
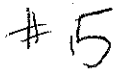


**Categorical Programs Directors' Meeting  
AGENDA**


Friday, October 21, 2011  
California Department of Education  
1430 N Street, Room 1101  
Sacramento, California  
9 a.m. to 12:30 p.m.

|            |  |   |    |
|------------|--|---|----|
| 9:00 a.m.  | Welcome  | TBD   | #1 |
| 9:05 a.m.  | Consolidated Application and Reporting System (CARS) | Sonya Edwards, Manager<br>Education Data Office<br>916-327-2014<br><a href="mailto:sedwards@cde.ca.gov">sedwards@cde.ca.gov</a>                             |    |
| 9:30 a.m.  | Civil Rights, CTE Compliance Review Letter           | Sharon Felix-Rochon, Staff Services Manager II, Office of Equal Opportunity<br>916-445-9174<br><a href="mailto:sfleix@cde.ca.gov">sfleix@cde.ca.gov</a>     | g  |
| 10:00 a.m. | Supplemental Educational Services (SES) Update       | Jeff Breshears, Manager<br>Title I Policy & Program Guidance<br>916-319-0745<br><a href="mailto:jbreshears@cde.ca.gov">jbreshears@cde.ca.gov</a>            | #2 |
| 10:20 a.m. | Parent Engagement and Family Area Network Update     | Jeff Breshears, Manager   | #3 |
| 10:40 a.m. | Title I Waivers of PI Requirements Update            | Christine Swenson, Director<br>Improvement and Accountability Division<br>916-319-0926<br><a href="mailto:cswenson@cde.ca.gov">cswenson@cde.ca.gov</a>      |    |
| 10:45 a.m. | Break  |   |    |
| 11:00 a.m. | Legislative Update                                   | Chris Reeve, Legislative Representative<br>Governmental Affairs Division<br>916-319-0590<br><a href="mailto:creefe@cde.ca.gov">creefe@cde.ca.gov</a>        | #4 |
| 11:20 a.m. | ARRA and Budget Update                               | Amy Tang-Paterno, Education Fiscal Consultant, Fiscal Policy Office<br>916-322-6630<br><a href="mailto:atangpaterno@cde.ca.gov">atangpaterno@cde.ca.gov</a> | g  |

- 11:40 a.m. Transitional Kindergarten Update**      **Mary Autry, Consultant**  
**Literacy/History & Arts Leadership**   
**916-323-4629**  
**mautry@cde.ca.gov**
- Erin Dubey, Child Development Consultant**  
**Quality Improvement Office**  
**916-324-1313**  
**edubey@cde.ca.gov**
- Noon School Improvement Grant Update**      **Julie Baltazar, Manager**   
**School Turnaround Office**  
**916-324-3455**  
**jbaltazar@cde.ca.gov**
- 12:15 p.m. CAIS Title I ARRA Reporting**      **Julie Baltazar**
- 12:30 p.m. Adjourn**

The next meeting of the Categorical Program Directors is at the California Department of Education, Room 1101 on Friday, November 18, 2011, beginning at **9 a.m. through 2:30 p.m.**


# Consolidated Application Reporting System (CARS)



**Consolidated Application  
and Reporting System (CARS) Update**

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Presented to:  
Categorical Program Directors  
October 21, 2011



**CARS**

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- Targeting CARS Winter 2011 release for December, due date is January 31<sup>st</sup>.
- Letter to Superintendent regarding CARS LEA Administrator
  - IMPORTANT! If changes are needed, we need to hear from the LEA superintendent by Friday, November 4th
- CARS Information now on Web at <http://www.cde.ca.gov/fg/aa/co/cars.asp>
- CARS Training
  - First module – Introduction to CARS



**CARS**

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- Testing Approach is different
  - No longer have LEAs testing the ConApp, just EDO and CDE Program staff.
- Migrating fiscal year 2011-12 data from ConApp Part I into CARS. From that point on, any LEA wanting to revise their fiscal year 2011-12 ConApp data will need to do so through the CARS.



**CARS**

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Questions

- Sonya Edwards, [sedwards@cde.ca.gov](mailto:sedwards@cde.ca.gov)
- Joy Paull, [jpauill@cde.ca.gov](mailto:jpauill@cde.ca.gov)

# Supplemental Educational Services (SES) Update

## Supplemental Educational Services Request for Application Update

The 2012 Supplemental Educational Services (SES) Request for Application (RFA) was released on Monday, October 17, 2011. The deadline for submission of the SES RFA is **Wednesday, November 30, 2011, 5:00 pm Pacific Time (PT)**.

The California Department of Education would like to make you aware of the following changes to the application based on the final adopted Title 5, *California Code of Regulations* for SES. The major changes are as follows:

- Applicants are required to define their basic program which is the minimum number of sessions and hours per session including administration of pre and post tests;
- Standardized Testing and Reporting (STAR) and California High School Exit Exam (CAHSEE) do not satisfy the requirement of pre and posts test for the demonstrated record of effectiveness; previous STAR or CAHSEE data will not be "grandfathered" into the process;
- To provide statewide service, the applicant must have a valid business license issued by the California Secretary of State; to provide services locally, a valid business license issued by the appropriate local licensing entity is acceptable;
- If an applicant reasonably anticipates subcontracting, specific information on the subcontracting services must be described in the application;
- Applicants agree to hire tutors with a minimum of two years of study at an institution of high education, an associate's degree or higher, or one year of education-related experience in English-Language Arts, mathematics or science;
- Applicants must identify a program monitor that resides in California to supervise staff and provide on-going professional development.

A SES RFA Information Training Session webinar is being developed by the CDE, Title I Policy and Program Guidance Office.

# Parent Engagement and the Family Area Network Update

## Title I, Parent Involvement Update

Introducing:

Nancy Bodenhausen, Education Programs Consultant  
Title I Parental Involvement Coordinator.

