**2016-17 CISI Resource Guide**

**CALIFORNIA INSTITUTE FOR SCHOOL IMPROVEMENT**

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**FALL 2016: PART ONE**



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# Introduction — How to Read this Guide

Each year the CISI team connects school and district professionals with current and meaningful education policy news, tools, research, and workshops. Like the monthly [CISI E-Bulletins](http://education.ucdavis.edu/cisi-ebulletins), this annual resource guide covers the important issues relevant to school and district leadership and practice. These topics include: funding and accountability, curriculum and instruction, assessment, legislation and policy, and current research findings.

This guide is laid out so that you can quickly skim any section or identify a topic to scan for relevant tools. We survey the landscape of educational resources, tools, and research and provide links and summaries to provide you a deep dive into each topic. We curate the highest quality tools and reports to connect you to the resources you need.

# Legislation/Policy Update

Covers California Legislation

This section is focused on 2016 session California legislation that was new, not prospective legislation for the 2017 year.

[California 2016-2017 State Budget](http://www.ebudget.ca.gov/2016-17/pdf/Enacted/BudgetSummary/FullBudgetSummary.pdf)

* [2015-2016 Governor’s Budget — LCFF Trailer Bill](http://www.dof.ca.gov/budgeting/trailer_bill_language/education/documents/301LCFFCleanupBill.pdf)

Governor Brown has 30 days to sign most of the bills sent to him at the end of session. If the Governor doesn’t act on a bill, it automatically becomes law (this rarely happens).

K-12 Education Bills 2016 LEGISLATIVE UPDATE LEGISLATION SIGNED BY GOV. JERRY BROWN The following bills, on which the California School Boards Association (CSBA) has established a position or is monitoring, were signed into law by Gov. Jerry Brown prior to his October 11, 2015 deadline. The 2016 legislative session begins on January 4.

Following is abridged and adapted from CSBA’s summary of K-12 education bills from the past legislative session categorized by topic:

## **Curriculum & Instruction Legislation**

**AB 1850 (Garcia, Eduardo-D**) Educational services: permanent residents: foreign nationals. Chapter Number: 69

Summary: Sponsors public educational activities and development of educational materials to ensure that the events surrounding the exclusion, forced removal, and internment of persons of Japanese ancestry will be remembered and so that the causes and circumstances of this and similar events may be illuminated and understood. This bill deletes the term “resident aliens” from these provisions and replace it with the term “permanent residents.” This bill contains other related provisions and other existing laws.

**AB 2862 (O’Donnell-D)** Pupil instruction: visual and performing arts: revision of content standards. Chapter Number: 647.

Summary: Requires the Superintendent, in consultation with the Instructional Quality Commission, to recommend revisions to the visual and performing arts content standards in certain subjects to the state board, and requires the state board to adopt, reject, or modify the recommendations on or before January 31, 2019. Requires the Superintendent, in consultation with the Instructional Quality Commission and the state board, to select a group of experts in visual and performing arts for purposes of assisting the Superintendent in developing recommendations under the bill.

**AB 575 (O’Donnell-D)** Instructional materials: follow-up adoptions. Chapter Number: 550

Summary: Current law requires the State Board of Education to adopt instructional materials for kindergarten and grades 1 to 8, inclusive, and to adopt procedures for the submission of instructional materials, and provides that instructional materials may be submitted for adoption in specified subject areas every 8 years. This bill instead provides that instructional materials may be submitted for adoption at least once but no more than twice every 8 years.

**AB 2016 (Alejo-D)** Pupil instruction: ethnic studies. Chapter Number: 327.

Summary: Requires the Instructional Quality Commission to develop, and the State Board of Education to adopt, modify, or revise, a model curriculum in ethnic studies, and encourages each school district and charter school that maintains any of grades 9 to 12, inclusive, that does not otherwise offer a standards-based ethnic studies curriculum to offer a course of study in ethnic studies based on the model curriculum.

**AB 2063 (Gallagher-R)** Work-based learning opportunities: work experience education and job shadowing. Chapter Number: 72.

Summary: Authorizes work experience education credit to be granted to a pupil who is at least 14 years of age if the principal of the school in which the pupil is enrolled certifies that it is necessary for the pupil’s participation in a career technical education program and also authorizes a pupil to participate in a job shadowing experience for up to 40 hours in a specified period if the principal of the school in which the pupil is enrolled certifies that it is necessary for the pupil’s participation in a career technical education program.

**AB 2546 (Calderon-D)** Pupil instruction: history-social science curriculum framework: financial literacy. Chapter Number: 616

Summary: Current law requires the State Board of Education, concurrently with, but not prior to, the next revision of textbooks or curriculum frameworks in the social sciences, health, and mathematics curricula, to ensure that these academic areas integrate components of, among other things, financial literacy. Notwithstanding that requirement on the state board, this bill requires the commission, when the history-social science curriculum framework is revised after January 1, 2017, to consider including age-appropriate information for kindergarten and grades 1 to 12, inclusive, on financial literacy, as specified.

**AB 2864 (Chau-D)** Pupil instruction: Chinese Exclusion Act of 1882: Chinese Americans’ contributions to establishment of transcontinental railroad. Chapter Number: 648

Summary: Encourages all state and local professional development activities to provide teachers with content background and resources to assist them in teaching about the Chinese Exclusion Act of 1882 and the contributions of Chinese Americans to the establishment of the transcontinental railroad. The bill requires those topics to be considered for inclusion, as provided, when the state board revises and adopts the history-social science curriculum framework on or after January 1, 2017.

**AB 146 (Garcia, Cristina D)** Pupil instruction: social sciences: deportations to Mexico. Chapter Number: 392

Summary: Current law requires the instruction in social sciences, for grades 7 to 12, inclusive, to provide instruction in, among other things, human rights issues, with particular attention to the study of t he inhumanity of genocide, slavery, and the Holocaust, and contemporary issues. This bill would, for purposes of encouraging the incorporation of survivor and witness testimony into the teaching of human rights, include the unconstitutional deportation to Mexico during the Great Depression of citizens and lawful permanent residents of the United States within the definition of human rights.

**AB 220 (Holden D)** Pupil instruction: mathematics: algebra. Chapter Number: 165

Summary: Would require, before a pupil receives a diploma of graduation from high school, that a pupil complete at least one course, or a combination of the 2 courses required for graduation, that meets or exceeds the rigor of Algebra I or Mathematics I, that is aligned to the content standards adopted by the State Board of Education. The bill would provide that a pupil who completes coursework that meets or exceeds the content standards for Algebra I adopted by the state board shall be deemed to have satisfied the graduation requirement.

**AB 224 (Jones - Sawyer D)** Pupils: educational liaison for foster children: notice of educational rights of foster children. Chapter Number: 554

Summary: Would require the State Department of Education, in consultation with the California Foster Youth Education Task Force, to develop a standardized notice of the educational rights of foster children, as specified, and to make the notice available to educational liaisons for foster children for dissemination by posting the notice on its Internet Web site. The bill would also make conforming and non-substantive changes. This bill contains other related provisions.

**AB 288 (Holden D)** Public schools: College and Career Access Pathways partnerships. Chapter Number: 618

Summary: Would authorize the governing board of a community college district to enter into a College and Career Access Pathways partnership with the governing board of a school district with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.

**AB 329 (Weber D)** Pupil instruction: sexual health education. Chapter Number: 398

Summary: Current law, the California Comprehensive Sexual Health and HIV/AIDS Prevention Education Act, authorizes school districts to provide comprehensive sexual health education, consisting of age - appropriate instruction, in any of kindergarten and grades 1 to 12, inclusive, and requires school districts to ensure that all pupils in grades 7 to 12, inclusive, receive HIV/AIDS prevention education, as specified. This bill would revise and recast these provisions to, among other things, integrate the instruction of comprehensive sexual health education and HIV prevention education.

**SB 695 (De León D)** School curriculum: health education: sexual harassment and violence instruction. Chapter Number: 424

Summary: Would require the Instructional Quality Commission to consider including comprehensive information for grades 9 to 12, inclusive, on sexual harassment and violence, as specified, when that health framework is next revised after January 1, 2016. The bill would require the commission, if the commission includes comprehensive information on sexual harassment and violence in the health framework, to comply with specified conditions. This bill contains other related provisions and other existing laws.

**SB 359 (Mitchell D)** California Mathematics Placement Act of 2015. Chapter Number: 508

Summary: Would enact the California Mathematics Placement Act of 2015. The bill would require governing boards or bodies of local educational agencies, as defined, that serve pupils entering grade 9 and that have not adopted a fair, objective, and transparent mathematics placement policy as of January 1, 2016, to, before the beginning of the 2016 - 17 school year, develop and adopt, in a regularly scheduled public meeting, a fair, objective, and transparent mathematics placement policy for pupils entering grade 9 with specified elements.

### Educational Services

**AB 2615 (Wood-D)** After school programs. Chapter Number: 470

Summary: Current law establishes the 21st Century High School After School Safety and Enrichment for Teens program, under the administration of the State Department of Education. This bill, among other things, authorizes a school program participating in the state program to charge family fees, as specified; authorizes the department to withhold or terminate grant allocations that do not comply with specified reporting requirements required by the department; and allows participating school programs to transfer program services to another school site within the same local educational agency under specified circumstances.

**AB 854 (Weber D)** Educational services: pupils in foster care.

Summary: Would establish, commencing with the 2015 - 16 fiscal year and for each fiscal year thereafter, the Foster Youth Services Coordinating Program, to be administered by the Superintendent, as specified, to coordinate and ensure that local educational agencies within its jurisdiction are providing services to foster youth pupils pursuant to a foster youth services coordinating plan with the purpose of ensuring positive educational outcomes. This bill contains other related provisions and other existing laws.

**AB 1369 (Frazier D)** Special education: dyslexia. Chapter Number: 647

Summary: Would require the Superintendent of Public Instruction to develop, and to complete in time for use no later than the beginning of the 2017 - 18 academic year, program guidelines for dyslexia to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia, and to plan, provide, evaluate, and improve educational services, as defined, to pupils with dyslexia. This bill contains other related provisions and other existing laws.

**SB 445 (Liu D)** Pupil instruction and services: homeless children: foster children. Chapter Number: 289

Summary: Would require a local educational agency serving a homeless child, once a child becomes a homeless child, to allow the homeless child to continue his or her education in the school of origin through the duration of the homelessness, and would set forth related requirements governing the enrollment of homeless children. By imposing additional duties on local educational agencies, the bill would impose a state - mandated local program. This bill contains other related provisions and other existing laws.

**SB 451 (Lara D)** Pupil instruction and services: educational counseling. Chapter Number: 539

Summary: Would state the Legislature's intent that school counselors also perform specified other functions and services to support pupil learning and achievement and would specify that educational counseling may also include counseling in specified other areas, including, but not limited to, individualized review of a pupil's career goals. The bill would require professional development related to career and vocational counseling to include strategies for counseling pupils in specified areas. The bill would make a conforming change by deleting a provision relating to school counselors providing services prior to January 1, 1987.

## **Assessment & Accountability Legislation**

**Pupil Testing & Accountability**

**SB 725 (Hancock D)** Pupil testing: high school exit examination: exemption. Chapter Number: 225

Summary: Would provide that the high school exit examination shall not be required as a condition of receiving a diploma of graduation or a condition of graduation from high school for a pupil completing grade 12 in 2015 and who has met all other high school graduation requirements. This bill contains other related provisions.

**SB 172 (Liu D)** Pupil testing: high school exit examination: suspension. Chapter Number: 572

Summary: Would suspend the administration of the high school exit examination and would remove the high school exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school for e ach pupil completing grade 12, for the 2015 - 16, 2016 - 17, and 2017 - 18 school years. This bill contains other related provisions and other existing laws.

**SB 232 (Hall D)** School accountability: California Collaborative for Educational Excellence: state administrator. Chapter Number: 142

Summary: Current law establishes the California Collaborative for Educational Excellence for purposes of advising and assisting school districts, county superintendents of schools, and charter schools in achieving the goals set forth in a local control and accountability plan. Current law authorizes the Superintendent to direct the collaborative to advise and assist a school district, county superintendent of schools, or charter school in specified circumstances, including upon their request. This bill would also authorize the state - appointed administrator of a school district to request the advice and assistance of the collaborative. This bill contains other existing laws.

[Legislative Analyst’s Office on Education](http://www.lao.ca.gov/Policy-Areas?areaId=4) **- Research current, vetoed and passed education legislation.**

# SBE & CDE Update

State board update regarding education, including budget issues.

* [Greatness By Design](http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf) (PDF) The California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC) convened the California Educator Excellence Task Force, which published the report, *Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State (GbD*). The recommendations in this report call for the development of a coherent and stable system of professional learning, a critical factor in improving educator capacity so that all students learn and thrive.
* [Quality Professional Learning Standards (QPLS)](http://www.cde.ca.gov/pd/ps/documents/caqpls.pdf) (PDF) Quality professional learning standards identify characteristics of professional learning that are most likely to support educators in building individual and collective capacity to meet professional, school, and student performance expectations.
* Updated website for all [CDE News in 2016](http://www.cde.ca.gov/nr/ne/yr16/).
* [2016 Instructional Quality Commission](http://www.cde.ca.gov/be/cc/cd/iqcgoals2016.asp) goals from the SBE outline [summarize]. The schedule for the 2017Instructional Quality Commission is available [here](http://www.cde.ca.gov/be/cc/cd/iqcmeetingdates017.asp) .

# Funding, Finance, & Accountability

##

## **Local Control Funding Formula (LCFF)**

Prior to the adoption of the Local Control Funding Formula, California’s school finance system had become overly complex, administratively costly, and inequitable. There were many different funding streams, each with their own allocation formula and spending restrictions. The system was state‐driven, interfering with the ability of local officials to decide how best to meet students’ needs. Further, scholarly research and practical experience both indicated that low‐income students and English language learners come to school with unique challenges and often require supplemental instruction and other support services to be successful in school. Yet, the finance system did not address these issues.

In recognition of the challenges that characterized this system of school finance, the 2013 Budget Act established the Local Control Funding Formula. This new formula expands local control, reduces state bureaucracy, and ensures that student needs drive the allocation of resources. The new funding formula also promises increased transparency in school funding—empowering parents and local communities to access information in a more user‐friendly manner and enhancing their ability to engage with their local governing board regarding school financial matters.

The Local Control Funding Formula includes the following major components:

A base grant for each local education agency equivalent to $7,829 per unit of average daily attendance (ADA), inclusive of the application of 2014‐2015 and 2015‐2016 cost‐of‐living adjustments. This amount also includes an adjustment of 10.4 percent to the base grant to support lowering class sizes in grades K‐3, and an adjustment of 2.6 percent to reflect the cost of operating career technical education programs in high schools. According to CDE, the base grants areas follows: In 2015-2016, the base grants per ADA are as follows: (a) grades K-3 $7,810, (b) grades 4-6 $7,189, (C) grades 7-8 $7,403, (d) grades 9-12 $8,801

A 20‐percent supplemental grant for English learners, students from low‐income families, and youth in foster care to reflect increased costs associated with educating those students.

An additional concentration grant of up to 22.5 percent of a local education agency’s base grant, based on the number of English learners, students from low‐income families, and youth in foster care served by the local agency that comprise more than 55 percent of enrollment.

An Economic Recovery Target to ensure that almost every local education agency receives at least their pre‐recession funding level, adjusted for inflation, at full implementation of the Local Control Funding Formula. The Budget provides an investment of $6 billion in the Local Control Funding Formula, enough to cover 50% of the remaining funding gap.

To provide further funding certainty for school districts, the Administration proposes legislation to create a continuous appropriation for Local Control Funding Formula funding, ensuring that the formula continues to be implemented on schedule in future years.

[FCMAT / CSIS Course Catalog](http://csis.fcmat.org/Pages/Course-Catalog.aspx)

[FCMAT / CSIS Self Paced Training](http://csis.fcmat.org/Pages/Self-Paced-Training.aspx)

One of the key concepts of the Governor’s proposed Local Control Funding Formula is that school districts will receive additional funding to serve students who are identified as eligible for free- and reduced-price meals, English learners or foster youth. Based on an unduplicated count of these students, the Governor proposes that districts will receive supplemental funding equal to 35% of the base funding rate. In 2015-2016, the base grants per ADA are as follows: (a) grades K-3 $7,810 (b) grades 4-6 $7,189, (c) grades 7-8 $7,403, (d) grades 9-12 $8,801. In other words, at the high school level, appropriately identifying a student as free- and reduced-price meal eligibility would be worth $3,080 per student in additional funding for the district.

Further, the Governor proposes that school districts receive another adjustment of 35% as a “concentration” grant for those eligible students in excess of 50% of the district’s enrollment. For example, if a district had 60% of its students eligible as EL, free- and reduce-price meal, or foster youth, the concentration grant adjustment would apply to 10% of the students—those in addition to the 50% mark. For those students at the high school level, a district would receive an additional $3,080—meaning that each such student generates an additional $6,160 (the supplemental grant plus the concentration adjustment).

These funding supplements will depend on data submitted and reported through the CalPADS system. Given the amount of funding at stake, it makes sense that school districts should work this spring to ensure that their understanding of the process, and procedures for validating and reporting data, are accurate. The California Student Information System (CSIS) encourages local district staff to take their Data Management online training sessions if they are interested in best practices.

One session is entitled, “K12 Educational Data Management Overview” and another entitled, “K12 State Reporting Overview for Administrators.” Another session is entitled, “Road Map for the School Year” which provides a high-level description of reporting requirements for the current school year including changes in the statewide systems, lessons learned and best practices for state reporting.

The Fiscal Crisis and Management Assistance Team (FCMAT) has produced the LCFF FCMAT Calculator (Excel) with the California Department of Education to support the state’s transition to LCFF. The calculator is designed to help districts and charter schools in budget development and fiscal projections. To access the calculator, click on the link: [FCMAT LCFF Calculator](http://fcmat.org/local-control-funding-formula-resources/)

### LCFF Reports

The [2020 Vision: Rethinking Budget Priorities Under the LCFF](http://www.edpolicyinca.org/publications/2020-vision-rethinking-budget-priorities-under-lcff) report and video presentation from PACE provides research-based strategies for LCFF implementation. Their simple three key principle approach underscores long-term strategy for improvement throughout the education system.

