year.

(6) The State Department of Education shall propose, and the State Board of Education may adopt, regulations implementing this subdivision, including but not limited to defining the terms "average daily classroom attendance," "conditions reasonably equivalent," "in-district students," "facilities costs," as well as defining the procedures and establishing timelines for the request for, reimbursement for, and provision of, facilities.

E.C. 100620.

100620. (a) The proceeds from the sale of bonds, issued and sold for the purposes of this chapter, shall be allocated in accordance with the following schedule:

(1) The amount of three billion four hundred fifty million dollars ($3,450,000,000) for new construction of school facilities of applicant school districts under Chapter 12.5 (commencing with Section 17070.10) of Part 10 for those school districts that file an application with the Office of Public School Construction after February 1, 2002, including, but not limited to, hardship applications.

(A) Of the amount allocated pursuant to this paragraph, up to one hundred million dollars ($100,000,000) shall be available for providing school facilities to charter schools pursuant to a statute enacted after the effective date of the act enacting this section.

(B) If the Housing and Emergency Shelter Trust Fund Act of 2002 is submitted to the voters at the November 5, 2002, general election and fails passage by the voters, of the amount allocated pursuant to this paragraph, twenty-five million dollars ($25,000,000) shall be available for the purposes of Sections 51451.5, 51453, and 51455 of the Health and Safety Code.

(2) The amount of one billion four hundred million dollars ($1,400,000,000) for the modernization of school facilities pursuant to Chapter 12.5 (commencing with Section 17070.10) of Part 10 for those school districts that file an application with the Office of Public School Construction after February 1, 2002, including, but not limited to, hardship applications.

(3) The amount of two billion nine hundred million dollars ($2,900,000,000) for new construction of school facilities pursuant to Chapter 12.5 (commencing with Section 17070.10) of Part 10 for those school districts that have filed an application with the Office of Public School Construction on or before February 1, 2002, including, but not limited to, hardship applications. If the amount made available for purposes of this paragraph is not needed and expended for the purposes of this paragraph, the State Allocation Board may allocate the remainder of these funds for purposes of paragraph (1).

(4) The amount of one billion nine hundred million dollars ($1,900,000,000) for the modernization of school facilities pursuant to Chapter 12.5 (commencing with Section 17070.10) of Part 10, for those school districts that have filed an application with the Office of Public School Construction on or before February 1, 2002, including, but not limited to, hardship applications. If the amount made available for purposes of this paragraph is not needed and
expended for the purposes of this paragraph, the State Allocation Board may allocate these funds for purposes of paragraph (2).

(5) The amount of one billion seven hundred million dollars ($1,700,000,000) for deposit into the 2002 Critically Overcrowded School Facilities Account established within the 2002 State School Facilities Fund pursuant to subdivision (e) of Section 17078.10, for the purposes set forth in Article 11 (commencing with Section 17078.10) of Chapter 12.5 of Part 10 relating to critically overcrowded schools, including, but not limited to, hardship applications, and any other new construction or modernization projects as authorized pursuant to Section 17078.30.

(6) The amount of fifty million dollars ($50,000,000) for the purposes set forth in Article 10.6 (commencing with Section 17077.40) of Chapter 12.5 of Part 10 relating to joint-use projects, including, but not limited to, hardship applications.

(b) School districts may use funds allocated pursuant to paragraphs (2) and (4) of subdivision (a) only for one or more of the following purposes in accordance with Chapter 12.5 (commencing with Section 17070.10) of Part 10:

(1) The purchase and installation of air-conditioning equipment and insulation materials, and related costs.

(2) Construction projects or the purchase of furniture or equipment designed to increase school security or playground safety.

(3) The identification, assessment, or abatement in school facilities of hazardous asbestos.

(4) Project funding for high priority roof replacement projects.

(5) Any other modernization of facilities pursuant to Chapter 12.5 (commencing with Section 17070.10) of Part 10.

(c) Funds allocated pursuant to paragraphs (1) and (3) of subdivision (a) may, also, be utilized to provide new construction grants for eligible applicant county boards of education under Chapter 12.5 (commencing with Section 17070.10) of Part 10 for funding classrooms for severely handicapped pupils, or for funding classrooms for county community school pupils.

(d) (1) The Legislature may amend this section to adjust the funding amounts specified in paragraphs (1) to (6), inclusive, of subdivision (a), only by either of the following methods:

(A) By a statute, passed in each house of the Legislature by rollcall vote entered in the respective journals, by not less than two-thirds of the membership in each house concurring, if the statute is consistent with, and furthers the purposes of, this chapter.

(B) By a statute that becomes effective only when approved by the voters.

(2) Amendments pursuant to this subdivision may adjust the amounts to be expended pursuant to paragraphs (1) to (6), inclusive, of subdivision (a), but may not increase or decrease the total amount to be expended pursuant to that subdivision.