Contact Information:

E-mail: [NBodenhausen@cde.ca.gov](mailto:NBodenhausen@cde.ca.gov)

Telephone: 916-445-4904

CDE is working on a new name for the Family Area Network (FAN). We are exploring changes to the approach of the FAN to ensure alignment with State Superintendent of Public Instruction, Tom Torlakson's vision as articulated in *A Blueprint for Great Schools*, as well as continued alignment with the parental involvement requirements in the ESEA.

The tentative schedule for the family engagement meetings is:

|                             |                       |
|-----------------------------|-----------------------|
| Wednesday, January 25, 2012 | 9:30 a.m. – 2:30 p.m. |
| Wednesday, March 21, 2012   | 9:30 a.m. – 2:30 p.m. |
| Wednesday, June 20, 2012    | 9:30 a.m. – 2:30 p.m. |

All meetings will be held at the office of the California Department of Education, 1430 N Street, Sacramento, Room 4101.

# Legislative Update

**Categorical Program Managers Legislative Report  
10/20/2011**

**AB 5 (Fuentes D) Teachers: best practices teacher evaluation.**

**Last Amend:** 6/22/2011

**Status:** 8/26/2011-Failed Deadline pursuant to Rule 61(a)(11). (Last location was APPR. on 6/22/2011)

**Summary:** Existing law requires the governing board of each school district to develop and adopt objective evaluation and assessment guidelines to evaluate the performance of its certificated employees and encourages each school district to establish an evaluation and assessment system that is uniform throughout the district. Existing law requires each school district to establish standards of expected pupil achievement at each grade level in each area of study and to evaluate and assess certificated employee performance as it reasonably relates to specified factors. This bill would make those provisions inoperative on July 1, 2012, and would repeal them on January 1, 2013. The bill, commencing with the 2012-13 school year, instead would require the governing board of a school district to adopt and implement a fair, transparent, and rigorous evaluation system based on a uniform standard for certificated employees, as specified. In developing the evaluation system, the bill would require the governing board of a school district to include, by mutual agreement with the exclusive bargaining representative of the certificated employees in the school district, in accordance with specified statutes regarding collective bargaining, all procedures and components of the evaluation system established pursuant to these provisions. The bill would require a permanent certificated employee who is deemed to be performing in an unsatisfactory manner at the end of his or her evaluation process to participate for one year in an instructional support program for certificated employees, as adopted by the governing board of the school district, for the purpose of improving the performance of the employee. This bill contains other related provisions and other existing laws.

**SB 547**

**(Steinberg D) Public school performance accountability.**

**Last Amend:** 8/31/2011

**Status:** 10/8/2011-Vetoed by the Governor

**Summary:** Existing law requires the Superintendent of Public Instruction, with the approval of the State Board of Education, to develop an Academic Performance Index (API), consisting of specified indicators, to measure the performance of schools and pupils. This bill would make these provisions inoperative on July 1, 2014, and repeal them as of January 1, 2015. The bill would require the Superintendent, in consultation with a specified advisory committee, to develop an Education Quality Index (EQI), which would replace the API and consist of a State Assessment Index, a Graduation Rate Index, a College Preparedness Index, and a Career Readiness Index. The bill would require that these indices consist of specified criteria. In developing the EQI, the Superintendent and this advisory committee would be required to consult with the University of California, the California State University, the California Community Colleges, the Employment Development Department, and other appropriate entities. The bill would require the state board to provide opportunities for public input, make changes as necessary, and adopt the EQI no later than August 1, 2014. Commencing with the 2014-15 school year, the bill would require that all schools and school districts be evaluated using an EQI value. The bill would require the Superintendent to report to the Governor and the appropriate policy and fiscal committees of the Legislature by July 1, 2013, and annually thereafter, specified information relating to the creation of additional indices. The bill also would require the Superintendent, in consultation with a specified advisory committee, and subject to an appropriation in the annual Budget Act or another statute for this purpose, to contract for an independent evaluation of the effectiveness and reliability of the EQI and any statutory changes recommended for improvement, and to submit the evaluation and recommendations in a report to the Governor and the appropriate policy and fiscal committees of the Legislature by July 1, 2018. To the extent that this bill would impose new duties on school districts in connection with the establishment of the EQI, including, but not limited to, new reporting duties, it would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

*VETOED*  
*\* Read veto message*

**Accountability & School Improvement**

**AB 180**

**(Carter D) Education: academic performance.**

**Last Amend:** 9/2/2011

**Status:** 10/9/2011-Chaptered by the Secretary of State, Chapter Number 669, Statutes of 2011

**Summary:** Existing law requires the Superintendent of Public Instruction, with approval of the State Board of Education, to develop an Academic Performance Index (API), as part of the Public School Performance Accountability Program, to measure the performance of schools, especially the academic performance of pupils. The API consists of a variety of indicators including specified achievement test scores, attendance rates, and graduation rates. Existing law requires the Superintendent, with approval of the state board, to develop an alternative accountability system for specified types of schools, including, among others, community day schools and continuation schools. Existing law allows these schools to receive an API score, but prohibits them from being included in the API rankings of schools. This bill, until January 1, 2017, would require the Superintendent and the state board, as part of the alternative accountability system for schools, or any successor system, to allow no more than 10 dropout recovery high schools, as defined, to report the results of an individual pupil growth model that is proposed by the school and certified by the Superintendent pursuant to specified criteria instead of reporting other indicators.