* [EdSource LCFF Guide](http://edsource.org/publications/local-control-funding-formula-guide#.Uu_vd3nIYYU)
* [LCFF Commentary from Educational Leaders](http://edsource.org/topic/lcff)
* [Legislative Analyst Office: An Overview of the Local Control Funding Formula](http://www.lao.ca.gov/reports/2013/edu/lcff/lcff-072913.pdf)
* [Implementing the LCFF](http://laschoolreport.com/wp-content/uploads/2015/06/UC-Berkeley-United-Way-Research-Findings-on-LAUSD-budget-June-15-2015.pdf), a report from research findings from the University of California, Berkeley.
* [Implementing LCFF: Early Lessons from the Field](http://cacollaborative.org/sites/default/files/CA_Collaborative_LCFF_1.pdf) A policy brief from AIR.
* Leveraging the LCFF for Early Learning: “[Making the Case for Early Learning and Development in Your School District](https://dl.dropboxusercontent.com/u/84180211/CN-ELD-LCFF.pdf),” an education primer from Ch1ldren Now

### LCFF Resources

* EdSource reports compile a list of LCFF resources. This [LCFF resource archive from EdSource](http://edsource.org/2014/resources-help-decipher-the-new-education-funding-formula/62730) covers topics like primers in LCFF basics tools and primers, planning checklists, and tools for engaging parents.
* [Promoting Success for Dual Language Learners](https://edsource.org/wp-content/uploads/2016/06/Promoting-Success-For-Dual-Language_Learners-2016.pdf), and a concise [interactive timeline history of school finance reform](http://embed.verite.co/timeline/?source=0AnZDmytGK63SdEJhSFR2MkdTNk94ZHRsa0poYjNxcmc&font=Bevan-PotanoSans&maptype=toner&lang=en&width=1000&height=700) in California. [Insert Images]
* [California School Boards Association (CSBA) LCFF Toolkit](https://www.csba.org/GovernanceAndPolicyResources/FairFunding/LCFFToolkit.aspx)
	+ School Board LCFF Study Session Checklist: [School Board Study Session Checklist](https://www.csba.org/GovernanceAndPolicyResources/FairFunding/~/media/CSBA/Files/GovernanceResources/EducationIssues/FairFunding/LCFF/Sample_LCFF_Board_Study_Session_Outline_103113.ashx)
* [Impact of Local Control Funding Formula on Board Policies](https://www.csba.org/GovernanceAndPolicyResources/DistrictPolicyServices/~/media/CSBA/Files/GovernanceResources/PolicyNews_Briefs/LCFF/201311PBImpactofLCFFonBoardPolicies.ashx) from CSBA (2013)

### LCFF State Resources

* [An Overview of the Local Control Funding Formula](http://www.lao.ca.gov/reports/2013/edu/lcff/lcff-072913.pdf) from LAO
* [CDE LCFF main page](http://www.cde.ca.gov/fg/aa/lc/)
* To receive updates regarding the LCFF via e-mail notification, subscribe to the LCFF listserv by sending a "blank" message to join-LCFF-list@mlist.cde.ca.gov. (To unsubscribe, send a "blank" message to unsubscribe-LCFF-list@mlist.cde.ca.gov.)

[**Ed-Data – Online School Data Resource**](http://www.ed-data.k12.ca.us/Pages/Home.aspx)

Fiscal, Demographic and Performance Data on California’s K-12 Schools. An Education Data Partnership with CDE, EdSource and FCMAT. Review district expenditures by object code. Quickly access 2013-2014 county, district, and school level demographic data such as % low income and % EL students. Districts FRMP eligibility CALPADS data will be used for purposes of local control funding (LCFF).

### LCFF Legislation and Regulations

An analysis of the 2014 November adopted LCFF Regulations can be found [here](https://www.csba.org/GovernanceAndPolicyResources/FairFunding/~/media/CSBA/Files/GovernanceResources/EducationIssues/FairFunding/LCFF/201411_SBEAgendaNov14item14a2.ashx).

* [The California Local Control Funding Formula (LCFF) State Priorities Snapshot](http://ias.cde.ca.gov/lcffreports) (Snapshot) makes available three years of data on schools in three state priority areas: student achievement, student engagement, and school climate. ([November 2016 CDE News Release](http://www.cde.ca.gov/nr/ne/yr16/yr16rel77.asp).) The Snapshot includes contact info, as well.
* [**LCFF Resource (WestEd)**](http://lcff.wested.org/) LCFF Channel from WestEd. The CDE partnered with WestEd to provide information and guidance on the LCFF. Information in link.

[**LCAP Approval Manual**](http://ccsesa.org/special-projects/lcap-approval-manual/)

* CCSESA released the 2016-17 Edition of the Local Control and Accountability Plan (LCAP) Approval Manual for County Superintendents in January of 2016. The manual is intended to provide guidance to county superintendents as they review school district LCAPs. The “Dual Approval Process” flow chart is also now available. Each year, county superintendents and school districts are advised to work cooperatively to seek clarification by August 15th, submit LCAP recommendations and amendments by September 15th, and finalize approval of both the district budget and LCAP by October 8th. The manual reflects a collaborative effort within CCSESA, and with State Board of Education and California Department of Education staff, in particular, with the leadership of BASC and CISC in working through the many detailed issues and preparing this comprehensive manual.

The LCFF legislation and a set of revisions were signed by the Governor on July 1, 2013. Additional cleanup legislation was signed on September 26, 2013 and June 20, 2014.

[LCFF legislation, Chapter 47, Statutes of 2013 (AB 97)](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB97&search_keywords=)

[LCFF revisions, Chapter 49, Statutes of 2013 (SB 91)](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB91&search_keywords=)

[LCFF revisions, Chapter 357, Statutes of 2013 (SB 97)](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB97&search_keywords=)

[LCFF revisions, Chapter 33, Statutes of 2014 (SB 859)](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB859&search_keywords=)

The State Board of Education has adopted regulations for the implementation of various components of the LCFF.

[LCFF Expenditure of Funds (Title 5, Division 1, Chapter 14.5)](https://govt.westlaw.com/calregs/)

[LCFF Regulations](http://www.cde.ca.gov/fg/aa/lc/documents/lcffregulations.doc) (DOC; Posted 06-Mar-2015)

[LCFF Expenditure of Funds, Local Control and Accountability Plan template (Title 5, Division 1, Chapter 14.5)](http://www.cde.ca.gov/fg/aa/lc/documents/approvedlcaptemplate.doc) (DOC; Updated 13-Jan-2015)

[Adding rows for additional Actions and Services to the Goal Table and Annual Update Table within the LCAP template](http://www.cde.ca.gov/fg/aa/lc/documents/addrowstolcap.doc) (DOC; Posted 13-Jan-2015)

* [LCFF K-3 Grade Span Adjustment (Title 5, Division 1, Chapter 14.6)](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I4DFD25A0C28D11E38DBAC7149AD3176B&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default))
* [Newly adopted 2015 LCAP template and expenditure regulations](https://www.csba.org/GovernanceAndPolicyResources/FairFunding/~/media/CSBA/Files/GovernanceResources/EducationIssues/FairFunding/LCFF/201411_SBEAgendaNov14item14a2.ashx)

# Local Control Accountability Plan (LCAP)

* [2015-2016 LCAPs: Transitioning to Permanent Regulations](http://www.cde.ca.gov/fg/aa/lc/documents/jan2015webinar-at.pdf) a presentation from Tom Torlakson.
* The National PTA organization provides a PTA National Standards [guide](http://www.pta.org/files/National_Standards_Assessment_Guide.pdf) focused on Family-School Partnerships. This assessment guide is useful in addressing policies programs in place that fulfill the seventh LCAP priority.
* EdSource reports compile a list of excellent LCAP resources. This [LCAP resource archive from EdSource](http://edsource.org/2014/resources-help-decipher-the-new-education-funding-formula/62730) covers topics like LCAP building tools, how-tos and checklists, and more.

### LCAP Reports

* [Review of School Districts 2014-2015 Local Control and Accountability Plans](http://www.lao.ca.gov/reports/2015/edu/LCAP/2014-15-LCAP-012015.pdf) from the Legislative Analyst’s Office (LAO)

### LCAP Resources

* The CDE’s [State Priority Related Resources](http://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp) provides a library of online and print resources aligned with each of the eight state priorities. This tool is designed to assist LEAs in addressing each of the state priorities when constructing LCAPs.
* [WestEd's and the State Board of Education's LCFF Resource Site](https://lcff.wested.org/) offers numerous high quality resources that complement the CDE’s information on local implementation. Key resources include news and update feeds on LCFF topics ([LCFF Reading Room](https://lcff.wested.org/category/reading-room/)).
* LCAP Electronic template: [Local Control and Accountability Plan (LCAP) Electronic Template](http://www.cde.ca.gov/fg/aa/lc/etemplate.asp)
* The Hexagon Tool is designed to help states, districts, and schools appropriately select evidence-based instructional, behavioral, and social-emotional interventions and prevention approaches by reviewing six key factors in relation to the program or practice under consideration. [Hexagon Tool](http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-TheHexagonTool.pdf)

[FAFSA Completion by High School](https://studentaid.ed.gov/about/data-center/student/application-volume/fafsa-completion-high-school)

Data reflect the number of submitted and completed FAFSAs among first-time filing FAFSA applicants for all California High Schools (national resource) no older than 18 who will have received their high school diploma by the start of the school year to which they are applying for aid. For each high school, the number of submitted and completed applications is reported for the current application cycle (2016-2017) and the same time period last year for the previous application cycle (2015-2016).

[Pathways to Postsecondary Success Policy Report](http://pathways.gseis.ucla.edu/publications/201304_FinancialAidPR.pdf)

Research has shown that completion of the Free Application for Federal Student Aid (FAFSA) correlates to significant increases in college enrollment. The US Department of Education has created an online tool to assist high schools in tracking FAFSA completion rates in order to increase FAFSA completion and improve access to college.

“We know that completing a FAFSA is a critical component of accessing higher education, and this data will be a key tool for high school guidance counselors and local officials,” said U.S. Secretary of Education Arne Duncan. “We hope that by providing this resource in the heart of FAFSA filing season we can empower school leaders as they assist students and families in preparing for college.”

**California County Superintendents’ Educational Services Association (CCSESA) Resources**

CCSESA Teaching and Professional Development Modules - [Teaching & PD Resources](http://ccsesa.org/special-projects/tk-professional-development-modules/)

Social Emotional Development

English Language Arts

Mathematics

Visual and Performing Arts

Physical Education

### School Climate Resources

* [A Model for LCAP - School Climate for Design](http://schoolclimateconnection.org/blog/a-model-for-lcap-californias-safe-and-supportive-schools/)
* [Assessing School Climate: California School Climate, Health, and Learning Surveys](http://kern.org/wp-content/uploads/sites/11/2014/02/CSCHLS_ClimateLCAP-20140203.pdf)
* [School Climate Resources](http://community-matters.org/research-and-results/tools-resources)
* [Safe and Supportive Schools](http://www.cde.ca.gov/ls/ss/se/safesupportive.asp)
* [Legislative Analyst’s Office on Education](http://www.lao.ca.gov/Policy-Areas?areaId=4) - Research current, vetoed and passed education legislation.
* [CALPADS: Release of Updated Accountability Data](http://dq.cde.ca.gov/dataquest/)
* 2013 AYP and API have been updated. Available on CDE’s [DataQuest.](http://dq.cde.ca.gov/dataquest/)

### LCAP State Resources

* The [Review of LCAPs by CDE](http://www.cde.ca.gov/fg/aa/lc/documents/coelcapreview.pdf) slides provide a visual layout of the LCAP accountability process.
* California [Education Code Section 52065](http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=52001-53000&file=52060-52077) requires that the Superintendent post links to all local control and accountability plans approved by the governing boards of school districts and county boards of education on the Internet Web site of the Department. The CDE is working with county offices of education and school districts to obtain links to their 2014-15 LCAPs, the available documents can be searched through this [database](http://www.cde.ca.gov/fg/aa/lc/documents/calcaplinks.xls) provided by the CDE.
* From the office of the Attorney General, Kamala D. Harris, you can access a [2015 Sample LCAP](https://oag.ca.gov/sites/all/files/agweb/pdfs/tr/draft-sample-lcap.pdf). This guide is helpful in preparing a district's LCAP.
* [LCAP Toolkit for STEM Advocates](http://www.cslnet.org/what-we-do/policy-advocacy/local-control-accountability-plan/) from the California STEM Learning Network
* [LCAP STEM Resources](http://www.cslnet.org/wp-content/uploads/2015/05/Resources-List4.pdf)
* [LCAP Watch](http://lcapwatch.org/) Ed Trust West
* [2015-2016 LCAPs: Transitioning to Permanent Regulations](http://www.cde.ca.gov/fg/aa/lc/documents/jan2015webinar-at.pdf#search=2015-16%20budget%20tables&view=FitH&pagemode=none) a presentation from Tom Torlakson.
* [LCAP Toolkit for STEM Advocates](http://www.cslnet.org/what-we-do/policy-advocacy/local-control-accountability-plan/) from the California STEM Learning Network
* [LCAP Resources](http://www.cde.ca.gov/fg/aa/lc/)The CDE’s [State Priority Related Resources](http://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp) provides a library of online and print resources aligned with each of the eight state priorities. This is an excellent resource tool designed to assist LEAs in addressing each of the state priorities when constructing LCAPs.

### LCAP Funding

* [WestEd’s and the State Board of Education’s LCFF Resource Site](https://lcff.wested.org/) offers numerous high quality resources that complement the CDE’s information on local implementation. Key resources include news and update feeds on LCFF topics ([LCFF Reading Room](https://lcff.wested.org/category/reading-room/)) and LCFF Webinars ([LCFF Channel](http://lcff.wested.org/lcff-channel/lcap-webinars/)).
* The [Review of LCAPs by CDE](http://www.cde.ca.gov/fg/aa/lc/documents/coelcapreview.pdf) slides, provide an excellent visual layout of the LCAP accountability process.
* California [Education Code Section 52065](http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=52001-53000&file=52060-52077) requires that the Superintendent post links to all local control and accountability plans approved by the governing boards of school districts and county boards of education on the Internet Web site of the Department.
* From the office of the Attorney General, Kamala D. Harris, you can access a [2015 Sample LCAP](https://oag.ca.gov/sites/all/files/agweb/pdfs/tr/draft-sample-lcap.pdf). This guide is helpful in preparing a district's LCAP.
* The National PTA organization provides a PTA National Standards [guide](http://www.pta.org/files/National_Standards_Assessment_Guide.pdf) focused on Family-School Partnerships. This assessment guide is useful in addressing policies programs in place that fulfill the seventh LCAP priority.
* EdSource reports compile a living list of excellent LCFF resources. This [LCFF resource archive from EdSource](http://edsource.org/2014/resources-help-decipher-the-new-education-funding-formula/62730) covers topics like LCAP building tools, how-tos and checklists, and more.
* [Review of School Districts 2014-2015 Local Control and Accountability Plans](http://www.lao.ca.gov/reports/2015/edu/LCAP/2014-15-LCAP-012015.pdf) from LAO

# Budget & School Finance

## **Budget Summaries**

* Legislative Analyst’s Report [2016-17 LAO Budget Report](http://www.lao.ca.gov/Reports/2016/3355/prop-98-analysis-021816.pdf) by the numbers
* [Education Budget — CAlEdFacts](http://www.cde.ca.gov/fg/fr/eb/index.asp) provides a summary of the California Education Budget; 2016 *update pending*.
* [CDE’s repository of current and past budgets](http://www.cde.ca.gov/fg/fr/eb/index.asp)
* [California 2016-2017 State Budget](http://www.ebudget.ca.gov/fullbudgetsummary.pdf)
* [2016-2017 Governor’s Budget](http://lao.ca.gov/Budget)
* Includes the historical update that was previously published.
* [California 2016-2017 State Budget](http://www.ebudget.ca.gov/fullbudgetsummary.pdf)
* [2016-2017 Governor’s Budget — LCFF Trailer Bill](http://www.dof.ca.gov/budgeting/trailer_bill_language/education/documents/301LCFFCleanupBill.pdf)

**Budget Resources**

* [The State Budget and Education Funding](http://edpolicyinca.org/events/state-budget-and-education-funding), an archived webinar from PACE and EdSource with Legislative Analyst Mac Taylor, offers an information-rich discussion regarding the 2015-16 state budget and what it means for education funding under LCFF—(May 2015)

### Budget History

The 2013-14 Budget Act enacted the Local Control Funding Formula (LCFF), which subsumed most categorical programs and funding, including the state’s professional development programs. Under the hold-harmless provisions of LCFF, school agencies will continue to receive at least as much state funding as they received in 2012-13, but the spending and program requirements that previously existed have been eliminated. The professional development programs rolled into the LCFF include, among others:

-      Professional Development Block Grant

-      Mathematics and Reading Professional Development

-      Administrator Training Program

-      Peer Assistance and Review (PAR)

-      Certificated Staff Mentoring Program (CSMP)

-      Teacher Credentialing Block Grant Program / Beginning Teacher Support and Assessment Program (BTSA)

-      Bilingual Teacher Training Program (BTTP)

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## **Governor Brown Approves $490 Million for Teacher Training**

Governor Brown signed legislation this week that authorizes $490 million for teacher training in California. School districts will receive funding, based on their number of full-time equivalent certificated staff, for teacher training services.

The chaptered legislation states: "four hundred ninety million dollars ($490,000,000) shall be apportioned to school districts, county offices of education, charter schools, and the state special schools in an equal amount per certificated staff in the 2014-15 fiscal year." The funds can be expended for some of the following purposes: beginning teacher and administrator support and mentoring, professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support and professional development for teachers and administrators.

Districts will be required to (A) develop and adopt a plan delineating how funds allocated pursuant to this section shall be spent, and (B) on or before July 1, 2018, districts will report detailed expenditure information to the State Department of Education, including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development. The State Department will determine the format for the report.