(e) From the total amounts set forth in paragraphs (1) to (6), inclusive, of subdivision (a), a total of no more than twenty million dollars ($20,000,000) shall be used for the costs of energy conservation adjustments authorized pursuant to Section 17077.35.

(f) Funds available pursuant to this section may be used for acquisition of school facilities authorized pursuant to Section 17280.5.

E.C. 100820.

100820. (a) The proceeds from the sale of bonds, issued and sold for the purposes of this chapter, shall be allocated in accordance with the following schedule:

(1) The amount of five billion two hundred sixty million dollars ($5,260,000,000) for project funding for new construction of school facilities of applicant school districts under Chapter 12.5 (commencing with Section 17070.10) of Part 10, including, but not limited to, hardship applications.

(A) Of the amount allocated pursuant to this paragraph, up to three hundred million dollars ($300,000,000) shall be available for providing school facilities to charter schools pursuant to a statute enacted after the effective date of the act enacting this section.

(B) If the Housing and Emergency Shelter Trust Fund Act of 2002 is submitted to the voters at the November 5, 2002, general election and fails passage by the voters, of the amount allocated pursuant to this paragraph, twenty-five million dollars ($25,000,000) shall be available for the purposes of Sections 51451.5, 51453, and 51455 of the Health and Safety Code.

(2) The amount of two billion two hundred fifty million dollars ($2,250,000,000) for the modernization of school facilities pursuant to Chapter 12.5 (commencing with Section 17070.10) of Part 10, including, but not limited to, hardship applications.

(3) The amount of two billion four hundred forty million dollars ($2,440,000,000) for deposit into the 2004 Critically Overcrowded School Facilities Account established within the 2004 State School Facilities Fund pursuant to subdivision (e) of Section 17078.10 for the purposes set forth in Article 11 (commencing with Section 17078.10) of Chapter 12.5 of Part 10 relating to critically overcrowded schools, including, but not limited to, hardship applications, and any other new construction or modernization projects as authorized pursuant to Section 17078.30.

(4) The amount of fifty million dollars ($50,000,000) for the purposes set forth in Article 10.6 (commencing with Section 17077.40) of Chapter 12.5 of Part 10 relating to joint-use projects, including, but not limited to, hardship applications.

(b) School districts may use funds allocated pursuant to paragraph (2) of subdivision (a) only for one or more of the following purposes in accordance with Chapter 12.5 (commencing with Section 17070.10) of Part 10:

(1) The purchase and installation of air-conditioning equipment and insulation materials, and related costs.

(2) Construction projects or the purchase of furniture or equipment designed to increase school security or playground safety.

(3) The identification, assessment, or abatement in school facilities of hazardous asbestos.

(4) Project funding for high priority roof replacement projects.

(5) Any other modernization of facilities pursuant to Chapter 12.5 (commencing with Section 17070.10) of Part 10.

(c) Funds allocated pursuant to paragraph (1) of subdivision (a) may, also, be utilized to provide new construction grants for eligible applicant county boards of education under Chapter 12.5 (commencing

with Section 17070.10) of Part 10 for funding classrooms for severely handicapped pupils, or for funding classrooms for county community school pupils.

(d) (1) The Legislature may amend this section to adjust the funding amounts specified in paragraphs (1) to (4), inclusive, of subdivision (a), only by either of the following methods:

(A) By a statute, passed in each house of the Legislature by rollcall vote entered in the respective journals, by not less than two-thirds of the membership in each house concurring, if the statute is consistent with, and furthers the purposes of, this chapter.

(B) By a statute that becomes effective only when approved by the voters.

(2) Amendments pursuant to this subdivision may adjust the amounts to be expended pursuant to paragraphs (1) to (4), inclusive, of subdivision (a), but may not increase or decrease the total amount to be expended pursuant to that subdivision.

(e) From the total amounts set forth in paragraphs (1) to (4), inclusive, of subdivision (a), a total of no more than twenty million dollars ($20,000,000) shall be used for the costs of energy conservation adjustments authorized pursuant to Section 17077.35.

(f) Funds available pursuant to this section may be used for acquisition of school facilities authorized pursuant to Section 17280.5.

E.C. 101012.

101012. (a) The proceeds from the sale of bonds, issued and sold for the purposes of this chapter, shall be allocated in accordance with the following schedule:

(1) The amount of one billion nine hundred million dollars ($1,900,000,000) for new construction of school facilities of applicant school districts under Chapter 12.5 (commencing with Section 17070.10) of Part 10. Of the amount allocated under this paragraph, up to 10.5 percent shall be available for purposes of seismic repair, reconstruction, or replacement, pursuant to Section 17075.10.