**AB 203**

**(Brownley D) Public schools: parent empowerment: school intervention.**

**Last Amend:** 9/2/2011

**Status:** 10/8/2011-Vetoed by the Governor

**Summary:** Existing law requires a local educational agency to implement one of several specified interventions for a school not identified as a persistently lowest-achieving school that, after one full school year, fails to meet specified criteria and has a specified percentage of parents and legal guardians of pupils sign a petition requesting the local educational agency to implement at least one of 5 specified interventions. Existing law requires a local educational agency to implement the intervention option requested by the petition unless the agency makes a specified finding in a regularly scheduled public hearing. Existing law limits the number of schools subject to a petition pursuant to these provisions to 75. This bill would require interventions to be implemented also for a school that is identified as persistently lowest-achieving but does not receive specified school improvement grant funding. The bill would require a governing board of a local educational agency to allow parents and legal guardians to provide testimony at the regularly scheduled public hearing. To the extent these provisions would impose 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.

**AB 224**

**(Bonilla D) School accountability: Academic Performance Index.**

**Last Amend:** 5/27/2011

**Status:** 8/26/2011-Failed Deadline pursuant to Rule 61(a)(11). (Last location was APPR. SUSPENSE FILE on 8/16/2011)

**Summary:** The Public Schools Accountability Act of 1999 requires the Superintendent of Public Instruction to develop an Academic Performance Index (API), which measures the performance of schools and the academic performance of pupils and consists of a variety of indicators, including pupil scores from a list of specified tests. The results of those specified tests constitute 60% of the value of the API. This bill, commencing with the 2012-13 fiscal year, would require the Superintendent, in consultation with the State Board of Education, to incorporate various indicators into the API, including high school graduation rates, rates by which pupils complete a course of study at an achievement level that fulfills the requirements and prerequisites for admission to California public institutions of postsecondary education, and rates by which pupils complete a course of study that provides the skills and knowledge necessary to attain entry-level employment in business or industry when they graduate from high school. This bill contains other related provisions and other existing laws.

**AB 1049**

**(Brownley D) Schools: low-achieving schools.**

**Status:** 5/28/2011-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. on 5/27/2011)

**Summary:** The Public Schools Accountability Act of 1999 requires the Superintendent of Public Instruction, with the approval of the State Board of Education, to develop the Academic Performance Index (API) consisting of a variety of indicators currently reported to the State Department of Education to track the achievement of schools and their pupils. Existing law requires the API to be used for specified purposes, including, but not limited to, ranking all public schools in the state. The Immediate Intervention/Underperforming Schools Program, the High Priority Schools Program, and the Quality Education Investment Act of 2006 are intended to provide support to schools ranked in the lower deciles of the API. This bill would require the Legislative Analyst's Office to convene a working group to identify a single formula that defines, to the greatest extent possible, persistently lowest performing schools and that can be used in both state and federal accountability programs. The bill would require the working group to include representatives from the Legislative Analyst's Office, the Department of Finance, the State Department of Education, the advisory committee described above, the state board, the staffs of the fiscal and policy committees of the Legislature, and stakeholder groups. The bill would require the working group to develop and report its recommendations to the state board and the education policy committees of the Legislature by July 1, 2012. This bill contains other existing laws.

**SB 240**

**(Rubio D) Truancy: collective action.**

**Last Amend:** 5/4/2011

**Status:** 6/3/2011-Failed Deadline pursuant to Rule 61(a)(8). (Last location was APPR. SUSPENSE FILE

on 5/23/2011)

**Summary:** Existing law establishes the system of public elementary and secondary schools in this state. Existing law provides that each person between the ages of 6 and 18 years, with specified exceptions, is subject to compulsory full-time education. Existing law specifies that any pupil subject to compulsory full-time education or compulsory continuation education who is absent from school without valid excuse 3 full days in one school year or tardy or absent for more than any 30-minute period during the schoolday without a valid excuse on 3 occasions in one school year, or any combination thereof, is a truant. This bill would prohibit a parent or guardian from being subject to prosecution under this provision because of an absence of the pupil due to collective action, as defined. The bill would define collective action as an action in which the parents or guardians of a majority of the pupils enrolled in a grade level at a public elementary, middle, or secondary school withhold their children from attendance at that school because of a grievance these parents, guardians, pupils, or other members of the school community are presenting to the administration of the school or school district relating to the alleged failure to provide pupils with educational opportunity, as specified. The bill would prescribe a procedure for the commencement and conclusion of a collective action under the bill. This procedure would require the presentation of a petition setting forth the grounds for the grievance to the school principal, schoolsite council if one exists, and the secretary or presiding officer of the governing board of the school district. This bill contains other related provisions and other existing laws.

**SB 512**

**(Price D) Academic Performance Index: pupil subgroups: performance data.**

**Last Amend:** 6/30/2011

**Status:** 10/8/2011-Vetoed by the Governor

**Summary:** Existing law requires the Superintendent of Public Instruction, with the approval of the State Board of Education, to develop an Academic Performance Index (API) to measure school and pupil performance. Existing law requires a school to demonstrate comparable improvement in academic achievement as measured by the API by all numerically significant pupil subgroups at the school, including ethnic subgroups, socioeconomically disadvantaged pupils, English learners, and pupils with disabilities. For purposes of these provisions, existing law defines a numerically significant pupil subgroup as one that either consists of at least 50 pupils each of whom has a valid test score, or one that constitutes at least 15% of the total population of pupils at a school who have valid test scores, except as specified. This bill would require that reporting conducted pursuant to these provisions include performance data for pupil subgroups consisting of 10 or more pupils with valid test scores. The bill would require that reporting conducted pursuant to these provisions for any pupil subgroup that is not numerically significant, as defined, be marked with an asterisk that indicates less statistical certainty than data based on a numerically significant subgroup. The bill would require that this reporting be conducted in accordance with specified federal privacy laws, and would state the Legislature's intent that this data not be used for federal or state accountability purposes.