 **$1.25 billion for Common Core State Standards (CCSS) Implementation**

The 2013-14 State Budget provides $1.25 billion in one-time funds to assist LEAs as they implement CCSS. The funds may be expended in 2013-14 or 2014-15 for any purpose related to CCSS professional development, the purchase of CCSS instructional materials, and/or technology enhancement to accommodate CCSS instruction or assessment. School agencies must create a plan for use of the funds prior to spending the funds and must adopt the plan at a public meeting. The funding is distributed based on prior-year enrollment and is approximately $200 per student.

### Federal Funds

Federal funds used to provide the only designated professional development funds. These funds help cover programs such as the California Subject Matter Projects. Professional development requirements are also found within the various federal ESEA programs. For example, LEAs in Program Improvement must reserve 10% of their Federal Title I dollars for professional development to address the areas that caused the district to enter Program Improvement. The money reserved for professional development can serve all schools throughout the district, not just Title I schools.

**Every Student Succeeds Act (ESSA)**

The following guidance is from CDE:

The following guidance supersedes all state and federal laws and regulations beginning in the 2016–17 school year as they relate to SES, Choice, and the related notice to parents. Please note that all LEAs providing SES and Choice during the 2015–16 school year must follow current requirements outlined in ESEA and the *California Code of Regulations*, Title 5 for SES. This guidance is to provide clarity regarding the requirements for SES, Choice, and the related notice to parents for the 2016–17 school year only.

Socioeconomically disadvantaged students attending a Title I school that is in PI Year 2 and beyond are eligible to receive alternative supports for the 2016–17 school year. LEAs who have schools in PI Year 2 and beyond must set aside a reasonable amount of Title I, Part A funds for alternative supports. If an LEA does not have sufficient funds to serve all eligible students, the LEA may give priority to the lowest-achieving PI schools or the lowest-achieving students attending a PI school. An LEA may use assessment scores, grades, teacher evaluations, or another locally defined measure to identify the lowest-achieving eligible students.

Please note that the California Department of Education (CDE) will no longer be establishing or posting a per pupil amount (PPA) as previously done for SES. An LEA may establish its own PPA for alternative supports for the 2016–17 school year.

Alternative supports are supplemental activities designed to increase the academic achievement of socioeconomically disadvantaged students attending schools in PI Year 2 and beyond. Alternative supports shall be locally defined and administered by the LEA to provide a well-rounded program of instruction to meet the academic needs of students.

It is recommended that LEAs implement alternative supports consistent with the following guiding principles:

1. Ensure eligible students have access to research-based curriculum, supplemental materials, grade-level content, or supplemental enrichment services.
2. Align alternative supports to core instruction.
3. Ensure certificated staff members employed by each LEA administer or monitor alternative supports.
4. Design alternative supports that are based on state or local assessments and are tailored to the needs of eligible students.
5. Modify alternative supports based on each LEA’s monitoring and/or data results.
6. Enable all eligible students to participate regardless if the school is a targeted assisted program or a schoolwide program.
7. Leverage existing programs that currently provide successful expanded learning opportunities for students, such as the After School Education and Safety Program.

Alternative supports shall supplement, not supplant, the core instructional program. Expenditures of Title I, Part A funds for alternative supports must be reasonable and consistent with Title I, Part A of ESEA.

Alternative supports include, but are not limited to, any of the following:

1. Academic support offered during school hours, before school, after school, intercession, and/or during summer learning programs.
2. Small group instruction and/or pull out interventions offered during the regular school day.
3. Interventions offered during After School Education and Safety or 21st Century Community Learning Center programs.
4. High quality academic tutoring.
5. Purchasing supplemental materials to support alternative support services.
6. Personnel costs of a crisis, intervention, and/or academic counselor to meet with eligible students.
7. Services and programs that remove barriers to promote academic achievement of eligible students.

Additional [ESSA information](http://www.cde.ca.gov/re/es/essa1617transplan.asp) from CDE.

Questions:   ESSA Team | ESSA@cde.ca.gov | 916-319-0843

**Aligning Common Core Standards and Professional Development Programs**

In September of 2011, AB 250 (Brownley, Chapter 608, Statutes of 2011) was signed by the Governor in an effort to align teacher professional development programs for math and reading to the CCSS adopted in 2010. The State Superintendent of Public Instruction is required to develop professional development modules for teachers, principals and other school leaders based on criteria from the California Standards for the Teaching Profession, and the National Development Council Standards for professional development.

## **Subject Matter Projects**

The California Subject Matter Project (CSMP) is designed to help meet the need for in-depth subject matter and teacher leadership development in California. The CSMP is established and maintained by the Regents of the University of California, with the agreement of a nine-member Concurrence Committee. The state authorization of the subject matter projects was extended with the enactment of SB 232 (Ducheny, Chapter 292, Statutes of 2007), which revised the sunset date for the program from June 30, 2007 to June 30, 2012. SB 612 (Steinberg), Chapter 632, Statutes of 2011, then extended the sunset date until January 1, 2018 and also expanded the number of CSMP.

CSMP receives dedicated federal funds. In addition, the state still provides matching funds of $4.8 million (although it no longer has a separate line item in the budget act).

### Teacher Interns – Alternative Certification Programs

California offered two basic types of internships for prospective teachers, those run by university and district partnerships and those run by school districts. SB 1666 (Alarcon, Chapter 70, Statutes of 2000) established the Teacher Intern Grant in 1998, which increased the current maximum incentive grant funding for school districts operating alternative certification programs to $2,500 per intern, per year. In order to participate in the program, school districts must have provided matching funds equal to 50% of the cost of the alternative certification program.

**California Mathematics and Science Partnership (CaMSP) Grant Program**

The CaMSP grant program is dedicated to increasing the academic achievement of students in mathematics (fifth grade mathematics through Algebra I) and science (grades four through eight) by enhancing the content knowledge and teaching skills of classroom teachers through professional learning activities. NCLB Title II, Part B is the funding source for this in-depth professional development program.

**Teacher Workforce Development Act**

SB 1291 (Evans - Chapter 278, Statutes of 2012), sponsored by the California Teachers Association, changed the California unemployment insurance code to allow teachers who have been laid off to receive unemployment benefits while attending certification training and test preparation in order to fill hard-to-staff teaching vacancies in math, science and special education.

EdSource CA [Education Budget](http://edsource.org/2015/2015-16-state-education-budget-by-the-numbers/81895) by the numbers, with great visualizations

* [California 2016-2017 State Budget](http://www.ebudget.ca.gov/fullbudgetsummary.pdf)
* [Education Budget — CAlEdFacts](http://www.cde.ca.gov/fg/fr/eb/cefedbudget.asp) provides an excellent summary of the California Education
* [CDE’s repository of current and past budgets](http://www.cde.ca.gov/fg/fr/eb/index.asp)
* [Tom Torlakson on Governor Edmund G. Brown’s 2015 budget](http://www.cde.ca.gov/fg/fr/eb/budletter15-16.asp)
* Now available are the [2014-2015 Budget Summary Tables](http://www.cde.ca.gov/fg/fr/eb/budtables14.asp)
* The [2020 Vision: Rethinking Budget Priorities Under the LCFF](http://www.edpolicyinca.org/publications/2020-vision-rethinking-budget-priorities-under-lcff) report and video presentation from PACE provides research-based strategies for LCFF implementation. Their simple three key principle approach underscores long-term strategy improvement throughout the education system.
* [The State Budget and Education Funding](http://edpolicyinca.org/events/state-budget-and-education-funding), an archived webinar from PACE and EdSource with Legislative Analyst Mac Taylor, offers an information-rich discussion regarding the 2015-16 state budget and what it means for education funding under LCFF.

# Program Funding Opportunities

[21st Century Community Learning Centers-Elementary & Middle Schools](http://www.cde.ca.gov/fg/fo/profile.asp?id=3943) (2017-18; Grant)
Deadline established: December 21, 2016
Recipient Amount: $50,000 - $150,000

[21st Century High School After School Safety and Enrichment for Teens](http://www.cde.ca.gov/fg/fo/profile.asp?id=3964) (2017-18; Grant)
Deadline established: December 21, 2016
Recipient Amount: $50,000 - $250,000

[Tobacco-Use Prevention Education: Grades 6-12 Cohort M Tier 2](http://www.cde.ca.gov/fg/fo/profile.asp?id=3920) (2017-18; Grant)
Deadline established: December 16, 2016
The total maximum allowable funding is $45 per student ADA for the full three-year term of the grant. Total funding requested cannot exceed $2 million for each applicant agency.

[Child and Adult Care Food Program](http://www.cde.ca.gov/fg/fo/profile.asp?id=3978) (2016-17; Apportionment)
Applications or other data may be submitted at any time during the fiscal year.
Each program component serves a different population or age group. At-risk afterschool programs must be located in a low income area.

Child and Adult Food Program [Reimbursement Rates](http://www.cde.ca.gov/ls/nu/rs/rates1617.asp)

[Education Technology K-12 Voucher](http://www.cde.ca.gov/fg/fo/profile.asp?id=881) (2006-07; Grant)
Deadline established: June 30, 2018
Recipient amount: $50 - $100 per pupil

[School Nutrition Programs](http://www.cde.ca.gov/fg/fo/profile.asp?id=3979) (2016-17; Apportionment)
Applications or other data may be submitted at any time during the fiscal year.
Agencies are reimbursed for the number and types of meals or pints of milk served, according to the student's household eligibility for free, reduced-price, or paid meals or milk. There is $2,093,630,000 in federal funds and $156,705,000 in state funds available. See current reimbursement rates at <http://www.cde.ca.gov/ls/nu/rs/index.asp>.

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[Summer Food Service Program](http://www.cde.ca.gov/fg/fo/profile.asp?id=3980) (2016-17; Apportionment)
Deadline established: June 1, 2017
Sponsors receive reimbursement based on the number and types of meals served multiplied by the operational and administrative rate. There is $33,000,000 in federal funds available for the SFSP.

# Accountability

In addition to fundamentally restructuring the distribution of funds to California school districts, the Local Control Funding Formula has substantially changed district accountability, moving away from a state‐controlled system that emphasized compliance to a locally‐controlled system focused on improving student outcomes. Local school districts are now empowered to decide the best way to target funds. However, in exchange for that flexibility, districts are required to increase or improve services for English language learners, low‐income, and foster youth students in proportion to supplemental and concentration grant funding they receive through the Local Control Funding Formula. Guiding each school district, county office of education, and charter school through this new process will be locally developed and adopted local control and accountability plans, which will identify local goals in areas that are priorities for the state, including pupil achievement, parent engagement, and school climate.

As the state continues to invest significantly in the Local Control Funding Formula and new locally defined accountability model, the state serves an important role in supporting school districts that struggle to meet state and local expectations through forms of technical support, state guidance and county office supports. Through the newly formed Collaborative for Education Excellence (CCEE), school districts, county offices of education, and charter schools will be able to access advice and assistance necessary to meet the goals laid out in their local accountability plans. The state will continue to measure student achievement through statewide assessments, determine the content of the school accountability report card, and establish policies to implement the federal accountability system.

* [Supporting Continuous Improvement in California’s Education System](http://www.edpolicyinca.org/publications/supporting-continuous-improvement-californias-education-system) in this report Linda Darling-Hammond [affiliation] and David Plank [affiliation] contrast California’s new accountability system with it’s predecessor No Child Left Behind. Given that the new LCFF system is based on reciprocal accountability, the authors highlight the three key goals of the new system and link these to the complementary mechanisms that hold schools and districts accountable.
* [Beyond API: Rethinking Accountability in the LCFF/LCAP Era](http://www.edpolicyinca.org/events/beyond-api-rethinking-accountability-lcfflcap-era) is a conference January 2015 conference organized by PACE that delves into California’s accountability system. Linda Darling-Hammond and David T. Conley discuss the challenges of concurrent LCFF and CCSS implementation with reactions and further discussion from local and state policy makers.
* [Implementation of LCFF and LCAPs](http://www.lao.ca.gov/handouts/education/2015/Overview-of-the-Local-Control-Funding-Formula-and-Local-Control-and-Accountability-Plans-031015.pdf) from LAO
* [California Collaborative for Excellence in Education (CCEE)](http://ccee-ca.org/) resources for continuous improvement across California including guidance on LCAP Rubrics.

# Curriculum and Instruction

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## **Common Core State Standards (CCSS)**

The process of implementing the Common Core State Standards (CCSS) affects every area in education. Increasing the complexity is the need to align CCSS with the LCFF and LCAP and with assessments.

Common Core State Standards represent a sea change in teaching and learning in California’s schools. It changes what students learn, how teachers teach, and how student learning is assessed. It also changes how teachers are evaluated.

In [Implementing Common Core State Standards in California: A report from the Field](http://www.edpolicyinca.org/publications/implementing-common-core-state-standards-california-report-field), conducted, by Stanford’s Milbrey McLaughlin, teachers and administrators expressed a wide range of concerns regarding implementation. One of the most significant findings of the report is that local educators feel unprepared and generally unsupported in their efforts to implement CCSS. The study notes that local leaders lament the absence of local frameworks and a comprehensive vision of teaching and learning. According to the findings, few districts have developed a comprehensive design to inform instruction, and the instructional modules selected by teachers do not always sum to a coherent approach to teaching and learning. At the top of the list of practitioners’ implementation concerns was the availability and quality of CCSS compatible curriculum materials.

In addition to problems related to curriculum development and instructional materials, there were a host of human capital concerns. They included concerns about the capacity of teachers to make the necessary changes and to carry out the kinds of teaching that CCSS requires as well as concerns about district and school leadership in support of those changes. Teachers expressed a lack of confidence in their own skills and knowledge. The concern was echoed in a Public Policy Institute of California (PPIC) survey which found that three-quarters of respondents, including 80 percent of parents, are concerned that teachers are unprepared to implement CCSS. Another critical finding in the McLaughlin study is the uncertainty about the ability of local administrators to design and lead change.

McLaughlin’s study pointed also to three “implementation hot-spots”, implementation issues across multiple school districts. They are the following:

* Middle school curricula and competencies: educational and practical issues associated with the new math curriculum sequence.
* Integration and alignment among and between feeder elementary, middle, and high schools.
* Mathematics as the trouble spot in CCSS; standard will be difficult for teachers to unpack and teach.

Clearly, it will be a challenge to implement CCSS across the state in such a way that it transforms teaching and learning as it is intended to do. One researcher has noted the penchant for purveyors of CCST materials to slap new stickers on old materials and call them “Common Core aligned.”

One of the major issues facing Common Core implementation is the creation of a state- wide support system for LEAs. Just as CCST requires educators to think very differently about teaching and learning, it also required policy makers to think very differently about the relations between policy and practice and to ask the question, “what is the most appropriate and effective role that the state can play in facilitating CCST implantation in schools.”

**CCSS Reports**

* [Implementing Common Core State Standards in California: A Report from the Field](http://www.edpolicyinca.org/publications/implementing-common-core-state-standards-california-report-field) June 2014 PACE Report
* [Designing, leading, and managing the transition to the Common Core — A Strategy Guidebook for Leaders](http://www.edpolicyinca.org/publications/designing-leading-and-managing-transition-common-core-strategy-guidebook-leaders) from PACE January 2014
* [Leadership Planning Guide: Common Cores State Standards and Assessments Implementation](http://edpolicyinca.org/sites/default/files/LeadPlanGuide.pdf), from CCSESA (2013)
* [Mathematics from High School to Community College: Using Existing Tools to Increase College Readiness Now](http://www.edpolicyinca.org/publications/mathematics-high-school-community-college-using-existing-tools-increase-college-readiness-now)
* Degrees of Freedom: Diversifying Math Requirements for college Readiness and Graduation (Report 1 of a 3-part series)
* [Degrees of Freedom: Varying routes to Math Readiness and The Challenge of Intersegmental Alignment (Report 2 of a 3-part series.)](http://www.edpolicyinca.org/publications/degrees-freedom-varying-routes-math-readiness-and-challenge-intersegmental-alignment-report-2-3-part-series)
* [Degrees of Freedom: Probing Math Placement Policies at California Colleges and Universities (Report 3 of a 3-part series)](http://www.edpolicyinca.org/publications/degrees-freedom-probing-math-placement-policies-california-colleges-and-universities-report-3-3-part-series)

### CCSS Resources

* [Achieve the Core](http://achievethecore.org/) includes resources such as [Instructional Practice Guides](http://achievethecore.org/page/969/instructional-practice-guide-list-pg) for the CCSS
* Achieve publishes national and state reports as well as policy briefs, surveys, and whitepapers that focus on preparing all students for college and careers. You can access their searchable [publication repository](http://www.achieve.org/publications?field_publication_topic_tid=14&title=) on CCSS reports.
* [Common Core Informational Handouts from CDE](http://www.cde.ca.gov/re/cc/ccssinfoflyers.asp)
* CDE provides [CCSS Professional Learning Modules for Educators](http://www.cde.ca.gov/re/cc/ccssplm.asp). CDE, with the help of experts, developed professional learning modules to help educators teach the CCSS curriculum to their students.
* Council of Chief State School Officers (CCSSO) on the [College and Career Readiness Standards](http://www.ccsso.org/Resources/Programs/College-_and_Career-Ready_Standards.html).
* PACE in collaboration with CCSESA offered regional CCSS Implementation sessions with distinguished speakers. These videos, reports, tools, and resources are [archived online](http://www.edpolicyinca.org/ccss).
* [Digital ChalkBoard](https://www.mydigitalchalkboard.org/portal/default/Group/Viewer/GroupView?action=2&ql=ccssplms), a Common Core digital tool. The tool includes resources, professional development, and community groups. Includes a repository of resources by topic (over 100,000). “[California’s CCSS Resources](https://www.mydigitalchalkboard.org/portal/default/Resources/ResourceMain?action=2&view=main)” can be accessed on the Resources Page, there are over 70,000 resources for CCSS, sortable by subject, grade, and standard.
* **CDE defines what the** [**Common Core State Standards**](http://www.cde.ca.gov/re/cc/) **are.**
* **Common Core State Standards--**[**The Adoption Process**](http://www.cde.ca.gov/re/cc/ccssadoptprocess.asp)
* **Common Core Videos**
* [Council of the Great City Schools: The Nation’s Voice for Urban Education](http://www.cgcs.org/domain/33)
* C**ommon Core Implementation Video Series**
* The Hunt Institute and the Council of Chief State School Officers (CCSSO)
* To further aid states as they continue to implement the Common Core State Standards (Standards), the Hunt Institute and the Council of Chief State School Officers have commissioned a series of video vignettes that explain the Standards in far greater depth.
* Several of the key Standards writers were asked, in their own words, to talk about how the Standards were developed and the goals they set for all students.
* These videos were developed to help diverse groups – educators, policymakers, parents – better understand the breadth and depth of the Standards and how they will improve teaching, make classrooms better, create shared expectations, and cultivate lifelong learning for all students. The segments are organized into separate Mathematics and ELA sections, and demonstrate critical concepts related to each.
* Access the Common Core Implementation Video Series [here.](http://www.ccsso.org/Resources/Digital_Resources/Common_Core_Implementation_Video_Series.html)

### CCSS State Resources

* [CDE Common Core State Standards](http://www.cde.ca.gov/re/cc/index.asp) main page
* [The CCSS Systems Implementation Guide](http://www.cde.ca.gov/re/cc/ccssguide.asp) provides Seven Strategies throughout the awareness, transition, and implementation phases in adopting the CCSS. This resource from the CDE provides excellent resources and suggestions for LEAs throughout the entire process and beyond.
* [CCSS Resource Clearinghouse](http://www.cde.ca.gov/re/cc/clearinghouses.asp) from the CDE.