(2) The amount of five hundred million dollars ($500,000,000) shall be available for providing school facilities to charter schools pursuant to Article 12 (commencing with Section 17078.52) of Chapter 12.5 of Part 10.

(3) The amount of three billion three hundred million dollars ($3,300,000,000) for the modernization of school facilities pursuant to Chapter 12.5 (commencing with Section 17070.10) of Part 10.

(4) The amount of five hundred million dollars ($500,000,000) for the purposes set forth in Article 13 (commencing with Section 17078.70) of Chapter 12.5 of Part 10, relating to facilities for career technical education programs.

(5) Of the amounts allocated under paragraphs (1) and (3), up to two hundred million dollars ($200,000,000) for the purposes set forth in Chapter 894 of the Statutes of 2004, relating to incentives for the creation of smaller learning communities and small high schools.

(6) The amount of twenty-nine million dollars ($29,000,000) for the purposes set forth in Article 10.6 (commencing with Section 17077.40) of Chapter 12.5 of Part 10, relating to joint use projects.

(7) The amount of one billion dollars ($1,000,000,000) shall be available for providing new construction funding to severely overcrowded schoolsites pursuant to Article 14 (commencing with Section 17079) of Chapter 12.5 of Part 10.

(8) The amount of one hundred million dollars ($100,000,000) for incentive grants to promote the use of designs and materials in new construction and modernization projects that include the attributes of high-performance schools, including, but not limited to, the
elements set forth in Section 17070.96, pursuant to regulations adopted by the State Allocation Board.

(b) School districts may use funds allocated pursuant to paragraph (3) of subdivision (a) only for one or more of the following purposes in accordance with Chapter 12.5 commencing with Section 17070.10) of Part 10:

(1) The purchase and installation of air-conditioning equipment and insulation materials, and related costs.

(2) Construction projects or the purchase of furniture or equipment designed to increase school security or playground safety.

(3) The identification, assessment, or abatement in school facilities of hazardous asbestos.
(4) Project funding for high-priority roof replacement projects.
(5) Any other modernization of facilities pursuant to Chapter 12.5 (commencing with Section 17070.10) of Part 10.
(c) Funds allocated pursuant to paragraph (1) of subdivision (a) may also be utilized to provide new construction grants for eligible applicant county boards of education under Chapter 12.5 (commencing with Section 17070.10) of Part 10 for funding classrooms for severely handicapped pupils, or for funding classrooms for county community school pupils.
(d) (1) The Legislature may amend this section to adjust the funding amounts specified in paragraphs (1) to (8), inclusive, of subdivision (a), only by either of the following methods:
(A) By a statute, passed in each house of the Legislature by rollcall vote entered in the respective journals, by not less than two-thirds of the membership in each house concurring, if the statute is consistent with, and furthers the purposes of, this chapter.
(B) By a statute that becomes effective only when approved by the voters.
(2) Amendments pursuant to this subdivision may adjust the amounts to be expended pursuant to paragraphs (1) to (8), inclusive, of subdivision (a), but may not increase or decrease the total amount to be expended pursuant to that subdivision.
(e) Funds available pursuant to this section may be used for acquisition of school facilities authorized pursuant to Section 17280.5.

State Laws and Regulations from the Appendix Narrative (in order of appearance)

E.C. 47614.
See above: State Laws and Regulations from the Application Narrative.

E.C. 47614.5.
47614.5. (a) The Charter School Facility Grant Program is hereby established and shall be administered by the department. The grant program is intended to provide assistance with facilities rent and lease costs for pupils in charter schools.
(b) Subject to the annual Budget Act, eligible schools shall receive an amount of up to, but not more than, seven hundred fifty dollars ($750) per unit of average daily attendance, as certified at the second principal apportionment, to provide an amount of up to, but not more than, 75 percent of the annual facilities rent and lease costs for the charter school. In any fiscal year, if the funds appropriated for the purposes of this section by the annual Budget Act are insufficient to fund the approved amounts fully, the Superintendent shall apportion the available funds on a pro rata basis.
(c) For purposes of this section, the department shall do all of the following:
(1) Inform charter schools of the grant program.
(2) Upon application by a charter school, determine eligibility, based on the geographic location of the charter schoolsite, pupil eligibility for free or reduced price meals, and a preference in admissions, as appropriate. Eligibility for funding shall not be limited to the grade level or levels served by the school whose attendance area is used to determine eligibility. Charter schoolsites are eligible for funding pursuant to this section if the charter schoolsite meets either of the following conditions:
(A) The charter schoolsite is physically located in the attendance area of a public elementary school in which 70 percent or more of the pupil enrollment is eligible for free or reduced priced meals and the schoolsite gives a preference in admissions to pupils who are currently enrolled in that public elementary school and to pupils who reside in the elementary school attendance area where the charter schoolsite is located.
(B) Seventy percent or more of the pupil enrollment at the charter schoolsite is eligible for free or reduced price meals.
(3) Inform charter schools of their grant eligibility.
(4) Allocate funding to charter schools for eligible expenditures in a timely manner.