**SB 789**

**(Price D) Public School Performance Accountability Program: Creative and Innovative Education Index.**

**Last Amend:** 4/14/2011

**Status:** 5/28/2011-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/9/2011)

**Summary:** The Public Schools Accountability Act of 1999 requires the Superintendent of Public Instruction to develop an Academic Performance Index (API), which measures the performance of schools and the academic performance of pupils. Existing law requires the Superintendent to establish an advisory committee to advise the Superintendent and the State Board of Education on all appropriate matters relative to the creation of the API and the implementation of an accountability system. Existing law requires the Superintendent and the state board, in consultation with the advisory committee, by July 1, 2013, to make recommendations to the Legislature and the Governor on, among other things, the establishment of a methodology for generating a measurement of group and individual academic performance growth by using individual pupil results from a longitudinally valid achievement assessment system. This bill would require the advisory committee to consult, as appropriate, with individuals who are experts or have experience in innovation in the fields of business, science, technology, mathematics, engineering, and arts education on the development of a voluntary Creative and Innovative Education Index, to be based in part on the creative opportunities in each participating school, as specified. The bill would require the advisory committee to make recommendations by June 1, 2013, to the Superintendent on the extent to which this index should be part of the state's accountability system and methods to foster creative and innovative education in the public schools.

**SB 885**

**(Simitian D) Public education accountability: longitudinal education data system.**

**Last Amend:** 7/7/2011

**Status:** 9/1/2011-From inactive file. Ordered to third reading.

**Summary:** Existing law establishes a system of public education in this state. This system includes public elementary and secondary schools, which provide instruction to pupils from preschool through grade 12, as well as the institutions that comprise the 3 segments of higher education, which are the California Community Colleges, the California State University, and the University of California. This bill would amend the expression of intent of the Legislature referenced above to state that the design

and implementation of a high-quality, comprehensive, and longitudinal preschool through higher education (P-20) statewide data system should meet specified goals. The bill would also authorize the State Board of Education, in addition to the entities referenced above, to enter into a joint powers agreement, rather than interagency agreements, to facilitate the implementation of the comprehensive longitudinal preschool through higher education (P-20) statewide data system referenced by the bill. This bill contains other existing laws.

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## Assessments

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**AB 1246 (Brownley D) Instructional materials.**

**Last Amend:** 8/30/2011

**Status:** 8/31/2011-Re-referred to Com. on ED.

**Summary:** Existing law requires the State Board of Education to adopt basic instructional materials for use in kindergarten and grades 1 to 8, inclusive, for governing boards, as defined, subject to specified provisions. Existing law authorizes instructional materials to be submitted for adoption in certain subject areas according to 6- and 8-year submission cycles. This bill would require the Superintendent of Public Instruction, and authorize school districts, to submit instructional materials for review to the state board, which would be required to adopt procedures for the review of those submitted instructional materials. The bill would add additional requirements for the review and adoption of instructional materials, including, but not limited to, changing the submission cycles to 8 years for all subject areas and requiring the State Department of Education to assess a reasonable fee on a publisher or manufacturer if it submits instructional materials for review after the applicable timeframe. The bill also would authorize the Superintendent and school districts to recommend to the state board instructional materials for its adoption, as specified. This bill contains other related provisions and other existing laws.

**SB 740 (Hancock D) Pupil assessment.**

**Last Amend:** 8/15/2011

**Status:** 8/26/2011-Failed Deadline pursuant to Rule 61(a)(11). (Last location was APPR. SUSPENSE FILE on 8/18/2011)

**Summary:** Existing law, the Leroy Greene California Assessment of Academic Achievement Act (Greene Act), requires each school district, charter school, and county office of education to administer to each of its pupils in grades 2 to 11, inclusive, certain achievement tests. This bill, commencing July 1, 2012, would exclude pupils in grade 2 from the standards-based achievement test requirement and make conforming changes. This bill contains other related provisions.

**SB 754 (Padilla D) Pupil assessment: California English Language Development Test.**

**Last Amend:** 7/13/2011

**Status:** 8/18/2011-Hearing postponed by committee. (Refers to 8/17/2011 hearing)

**Summary:** Existing law requires each school district that has one or more pupils who are English learners to assess the English language development of each of those pupils upon initial enrollment in order to determine the level of proficiency of those pupils and thereafter to assess each of those pupils annually until the pupil is redesignated as English proficient. The assessment primarily consists of the administration of the California English Language Development Test (CELDT) that assesses pupils in grades 2 to 12, inclusive, in English listening, speaking, reading, and writing skills, and pupils in kindergarten and grade 1 in English listening and speaking. This bill would prohibit a pupil in any of grades 3 to 12, inclusive, to the extent permitted by federal law, from being required to retake those portions of the CELDT that measure English language skills for which he or she has previously tested as advanced within the appropriate grade span, as determined by the State Department of Education in accordance with specified law. Notwithstanding the above prohibition, and to the extent permitted by federal law, the bill would also prohibit a pupil in any of grades 10 to 12, inclusive, from being required to retake those portions of the CELDT that measure English language skills for which he or she has previously tested as early advanced or advanced. These prohibitions would not become effective until the current CELDT publisher's contract expires. The bill would also state legislative findings and declarations regarding English learners and the CELDT.

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## Career Technical Education

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**AB 1330 (Furutani D) Graduation requirements: career technical education.**

**Last Amend:** 9/2/2011

**Status:** 10/8/2011-Chaptered by the Secretary of State, Chapter Number 621, Statutes of 2011

**Summary:** Existing law prohibits a pupil from receiving a diploma of graduation from high school unless he or she completes specified requirements, including, but not limited to, completing one

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into  
law

course in visual or performing arts or foreign language. This bill, commencing with the 2012-13 school year, would add completion of a course in career technical education, as defined, as an alternative to the requirement that a pupil complete a course in visual or performing arts or foreign language. This bill contains other related provisions.