The CDE offers the [Common Core Channel](http://www.cde.ca.gov/re/cc/commoncorechannel.asp), which provides videos and accompanying information resources on implementing the CCSS.

[CCSS State Departments of Education Resources - Interactive Map](http://www.commoncoreconversation.com/resources-from-state-ed-departments.html#sthash.WFN9UbuS.dpbs) Interactive map of State Departments’ of Education Common Core Resources

One of the proposed benefits of states’ adoption of shared standards, the Common Core State Standards, is to pool resources and amplify the effects of standards alignment from state to state. To that end, the following links to an interactive map of resources developed by CCSS states within the US.

### Common Core Curriculum Resources

[Achieve the Core](http://achievethecore.org/) offers resources that support the Common Core in American public schools. Some of the resources include ELA/Literacy Lessons, Student Writing Samples and Assessment Resources including before and after literacy shift examples.

Practice Focus: Long Beach USD (CORE District)

The Long Beach Unified School District has done extensive work developing a [Common Core aligned integrated model of literacy,](http://coredistricts.org/wp-content/uploads/2015/06/CORE-Oversight-Panel-Report-SY-201415_LB.pdf) scope and sequence and units of instruction for the elementary, middle school and school grades. These resources are open source, available online to any interested parties.

**Common Core en Español.** 2013. Estándares Estatales Comunes para las Artes del Lenguaje en Español y para la Lecto-Escritura en Historia y Estudios Sociales, Ciencias y Materias Técnicas, California.[Common Core en Espanol](http://mdk12.msde.maryland.gov/share/frameworks/CCSC_EstandaresComunesEstatales.pdf) (accessed October 24, 2013).

Content Standards

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

All of the content standards are posted in PDF and Word format on the CDE Content Standards Web page:

<http://www.cde.ca.gov/be/st/ss/index.asp>

CSMP- California Subject Matter Project

The California Subject Matter Project is a network of nine discipline-based statewide projects that support on-going quality professional development. Activities and programs are designed by university faculty, teacher leaders, and teacher practitioners to improve instructional practices and lead to increased achievement for all students.

<https://csmp.ucop.edu/>

# Standards and Frameworks

The revised timeline and guidelines for the completion of the History-Social Science Framework for California Public Schools. The timeline, which SBE approved, would call for final publication in Winter 2016. The SBE adopted the curriculum framework on July 14, 2016.

The Next Generation Science Standards. After hearing an update on the implementation of the standards, SBE authorized board liaisons and staff to work with CDE to review comments submitted regarding the draft implementation plan and to develop a revised implementation plan. The SBE approved the [NGSS Systems Implementation Plan](http://www.cde.ca.gov/pd/ca/sc/documents/scienceimplementationplan120214.pdf) on November 13, 2014.

[Content Standards](http://www.cde.ca.gov/be/st/ss/index.asp) and [Curriculum Frameworks](http://www.cde.ca.gov/ci/cr/cf/index.asp) from CDE.

### English Language Arts (ELA)/English Language Development (ELD)

* [Press Brief](http://www.cde.ca.gov/nr/ne/yr15/yr15rel63.asp) (Superintendent Tom Torlakson) on updates to ELA/ELD framework — August 2015
* [CDE Chapters for ELA/ELD Framework](http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp), this page includes a list of CDE resources.
* [Resources for Implementing the ELA/ELD Framework (from CDE)](http://www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf)
* [Framework for Raising Expectations and Instructional Rigor for English Language Learners](http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Framework%20for%20Raising%20Expectations.pdf) from the Council of the Great City Schools
* Example Digital ChalkBoard [resource list](https://www.mydigitalchalkboard.org/portal/default/Resources/Browser/ResourceBrowser?owneruid=0&matchedOnly=true&search=&ownergid=0&subject=12&subject=46&action=2&sharegid=0&ownertype=any&excludeRelated=true&type=11&type=12&type=13&type=14&type=15&restrict=isFree%3Dfalse&sortby=view&sortasc=false) searching for ELA/ELD and only those CCSS aligned (12,500 results).
* Video from CDE [Overview of the ELA/ELD Framework](http://www.cde.ca.gov/re/cc/elaeldfwvid.asp).
* Achieve’s searchable [publication repository](http://www.achieve.org/publications?field_publication_topic_tid=All&title=) offers numerous national and state reports, policy briefs, and surveys on [English and Language Arts](http://www.achieve.org/publications?field_publication_topic_tid=64&title=) topics.
* A bi-lingual site for English Learners’ educators and their families <http://www.colorincolorado.org/common-core-and-english-language-learners>

### ELA/ELD Frameworks Selected Citations

Promoting Excellence: Guiding Principles for Educating English Language Learners (2nd ed.). Arlington, VA: The George Washington University Center for Equity and Excellence in Education.<http://ells.ceee.gwu.edu/state.aspx> (accessed October 15, 2015).

### English Language Arts Resources

2000+ Common Core lessons for mathematics and English Language Arts – [Learnzillion.com](http://learnzillion.com/)

Common Core Close Reading exemplars – English Language Arts – [CCSS Close Reading Exemplars](http://achievethecore.org/page/752/featured-lessons)

Anthology Alignment Resources –[Common Core Aligned ELA Lessons by Grade Level](http://achievethecore.org/category/411/ela-literacy-lessons)

Stanford University’s Understanding Language Resource –[Persuasion Across Time and Space: Analyzing and Producing Complex Texts](http://ell.stanford.edu/teaching_resources/ela)

## **Curriculum Frameworks**

## **English Language Arts**

2014 English Language Arts/English Language Development Framework

Assembly Bill 250 (Chapter 608, Statutes of 2011) calls for the revision of the English Language Arts/English Language Development Framework to align with the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and incorporate the 2012 English Language Development Standards.

<http://www.cde.ca.gov/ci/rl/cf/>

# English Language Development Standards

Site for those interested in following the alignment of English language development (ELD) standards with current English language arts standards

<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

**English Language Arts (ELA)/English Language Development (ELD) Resources**

California Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:

<http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>

#

**Recommended Literature List**
Collection of outstanding literature for children and adolescents in grades prekindergarten through grade twelve in all disciplines.
<http://www.cde.ca.gov/ci/cr/rl/>

**California Writing Project**

The California Writing Project is statewide collaborative learning network that serves as a resource for educators of all grade levels (pre-K – university)

<https://csmp.ucop.edu/cwp>

[**Dollar Street**](http://www.gapminder.org/dollar-street/matrix?thing=Families&countries=World&regions=World&zoom=4&row=3&lowIncome=26&highIncome=15000)

A project by Gapminder depicting the homes of people from around the world. Interactive with maps and monthly income levels with descriptions of parental work in different countries.

### State Resources

California Department of Education CCSS ELA Resources –[CDE CCSS ELA Resource Page](http://www.cde.ca.gov/re/cc/elaresources.asp)

California Department of Education English Language Development Resources – [CDE CCSS EL Resource Page](http://www.cde.ca.gov/re/cc/eldresources.asp)

Ethnologue, Languages of the World, a comprehensive reference work cataloging all of the world’s known living languages – [Ethnologue](http://www.ethnologue.com/world)

*Newly Written ELA&ELD Framework Cites Following Resources*

Access these links to visit resources for the newly written English Language Arts and English

Language Development resources for educators.

[ReadWriteThink](http://www.readwritethink.org/), a site that includes lesson plans, student interactives, book lists and instructional strategy guides.

[EQuIP (Educators Evaluating the Quality of Instructional Products)](http://www.achieve.org/EQuIP), a site to help build the capacity of educators to evaluate and improve the quality of instructional materials and increase the supply of lessons and units aligned to the CCSS.

[Edutopia](http://www.edutopia.org/), a site with resources for K-12 educators for  “innovative, replicable and evidence-based strategies that prepare students to thrive in their studies, careers and adult lives.”

[Teaching Channel](https://www.teachingchannel.org/), a video library to help teachers learn new instructional strategies for their own classrooms and reflect on their practices.

[Other CCSS CDE Resources](http://www.cde.ca.gov/RE/cc/)

[Raising the Bar on Instruction](http://raisingthebar.wested.org/)

### Mathematics

PACE created a three-part series on Math Education in California. This series starts a dialogue around how colleges’ expectations shape K-12 math learning. Throughout their discussion research concepts are discussed to address how various math sequences, initiatives, and reforms relate to math readiness among students. The emphasis on connection between K-12 through College and University offer LEAs information regarding mathematics requirements and suggest best approaches to set students up for long-term mathematics success.

Part 1: [Diversifying Math Requirements for College Readiness and Graduation](http://www.edpolicyinca.org/publications/degrees-freedom-diversifying-math-requirements-college-readiness-and-graduation-report-1-3-part-series)Part 2: [Varying Routes to Math Readiness and the Challenge of Intersegmental Alignment](http://www.edpolicyinca.org/publications/degrees-freedom-varying-routes-math-readiness-and-challenge-intersegmental-alignment-report-2-3-part-series), Part 3: [Probing Math Placement Policies at California Colleges and Universities](http://www.edpolicyinca.org/publications/degrees-freedom-probing-math-placement-policies-california-colleges-and-universities-report-3-3-part-series)

* Video from CDE: [Overview of the Mathematics Framework](http://www.cde.ca.gov/re/cc/mathfwvid.asp).
* Achieve’s searchable [publication repository](http://www.achieve.org/publications?field_publication_topic_tid=All&title=) offers numerous national and state reports, policy briefs, and surveys on [Mathematics](http://www.achieve.org/publications?field_publication_topic_tid=63&title=) topics.

# Math Frameworks Selected Citations

Partnership for 21st Century Skills -<http://www.p21.org/>

Math Lesion Study - <http://www.devstu.org/lesson-study>

The Illustrative Mathematics Project -<http://illustrativemathematics.org/>

**Common Core State Standards (CCSS) Mathematics**

California Department of Education CCSS Math Resources — [CDE CCSS Math Resource Page](http://www.cde.ca.gov/re/cc/mathresources.asp)

Georgia Department of Education CCSS Math Resources — [GDE CCSS Math Resources by Grade Level](https://www.georgiastandards.org/Common-Core/Pages/Math.aspx)

University of Arizona – Institute for Mathematics and Education CCSS Math Progressions across grade levels – [Progression Documents for Common Core Math](http://ime.math.arizona.edu/progressions/)

Illustrative Mathematics – Institute of Mathematics and Education – Common Core Standards aligned grade level tasks –[IllustrativeMathematics.org](http://www.illustrativemathematics.org/)

**Inside Mathematics** – a professional resource for education with CCSS aligned mathematics tools for educators at all levels including teachers, coaches, principals and administrators –[**InsideMathematics.Org**](http://www.insidemathematics.org/tools-for-educators)

**TED Talk on Education –** [Rita Pierson: Every kid needs a champion](http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en)

### Next Generation Science Standards

* [NGS Standards](http://www.nextgenscience.org/)
* [NGSS My Digital Chalkboard](https://www.mydigitalchalkboard.org/portal/default/Group/Viewer/GroupView?action=2&gid=1137)
* 9-12 Teaching Channel Video — [Energy and Matter Across Science Disciplines](https://www.teachingchannel.org/videos/cross-discipline-lesson-achieve)
* Kings Canyon Science Demo Center, [K-5 NGSS Resources](http://camsp.kcusd.com/k-5-ngss-landing-page)
* Achieve’s searchable [publication repository](http://www.achieve.org/publications?field_publication_topic_tid=All&title=) offers numerous national and state reports, policy briefs, and surveys on [Science](http://www.achieve.org/publications?field_publication_topic_tid=22&title=) topics.

**Next Generation Science Standards (NGSS) Resources**

[NGSS Online](http://www.nextgenscience.org/next-generation-science-standards)

[Linking NGSS to Mathematics](http://www.nextgenscience.org/sites/ngss/files/Appendix-L_CCSS%20Math%20Connections%2006_03_13.pdf)

[Linking NGSS to Literacy](http://www.nextgenscience.org/sites/ngss/files/Appendix%20M%20Connections%20to%20the%20CCSS%20for%20Literacy_061213.pdf)

### Common Core State Standards (CCSS) Science

CCSS Environmental Curriculum; K-12 Environmental Education Curriculum  –[Education and the Environment Initiative](http://www.californiaeei.org/Curriculum/)

**History and Social Science**

**Common Core State Standards (CCSS) History**

Reading Like a Historian; 73 free secondary school lessons in U.S. and World History  – [Reading Like a Historian](http://sheg.stanford.edu/rlh)

U.S. History Resource; critically read primary sources, critique and construct historical narrative –[Historical Thinking Matters](http://historicalthinkingmatters.org/)

[Long Beach Unified School District CCSS Curriculum Resources by Grade Level](http://www.lbusd.k12.ca.us/Departments/Curriculum/ELA/curriculum_docs.cfm)

Access research-based tools, resources and services to help teachers, schools and districts successfully transition to the Common Core State Standards. The site includes templates, checklists and video exemplars for use in classrooms.

### Next Generation Science Standards

* [NGSS Standards](http://www.nextgenscience.org/)
* [NGSS My Digital Chalkboard](https://www.mydigitalchalkboard.org/portal/default/Group/Viewer/GroupView?action=2&gid=1137)
* Kings Canyon Science Demo Center, [K-5 NGSS Resources](http://camsp.kcusd.com/k-5-ngss-landing-page)

Achieve’s searchable [publication repository](http://www.achieve.org/publications?field_publication_topic_tid=All&title=) offers numerous national and state reports, policy briefs, and surveys on [Science](http://www.achieve.org/publications?field_publication_topic_tid=22&title=) topics.

**Open Educational Resources**

**Banking on Our Future** — An online youth and financial education course for students K-12 – [Banking on Our Future](http://www.operationhope.org/program/pid/1)

[Rubric for Evaluating Open Education Resources](http://www.achieve.org/files/AchieveOERRubrics.pdf)

[About OER (Educause)](http://net.educause.edu/ir/library/pdf/ELi7061.pdf)

**Teaching Resources**

**The Teaching Channel** – Inspiring Video Resource of teachers working in classrooms – [The Teaching Channel](https://www.teachingchannel.org/)

**Literacy Design Collaborative**  – A free collaborative online community of educators sharing CCSS learning modules – [Literacy Design Collaborative](http://www.ldc.org/coretools)

**Lesson Planet** – Common Core Aligned teaching resources – [Lessonplanet.com](http://www.lessonplanet.com/state-standards)

### Career Technical Education (CTE)

[CTE Framework – Grades 7-12](http://www.cde.ca.gov/ci/ct/sf/documents/cteframework.pdf) California CTE Standards and Framework Advisory Group

With information on the following Industry Sectors:

Agriculture and Natural Resources Industry Sector

Arts, Media, and Entertainment Industry Sector

Building Trades and Construction Industry Sector

Education, Child Development, and Family Services Industry Sector

Energy and Utilities Industry Sector

Engineering and Design Industry Sector

Fashion and Interior Design Industry Sector

Finance and Business Industry Sector

Health Science and Medical Technology Industry Sector

Hospitality, Tourism, and Recreation Industry Sector

Information Technology Industry Sector

Manufacturing and Product Development Industry Sector

Marketing, Sales, and Service Industry Sector

Public Services Industry Sector

Transportation Industry Sector

# **Teacher Recruitment and Retention: History and Background**

**Credentialing Standards Overview**

In 1998, the implementation of SB 2042 (Alpert, Chapter 548, Statutes of 1998) redirected state policy concerning assessing the quality of teacher training programs. Previously, Teacher Preparation Institutions had relied only on completion of academic coursework for certification instead of requiring newly trained teachers to demonstrate knowledge of state standards before being placed in the classroom.

Eight years later, the passage of SB 1209 (Scott, Chapter 517, Statutes of 2006) took the next major step towards addressing credentialing issues. This legislation came in response to recommendations from The Center for the Future of Teaching and Learning report The Status of the Teaching Profession 2005, which found that while California had reduced the number of underprepared teachers by half, under-prepared teachers are assigned more often to lower performing schools with high percentages of poor and minority students. Furthermore, the researchers found that California would need to replace at least 100,000 teachers over the next ten years.

The CTC created a website which focuses solely on SB 1209. The website provides informational updates and background information concerning this piece of legislation, including current actions taken by the CTC to comply with the regulations: [**http://www.ctc.ca.gov/educator-prep/SB1209/default.html**](http://www.ctc.ca.gov/educator-prep/SB1209/default.html)

The CTC has worked to: streamline duplicate preliminary credential requirements for new teachers who have completed state adopted credential requirements in another state, consolidate testing requirements for teacher candidates, provide incentives to strengthen preparation of teacher interns and induce experienced teachers to mentor ne teachers.

Most significant to current and prospective teachers may be the provision that deleted the verification of meeting professional growth requirements for the renewal of professional clear credentials, as of January 1, 2007. This includes the 150 clock hours of activities and experience requirement. This change has affected all teaching and service credentials except Child Development Permits.