(5) No later than June 30, 2005, report to the Legislature on the number of charter schools that have participated in the grant program pursuant to the expanded eligibility prescribed in paragraph (2). In addition, the report shall provide recommendations and suggestions on improving the grant program.

(d) Funds appropriated for purposes of this section shall not be apportioned for any of the following:

(1) Units of average daily attendance generated through nonclassroom-based instruction as defined by paragraph (2) of subdivision (d) of Section 47612.5 or that does not comply with conditions or limitations set forth in regulations adopted by the state board pursuant to this section.

(2) Charter schools occupying existing school district or county office of education facilities.

(3) Charter schools receiving reasonably equivalent facilities from their chartering authority pursuant to Section 47614.

(e) Funds appropriated for purposes of this section shall be used for costs associated with facilities rents and leases, consistent with the definitions used in the California School Accounting Manual. These funds also may be used for costs, including, but not limited to, costs associated with remodeling buildings, deferred maintenance, initially installing or extending service systems and other built-in equipment, and improving sites.

(f) If an existing charter school located in an elementary attendance area in which less than 50 percent of pupil enrollment is eligible for free or reduced price meals relocates to an attendance area identified in paragraph (2) of subdivision (c), admissions preference shall be given to pupils who reside in the elementary school attendance area into which the charter school is relocating.

(g) The Superintendent annually shall report to the state board regarding the use of funds that have been made available during the fiscal year to each charter school pursuant to the grant program.

(h) It is the intent of the Legislature that not less than eighteen million dollars ($18,000,000) annually be appropriated for purposes of the grant program on the same basis as other elementary and secondary education categorical programs.

(i) Commencing with the 2009-10 fiscal year, the Superintendent shall annually allocate the facilities grants to eligible charter schools no later than October 1 of each fiscal year. However, the department shall first use the funding appropriated for this program in the 2009-10 fiscal year to reimburse eligible charter schools for rent or lease costs for the 2008-09 fiscal year, consistent with this section as it read on June 30, 2009.

E.C. 100620.
See above: State Laws and Regulations from the Application Narrative.

E.C. 100820.
See above: State Laws and Regulations from the Application Narrative.

E.C. 101012.
See above: State Laws and Regulations from the Application Narrative.

E.C. 17078.63.
17078.63. (a) Prior to the release of funds for an application submitted pursuant to paragraph (2) of subdivision (b) of Section 17078.53 for site acquisition or new construction final apportionments, applicants shall provide one of the following:

(1) Documentary evidence that the school district in which the facility is to be physically located holds title to the project facilities in trust for the benefit of the state public school system.

(2) Documentary evidence that a local governmental entity, including, but not limited to, a county board of education, a city, a county, or a city and county, holds title to the project facilities in trust for the benefit of the state public school system, subject to both of the following conditions:

(A) Consistent with the prohibition in Section 6 of Article IX of the California Constitution regarding governance of public schools, a city, county, city and county, or other local governmental entity not

included within the public school system that holds title pursuant to this paragraph shall not exercise any control over the operation of the charter school.

(B) The following shall be recorded in the chain of title for the property:

(i) A restrictive covenant specifying that the facility shall be used only for public school purposes as authorized in the California Constitution and statute.

(ii) A remainder interest to the school district in which the facility is physically located or, if the school district disclaims the interest to the facility, to the board. The remainder interest shall be triggered when the facility is no longer needed for charter school purposes and shall then be subject to paragraphs (2) to (6), inclusive, of subdivision (b) of Section 17078.62.

(3) (A) A request that the charter school be authorized to hold fee simple title to the subject property in trust for the benefit of the state public school system, on which a lien shall be recorded in favor of the board for the total amount of funds allocated pursuant to this article, including any loan received in lieu of a local matching share pursuant to Section 17078.57. The charter school shall include with the request a statement outlining the reasons why ownership of the project facilities is not vested with an entity set forth in paragraph (1) or (2). Prior to releasing any project funds, the board shall make findings that the applicant has submitted all of the information required by this paragraph.

(B) The following shall be recorded in the chain of title for the property:

(i) A restrictive covenant specifying that the facility shall be used only for public school purposes as authorized in the California Constitution and statute.

(ii) A remainder interest to the school district in which the facility is physically located or, if the school district disclaims the interest to the facility, to the board. The remainder interest shall be triggered when the facility is no longer needed for charter school purposes and shall then be subject to paragraphs (2) to (6), inclusive, of subdivision (b) of Section 17078.62.