**SB 275 (Hancock D) Career technical education: funding.**

**Last Amend:** 5/31/2011

**Status:** 7/8/2011-Failed Deadline pursuant to Rule 61(a)(10). (Last location was ED. on 6/13/2011)

**Summary:** Existing law provides funding for various career technical education programs, including regional occupational centers and programs, specialized secondary programs, partnership academies, and agricultural career technical education programs. The bill would require the Superintendent to align the accountability measures for regional occupational centers and programs, agricultural career technical education programs, partnership academies, and specialized secondary education programs into a uniform accountability metric based on specified indicators and pupil data. This bill contains other existing laws.

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### Categorical Compliance

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**AB 189 (Eng D) Education funding.**

**Last Amend:** 8/30/2011

**Status:** 10/8/2011-Chaptered by the Secretary of State, Chapter Number 606, Statutes of 2011

**Summary:** Existing law establishes various categorical education programs and appropriates the funding for those programs in the annual Budget Act. Existing law requires the Superintendent of Public Instruction, for the 2008-09 to 2014-15 fiscal years, inclusive, to apportion from the amounts provided in the annual Budget Act for specified categorical education programs an amount based on the same relative proportion that the local educational agency received in the 2008-09 fiscal year for those programs and authorizes school districts, for those fiscal years, to use these funds, with specified exceptions, for any educational purpose, to the extent permitted by federal law. This bill would require that public hearing to be held prior to and independent of a meeting where the governing board of a school district or county office of education adopts a budget. The bill would also require the governing board to identify the program or programs to be closed before the public hearing, as specified. This bill contains other related provisions and other existing laws.

**SB 476 (Lowenthal D) Education finance: categorical programs.**

**Status:** 5/10/2011-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/3/2011)

**Summary:** Existing law establishes various categorical education programs, and appropriates the funding for those programs in the annual Budget Act. Existing law requires the Superintendent of Public Instruction, for the 2008-09 to 2012-13 fiscal years, inclusive, to apportion from the amount provided in the annual Budget Act for specified categorical education programs an amount based on the same relative proportion that the local educational agency received in the 2008-09 fiscal year for those programs, with certain specified exceptions. Existing law authorizes school districts, for the 2008-09 to 2012-13 fiscal years, inclusive, to use the categorical education program funds, with specified exceptions, for any educational purpose. This bill would extend the operation of this provision for 2 additional fiscal years, thus extending it through the 2014-15 fiscal year.

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### CDE Admin/Governance

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**SB 429 (DeSaulnier D) Before and after school programs: After School Education and Safety Program: supplemental grants.**

**Last Amend:** 9/1/2011

**Status:** 10/8/2011-Chaptered by the Secretary of State, Chapter Number 626, Statutes of 2011

**Summary:** Existing law provides that every school that establishes a before school program component pursuant to the After School Education and Safety Program is eligible to receive a 3-year renewable direct grant, as specified, and is eligible to receive a supplemental grant to operate the program in excess of 180 schooldays during any combination of summer, intersession, or vacation periods, as specified. This bill would instead provide that any school that establishes a program pursuant to the After School Education and Safety Program, or establishes a program with a before school program component pursuant to the program, is eligible to receive a supplemental grant to operate the program in excess of 180 regular schooldays or during any combination of summer, intersession, or vacation periods for a maximum of 30% of the total grant amount awarded, per school year, to the school, as specified. The bill would allow supplemental grantees to change the location of the program and to open eligibility for the program, as specified. The bill would also require a supplemental grantee operating a 6-hour extended day program to submit, for prior approval by the

State Department of Education, a revised program plan, as specified. The bill would make other conforming changes.

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### Charter Schools

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**AB 360 (Brownley D) Charter schools.**

**Last Amend:** 7/12/2011

**Status:** 9/7/2011-Ordered to inactive file at the request of Assembly Member Allen.

**Summary:** The Ralph M. Brown Act requires that all meetings of a legislative body, as defined, of a local agency be open and public and all persons be permitted to attend unless a closed session is authorized. The Bagley-Keene Open Meeting Act requires, with specified exceptions, that all meetings of a state body be open and public and all persons be permitted to attend. This bill would expressly state that a charter school is subject to the Ralph M. Brown Act, unless it is operated by an entity governed by the Bagley-Keene Open Meeting Act, in which case the school would be subject to the Bagley-Keene Open Meeting Act. This bill contains other related provisions and other existing laws.

**AB 440 (Brownley D) Charter schools.**

**Last Amend:** 8/30/2011

**Status:** 9/7/2011-Ordered to inactive file at the request of Senator Simitian.

**Summary:** (1) The Charter Schools Act of 1992 (Charter Schools Act) allows a charter school to elect to operate as, or be operated by, a nonprofit public benefit corporation, as specified. This bill would impose a state-mandated local program by requiring a charter school operating as, or operated by, a for-profit corporation to notify the Superintendent of Public Instruction of that fact in writing when the petition is first approved, upon renewal of the petition, and if there is a change in the for-profit status of the school. This bill contains other related provisions and other existing laws.

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### College Readiness

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**SB 532 (Hernandez D) Pupil instruction: high school curriculum: advanced placement courses: International Baccalaureate Diploma Program.**

**Last Amend:** 6/30/2011

**Status:** 9/6/2011-Chaptered by the Secretary of State, Chapter Number 238, Statutes of 2011

**Summary:** Existing law contains legislative findings and declarations stating that advanced placement courses, among other things, help to improve the overall curriculum at schools where they are provided and provide a cost-effective means for high school pupils to obtain college-level coursework experience. This bill would require the Superintendent of Public Instruction to annually update the information on advanced placement available on the Internet Web site of the State Department of Education to include current information on the various means available to school districts to offer or access advanced placement courses, including online courses, and to annually communicate with high schools that offer advanced placement courses in fewer than 5 subjects and inform them of the various options for making advanced placement courses and other rigorous courses available to pupils who may benefit from them. This bill contains other related provisions and other existing laws.