More recently in 2013, two pieces of legislation were passed that affect teacher credentialing. First, SB 5 (Padilla - Chapter 171, Statutes of 2013), authorized teacher preparation programs to increase their length of study from one year to two years because an increase in the number of content requirements over the last ten years has made it more difficult to complete the program in one year. Second, SB 368 (Pavley - Chapter 717, Statutes of 2013), authorized a Commission on Teacher Credentialing (CTC) to approve special education teacher preparation programs to offer comparability and equivalency for coursework, subject to guidelines issued by the CTC.

### California’s NCLB Teacher Requirements – “Highly Qualified Teacher”

Under the federal No Child Left Behind Act (NCLB) statutes, schools receiving Title I funds must ensure teachers must have:

1.     A Bachelor’s degree

2.     State certification or be enrolled in an alternative credential program

3.     Demonstrated core academic subject matter competence

Core academic subject areas are considered English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history, and geography. Elementary school teachers must demonstrate competence in reading, writing, mathematics and other core areas of the elementary school curriculum. NCLB recognizes two types of teacher assignments: elementary or middle/high school.

[Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad](http://learningforward.org/docs/pdf/nsdcstudytechnicalreport2009.pdf?sfvrsn=0) — This report from the National Staff Development Council reveals the type of high-intensity, job-embedded collaborative professional learning that is most effective and examines information about the nature of successful professional development opportunities in a variety of contexts. The report states, “Professional development is most effective when teachers engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement.”

### Highly Qualified Teachers in Special Settings

In September 2007, the SBE approved the Subject Matter Verification Process for Middle and High School Level Teachers in Special Settings (VPSS). This process allows teachers in special settings, if “highly qualified” in one subject area, to become “highly qualified” in another subject area by completing 72 hours of professional development.

Teachers in special settings are as follows: secondary special education classrooms, alternative education sites including home/hospital programs, necessary small high schools, continuation schools, alternative schools, opportunity schools, juvenile court schools, county community schools, district community day schools, and schools in small rural school achievement program districts.

### Credentials

**Credentials for Special Education Interns/National Board Certification**

AB 239 (Brownley, Chapter 316, Statutes of 2009), sponsored by the CTC, made three changes to current credentialing statutes. It allowed District Intern Programs to offer Education Specialist Credentials in all areas of special education; it authorized the CTC to issue an English Learner (EL) authorization based on National Board Certification in EL; and it authorized the Commission to issue a clear teaching or services credential based on National Board Certification in the California credential area.

**Career Technical Education Credentials**

SB 52 (Scott, Chapter 520, Statutes of 2007) modified the requirements for credentials issued to CTE education teachers.  It requires the CTC to align the credential subject areas to the 15 industry sectors identified in the California Career Technical Education Model Curriculum Standards, thus reducing the number of single subject credentials from more than 175 that currently exist for highly specialized and differentiated areas.

The bill also established an advisory committee to review the new credential requirements and the personalized preparation process, with consideration to the needs of potential part-time CTE instructors. In order to increase the number of CTE teachers, the bill deletes the requirement that CTE teachers pass the state basic skills exam (CBEST).  Standards approved by the CTC in August 2008 are available at: [**www.ctc.ca.gov/commission/agendas/2008-01/2008-01-2j.pdf**](http://www.ctc.ca.gov/commission/agendas/2008-01/2008-01-2j.pdf)

SB 1104 (Scott, Chapter 576, Statutes of 2008) further addressed the CTE single subject issue. This bill repeals the authority of the CTC to issue a 2-year preliminary designated subjects teaching credential and provide that such a preliminary credential is valid for 3 years, renaming it as a 3-year preliminary designated subjects career technical education teaching credential. It also revises renewal requirements. The bill renames the teaching credential for vocational education or adult education as the clear designated subjects adult education teaching credential, making it applicable only to adult education.

Finally, as the Adult Education credential process continues to evolve, AB 1374 (Brownley, Chapter 36, Statutes of 2010) streamlined the requirement for preliminary and clear Designated Subjects Adult Education teaching credentials (DSAE).

### Administrative Credential

Governor Davis signed into law SB 1655 (Scott, Chapter 225, Statutes of 2002), providing alternative routes to obtaining an administrative credential. This program was extended in AB 430 (Nava, Chapter 364, Statutes of 2005).

Specifically, SB 1655 authorizes the CTC to issue two levels of the Administrative Services Credentials through alternate means to candidates meeting certain criteria. The two credentials related to administrative services are the Preliminary Services Credential and the Professional Clear Credential. However, the option for earning a Clear Administrative Services Credential through the SBE-approved Administrator Training Program (ATP) is being phased out. To give individuals sufficient time to meet the requirements and obtain the ATP Certificate of Completion, transition dates were set with a final issuance date of April 1, 2014 for the Clear Administrative Services Credential using the ATP option.

As established by the measure, candidates interested in receiving a Preliminary Services Credential with a specialization in administrative services may do so through alternative means. Candidates must: possess a teaching or services credential; complete a minimum of three years of full time classroom teaching experience; and successfully pass a CTC adopted exam that is aligned to state administrator preparation standards.

The CTC may also issue a Professional Clear Services Credential with a specialization in administrative services to candidates who currently hold or are eligible for a Preliminary Services Credential and who meet any one of the following requirements: successful completion of a CTC accredited program specializing in administrative services and receives a recommendation for this credential from the program; demonstrate mastery of CTC accredited fieldwork performance standards, as well as receives a recommendation from the accredited program; or pass a national administrator performance assessment adopted by the CTC.

### Paraprofessionals

The following are the NCLB requirements for paraprofessionals:

• Any individual employed as a paraprofessional must have earned a high school diploma or its recognized equivalent.  Further, NCLB stipulates that the receipt of such a diploma or recognized equivalent does not satisfy the requirements listed below.

• Any individual employed as a paraprofessional beginning in January 2002, in addition to having

a high school diploma or its recognized equivalent, is also required to have one of the following:

* Completed at least two years of study at an institution of higher education;
* Obtained an associates (or higher) degree; or
* Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment:
* Knowledge of, and the ability to assist in instructing reading, writing and mathematics; or knowledge of, and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.

Any existing paraprofessional employed prior to January 2002, in addition to having a high school diploma or its recognized equivalent, is required to meet one of the above requirements (2 a., b., or c.) by June, 2006.

* The abovementioned allows for a paraprofessional to do all of the following:
* Provide one-on-one tutoring for eligible students as long as the tutoring is not provided at the same time this student would otherwise receive instruction from a teacher.
* Assist with classroom management.
* Provide assistance in a computer laboratory.
* Conduct parental involvement activities.
* Provide support in a library or media center.
* Act as a translator.
* Provide instructional services to students so long as the paraprofessional is working under the direct supervision of a highly qualified teacher.

### Paraprofessional Teacher Training Program (PTTP)

The PTTP is one of many professional development programs that are included in the 2008- 09 budget flexibility package that allowed districts complete flexibility with most categorical funds and assumed them to be in compliance with program requirements. Funds were rolled out to districts to use as they saw fit until the 2013-14 budget year. The 2013-14 Budget Act implemented the Local Control Funding Formula and made those funds permanently flexible.

The PTTP was established to address local employer needs and teacher shortages. The program provides scholarships and other academic support to individuals recruited from paraprofessional positions, seeking a preliminary teaching credential as a K-12 teacher —particularly in the areas of bilingual education, special education, K-3, or in an area of district need. PTTP programs are sponsored by local school districts, county offices of education and/or consortia that apply to the CTC for funding.

### Reading Instruction Competence Assessment (RICA)

In 1996, the enactment of AB 1178 (Cunneen, Chapter 919, Statutes of 1996), required candidates applying for Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials to pass the Reading Instruction Competence Assessment (RICA), an assessment in the area of reading. RICA includes two assessments: (1) the RICA Written Examination and (2) the RICA Video Performance Assessment. Teacher candidates are required to pass either the Written Examination or the Video Performance Assessment.

### CBEST and CSET

SB 1209 (Chapter 517, Statutes of 2006) required the CTC to either modify or consolidate several instructor competency tests in order to reduce the number of tests credential candidates must take. In June 2007, commission staff were struggling to fulfill this requirement. A study session involving a wide variety of stakeholders was convened to consider the implications of modifying the California Subject Examinations for Teachers (CSET): Single Subject tests to assess basic skills and fulfill the requirements of the California Basic Educational Skills Test (CBEST). The session concluded that the CSET and the CBEST are designed to assess different skills; basic skills competence and subject matter competence, and the two tests cannot be combined.

**Out of State Teacher Recruitment**

In 2004, as part of the Williams court case settlement, AB 3001 (Goldberg, Chapter 902, Statutes of 2004) modified reciprocity requirements for the credentialing of out-of-state teachers. The CTC is authorized to grant an appropriate credential to any applicant from another state that has completed at least a comparable or equivalent teacher preparation program that meets California standards. The out-of-state applicant also must meet the requirements of the CBEST.

For out-of-state teachers, the law:

-      Waives the CBEST requirement provided the CTC determines that the teacher licensing body in the other state requires the teacher to demonstrate a level of basic skills comparable to the CBEST

-      Waives the fifth year program requirement provided the CTC determines that the teacher has completed a comparable and equivalent requirement in another state

-      Eliminates the health education requirement

### Collaboration in Education through technology

Profile on Digital Chalkboard “Where California Educators Collaborate” (Sponsored by CDE).

[Education Technology Policy for a 21st Century Learning System](http://www.edpolicyinca.org/publications/education-technology-policy-21st-century-learning-system) from PACE

High speed network 2014-2015 budget allotment: “The budget provides $26.7 million to support network connectivity infrastructure grants and completion of a report on network connectivity infrastructure. Priority for grants would go to the LEAs that are unable to administer computer-based assessments at the school site” from [CDE](http://www.cde.ca.gov/fg/fr/eb/cefedbudget.asp).

[Announcement](http://www.cde.ca.gov/nr/ne/yr14/yr14rel99.asp) about Quality Schools Framework, according to Torlakson: “This Web-based tool will help administrators improve teacher training, testing, budgeting, parent participation, and other aspects of school operations.” See this section below.

Online tools from the [California Comprehensive Center](http://cacompcenter.org/), an online resource from the CDE, AIR, and WestEd. The California Comprehensive Center offers technical support on the following three areas: 1) Quality Schooling Framework to guide, motivate, and support effective instruction and student outcomes; 2) planning and successful implementation of Common Core State Standards; 3) educator excellence; and 4) increased capacity to support productivity effectiveness and efficiency.

# Evaluation & Assessment

### Principal Evaluation

SB 1292 (Liu, Chapter 435, Statutes of 2012) authorized school districts to evaluate new principals during their first and second year of employment and then determine the frequency of subsequent evaluations. School district governing boards are also authorized to identify who conducts school principal evaluations. Furthermore, SB 1292 establishes criteria for principal evaluations based on the California Professional Standards for Educational Leaders (CPSELs) and measures of student growth in an administrator’s school. The bill provides that a quality school principal evaluation may include, but not be limited to the following evidences: 1) student academic growth based on multiple measures, as specified; 2) effective and comprehensive teacher evaluations, as specified; 3) culturally responsive instructional strategies to address and eliminate the achievement gap; 4) analysis of quality instructional strategies and effective feedback that leads to instructional improvement; 5) high expectations for all pupils and leadership to ensure active pupil engagement and learning; 6) collaborative professional practices for improving instructional strategies; 7) effective school management, as specified; 8) meaningful self-assessment to improve as a professional educator, as specified; and 9) consistent and effective relationships with pupils, parents, teachers, staff and other administrators.

Due to funding concerns, SB 1292 set up a voluntary system for statewide evaluations. This bill, therefore, does not fulfill the federal government’s ESEA waiver requirements for a mandatory statewide evaluation system. School districts may determine whether to implement their principal evaluations to align with criteria outlined in the bill or by some other criteria. The bill was intended to provide the foundation and direction for the development of a principal evaluation system. In the meantime, it merely requires that principals be evaluated but offers limited direction as to how this evaluation should take place.

### Teacher Performance Assessment

SB 1209 required, beginning in 2008, all candidates for a preliminary Multiple and Single Subject Teaching Credential to pass an assessment of their performance teaching K-12 public school students as part of the requirements for earning a teaching credential. The assessment is designed “to measure the candidate’s knowledge, skills and ability with relation to California’s Teaching Performance Expectations (TPEs), including demonstrating his/her ability to appropriately instruct all K-12 students in the Student

Academic Content Standards.” There are three approved teaching performance assessment models, each of which requires candidates to complete a set of tasks related to subject-specific pedagogy, designing and implementing instruction and student assessment, and a culminating teaching experience or event. Candidate performances are scored by trained assessors against one or more rubrics that describe levels of performance relative to each task/activity.

### Reading Instruction Competence Assessment (RICA)

In 1996, the enactment of AB 1178 (Cunneen, Chapter 919, Statutes of 1996), required candidates applying for Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials to pass the Reading Instruction Competence Assessment (RICA), an assessment in the area of reading. RICA includes two assessments: (1) the RICA Written Examination and (2) the RICA Video Performance Assessment. Teacher candidates are required to pass either the Written Examination or the Video Performance Assessment.

### CBEST and CSET

SB 1209 (Chapter 517, Statutes of 2006) required the CTC to either modify or consolidate several instructor competency tests in order to reduce the number of tests credential candidates must take. In June 2007, commission staff was struggling to fulfill this requirement. A study session involving a wide variety of stakeholders was convened to consider the implications of modifying the California Subject Examinations for Teachers (CSET): Single Subject tests to assess basic skills and fulfill the requirements of the California Basic Educational Skills Test (CBEST). The session concluded that the CSET and the CBEST are designed to assess different skills; basic skills competence and subject matter competence, and the two tests cannot be combined.

**Teacher Incentives**

In 2000, in an effort to help meet teacher recruitment needs, the state enacted a significant teacher retention and recruitment package, SB 1666 (Alarcon, Chapter 70, Statutes of 2000), which provided numerous teacher incentives, including removing restrictions on retired teachers re entering the profession, improving financial aid options for prospective teachers, and increasing funding to the Teacher Intern Program and the National Board Certification Incentive Program. Most of these programs are now suspended or eliminated.

**Teacher Dismissal**

AB 375 (Buchanan, 2013), authored and sponsored by the California Teachers Association, dealt with teacher suspensions and dismissals. With a strong effort from representatives of school districts, county offices of education and statewide management associations, as well as support from business-sponsored education organizations, Governor Jerry Brown was persuaded to veto AB 375. Perhaps the most significant provisions of the bill were the creation of new deadlines for completion of a dismissal hearing. AB 375 would have required a dismissal hearing to be commenced within six months of the request for a hearing, unless an Administrative Law Judge (ALJ) found that “extraordinary circumstances” justify an extension of time.  Opponents noted that new procedural requirements, and more importantly past experience with scheduling these hearings with the Office of Administrative Hearings (OAH), suggested that meeting the new deadline was unlikely, particularly in the more complicated (and more egregious) cases. The bill did not specify what would happen if the new “extraordinary circumstances” standard was not met, leaving the door open for an interpretation that would terminate the proceeding and require a re-filing of the dismissal case.

### Professional Development

In SB 590 (De León), the issue of professional development for classified employees was visited. This bill requires a local education agency, if it expends funds for professional development for any school site staff, to consider the professional development needs of classified school employees. Classified employees include paraprofessionals, healthcare professionals, office staff, custodians, bus drivers and more. Currently the state does not fund professional development training programs for classified employees.

**What the Research says**

School leaders are faced with many options for professional development (PD) programs, that range in focus from leadership to subject matter and promise results for students, teachers, and schools. However, when attempting to make decisions about which PD programs to implement, school stakeholders rarely share the same conception of how PD works, how it improves teacher learning and how it impacts teacher practice and school environments.  Here we attempt to outline the program goals, structures, and elements that have been demonstrated to deliver lasting positive outcomes for students and to highlight those that have not.

Less effective PD models are designed to operate as follows:

* PD coach helps teachers learn
* Teachers change their practices
* Students learn more, better

Effective PD models operate more recursively:

PD coach works with teachers to collaboratively identify areas of challenge and growth

1. Teachers implement their own insights in the classroom
2. Students learn more, better
3. Teachers return to PD coaches and collaborative groups to discuss implementation results
4. Collaborative groups refine practices
5. Teachers implement refined practices
6. Students learn more, better.

PD programs for teachers generally help teachers to develop strengths in the following four pedagogical technique areas; areas that teachers must continually and simultaneously address:

* Portraying curricular content so that naive minds can understand it.
* Containing unwanted student behavior and fostering non-cognitive skills such as perseverance and self-regulation.
* Enlisting student participation.
* Exposing student thinking in order to understand what they have understood or need to understand.

PD programs use one of four approaches to help teachers enact new ideas (Adapted from Kennedy (2016). The following list of PD approaches includes descriptions:

**Prescription**

Explicit directions about how to address a specific teaching challenge — *least flexible, least independent*.

**Strategies**

Learning goal defined with strategy choices to get there—*flexible, independent*.

**Insight**

Changing the way teachers understand and interpret classroom situations so that they can change how they respond—*more flexible, more independent*.

**Presenting knowledge**

Provides a course or book that introduces a body of knowledge without requiring or requesting action—*most flexible, most independent***.**

**The best PD programs:**

* Use coaches for collaboration and problem solving on the above pedagogical technique areas. Like a good therapist, effective coaches ask questions to guide teachers toward their own insights based in their own practice.
* Use Professional Learning Communities to engage teachers in co-creating learning and action (e.g. reading about effective practice and making their own decisions about classroom implications together).
* Randomly assign tasks to volunteer participants who have expressed interest in participating. Mandated assignments lead to near 0 effect as compared to groups with no PD (Kennedy, 2016).
* Use online discussion forums and in-person meetings
* Address at least one of the above 4 pedagogical technique areas listed above.
* Use a combination of the “strategies”, “insights”, and “presenting knowledge” approaches.
* Have PD facilitators who view teachers as colleagues working together to develop new teaching strategies.
* Use PD professionals with extensive experience working with teachers. It is best if they have worked in the community or in a nearby community.
* Foster lasting relationships with PD professionals. The same people work in multiple schools or across adjoining districts. They are familiar faces and are available for follow-up.
* Base programming on a clear, respectful, and nuanced understand of teacher roles, motivations, and learning styles.
* Measure PD program outcomes by monitoring student learning for 1-2 years *after* the end of the PD program.
* Sustain learning through a continuous cycle of follow-up, feedback, and reflection. This is to mitigate “enactment”, whereby teachers learn one new idea or methodology outside of the classroom but continue to enact their previous mode of operating within the classroom.
* Are built around the specific needs of the teachers in collaboration and reflect the culture and climate of the school context.