(b) A charter school may request a school district to transfer title to project facilities to an entity authorized by paragraph (2) or (3) of subdivision (a) if the school district entered into an agreement, prior to January 1, 2010, to hold title to those facilities. A school district that receives a request pursuant to this subdivision may transfer the title to the entity designated in the request pursuant to terms and conditions mutually agreed upon by the district and the charter school.

(c) The board may adopt regulations to implement this section.

(F)(3)

Demonstrating other significant reform conditions

Evidence for (F)(3):

- Description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents

State Laws and Regulations from the Application Narrative (in order of appearance)

E.C. 48350 et seq.
48350. This article shall be known, and may be cited, as the Open Enrollment Act.

48351. The purpose of this article is to improve pupil achievement, in accordance with the regulations and guidelines for the federal Race to the Top Fund, authorized under the federal American Recovery and Reinvestment Act of 2009 (Public Law 111-5), and to enhance parental choice in education by providing additional options to pupils to enroll in public schools throughout the state without regard to the residence of their parents.

48352. For purposes of this article, the following definitions apply:
(a) "Low-achieving school" means any school identified by the Superintendent pursuant to the following:
(1) Excluding the schools, and taking into account the impact of the criteria in paragraph (2), the Superintendent annually shall create a list of 1,000 schools ranked by increasing API with the same ratio of elementary, middle, and high schools as existed in decile 1 in the 2008–09 school year.
(2) In constructing the list of 1,000 schools each year, the Superintendent shall ensure each of the following:
(A) A local educational agency shall not have more than 10 percent of its schools on the list. However, if the number of schools in a local educational agency is not evenly divisible by 10, the Superintendent shall round up to the next whole number of schools.
(B) Court, community, or community day schools shall not be included on the list.
(C) Charter schools shall not be included on the list.
(b) "Parent" means the natural or adoptive parent or guardian of a dependent child.
(c) "School district of enrollment" means a school district other than the school district in which the parent of a pupil resides, but in which the parent of the pupil nevertheless intends to enroll the pupil pursuant to this article.
(d) "School district of residence" means a school district in which the parent of a pupil resides and in which the pupil would otherwise be required to enroll pursuant to Section 48200.

48353. The state board shall adopt emergency regulations to implement this article.

48354. (a) The parent of a pupil enrolled in a low-achieving school may submit an application for the pupil to attend a school in a school district of enrollment pursuant to this article.
(b) (1) Consistent with the requirements of Section 1116(b)(1)(E) of the federal Elementary and Secondary Education Act of 2001 (20 U.S.C. Sec. 6301 et seq.), on or before the first day of the school year, or, if later, on the date the notice of program improvement, corrective action, or restructuring status is required to be provided under federal law the district of residence shall provide the parents and guardians of all pupils enrolled in a school determined in subdivision (a) of Section 48352 with notice of the option to transfer to another public school served by the school district of residence or another school district.
(2) An application requesting a transfer pursuant to this article shall be submitted by the parent of a pupil to the school district of enrollment prior to January 1 of the school year preceding the school year for

which the pupil is requesting to transfer. The school district of enrollment may waive the deadline specified in this paragraph.
(3) The application deadline specified in paragraph (2) does not apply to an application requesting a transfer if the parent, with whom the pupil resides, is enlisted in the military and was relocated by the military within 90 days prior to submitting the application.
(4) The application may request enrollment of the pupil in a specific school or program within the school district of enrollment.
(5) A pupil may enroll in a school in the school district of enrollment in the school year immediately following the approval of his or her application.
(6) In order to provide priority enrollment opportunities for pupils residing in the school district, a school district of enrollment shall establish a period of time for resident pupil enrollment prior to accepting transfer applications pursuant to this article.

48355. (a) The school district of residence of a pupil or a school district of enrollment to which a pupil has applied to attend may prohibit the transfer of the pupil pursuant to this article or limit the number of pupils who transfer pursuant to this article if the governing board of the district determines that the transfer would negatively impact either of the following:
(1) A court-ordered or voluntary desegregation plan of the district.
(2) The racial and ethnic balance of the district, provided that any policy adopted pursuant to this paragraph is consistent with federal and state law.
(b) A school district of residence shall not adopt any other policies that in any way prevent or discourage pupils from applying for a transfer to a school district of enrollment.
(c) Communications to parents or guardians by districts regarding the open enrollment options provided by this article shall be factually accurate and not target individual parents or guardians or residential neighborhoods on the basis of a child's actual or perceived academic or athletic performance or any other personal characteristic.