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### Data

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**AB 1088 (Eng D) State agencies: collection of demographic data.**

**Last Amend:** 8/30/2011

**Status:** 10/9/2011-Chaptered by the Secretary of State, Chapter Number 689, Statutes of 2011

**Summary:** Existing law requires any state agency, board, or commission that directly or by contract collects demographic data as to the ancestry or ethnic origin of Californians to use separate collection categories and tabulations for each major Asian and Pacific Islander group, including, but not limited to, Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, Hawaiian, Guamanian, Samoan, Laotian, and Cambodian. This bill would revise and recast the specified categories. This bill would require a state agency, board, or commission that directly or by contract collects demographic data to include data on specified collection categories and tabulations in every demographic report on ancestry or ethnic origins of California residents that it publishes or releases on or after July 1, 2012. This bill contains other related provisions.

Signed into law  
- Begins 2012-13

## Education Options & At-Risk Youth

### **SB 240** (Rubio D) Truancy: collective action.

**Last Amend:** 5/4/2011

**Status:** 6/3/2011-Failed Deadline pursuant to Rule 61(a)(8). (Last location was APPR. SUSPENSE FILE on 5/23/2011)

**Summary:** Existing law establishes the system of public elementary and secondary schools in this state. Existing law provides that each person between the ages of 6 and 18 years, with specified exceptions, is subject to compulsory full-time education. Existing law specifies that any pupil subject to compulsory full-time education or compulsory continuation education who is absent from school without valid excuse 3 full days in one school year or tardy or absent for more than any 30-minute period during the schoolday without a valid excuse on 3 occasions in one school year, or any combination thereof, is a truant. This bill would prohibit a parent or guardian from being subject to prosecution under this provision because of an absence of the pupil due to collective action, as defined. The bill would define collective action as an action in which the parents or guardians of a majority of the pupils enrolled in a grade level at a public elementary, middle, or secondary school withhold their children from attendance at that school because of a grievance these parents, guardians, pupils, or other members of the school community are presenting to the administration of the school or school district relating to the alleged failure to provide pupils with educational opportunity, as specified. The bill would prescribe a procedure for the commencement and conclusion of a collective action under the bill. This procedure would require the presentation of a petition setting forth the grounds for the grievance to the school principal, schoolsite council if one exists, and the secretary or presiding officer of the governing board of the school district. This bill contains other related provisions and other existing laws.

**SB 461**

### (Blakeslee R) High school equivalency certificates.

**Last Amend:** 7/13/2011

**Status:** 10/8/2011-Chaptered by the Secretary of State, Chapter Number 628, Statutes of 2011

**Summary:** Existing law requires the Superintendent of Public Instruction to issue a California high school equivalency certificate and an official score report, or an official score report only, to any person who has not completed high school and who meets specified requirements, including, among others, that the person meets any of the following: is at least 18 years of age; would have graduated from high school had he or she remained in school and followed the usual course of study toward graduation; or, is at least 17 years of age, has accumulated fewer than 100 units of high school credit, and is confined to a state or county hospital or to an institution maintained by a state or county correctional agency. This bill would add being at least 17 years of age, having accumulated fewer than 100 units of high school credit before enrollment in the academic program of a dropout recovery high school, as defined, and successfully completing the academic program of a dropout recovery high school, as an additional option that a person could meet to satisfy that requirement.

change  
to  
GED  
eligibility

## Education Technology

### **AB 747** (Huber D) Pupil instruction: online programs.

**Last Amend:** 3/31/2011

**Status:** 6/3/2011-Failed Deadline pursuant to Rule 61(a)(8). (Last location was ED. on 4/4/2011)

**Summary:** Existing law states the intent of the Legislature to enact legislation to implement specified policy objectives regarding distance learning, which is defined as instruction in which the pupil and instructor are in different locations and interact through the use of computer and communications technology. This bill would define an online offsite classroom instructional program to mean an instructional program in which a pupil receives online instruction from a teacher who may be onsite or offsite, subject to certain requirements if the teacher is offsite.

### **AB 802** (Blumenfield D) Online education: school attendance.

**Last Amend:** 5/9/2011

**Status:** 5/28/2011-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/27/2011)

**Summary:** Existing law establishes the public elementary and secondary school system in this state, and further establishes a funding system pursuant to which the state apportions funds to local educational agencies based on, among other factors, the average daily attendance of pupils at the schools operated by those agencies. Numerous statutes and regulations govern the calculation and reporting of average daily attendance. This bill, commencing with the 2013-14 fiscal year, would provide that school districts, county offices of education, and charter schools that offer online education courses may claim attendance toward average daily attendance on the basis of a pupil's attendance in an online course or courses that satisfy prescribed criteria. This bill contains other

related provisions.

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## English Language Learners

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**AB 124 (Fuentes D) Academic content standards: English language development standards.**

**Last Amend:** 7/14/2011

**Status:** 10/8/2011-Chaptered by the Secretary of State, Chapter Number 605, Statutes of 2011

**Summary:** This bill, co-sponsored by the Superintendent of Public Instruction, would establish the English Language Development Standards Advisory Committee responsible for updating, revising and aligning, by August 31, 2012, the English Language Development (ELD) standards with the common core English Language Arts academic content standards recently approved by the State Board of Education (SBE). In addition, AB 124 would require SBE to either adopt or reject the revised ELD standards by September 30, 2012, and includes include teachers and administrators with expertise in instructing English learners in the membership of the committee.