***See Kennedy (2016), Loughran (2014), Hirose et. al (2015), Akiba & Wildonson (2015), Stansbury (2012), Morrison (2015), Avalos (2011).***

Less effective professional development programs (See Kennedy (2016), Hirose et. al (2016)):

* Use the “prescriptive” approach: Tell teachers what to do, when, and how to do it.
* Focus only on subject matter knowledge without addressing one or more of the above pedagogical techniques.
* Have facilitators who do not treat teachers as peers.
* Use PD coaches who do not understand the school culture and climate.
* Are designed, organized, or presented as remedial for underperforming teachers
* Are mandatory.
* Focus on a set of design features. There is no best program or type of program. Out of the box programs appear easy but show few positive results.

***See Kennedy (2016), Hirose et. al (2015)***

* PD is continuous and ongoing. A school district can hire PD coach(es) and have them rotate throughout the schools with both formal, scheduled follow-up for skills consolidation and informal engagement opportunities for teachers’ continued development and growth. The actual number of hours face-to-face have not been demonstrated as more effective. Availability for immediate engagement when a teacher is in a learning situation is more important than total time spent (Kyndt et. al, 2016).
* Paid time is set aside for PD, both for facilitated group activities, peer led group exchange, and one-on-one support.
* Resources are made available to prioritize, organize, structure, and evaluate program effectiveness. This is not another form of teacher evaluation, but, rather, evaluation of the PD program, facilitator, and support structures in order to continually improve them.
* School leaders are involved with (but do not control) the development, goals, and opportunities for PD programs. They define the central program goal as bringing teachers together in learning teams to learn together as lifelong learners. It is crucial for leaders to frame PD programs not as “improvement”, which implies deficiency, but as “development” or “learning”, which implies growth. They support the process through engaging teachers and motivating them to participate (without mandating participation) (Kennedy, 2016).
* School leaders encourage PD coaches to challenge them and the status quo, if this is what is necessary to improve student academic and non-cognitive outcomes. Innovation emerges through tension; if the potential for cordial conflict is presented openly and welcomed from the start, the PD can be an added value for school leaders as they provide an outside perspective that can challenge unseen, and perhaps sub-optimal, orthodox structures, systems, and modes of operation.
* School leaders model and encourage the context for successful PD: trust, structure, and independence.

School leaders encourage informal, complimentary daily learning by

1. Creating a collaborative school culture.
2. Placing similar subject classrooms in proximity to each other.
3. Building formal mentorship programs between more and less-experienced teachers.  Both mentors and mentees learn from each other. They exchange experience/ knowledge and excitement/ beginners mind.
4. Creating time in teacher schedules for informal interactions.
5. Creating spaces built to encourage informal interactions.

**Effective PD coach/ facilitators**

* Model non-cognitive strengths and personality traits: (e.g.) growth mindset, active listening, perspective taking, cognitive flexibility, pro-activeness, openness, and agreeableness.
* Think from a systems perspective. As they engage with teachers on their particular challenges they are able to perceive the potential effects of their recommendations both on classroom systems and on school-wide systems.
* Take the time to understand the school’s culture; its current values and expectations embedded in its structures and practices, and its climate; how stakeholders perceive the psychological environment.
* Have years of experience as teachers.
* Serve as mirrors of honest kindness for teachers, allowing teachers to see themselves as they are, to accept themselves, and to motivate them to work to strengthen their areas of weakness from this place of acceptance.
* Understand how to provide constructive feedback framed as guidance (and not as a threat to autonomy).
* Have the skills and time necessary to participate in ongoing impact assessment and reflection.

**What is not as iimportant**

* Length of contact with PD leader (more contact does not usually lead to better outcomes) (Kyndt et. al, 2016)
* Specific PD design (Kennedy, 2016).

**Policy Implications—a coherent professional development system**

Aligning all systems into one coherent, learning focused system.  This is not about reinventing the wheel; it’s about bringing together disparate systems onto a turning axle so that teachers can grow without being overburdened and learning can move forward (Akiba & Wilkinson, 2015).

1. Create one system-wide PD system focused on professional learning that aligns teacher certification, teacher salary increase opportunities, and teacher evaluation. Bring together PD for licensure renewal and advancement with PD used for salary increases and PD used for evaluation. One clearly communicated program that is part of what teachers do every day and demonstrates measurable impact on classroom practice (Avalos, 2010)
2. Adopt and communicate PD learning standards, expectations, and goals.
3. Ensure that the above are being implemented in practice.
4. Develop information systems to collect data on practices and related impact outcomes.
5. Disseminate and support the expansion of the above successful practices through the establishment of professional leadership networks.
6. Reallocate state and federal funds toward a unified system-wide PD strategy (tailored to and co-created with local districts and schools).  (Gulamhussein, 2013)
7. Include in the PD strategy connections with researchers and university professors who can actively participate in PD and provide coherent communication of successful, coherent PD strategies (such as those listed above) (Coggshall, 2012)
8. Provide sample school schedules with built-in time for PD collaboration, guided learning, and informal learning opportunities.

Resource Links

[The Eight Components Of Great Professional Development](http://www.forbes.com/sites/nickmorrison/2015/06/10/the-eight-components-of-great-professional-development/#44affd9f63f2)

[How Does Professional Development Improve Teaching?](http://rer.sagepub.com/content/early/2016/01/29/0034654315626800.abstract)

[Adopting an International Innovation for Teacher Professional Development: State and District Approaches to Lesson Study in Florida](http://jte.sagepub.com/content/67/1/74)

[Professionally Developing as a Teacher Educator](http://jte.sagepub.com/cgi/doi/10.1177/0022487114533386)

[Assessing Practical Thinking of Teachers for Use in Teacher Education](http://cop.sagepub.com/lookup/doi/10.2466/10.01.IT.4.3)

[Akiba, M., & Wilkinson, B. (2015). Adopting an International Innovation for Teacher Professional Development State and District Approaches to Lesson Study in Florida. Journal of Teacher Education.](http://ucdavis.us8.list-manage.com/track/click?u=83ef85863611b99b1929821b8&id=57a82d189a&e=0b6aee3c86)

[Avalos, B. (2015). Teacher professional development in Teaching and Teacher Education over ten years. Teacher and Teacher Education.](http://ucdavis.us8.list-manage1.com/track/click?u=83ef85863611b99b1929821b8&id=0acc8d1059&e=0b6aee3c86)

[Coggshall, J. (2012). Toward the Effective Teaching of New College- and Career-Ready Standards: Making Professional Learning Systemic.  National Comprehensive Center for Teacher Quality.](http://ucdavis.us8.list-manage1.com/track/click?u=83ef85863611b99b1929821b8&id=e05fddf418&e=0b6aee3c86)

 [Gulamhussein, A. (2013). Teaching the Teachers: Effective Professional Development in an Era of High Stakes Accountability. National School Boards Association Center for Public Education.](http://ucdavis.us8.list-manage.com/track/click?u=83ef85863611b99b1929821b8&id=8fa9718ec4&e=0b6aee3c86)

[Kennedy, M. (2016). How Does Professional Development Improve Teaching? Review of Educational Research, presented at AERA.](http://ucdavis.us8.list-manage.com/track/click?u=83ef85863611b99b1929821b8&id=bacfaa4b3c&e=0b6aee3c86)

 [Kyndt, E., Gijbels, D., Grosemans, I., and Donche, V. (2016) Teachers’ Everyday Professional Development: Mapping Informal Learning Activities, Antecedents, and Learning Outcomes. Review of Educational Research, presented at AERA.](http://ucdavis.us8.list-manage.com/track/click?u=83ef85863611b99b1929821b8&id=4264fccd1e&e=0b6aee3c86)

### Teaching and Learning

* Positive school climate bolsters students’ abilities to learn; multiple correlational studies show that school climate is directly related to academic achievement.
* Evidence-based character education programs have been linked to higher achievement scores for elementary students.
* Implementing service learning beyond the classroom promotes both civic and academic learning.
* One study found that students are more sensitive to school-level climate — e.g. principal turnover, student-teacher relationships — while teachers were more sensitive to classroom level factors.
* Teachers that feel supported by both principal and peers are more committed to their profession.

**Special Education in the General Ed Classroom**

11% of California students are identified as having learning disabilities[[1]](#endnote-1). We attempt to demystify learning disabilities, the variety of approaches to handling them in school and district contexts, and the associated administrative impacts and proposed solutions.

**Inclusion vs. Exclusion. Push-in Vs. Push-out: The “Least Restrictive Environment”**

There is a national trend toward including students with learning disabilities inside general classrooms. From 1990 to 2014, the percentage of students spending 80% or more of their time inside a general classroom doubled from 30% to 60%[[2]](#endnote-2). The goal of inclusion is to both appreciate and value neurodiversity and create an environment where all children feel welcomed and supported. While inclusion and access to the core curriculum has been found to lead to improved student achievement under optimal conditions[[3]](#endnote-3), the now infamous lack of special education teachers to support classroom teachers and the lack of professional development of general classroom teachers in special education methodology and practice has not kept up with the trend toward inclusion[[4]](#endnote-4). Pierson and Howell provide an exemplary guide to full inclusion, discussing implementation challenges and success strategies[[5]](#endnote-5).

They identify several crucial practices:

1. A systems-wide approach to inclusion including all school stakeholders,
2. Providing professional development and tools for educators to ‘enact inclusion’,
3. Training para-professionals to more effectively work within the classroom context.

Clearly, it is more challenging to ‘pull in’ students with moderate to severe disabilities as they require additional modifications and are less able to access the general curriculum. It is not possible, and may even be discriminatory, to include all children in a classroom at all times (full inclusion). Thus, it is possible to have an inclusive, flexible and fluid model for integrating special education into the classroom (partial inclusion). A clear school or district-wide Inclusion Plan can be created to guide decisions about levels and structures of inclusion for students based on their disability or developmental difference and their associated additional needs. Legal considerations must be taken into account in shaping this plan[[6]](#endnote-6).

**Effects of Inclusion on the General Classroom**

The 1997 reauthorization of the Individuals with Disabilities Education Act made clear that all students should be in general education classes unless they were demonstrated to have a disability that explicitly prevented inclusion. There is an ongoing debate, however, on whether inclusion or separation is best practice, both for the students with disabilities and their classmates. In 2002, Eric Hanushek et. al found that inclusion improves special education students’ math achievement without decreasing other students’ performance[[7]](#endnote-7). In the decade since there has emerged a growing consensus on the benefits of inclusion for children with learning disabilities, but there has been little follow up research. Michael Gottfried et al. (2016) have taken the opposite perspective, engaging the question regarding how inclusion may impact classmates without learning disabilities; they have found a negative effect[[8]](#endnote-8).

There is an important caveat here: Gottfried and team focus on emotional and behavioral disabilities, not learning disabilities such as dyslexia or dyscalculia. Additionally, these negative effects may be mitigated by teachers with more experience and those with special education training and experience. Gottfried’s study demonstrates that in inclusive classrooms whose teachers have less experience or no special education training, the students without disabilities show greater negative effects such as absences. In the short term, placement may be an important piece of the puzzle. Placing the correct combination of students with disabilities (including taking into account their types of disabilities) in classrooms with experienced teachers may lead to the best outcomes for all. In the long term, successful inclusion requires greater special education learning requirements for teachers in training and ongoing support from special education professionals.

There is no research to date that investigates different types of disabilities and whether individuals with each type benefits from inclusion and whether inclusion of individuals with specific disabilities has a ‘spillover’ effect on their classmates. Such research is desperately needed for administrators and policymakers to effectively shape their districts, schools, and classrooms to adequately improve outcomes for all students.

**Outcomes: Achievement Gaps**

Performance of students with disabilities lags behind peers. For the class of 2012-13, 62 percent of students with disabilities graduated high school, compared to 80 percent of students without identified disabilities. In 2013-14, approximately one-quarter of third graders with disabilities scored proficient or advanced on the state’s English Language Arts assessments, compared to 45 percent of students without identified disabilities. California’s Performance also lags behind other states. California performance on the National Assessment of Educational Progress is below the national average both for students with and without disabilities. California has replaced the California Modified Assessment with the adaptive Smarter Balanced Assessment Consortium, and is replacing the California Alternate Performance Assessment with a new test for students who have severe cognitive disabilities[[9]](#endnote-9).

**Costs**

California state Special Education Funds total about $4 Billion Annually. State funds are distributed based on the total number of students attending schools within the Special Education Local Plan Area (SELPA), through the Special Education Program “AB 602” formula. State per-pupil funding rates average $530, but vary across SELPAs from $480 to $925 based on “historical factors” which are neither clear nor explicitly justified. Local budgets are covering an increasing share of special education expenditures[[10]](#endnote-10). In California, public schools spend an average of $10,700 per student on the autism spectrum[[11]](#endnote-11). Early intervention has been demonstrated to significantly reduce long-term costs associated with special education support[[12]](#endnote-12). Unfortunately, there is little aggregated data that shows the cost of interventions from K-12 for any of the learning disabilities in California nor longitudinal comparisons of intervention costs (not even as simple as comparisons of inclusive vs. exclusive interventions). It would be beneficial for all California education leaders and administrators to call for the collection and dissemination of these cost analyses.

**Professional Development for Teachers Serving Students with IEPs**

Professional development in special education for general classroom teachers is lacking in quality and rigor. The textbooks used to train teachers present an over-medicalized narrative that is likely to limit inclusive pedagogical approaches and the embracing of classroom diversity[[13]](#endnote-13). Shared professional development and continued collaboration between special education and general education teachers has been demonstrated to significantly improve student achievement[[14]](#endnote-14). This benefit is both pedagogical and structural. Special education teachers must be repositioned from ‘classroom threat’ to classroom necessity and team-member. Providing structured and regular time for special education teachers and general classroom teachers to share practices and insights allows each to engage the other on academics and processes and for each to benefit from the other’s experience and expertise. Several beneficial tools for teacher development in special education include: Universal Design for Learning (UDL)[[15]](#endnote-15), Explicit Direct Instruction[[16]](#endnote-16), Response to Intervention (RtI)[[17]](#endnote-17)[[18]](#endnote-18)[[19]](#endnote-19).

**Disabilities and population percentages in California (2013-2014)[[20]](#endnote-20)**

|  |  |  |  |
| --- | --- | --- | --- |
| Disability | Number | Percent of SWDs | Percent of total k-12 pop |
| Specific Learning disability | 281,882 | 40% | 4% |
| Speech or language impairment | 159,477 | 23 | 2 |
| Autism | 84,665 | 12 | 1 |
| Intellectual Disability | 43,075 | 6 | 1 |
| Emotional Disturbance | 24,438 | 3 | .4 |
| Hard of hearing | 8,918 | 1 | .1 |

**Disability descriptions and associated needs.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Disability | Difficulty Area | Symptoms include challenges with:  | Example  | Treatments/needs/ accommodations |
| Specific Learning Disabilities  |  |   |   |  |
| Dyslexia | Processing language | Reading, writing, and spelling | Backwards or missing letters, difficulty decoding written words | Handouts and notes, structured reading in special ed., little homework.  |
| Dyscalculia | Math skills  | Computation, remembering math facts, concepts of time, and money | Difficulty counting by 2s, 3s, and 4s | Extra time, written instructions, special ed. practice  |
| Dysgraphia | Written expression, memory | Handwriting, spelling, composition,  | Illegible handwriting, difficulty organizing ideas  | Provide keyboard, Apps for voice recording.  |
|  Dyspraxia  | Fine motor skills | Coordination and manual dexterity | Trouble with scissors, buttons, and drawing  | Hand guiding, student close to teacher and away from distractions, provide outlines and physical supports |
| Dysphasia/Aphasia | Language | Spoken language, reading comprehension | Trouble understanding what someone means, trouble speaking  | Write all content, speech therapy, slow repeated communication, treat as fully intelligent.  |
| Auditory Processing Disorder  | Interpreting auditory information | Reading, language, comprehension | Difficulty anticipating how a speaker will end a sentence  | Assistive listening devices, visual teaching methods, quiet environment, slow speech, pre-class notes.  |
| Visual Processing Disorder  | Interpreting visual information |  Reading, writing, math, charts maps | Difficulty distinguishing letters like "h" and "n"  | Flexibility for writing format, provide class notes, oral directions, time for questions |
|  |  |  |  |  |
| Developmental Disorders |  |  |  |  |
| ADHD &ADD | Attention and organization | Sitting still, focusing, following instructions, completing tasks | Losing things consistently, fidgeting  | Physical activity/ movement, frequent breaks, organizational coaching/ monitoring, coordination with teachers on positive behavioral planning and responding, visual reminders |
| Autism spectrum disorder (ASD) | Communication, Stimulation  | Connecting with others, needing stimulation, avoiding stimulation | Avoiding eye contact, avoiding light or sound or touch, actively seeking sensory input.  | Clear structure, daily routine, managed sensory environment (tuned across all senses to specific student), deliberately controlled transitions between classes/ activities, responding to child’s change in behavior (likely to represent anxiety), educating peers about student difference, protection from teasing/ bullying. |

Some Major Assessments by disability/disorder for K-12 age children

Dyslexia:

Predictive Assessment of Reading (PAR);

Dynamic Indicators of Basic Early Literacy Skills (DIBELS);

Texas Primary Reading Inventory (TPRI);

AIMSweb screening assessments

ADHD:

Vineland Adaptive Behavior Scales

Conner’s Parent and Teacher rating Scales

Vanderbilt Assessment Scales

Behavior assessment system for Children (BASC)

Achenbach Child Behavior Checklist

Barkley Home and School Situations Questionnaires

Autism:

[Autism Spectrum Screening Questionnaire (ASSQ)](http://www.springerlink.com/content/h26q7u2323251347/?p=4ebe53d797cf4764b1aaf2cc13507a84&pi=1" \t "_blank)

[Social Communication Questionnaire (SCQ)](http://portal.wpspublish.com/portal/page?_pageid=53,70432&_dad=portal&_schema=PORTAL" \t "_blank)

Childhood Autism Rating Scale

Autism Behavior Checklist

Real Life Rating Scale

Gilliam Autism Rating Scale (designed for parent/teacher use)

**To graduate or not to graduate?**

Graduation standards represent a major question for school leadership, particularly when they relate to students with disabilities. Since 2009, students in California with any kind of disability can be exempt from meeting the CAHSEE graduation/ diploma requirement if they have an IEP or Section 504 plan. While modifications, variations, and accommodations to the CAHSEE exist, the incentive for students with an IEP or Section 504 to take these versions of the test is unclear. Students who meet the CAHSEE through the exemption are not required to do pass a different test or complete a project to meet this requirement.