48356. (a) A school district of enrollment may adopt specific, written standards for acceptance and rejection of applications pursuant to this article. The standards may include consideration of the capacity of a program, class, grade level, school building, or adverse financial impact. Subject to subdivision (b), and except as necessary in accordance with Section 48355, the standards shall not include consideration of a pupil's previous academic achievement, physical condition, proficiency in the English language, family income, or any of the individual characteristics set forth in Section 200.
(b) In considering an application pursuant to this article, a nonresident school district may apply its usual requirements for admission to a magnet school or a program designed to serve gifted and talented pupils.
(c) Subject to the rules and standards that apply to pupils who reside in the school district of enrollment, a resident pupil who is enrolled in one of the district's schools pursuant to this article shall not be required to submit an application in order to remain enrolled.
(d) A school district of enrollment shall ensure that pupils enrolled pursuant to standards adopted pursuant to this section are enrolled in a school with a higher Academic Performance Index than the school in which the pupil was previously enrolled and are selected through a random, unbiased process that prohibits an evaluation of whether or not the pupil should be enrolled based on his or her individual academic or athletic performance, or any of the other characteristics set forth in subdivision (a), except that pupils applying for a transfer pursuant to this article shall be assigned priority for approval as follows:
(1) First priority for the siblings of children who already attend the desired school.
(2) Second priority for pupils transferring from a program improvement school ranked in decile 1 on the Academic Performance Index determined pursuant to subdivision (a) of Section 48352.
(3) If the number of pupils who request a particular school exceeds the number of spaces available at that school, a lottery shall be conducted in the group priority order identified in paragraphs (1) and (2) to select pupils at random until all of the available spaces are filled.

(e) The initial application of a pupil for transfer to a school within a school district of enrollment shall not be approved if the transfer would require the displacement from the desired school of any other pupil who resides within the attendance area of that school or is currently enrolled in that school.
(f) A pupil approved for a transfer to a school district of enrollment pursuant to this article shall be deemed to have fulfilled the requirements of Section 48204.

48357. Within 60 days of receiving an application pursuant to Section 48354, a school district of enrollment shall notify the applicant parent and the school district of residence in writing whether the application has been accepted or rejected. If an application is rejected, the school district of enrollment shall state in the notification the reasons for the rejection.

48358. A school district of enrollment that enrolls a pupil pursuant to this article shall accept credits toward graduation that were awarded to the pupil by another school district and shall graduate the pupil if the pupil meets the graduation requirements of the school district of enrollment.

48359. (a) Each school district is encouraged to keep an accounting of all requests made for alternative attendance pursuant to this article and records of all disposition of those requests that may include, but are not limited to, all of the following:
(1) The number of requests granted, denied, or withdrawn. In the case of denied requests, the records may indicate the reasons for the denials.
(2) The number of pupils who transfer out of the district.
(3) The number of pupils who transfer into the district.
(4) The race, ethnicity, gender, self-reported socioeconomic status, and the school district of residence of each of the pupils described in paragraphs (2) and (3).
(5) The number of pupils described in paragraphs (2) and (3) who are classified as English learners or identified as individuals with exceptional needs, as defined in Section 56026.
(b) The information maintained pursuant to subdivision (a) may be reported to the governing board of the school district at a regularly scheduled meeting of the governing board.

48359.5. For a school district of enrollment that is a basic aid district, the apportionment of state funds for any average daily attendance credited pursuant to this article shall be 70 percent of the district revenue limit that would have been apportioned to the school district of residence. Apportionment of these funds shall begin in the second consecutive year of enrollment, and continue annually until the pupil graduates from, or is no longer enrolled in, the school district of enrollment. For purposes of this section, "basic aid school district" means a school district that does not receive an apportionment of state funds pursuant to subdivision (h) of Section 42238 for any fiscal year in which this subdivision may apply.

48360. (a) From federal funds appropriated for this purpose, the Superintendent shall contract for an independent evaluation of the open enrollment program operated pursuant to this article. The evaluation shall, at a minimum, consider all of the following:
(1) The levels of, and changes in, academic achievement of pupils in school districts of residence and school districts of enrollment for pupils who do and do not elect to enroll in a school district of enrollment.
(2) Fiscal and programmatic effects on school districts of residence and school districts of enrollment.
(3) Numbers and demographic and socioeconomic characteristics of pupils who do and do not elect to enroll in a school district of enrollment.
(b) The Superintendent shall provide a final evaluation report to the Legislature, Governor, and state board on or before October 1, 2014.

48361. No exercise of discretion by a district of enrollment in its administration of this article shall be overturned absent a finding as designated by a court of competent jurisdiction that the district governing board acted in an arbitrary and capricious manner.

E.C. 53300 et seq.