**AB 532 (V. Manuel Pérez D) Pupil assessments.**

**Last Amend:** 8/30/2011

**Status:** 10/8/2011-Vetoed by the Governor

**Summary:** Existing law, the Public Schools Accountability Act of 1999, provides a state assessment program for schools, an intervention program for low-performing schools, and a reward system for high-achieving schools, as specified. This bill would require California's assessments to be valid, reliable, and comparable for pupils who are limited English proficient and for pupils with developmental disabilities. The bill would require any primary language assessment developed by the State Department of Education and administered to limited-English-proficient pupils, as identified pursuant to existing law, to be considered for inclusion in the state's assessment system, or in any successor system, and in any measure or index developed or used for the state's federal and state accountability system and any successor system. The bill would also require any successor system to the state's assessment system adopted on or after the effective date of this act to include accommodations and variations for limited-English-proficient pupils, as determined by the Superintendent of Public Instruction. This bill contains other related provisions.

**AB 1156 (Eng D) Pupils: bullying.**

**Last Amend:** 8/31/2011

**Status:** 10/9/2011-Chaptered by the Secretary of State, Chapter Number 732, Statutes of 2011

**Summary:** Existing law establishes the public school system in this state, and, among other things, provides for the establishment of school districts throughout the state and for their provision of instruction at the public elementary and secondary schools they operate and maintain. This bill, as of July 1, 2012, would encourage the inclusion of policies and procedures aimed at the prevention of bullying in comprehensive school safety plans. The bill also would require the Department of Justice and the State Department of Education to contract to provide training in the prevention of bullying, as defined in the bill. This bill contains other related provisions and other existing laws.

**SB 754 (Padilla D) Pupil assessment: California English Language Development Test.**

**Last Amend:** 7/13/2011

**Status:** 8/18/2011-Hearing postponed by committee. (Refers to 8/17/2011 hearing)

**Summary:** Existing law requires each school district that has one or more pupils who are English learners to assess the English language development of each of those pupils upon initial enrollment in order to determine the level of proficiency of those pupils and thereafter to assess each of those pupils annually until the pupil is redesignated as English proficient. The assessment primarily consists of the administration of the California English Language Development Test (CELDT) that assesses pupils in grades 2 to 12, inclusive, in English listening, speaking, reading, and writing skills, and pupils in kindergarten and grade 1 in English listening and speaking. This bill would prohibit a pupil in any of grades 3 to 12, inclusive, to the extent permitted by federal law, from being required to retake those portions of the CELDT that measure English language skills for which he or she has previously tested as advanced within the appropriate grade span, as determined by the State Department of Education in accordance with specified law. Notwithstanding the above prohibition, and to the extent permitted by federal law, the bill would also prohibit a pupil in any of grades 10 to 12, inclusive, from being required to retake those portions of the CELDT that measure English language skills for which he or she has previously tested as early advanced or advanced. These prohibitions would not become effective until the current CELDT publisher's contract expires. The bill would also state legislative findings and declarations regarding English learners and the CELDT.

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## Extended Learning/After School Programs/Community Schools

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**AB 747 (Huber D) Pupil instruction: online programs.**

**Last Amend:** 3/31/2011

**Status:** 6/3/2011-Failed Deadline pursuant to Rule 61(a)(8). (Last location was ED. on 4/4/2011)

**Summary:** Existing law states the intent of the Legislature to enact legislation to implement specified policy objectives regarding distance learning, which is defined as instruction in which the pupil and instructor are in different locations and interact through the use of computer and communications technology. This bill would define an online offsite classroom instructional program to mean an instructional program in which a pupil receives online instruction from a teacher who may be onsite or offsite, subject to certain requirements if the teacher is offsite.

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### Graduation Requirement

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**AB 815 (Brownley D) Instructional programs: State Seal of Biliteracy.**

**Last Amend:** 9/1/2011

**Status:** 10/8/2011-Chaptered by the Secretary of State, Chapter Number 618, Statutes of 2011

**Summary:** Existing law sets forth various requirements for the issuance of diplomas conferred upon a pupil as evidence of graduation from high school. Statutory provisions establish the Golden State Seal Merit Diploma for the purpose of recognizing pupils who have mastered the high school curriculum. This bill would establish the State Seal of Biliteracy to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy would be awarded by the Superintendent of Public Instruction in accordance with specified criteria. The Superintendent would be required to prepare and deliver to participating school districts the seal insignia. Participating school districts would be required to maintain records in order to identify pupils who have earned a State Seal of Biliteracy and to affix an appropriate insignia to the diploma or transcript of pupils who earn a State Seal of Biliteracy. This bill contains other related provisions.

**SB 461 (Blakeslee R) High school equivalency certificates.**

**Last Amend:** 7/13/2011

**Status:** 10/8/2011-Chaptered by the Secretary of State, Chapter Number 628, Statutes of 2011

**Summary:** Existing law requires the Superintendent of Public Instruction to issue a California high school equivalency certificate and an official score report, or an official score report only, to any person who has not completed high school and who meets specified requirements, including, among others, that the person meets any of the following: is at least 18 years of age; would have graduated from high school had he or she remained in school and followed the usual course of study toward graduation; or, is at least 17 years of age, has accumulated fewer than 100 units of high school credit, and is confined to a state or county hospital or to an institution maintained by a state or county correctional agency. This bill would add being at least 17 years of age, having accumulated fewer than 100 units of high school credit before enrollment in the academic program of a dropout recovery high school, as defined, and successfully completing the academic program of a dropout recovery high school, as an additional option that a person could meet to satisfy that requirement.

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### Higher Education

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**SB 532 (Hernandez D) Pupil instruction: high school curriculum: advanced placement courses: International Baccalaureate Diploma Program.**

**Last Amend:** 6/30/2011

**Status:** 9/6/2011-Chaptered by the Secretary of State, Chapter Number 238, Statutes of 2011

**Summary:** Existing law contains legislative findings and declarations stating that advanced placement courses, among other things, help to improve the overall curriculum at schools where they are provided and provide a cost-effective means for high school pupils to obtain college-level coursework experience. This bill would require the Superintendent of Public Instruction to annually update the information on advanced placement available on the Internet Web site of the State Department of Education to include current information on the various means available to school districts to offer or access advanced placement courses, including online courses, and to annually communicate with high schools that offer advanced placement courses in fewer than 5 subjects and inform them of the various options for making advanced placement courses and other rigorous courses available to pupils who may benefit from them. This bill contains other related provisions and other existing laws.