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 <http://www.lao.ca.gov/handouts/education/2015/Overview-of-Special-Education-in-California050715.pdf>

# School Climate & Equity

School climate constitutes one of the eight priorities that school districts must address in their [Local Control Accountability Plans](http://www.cde.ca.gov/nr/el/le/yr13ltr0807.asp%22%20%5Ct%20%22_blank) (LCAPs). Addressing school climate is not only required under the new Local Control Funding Formula (LCFF), but is also essential to the diverse processes comprising K-12 schools and districts. As Thapa, Cohen, Guffey, and Higgins-D’Allesandro (2003) argue in a review of research on school climate, not only does school climate impact immediate concerns, the climate of a school may have long reaching effects:

“Research in [school climate] demonstrates the critical importance of individuals and communities of educators in every school, as they hold in their hands the power to create schools that substantially better the quality of the future lives of their students and future generations.”

Given the importance of school climate, scholars have collectively compiled a broad literature on the topic. In this brief report, the school climate is defined and key themes in research are presented. Specifically, the [National School Climate Council (2007)](http://www.schoolclimate.org/climate/%22%20%5Ct%20%22_blank) defines school climate broadly as: “[the] pattern of people’s experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.”

Building off of this definition, Thapa, Cohen, Guffey, and Higgins-D’Allesandro (2013) reviewed 206 articles spanning experimental, descriptive, and meta-analysis literature in order to summarize research on five facets of school climate: safety, relationships, teaching and learning, institutional environment, and the school improvement process. These five aspects of school climate are summarized below, including how the climate of educational institutions influences the experiences of students, school personnel, and families in their social and academic interactions both in and around school.

As school climate permeates all experiences taking place within a school, it is perhaps unsurprising that a positive school climate is associated with many facets of education. Research shows [1] that a positive school climate is associated with healthy youth development, risk prevention, student learning, increased completion rates, and teacher retention. More specific findings from research on school climate are subsequently summarized categorically below:

Safety

* Students in schools lacking positive school climate are more likely to experience violence, peer victimization, high absenteeism, and reduced academic achievement.
* Consistent structure and fair enforcement of school discipline is associated with school safety and lower student delinquency.
* LGBTQIA students experience harassment at school more frequently — roughly 85% of LGBTQIA students report experiencing harassment in the past year.

Relationships

* Feeling connected to other people is integral to positive school climate.
* Schools in which students perceive more positive student-teacher relationships experiences lower frequency of behavioral problems.
* Early grade teacher-student relationships have been shown to impact students’ later behavioral and academic success in school.
* Teachers’ peer relationships and feelings of inclusion contribute to school climate.
* Race and ethnicity can predict perceptions of school climate; proactive approaches are more successful in promoting intergroup relationships.

Research conducted by Steinberg, Allensworth & Johnson (2011) explains that it is difficult to enact high-quality instruction in a disorderly, unsafe environment. But developing a safe, orderly climate is more challenging when a school serves disadvantaged student populations. Schools tend to be safer when their students come from communities with less poverty and crime, and especially where there are social resources in the community (Steinberg, Allensworth & Johnson 2011).

Research conducted by Steinberg, Allensworth & Johnson (2011) further shows that crime and poverty are related to school safety largely because students living in high poverty, high-crime neighborhoods are more likely than children from other areas to enter school with histories of low academic achievement. Schools that enroll more students who have struggled in school in the past are more likely to have problems with safety and order. Students with low levels of achievement are less likely than high-achieving students to be engaged academically and more likely to feel frustrated by their performance. This, in turn, makes lower-achieving students more likely to act out and less likely to respond to academic punishments.

**Culturally Responsive Schools**—It is commonly perceived that schools can reduce inequality simply by providing youth with an adequate education. However, inequality can also be reproduced in schools, particularly schools densely populated with low-income Latino or African-American youth, if administrators and educators do not intentionally consider and apply what it means to be [culturally responsive](http://www.tolerance.org/supplement/being-culturally-responsive).

**“Effective Teaching as a Civil Right”** Annenberg Institute for School Reform. Voices in Urban Education: Effective Teaching as a Civil Right 31: 44-60<http://vue.annenberginstitute.org/sites/default/files/issues/VUE31.pdf> (accessed October 15, 2015)

**The Inclusive Schools Network** provides administrators and educators a list of insightful articles to increase one’s knowledge of culturally responsive schools and inclusive classrooms, which can be found [here](http://inclusiveschools.org/articles-about-culturally-responsive-schools/).

**Resisting the School-to-Prison Pipeline—**Ensuring ‘safety’ is a critical component of maintaining positive school climate. However, administrators and teachers must consider how the policies enacted at their schools can negatively impact certain students and further produce inequality.

**Do the Math —**California Endowment statewide campaign to invest in education: <http://www.safeandjust.org/schools-not-prisons> (image: Ernesto Yerena, El Centro, CA)

### Institutional Environment

* Broadly, institutional environment encompasses school connectedness and the physical resources and environment of a school.
* School connectedness promotes academic achievement and is a protective factor against sexual violence and drug use.
* The size of the school correlates with school connectedness, although larger schools can improve the learning environment by forming smaller learning communities.
* Factors like classroom layout can influence feelings of safety; for example, students report feeling unsafe in unsupervised areas of school buildings.

### The School Improvement Process

* School climate influences the success of implementing school reform programs.
* Factors like professional capacity, safety and norms, parent-school-community relationships, and instructional guidance can support or undermine school reform.

**The 12 Dimensions of School Climate Measured** can be found [**here**](http://www.schoolclimate.org/programs/documents/dimensions_chart_pagebars.pdf)**.**

### LCAP Resources for School Climate

The above summary of research on school climate offers a bird’s eye view school climate research. Many of these findings are solely relational or related to specific settings. While this does not negate the value of these findings, school administrators and teachers should not seek to implement these findings as cookie-cutter solutions or expect identical results. The best use of these data is to broadly steer decision-making supporting school climate; any resulting programs or policies should take into consideration individual schools’ unique situations.

To assist in this process, below are several school climate and LCAP resources.

* [A Model for LCAP – School Climate for Design](http://schoolclimateconnection.org/blog/a-model-for-lcap-californias-safe-and-supportive-schools/%22%20%5Ct%20%22_blank)
* [Assessing School Climate: California School Climate, Health, and Learning Surveys](http://kern.org/wp-content/uploads/sites/11/2014/02/CSCHLS_ClimateLCAP-20140203.pdf%22%20%5Ct%20%22_blank)
* [School Climate Resources](http://community-matters.org/research-and-results/tools-resources%22%20%5Ct%20%22_blank)
* [Safe and Supportive Schools](http://www.cde.ca.gov/ls/ss/se/safesupportive.asp%22%20%5Ct%20%22_blank)

# Assessment

[Assessment Development and Administrative Division (ADAD](http://www.cde.ca.gov/re/di/or/ada.asp)),

* June 2015: Tom Torlakson [quotes](http://www.cde.ca.gov/nr/ne/yr15/yr15rel54.asp) on Administration of New Testing System

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## **California’s English and Math Testing Program — CAASPP (Smarter Balanced)**

* [First Year CAASPP Results](http://www.cde.ca.gov/nr/ne/yr15/yr15rel69.asp) announcement (September 2015) and [results site](http://caaspp.cde.ca.gov/)
* [CDE CAASPP main page](http://www.cde.ca.gov/ta/tg/ca/) and [CAASPP description](http://www.cde.ca.gov/ta/tg/ai/cefcaaspp.asp) (for writing) Established January 2014. Reminder, Standardized Testing and Reporting ([STAR](http://www.cde.ca.gov/ta/tg/sr/)) was replaced July 2013.
* [CAASPP homepage](http://www.caaspp.org): CAA, CST, CMA, CAPA, STS —links lead to training, summative/interim assessments, digital libraries, and toolkits, and many resources.
* CAASPP Assessment System, [Technical Specifications Manual](http://www.caaspp.org/rsc/pdfs/CAASPP.tech-specs-manual.2015.pdf)
* [Bandwidth diagnostic](http://www.caaspp.org/rsc/pdfs/CAASPP.tech-specs-manual.2015.pdf) from CAASPP (pg. 3)
* IT [SmarterApp](http://www.smarterapp.org/), a community for collaboration on an open software suite supporting educational assessment — used by the SBAC. Includes architecture, specifications, manuals, deployment, and source code information.
* CAASPP Institutes: Professional Learning Opportunity

## **Smarter Balanced Assessment System (Summative)**

* [CDE main page](http://www.cde.ca.gov/ta/tg/sa/)
* [Smarter Balanced Assessment Consortium](http://www.smarterbalanced.org/) home page
* [Smarter Balanced Technology Readiness Resources](http://www.cde.ca.gov/ta/tg/sa/sbac-itr-index.asp)
* [CDE Smarter Balanced Resources](http://www.cde.ca.gov/ta/tg/sa/smarterbalresources.asp)
* Smarter Balanced assessment [graphic](http://www.cde.ca.gov/ta/tg/sa/documents/sbacgraphic.pdf)
* [CA Smarter Balanced Assessment Results: Spring 2015](http://edsource.org/smarter-balanced-results/index.html) provides EdSource’s summary report on the Spring 2015 Smarter Balanced results. A strength of this report is that it provides intuitive data visualizations to understand how well California students have scored.

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## **Formative Assessment**

* [CDE Digital Library of Formative Assessment](http://www.cde.ca.gov/ta/tg/sa/diglib.asp) aligned with Common Core

## **Interim Assessments**

* [CDE Information Page](http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp)
* [Smarter Balanced Information Page](http://www.smarterbalanced.org/interim-assessments/)
* [ELA Blueprint](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2015/02/ELA-IAB-Fixed-Blueprint.pdf) and [Mathematics Blueprint](http://www.smarterbalanced.org/wordpress/wp-content/uploads/2015/02/Math_Blueprint_IAB.pdf)
* [Interim Assessment FAQ](http://www.cde.ca.gov/ta/tg/ca/interimassessqa.asp)

## **Collaboration in Education through technology**

Profile on Digital Chalkboard “Where California Educators Collaborate” (Sponsored by CDE).

* [Education Technology Policy for a 21st Century Learning System](http://www.edpolicyinca.org/publications/education-technology-policy-21st-century-learning-system) from PACE

High speed network 2014-2015 budget allotment: “The budget provides $26.7 million to support network connectivity infrastructure grants and completion of a report on network connectivity infrastructure. Priority for grants would go to the LEAs that are unable to administer computer-based assessments at the school site” from [CDE](http://www.cde.ca.gov/fg/fr/eb/cefedbudget.asp) [Announcement](http://www.cde.ca.gov/nr/ne/yr14/yr14rel99.asp) about Quality Schools Framework, according to Torlakson: “This Web-based tool will help administrators improve teacher training, testing, budgeting, parent participation, and other aspects of school operations.”

See this section below.

Online tools like the [California Comprehensive Center](http://cacompcenter.org/), an online resources from the CDE, AIR, and WestEd, are gaining popularity. The California Comprehensive Center offers technical support on the following three areas: 1) Quality Schooling Framework to guide, motivate, and support effective instruction and student outcomes; 2) planning and successful implementation of Common Core State Standards; 3) educator excellence; and 4) increased capacity to support productivity effectiveness and efficiency.

### EdTech Resources

 [K-12 High Speed Network EdTech Resources](http://data.k12hsn.org/programs/) and [K-12 High Speed Network Data](http://www.cde.ca.gov/ls/et/hs/)

California Learning Resource Network

[California Technology Assistance project (CTAP) CDE](http://www.rcoe.us/educational-services/instructional-services/california-technology-assistance-project-ctap/) sponsored technology support for K-12 including many free resources such as recorded professional workshops on digital literacy and cyber safety

[Edmodo](http://www.edmodo.com) – share information on this free online platform. This free online tool provides an online forum for public or private groups. Educators can create accounts and link to colleague with this easy to use online tool. Upload and download resources to share. Share information and conversations with colleagues in education.

 [SBAC](http://www.caaspp.org/training/sbft/)– Field Test Resources

# How Data Can Inform Education

### The Data Imperative for Educational Leaders

The field of education relies on data—ubiquitously. From teachers evaluating young readers’ skill progression, to district and state level administrators weighing new programs’ benefits, data is one strand connecting all education professionals. Take for instance how the [California Professional Standards for Educational Leaders](http://www.ctc.ca.gov/educator-prep/standards/CPSEL-booklet-2014.pdf) institutionalize and underscore the role of data in education. In Standard 1 the organization outlines the role of an education leader to: “Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators”([Standard 1](http://www2.powayusd.com/teacher_resources/standards_el/)). As this professional standard suggests, there are multiple forms of data, which may all be utilized in various ways.

The simple term “data” encompasses multiple sources, types, applications, and interpretations. This Research in Brief provides key resources to identify data sources, define data concepts, and suggest research informed applications for data in education

**Sources for Data**

The California Department of Education offers numerous [Downloadable Statewide-Wide Data Sources](http://www.cde.ca.gov/ds/dd/) on school and student demographics, API, assessments, school finance, staff data, and more.

The state supports comprehensive searchable data sources like [Ed-Data](https://www.ed-data.k12.ca.us/Pages/Home.aspx) and [DataQuest](http://dq.cde.ca.gov/dataquest/). Another key starting point for California state data is [CalEdFacts](http://www.cde.ca.gov/re/pn/fb/index.asp), compilation of statistics and information including the data from SBE and CDE spanning education statistics, requirements, instructional resources, learning supports, and specialized programs.

In addition to these valuable resources, there are also longitudinal data sources including [California Basic Education Data System](http://www.cde.ca.gov/ds/dc/cb/) (CBEDS) and [California Longitudinal Pupil Achievement Data System](http://www.cde.ca.gov/ds/sp/cl/) (CALPADS), which can be sorted by [cohort](http://www.cde.ca.gov/ds/sd/sd/filescohort.asp). Thanks to large-scale efforts education data are available, but it can be difficult to know where to start; using the CDE’s [Data Resource Guide](http://inet2.cde.ca.gov/dataresourceguide/) helps identify the most useful data source based on subject, education level, and date. The US Department of Education also released an [Ed Data Inventory](http://datainventory.ed.gov/).

Of course, as the data concepts defined above illustrate, almost anything can become data. From conversations to test scores, these data points become useful when they are analyzed systematically. The statewide public resources above only produce value when they are considered and applied to create changes. Anything in your data may potentially serve as a valuable data source, but what data sources you select will depend on the desired application. Educational data applications supported by research are highlighted next.

## **Defining Common Data Concepts**

In this section, several common data-related concepts are briefly defined including a hand-picked selection of excellent research and policy briefs on each topic. For a comprehensive glossary of education research terms, see the Education Commission of the States’ “[A Policymaker's Primer on Education Research](http://files.eric.ed.gov/fulltext/ED518626.pdf).”

###

### Data Driven Decision Making

According to [RAND](http://www.rand.org/content/dam/rand/pubs/occasional_papers/2006/RAND_OP170.pdf), Data Driven Decision Making in education means that teachers, principals, and administrators systematically collect, analyze, and apply multiple types of data. These data sources may include input, process, outcome, and satisfaction data. In addition to these, achievement data — defined below — is one of the most prominent type of data in DDDM. In sum, DDDM is a leadership model relying on data to guide a range of decisions to help improve the success of students and schools.

* [Data-Driven Improvement and Accountability](http://greatlakescenter.org/docs/Policy_Briefs/Hargreaves_DDIA_Policy.pdf) (2013) written by Andy Hargreaves and Henry Braun and published by the [National Education Policy Center](http://nepc.colorado.edu/).
This report provides considerations for the enhancement and enrichment of the quality of collective professional judgment in the use of data-driven improvement and accountability. The report examines key factors that influence the success or failure of DDIA systems in public education, and makes recommendations for establishing more effective systems and processes of Data-Driven or Evidence-Informed Improvement and Accountability.
* [Making Sense of Data-Driven Decision Making in Education](http://www.rand.org/content/dam/rand/pubs/occasional_papers/2006/RAND_OP170.pdf) (2006) from [RAND Education](http://www.rand.org/education.html).
In this paper RAND introduces data-driven decision making for educators, including summaries of relevant RAND studies. This piece defines data-driven decision making and outlines a conceptual framework to identify data, factors influencing data decision making, and implications for policy and practice.
* [Data-Driven Decision-Making Resources](http://ties.k12.mn.us/what-we-do/professional-development/data-driven-decision-making-resources) [online resource library] from [TIES](http://ties.k12.mn.us/) [date].
This online resource houses references to multiple tools to support data-driven or data informed decision making in education. The collection includes: linking studies, data analysis tools, statistical tools and references, assessment links, and instruction data and application resources. This resource connects over 50 high-quality data-driven education resources.
* [Visual Diagram: Data-Driven Decision Making](http://wested.mediacore.tv/media/visual-diagram-data-driven-decision-making) from [The Doing What Works Library](http://wested.mediacore.tv/library).
This diagram provides a visual tour of the five interrelated practices that are recommended for using student achievement data effectively to support instructional decision-making.

**Disaggregated Data**

Disaggregated data are those in which individual groups are evaluated separately. Instead of considering data in total as a compilation, such as district graduation rate, disaggregation reveals trends within the whole, such as different graduations rates for based on ethnicity. Groups commonly disaggregated in education data include socioeconomic (free- and reduced-lunch status), racial, language learner, learning disability, and foster youth status groups.