53300. For any school not identified as a persistently lowest-achieving school under Section 53201 which, after one full school year, is subject to corrective action pursuant to paragraph (7) of Section 1116(b) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.) and continues to fail to make adequate yearly progress, and has an Academic Performance Index score of less than 800, and where at least one-half of the parents or legal guardians of pupils attending the school, or a combination of at least one-half of the parents or legal guardians of pupils attending the school and the elementary or middle schools that normally matriculate into a middle or high school, as applicable, sign a petition requesting the local educational agency to implement one or more of the four interventions identified pursuant to paragraphs (1) to (4), inclusive of subdivision (a) of Section 53202 or the federally mandated alternative governance arrangement pursuant to Section 1116(b)(8)(B)(v) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.), the local educational agency shall implement the option requested by the parents unless, in a regularly scheduled public hearing, the local educational agency makes a finding in writing stating the reason it cannot implement the specific recommended option and instead designates in writing which of the other options described in this section it will implement in the subsequent school year consistent with requirements specified in federal regulations and guidelines for schools subject to restructuring under Section 1116(b)(8) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.) and regulations and guidelines for the four interventions.

53301. (a) The local educational agency shall notify the Superintendent and the state board upon receipt of a petition under Section 53300 and upon its final disposition of that petition. (b) If the local educational agency indicates in writing that it will implement in the upcoming school year a different alternative governance arrangement than requested by the parents, the local educational agency shall notify the Superintendent and the state board that the alternative governance option selected has substantial promise of enabling the school to make adequate yearly progress as defined in the federally mandated state plan under Section 1111(b)(2) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.).

53302. No more than 75 schools shall be subject to a petition authorized by this article.

(b) A petition shall be counted toward this limit upon the Superintendent and state board receiving notice from the local educational agency of its final disposition of the petition.

53303. A local educational agency shall not be required to implement the option requested by the parent petition if the request is for reasons other than improving academic achievement or pupil safety.

SEC. 3. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

SEC. 4. This act shall become operative only if Senate Bill 1 of the Fifth Extraordinary Session of 2009–10 is also enacted and becomes operative.

E.C. 33050 et seq.

33050. (a) The governing board of a school district or a county board of education, on a districtwide or countywide basis or on behalf of one or more of its schools or programs, after a public hearing on the matter, may request the State Board of Education to waive all or part of any section of this code or any regulation adopted by the State Board of Education that implements a provision of this code that may be waived, except:

(1) Article 1 (commencing with Section 15700) and Article 2 (commencing with Section 15780) of Chapter 4 of Part 10.

(2) Chapter 6 (commencing with Section 16000) of Part 10.

(3) Chapter 12 (commencing with Section 17000), Chapter 12.5 (commencing with Section 17070.10), and Chapter 14 (commencing with Section 17085) of Part 10.
(4) Part 13 (commencing with Section 22000).
(5) Section 35735.1.
(6) Paragraph (8) of subdivision (a) of Section 37220.
(7) The following provisions of Part 10.5 (commencing with Section 17211):
(A) Chapter 1 (commencing with Section 17211).
(B) Article 1 (commencing with Section 17251) to Article 6 (commencing with Section 17365), inclusive, of Chapter 3.
(C) Sections 17416 to 17429, inclusive; Sections 17459 and 17462 and subdivision (a) of Section 17464; and Sections 17582 to 17592, inclusive.
(8) The following provisions of Part 24 (commencing with Section 41000):
(A) Sections 41000 to 41360, inclusive.
(B) Sections 41420 to 41423, inclusive.
(C) Sections 41600 to 41866, inclusive.
(D) Sections 41920 to 42911, inclusive.
(9) Sections 44504 and 44505.
(10) Article 3 (commencing with Section 44930) of Chapter 4 of Part 25 and regulations in Title 5 of the California Code of Regulations adopted pursuant to Article 3 (commencing with Section 44930) of Chapter 4 of Part 25.
(11) Part 26 (commencing with Section 46000).
(12) Chapter 6 (commencing with Section 48900) and Chapter 6.5 (commencing with Section 49060) of Part 27.
(13) Section 51513.
(14) Chapter 6.10 (commencing with Section 52120) of Part 28, relating to class size reduction.
(15) Section 52163.
(16) The identification and assessment criteria relating to any categorical aid program, including Sections 52164.1 and 52164.6.
(17) Sections 52165, 52166, and 52178.
(18) Article 3 (commencing with Section 52850) of Chapter 12 of Part 28.
(19) Section 56364.1, except that this restriction shall not prohibit the State Board of Education from approving any waiver of Section 56364 or Section 56364.2, as applicable, relating to full inclusion.
(20) Article 4 (commencing with Section 60640) of Chapter 5 of Part 33, relating to the STAR Program, and any other provisions of Chapter 5 (commencing with Section 60600) of Part 33 that establish requirements for the STAR Program.
(b) Any waiver of provisions related to the programs identified in Section 52851 shall be granted only pursuant to Article 3 (commencing with Section 52850) of Chapter 12 of Part 28.
(c) The waiver of an advisory committee required by law shall be granted only pursuant to Article 4 (commencing with Section 52870) of Chapter 12 of Part 28.
(d) Any request for a waiver submitted by the governing board of a school district or a county board of education pursuant to subdivision (a) shall include a written statement as to both of the following:
(1) Whether the exclusive representative of employees, if any, as provided in Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, participated in the development of the waiver.
(2) The exclusive representative's position regarding the waiver.
(e) Any request for a waiver submitted pursuant to subdivision (a) relating to a regional occupational center or program established pursuant to Article 1 (commencing with Section 52300) of Chapter 9 of Part 28, that is operated by a joint powers entity established pursuant to Chapter 5 (commencing with Section 6500) of Division 7 of Title 1 of the Government Code, shall be submitted as a joint waiver request for each participating school district and shall meet both of the following conditions:
(1) Each joint waiver request shall comply with all of the requirements of this article.