Disaggregation in analyses is essential because it allows inspection of how various groups are performing separately. Evaluating trends as a whole without disaggregating data often fails to reveal areas of success and struggle. In the [Glossary of Education Reform](http://edglossary.org/disaggregated-data/)’s definition of disaggregation in education data the importance of disaggregation is explained: “aggregate-data reports are generally limited to the identification of broader trends and patterns in education, while disaggregated data are more useful for diagnosing deeper underlying problems such as disparities in educational performance among different student groups [...] policy makers have advocated in recent years for the importance of disaggregating data to expose underlying trends and issues such [achievement gaps](http://edglossary.org/achievement-gap/), [opportunity gaps](http://edglossary.org/opportunity-gap/), [learning gaps](http://edglossary.org/learning-gap/), and other [inequities](http://edglossary.org/equity/) in the public-education system.”

* [The Importance of Disaggregating Student Data](http://www.educationnewyork.com/files/The%20importance%20of%20disaggregating_0.pdf) a National Center Brief from [Healthy Safe Children](http://www.healthysafechildren.org/).
In less than five pages this brief outlines common areas to disaggregate, explains why disaggregation is necessary for research with integrity, and underscores the limitations of disaggregation. Finally, the document lists resources including topics like reform, school board decision-making, and resource mapping.
* [Data Warehousing: The Next Step Beyond Data Disaggregation](http://echo.edres.org:8080/~rudner/papers/datawar.pdf) (2006) from the [ERIC Clearinghouse on Assessment and Evaluation.](http://webapp1.dlib.indiana.edu/virtual_disk_library/index.cgi/4909942/FID2663/Common/Parent/ericae.net/index.html)These researchers outline the uses of disaggregated cross-sectional data. They also outline more in depth disaggregation processes and longitudinal data. Finally selected resources are presented topically.
* [Moving Beyond the “Asian” Check Box](http://www.searac.org/sites/default/files/2013.06.13%20-%20RFI%20Policy%20Brief%20-%20FINAL.pdf) (2013) from the [Southeast Asia Resource Action Center (SEARAC)](http://searac.org/).
Education data are commonly disaggregated by race or ethnicity. This resource provides excellent discussion surrounding the need to think about education data differently for Asian students. The topics of opportunities, challenges, models, and incentives surrounding data disaggregation relate specifically to Asian students, but may be applied generally to education data.

**Achievement Data**

Achievement data comprise many types of data, but most commonly standardized test scores. These test data purport to measure and track how students are performing. The IES handbook, summarized below, not only describes sources and tests providing achievement data, but evaluates the level of evidence each one provides as low, moderate and strong.

As the resources below highlight, the role of achievement data in education stems from federal legislation and policy since No Child Left Behind. Many education leaders or teachers are not well informed on using achievement data in decision-making. Indeed, interpreting achievement data often requires expertise in data analysis. The resources below offer insight into achievement data and a roadmap for making the most of these data. For example the archived WestEd webinar by **Dr. Ellen Mandinach** — co-author of the Institute of Education Sciences (IES) Practice Guide[Using Student Achievement Data to Support Instructional Decision Making](http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf) —provided an overview of the critical issues related to data-driven decision making. This resource pertains specifically to rural school districts—the most likely school districts to have access to staff expertise in statistics.

* [WEBINAR (ARCHIVED): Achievement Data and Instructional Decision Making in Rural School and Districts](http://relwest-archive.wested.org/events/38.html) (2011) This archived webinar presents research on using student achievement data in rural school districts. Dr. Ellen Mandinach, a co-author of the Institute of Education Sciences (IES) Practice Guide Using Student Achievement Data to Support Instructional Decision Making, goes in depth on critical issues related to data-driven decision making as they pertain to rural education stakeholders.
* [Using Student Achievement Data to Support Instructional Decision Making](http://www.ies.ed.gov/ncee/wwc/practiceguide/12) (2009) handbook from the [Institute of Education Sciences](http://ies.ed.gov/).
This IES practice guide offers a five practice recommendations for using achievement data, especially relating to NCLB era mandates. This resource also ranks sources of evidence and What Works Clearinghouse resources to guide education leaders to quality data tools to unpack achievement data. In addition to summarizing extensive resource, simple checklist guides distill each recommendation and promote sharing this resource among colleagues.
* [Using Student Achievement Data to Support Instructional Decision Making](http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf) (2011) from the [National Association of Elementary School Principals.](http://www.naesp.org/)This brief white paper outlines actions surrounding data-driven decision making and for each action outlines “what principals say” linking web-based interviews with teachers, principals, and specialists.

**Big Data**

Big data usually refers to extremely large data sets that cannot be analyzed conventionally. These data sets may be structured or unstructured and require complex systems, but overall these data sets usually require computational analysis to reveal patterns, trends and connections that may not be detectable in smaller datasets. The resources below provide an entry point to big data at the K-12 level in addition to discussion big data tools.

* [Big Data for Education: Data Mining, Data Analytics, and Web Dashboards](https://library.educause.edu/resources/2012/9/big-data-for-education-data-mining-data-analytics-and-web-dashboards) (2012) from the Brookings Institute.
This report examines the potential for improved research, evaluation, and accountability through the use of big data. Big data is useful as instructors can analyze what students know and what techniques are most effective for each pupil in real time. Tailoring education to the individual student is one of the greatest benefits of technology and big data help teachers personalize learning.
* [Embracing Big Data in Complex Educational Systems: The Learning Analytics Imperative and Policy Challenge](http://www.rpajournal.com/dev/wp-content/uploads/2014/10/A2.pdf) (2014) from the Research and Practice in Assessment Journal.
Evidence from other sectors such as marketing, sports, retail, health and technology suggests that the effective use of big data can offer the education sector the potential to enhance its systems and outcomes. The report examines how the Learning Analytics (LA) that thoroughly investigate big data can support and contribute to the development of new approaches to the assessment of learning.
* [Big Data and Analytics in K-12 Education: The Time is Right](http://www.hmhco.com/~/media/sites/home/teachers/files/hmh-cde_issue%20brief_dataanalytics.pdf?la=en) (2013), and issues brief white paper from the Center for Digital Education at [Houghton, Mifflin, and Harcourt](http://www.hmhco.com/).
Today, new analytics tools are available that transform “just a bunch of numbers” into actionable understanding about needed changes in instruction. As a result, detailed data can become more accessible to the people who need it most — classroom teachers, principals and instructional support staff. This brief introduces elements of a solid action plan that will move beyond simple data collection to analysis and action.

**Learning Analytics & Data Mining**

Extending “big data” are the techniques required to exhume meaning from millions of data points. Two prominent techniques in education include learning analytics and data mining.

First, data mining, a technique from computer science, typically involves computationally processing large data sets to find new patterns or answer a research question. Further, data mining can involve scraping data points from existing spaces. One example would be using all the Tweets referencing “education” to determine how affect is used when referencing education.

Second, learning analytics combine the techniques of data mining and data analytics to address education problems and create new tools that improve learning processes and outcomes. The fields of data mining and analytics rely on large-scale quantitative data and techniques that identify patterns and build models of learning systems.

* [Learning Analytics](http://iite.unesco.org/files/policy_briefs/pdf/en/learning_analytics.pdf) (2012) from [UNESCO Institute for Information Technology in Education](http://iite.unesco.org/).
This Policy Brief defines Learning Analytics as the community seeking to understand the implications of the use of big data in educational systems. Analytics that capture data to help inform decision-making can be extended to design education infrastructures that  exploit rapid feedback, inform more timely interventions, and whose impact can in turn be monitored.
* [Enhancing Teaching and Learning Through Educational Data Mining](https://tech.ed.gov/wp-content/uploads/2014/03/edm-la-brief.pdf) (2012) an issue brief from the U.S. Department of Education’s [Office of Educational Technology](http://tech.ed.gov/).
This comprehensive document from the USDE provides background into the research base for educational data mining and learning analytics. The report also provides coverage on applications for learning analytics and data mining such as adaptive learning systems, user profiling, behavior modeling, and trend analysis. The document also provides discussion of technical challenges and recommendations for educators.
* [Big Data for Education: Data Mining, Data Analytics, and Web Dashboards](https://www.brookings.edu/research/big-data-data-analytics-and-the-assessment-of-student-writing/) (2012) from the [Brookings Institute](http://www.brookings.edu/).
In less than 10 pages, this brief introduces big data for education covering trends like predictive assessments and dashboards. There is also tips for dealing with policy impediments.

**Data Applications**

Educational leaders make decisions related to education, teaching, and instruction. This role is acknowledged by the [California Professional Standards for Educational Leaders](http://www.ctc.ca.gov/educator-prep/standards/CPSEL-booklet-2014.pdf), Standard 5 notes the job of an education leader is to: “Make and communicate decisions based upon relevant **data** and research about effective teaching and learning, leadership, management practices, and equity.” Essentially, even if you understand data concepts and have a data source the data is lifeless and useless until it is applied to a problem. What problems do you know need to be solved?

* [Increasing the Usefulness of California’s Education Data](http://www.ppic.org/content/pubs/report/R_813PWR.pdf) (2013) from the Public Policy Institute of California ([PPIC](http://www.ppic.org/main/home.asp))
“California continues to make progress in building its education data system... but much of the data remains inaccessible to educators or others who might use it to improve the functioning of the state’s education programs. This report recommends a number of actions that would enable the state to quickly increase the usefulness of its data”.
* [Data-Informed Leadership in Education](https://depts.washington.edu/ctpmail/PDFs/DataInformed-Nov1.pdf) (2006) from the Center for the Study of Teaching and Policy (CTP) at the University of Washington.
This comprehensive report focuses on data-informed leadership. The discussion tackles complex topics related to data-informed leadership like cultures of inquiry, conducive policy environments, and ideological tensions. A strength of this report is to that it covers common and emerging practices at the state, district, and school level by topics. These topics include data literacy, sustaining inquiry cultures, planning and accountability, and data infrastructure.

[Supporting the Use of Data to Improve Teaching and Learning](http://www.act.org/research/policymakers/pdf/Use-of-Data.pdf) (2014) from [ACT Research and Policy](http://www.act.org/research/index.html)In less than 10 pages, this brief offers 10 steps for district leaders to improve their data use. A helpful data-use table breaks down ways to classify data by category of data. This issue brief provides a quick start guide to data use in districts and local policy.

[Software Enabling School Improvement Through Analysis of Student Data](http://docplayer.net/1836054-Software-enabling-school-improvement-through-analysis-of-student-data.html) (2004) from the Center for Research on Education of Students Placed at Risk, and IES supported center.
This technical report deals with details of education data like information management, software implementation, and costs. The helpful checklists like “What should good software for student data analysis look like?” offer help getting started with or scaling up student data management. A major portion of the report provides reviews of relevant data-management tools.

# Cross-Cutting Issues

## **Quality Schooling Framework**

California’s Comprehensive Center on QSF

* [Quality Schooling Framework](http://www.cde.ca.gov/qs/) “The Quality Schooling Framework (QSF) is the California educator’s destination for timely tools and practices to guide effective planning, policy, expenditure, and instructional decisions at all schools and districts.”
* CDE has many resources under the QSF including culture/climate, assessment, equity, instruction, resource alignment, and more. These resources can be found at the CDE’s [Introduction to the QSF](http://www.cde.ca.gov/qs/ab/) portal.
* “The QSF acts like a map, providing guidance to administrators on how to make effective plans, policies, and fiscal decisions.”

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**Mathematics**

Resources

California Common Core State Standards Mathematics

<http://www.cde.ca.gov/re/cc/mathresources.asp>

Mathematics Curriculum Frameworks

<http://www.cde.ca.gov/ci/ma/cf/>

California Mathematics Subject Project

<http://csmp.ucop.edu/cmp/>

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Public Membership List 2016

<http://www.cde.ca.gov/be/cc/cd/iqcmembers2016.asp>

**Science**

Resources

Science Framework for California Public Schools

Kindergarten Through Grade Twelve

With New Criteria for Instructional Materials

<http://www.cde.ca.gov/ci/sc/cf/scifw2nd60daypubreview.asp>

Science Curriculum Frameworks

<http://www.cde.ca.gov/ci/sc/cf/>

Aggregated Resources from the CDE on the Next Generation Science Standards

<http://www.cde.ca.gov/pd/ca/sc/ngssintrod.asp>

### Next Generation Science Standards Official Website

<http://www.nextgenscience.org/>

California Science Project

<https://csmp.ucop.edu/csp>

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**History and Social Science**

Resources

California Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: <http://www.cde.ca.gov/re/cc/elaresources.asp>

Curriculum Frameworks

History/ Social Science

Guidelines for implementing the content standards adopted by the California State Board of Education that are developed by the Instructional Quality Commission.

<http://www.cde.ca.gov/ci/hs/cf/>

California History-Social Science Project (CHSSP)

<http://chssp.ucdavis.edu/>

About The California History - Social Science Project

The California History-Social Science Project (CHSSP) is a collaborative, statewide network of classroom teachers and university scholars dedicated to improving classroom instruction, student learning, and literacy. Through its programs, leaders provide teachers with a research-based and classroom-tested approach to improve students' understanding of the past, critical thinking, reading, and writing.

<https://csmp.ucop.edu/chssp>

CALIFORNIA To Statehood and Beyond

Recommended Resources for Kindergarten Through Grade Twelve (2002)

<http://www.cde.ca.gov/ci/cr/lb/documents/statehoodandbeyond.pdf>

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**Visual and Performing Arts**

Resources

Visual and Performing Arts Framework

For California Public Schools Kindergarten Through Grade Twelve <http://www.cde.ca.gov/ci/vp/cf/>

Curriculum Frameworks

Visual and Performing Arts

<http://www.cde.ca.gov/ci/vp/cf/>

A Blueprint for Creative Schools

A Report to State Superintendent of Public Instruction Tom Torlakson – 2015

<http://www.cde.ca.gov/eo/in/documents/bfcsreport.pdf>

CCSESA Arts Initiative

California County Superintendents Educational Services Association

<http://www.ccsesaarts.org/>

California Arts Council

<http://www.cac.ca.gov/>

The California Arts Project

<http://csmp.ucop.edu/tcap/>

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**Health and Physical Education**

Resources

School Health

<http://www.cde.ca.gov/ci/he/>

The Breakfast First Campaign

Healthy Foods for Healthy Minds

<http://breakfastfirst.org/>

CA Healthy Kids Resource Center

To support California schools in creating safe and caring school environments and delivering effective instruction and services for students’ health and safety.

<http://www.acoe.org/acoe/EdServices/ProgramsandServices/HealthNutrition/CHKRC>

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**World/ Foreign Language**

Resources

World Language Content Standards for California Public Schools

Kindergarten Through Grade Twelve

<http://www.cde.ca.gov/ci/fl/cf/>

Curriculum Frameworks

World Language

<http://www.cde.ca.gov/ci/fl/cf/>

California World Language Project

<http://csmp.ucop.edu/cwlp>

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**Instructional Materials**

Resources

Instructional Materials Adoptions

General Information Concerning Instructional Materials Adoptions.

<http://www.cde.ca.gov/ci/cr/cf/imagen.asp>

Price List of Adopted Instructional Materials

Use this Price list search to locate K-8 instructional materials that have been adopted by the California State Board of Education.

<http://www.cde.ca.gov/ci/cr/cf/intro-plsearch.asp>

Contacts

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**School Climate**

Resources

California Department of Education:

California Accountability & Improvement System (CAIS)

<http://www.cde.ca.gov/ta/ac/ca/>

Schoolwide Programs

<http://www.cde.ca.gov/sp/sw/rt/>

Targeted Assistance Programs

<http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>

Parent Involvement in Title I Schools Brochure

<http://www.cde.ca.gov/sp/sw/t1/parentalbroch.asp>

Homeless Education

<http://www.cde.ca.gov/sp/hs/>

# About the California Institute for School Improvement

The California Institute for School Improvement (CISI) is a statewide membership organization created to support school district, county office and other instructional leaders. Over 100 school districts and county offices of education are currently CISI members.

The mission of CISI is to provide local education leaders with the information on state policy and education research that they need as they perform their day-to-day work in schools. As education policy is continually updated these changes affect the curriculum and instructional work of schools. CISI serves to organize the flow of information on the critical issues in education in a concise, unbiased and accurate manner. We seek to save our members valuable time as we provide the vital information and materials that support their work in schools.

##

## **History of CISI**

CISI was created in the late 1970’s by Davis Campbell who at the time served as the State Superintendent of Public Instruction. Campbell served as the organization’s Executive Director until he left the CDE to become the Executive Director of the California School Boards Association (CSBA). He continues his affiliation with CISI by serving on the organization’s advisory board.

Peter Birdsall took over the executive directorship of CISI and served in that position until 2012 when he became the Executive Director of the California County Superintendents Educational Services Association (CCSESA).

In 2012, CISI found a new home at the Center for Applied Policy in Education (CAP-Ed) in UC Davis’ School of Education. The change was facilitated by Davis Campbell, now a member of the UCD School of Education’s Advisory Board, and Peter Birdsall, both of whom continue to serve on the CISI Advisory Board. CAP-Ed Director Tina Murdoch**,** works with CAP-Ed Executive Director Emeritus Dr. Tom Timar on CISI and other CAP-Ed programs including the Superintendents’ Executive Leadership Forum, Instructional Rounds Training, the Systems Transformation Collaborative with Michael Fullan and other UC Davis School of Education programs and initiatives**.** Dr. Steve Ladd, former superintendent of Elk Grove USD and Dr. John Glaser, formerly of Napa Valley USD advise CAP-Ed and CISI.

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##

## **CISI Membership**

[Join CISI here](https://docs.google.com/forms/d/1L4fBQSjt6dDR43EhQZ1cgC1Nr0FFzkvVL6RB5ISJRKw/viewform?usp=send_form) or email cisi@ucdavis.edu with any questions to receive the following membership benefits.

* Regular updates through the CISI E-Bulletins apprising members of ongoing policy developments, compiling education resources, and synthesizing relevant research.
* Free admission for three individuals to the CISI Workshops, which provide an overview of important policy changes. Plus, discounted rates for individuals beyond the first three attendees.
* Annual resource guides, like this one, containing an overview of policy development and research in education in California.
* Discounted workshops in the spring that address the new budget, latest legislation, and previews of what is most important for the coming year.

### Membership Fees

* Small District, 1 to 4,999 students — $595/YR
* Mid-sized District, 5,000 to 9,999 students — $795/YR
* Large District and Organizations, 10,000+ students — $995/YR

Join CISI! <http://education.ucdavis.edu/cisi-membership>

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