(2) The submission of a joint waiver request shall be approved by a unanimous vote of the governing board of the joint powers agency.

(f) The governing board of any school district requesting a waiver under this section of any provision of Article 5 (commencing with Section 39390) of Chapter 3 of Part 23 shall provide written notice of any public hearing it conducted pursuant to subdivision (a), at least 30 days prior to the hearing, to each public agency identified under Section 39394.

33050.3. Notwithstanding Section 33050, the State Board of Education is authorized to waive the provisions of subdivision (a) of Section 46202 only during the 1983-84 fiscal year, and only if the State Board of Education finds that the district requesting the waiver demonstrates that it meets the following criteria:

(1) The district has experienced an unanticipated growth in number of pupils over the 1982-83 fiscal year.

(2) There exists an overcrowding of pupils with no reasonable alternative to house pupils without initiating the use of double sessions. Reasonable alternatives to house pupils shall include, but need not be limited to, the use of facilities in adjacent districts, the use of facilities of a county superintendent of schools, the use of facilities of other public agencies, the lease of portable facilities, or the expanded use of double sessions if the district already has double sessions in other schools prior to the increase in the number of pupils.

33051. (a) The state board shall approve any and all requests for waivers except in those cases where the board specifically finds any of the following:

(1) The educational needs of the pupils are not adequately addressed.

(2) The waiver affects a program that requires the existence of a schoolsite council and the schoolsite council did not approve the request.

(3) The appropriate councils or advisory committees, including bilingual advisory committees, did not have an adequate opportunity to review the request and the request did not include a written summary of any objections to the request by the councils or advisory committees.

(4) Pupil or school personnel protections are jeopardized.

(5) Guarantees of parental involvement are jeopardized.

(6) The request would substantially increase state costs.

(7) The exclusive representative of employees, if any, as provided in Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code, was not a participant in the development of the waiver.

(b) The governing board of a school district that has requested and received a general waiver under this article for two consecutive years for the same general waiver is not required to reapply annually if the information contained on the request remains current. The state board may require updated information for the request whenever it determines that information to be necessary. This section does not prevent the state board from rescinding a waiver if additional information supporting a rescission is made available to the board. This waiver process shall not apply to waivers pertaining to teacher credentialing, which shall be submitted to the state board annually.

33051.5. Not less than 30 days prior to any public hearing it conducts pursuant to Section 33050 concerning a request to waive any provision of Article 5 (commencing with Section 39390) of Chapter 3 of Part 23, the State Board of Education shall provide written notice of the hearing to each public agency to which an offer of sale or lease must be made under Section 39394.

33052. (a) If formal action by the State Board of Education on a waiver request is not taken by the second regular meeting of the board following receipt of a complete and documented waiver request by the State Department of Education, the waiver shall be deemed approved for one year, commencing the first day of the following month.

(b) Notwithstanding subdivision (a), no provision of Article 5 (commencing with Section 39390) of Chapter 3 of Part 23 shall be waived except by formal action of the State Board of Education.

33052.3. For the purposes of improving the financial management and reporting practices of school districts and county offices of education, and developing and testing those practices prior to implementation, the Superintendent of Public Instruction may waive for up to three consecutive fiscal years the requirements of current law and the regulations that are in conflict with the proposed improvements. A waiver shall only be available to school districts and county offices of education that volunteer to develop and test the proposed improved financial management and reporting practices.

33052.5. For purposes of this article, "school district" shall include county offices of education.

33053. The State Department of Education shall annually submit a report to the Governor, Legislature, State Board of Education, and make the report available to the superintendent and board president of each school district and county office of education. This report shall include a description of the number and types of waivers requested of the board, the actions of the board on those requests, and sources of further information on existing or possible waivers.