## Instructional Materials

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- AB 124 (Fuentes D) Academic content standards: English language development standards.**  
**Last Amend:** 7/14/2011  
**Status:** 10/8/2011-Chaptered by the Secretary of State, Chapter Number 605, Statutes of 2011  
**Summary:** This bill, co-sponsored by the Superintendent of Public Instruction, would establish the English Language Development Standards Advisory Committee responsible for updating, revising and aligning, by August 31, 2012, the English Language Development (ELD) standards with the common core English Language Arts academic content standards recently approved by the State Board of Education (SBE). In addition, AB 124 would require SBE to either adopt or reject the revised ELD standards by September 30, 2012, and includes include teachers and administrators with expertise in instructing English learners in the membership of the committee.
- AB 250 (Brownley D) Instructional materials: pupil assessment.**  
**Last Amend:** 8/30/2011  
**Status:** 10/8/2011-Chaptered by the Secretary of State, Chapter Number 608, Statutes of 2011  
**Summary:** This bill, sponsored by the Superintendent of Public Instruction, would begin a process for the development and adoption of curriculum frameworks and instructional materials that are aligned to the state's common core academic content standards. In addition, this bill would extend the operative date of the state's assessment system by one year and position the state's assessments in such a manner to give the state flexibility to adapt to changes in federal law and transition to high quality assessments that are aligned to the common core standards. Finally, this bill would create professional development training opportunities that support teachers in delivering to all pupils curriculum and instruction that is aligned to the state's common core academic standards.
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## Kindergarten

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- SB 30 (Simitian D) Kindergarten: age of admission and readiness.**  
**Last Amend:** 3/25/2011  
**Status:** 8/18/2011-Hearing postponed by committee. (Refers to 8/17/2011 hearing)  
**Summary:** Existing law requires that a child be admitted to kindergarten at the beginning of a school year, or at any time later in the same year, if the child will have his or her 5th birthday as specified. Existing law establishes the Kindergarten Readiness Pilot Program, which is administered by the Superintendent of Public Instruction, to permit participating school districts to provide opportunities for children to enhance their readiness for kindergarten, as provided. Existing law requires the Superintendent, by June 1, 2007, to contract for an independent longitudinal evaluation regarding the effects of the change in the entry age for kindergarten and first grade pursuant to the kindergarten readiness program. Existing law requires the independent evaluator to file an initial report by June 1, 2009, an interim report by January 1, 2011, and a final report by January 1, 2012. This bill would maketechnical, nonsubstantive changes to the kindergarten admission provision. This bill contains other related provisions.
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## Misc. Curriculum Areas

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- AB 124 (Fuentes D) Academic content standards: English language development standards.**  
**Last Amend:** 7/14/2011  
**Status:** 10/8/2011-Chaptered by the Secretary of State, Chapter Number 605, Statutes of 2011  
**Summary:** This bill, co-sponsored by the Superintendent of Public Instruction, would establish the English Language Development Standards Advisory Committee responsible for updating, revising and aligning, by August 31, 2012, the English Language Development (ELD) standards with the common core English Language Arts academic content standards recently approved by the State Board of Education (SBE). In addition, AB 124 would require SBE to either adopt or reject the revised ELD standards by September 30, 2012, and includes include teachers and administrators with expertise in instructing English learners in the membership of the committee.
- AB 815 (Brownley D) Instructional programs: State Seal of Biliteracy.**  
**Last Amend:** 9/1/2011  
**Status:** 10/8/2011-Chaptered by the Secretary of State, Chapter Number 618, Statutes of 2011  
**Summary:** Existing law sets forth various requirements for the issuance of diplomas conferred upon a pupil as evidence of graduation from high school. Statutory provisions establish the Golden State Seal

Merit Diploma for the purpose of recognizing pupils who have mastered the high school curriculum. This bill would establish the State Seal of Biliteracy to recognize high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy would be awarded by the Superintendent of Public Instruction in accordance with specified criteria. The Superintendent would be required to prepare and deliver to participating school districts the seal insignia. Participating school districts would be required to maintain records in order to identify pupils who have earned a State Seal of Biliteracy and to affix an appropriate insignia to the diploma or transcript of pupils who earn a State Seal of Biliteracy. This bill contains other related provisions.

**SB 302**

**(Yee D) Instructional materials: social content reviews.**

**Last Amend:** 7/13/2011

**Status:** 8/26/2011-Failed Deadline pursuant to Rule 61(a)(11). (Last location was APPR. on 7/13/2011)

**Summary:** Existing law requires the State Board of Education to adopt basic instructional materials for use in kindergarten and grades 1 to 8, inclusive. Existing law requires the state board, in reviewing and adopting instructional materials, to use specified criteria, and ensure that, in its judgment, the submitted basic instructional materials meet all of the specified criteria, including, but not limited to, compliance with the specified requirements and guidelines for social content. This bill would require the state board to adopt regulations to govern the social content reviews conducted at the request of a publisher or manufacturer of instructional materials outside the primary instructional material adoption process. The bill would authorize the State Department of Education to contract with agents to conduct the specified social content reviews and require the department to assess a fee for the review that meets specified requirements, including notice to publishers and manufacturers. The bill would also require the state board to inform the Chairperson of the Assembly Committee on Education, the Chairperson of the Senate Committee on Education, and the Superintendent of Public Instruction of content that it interprets to be the result of certain changes made to the Texas Administrative Code. The bill would repeal these provisions on January 1, 2017. This bill contains other related provisions.

**SB 789**

**(Price D) Public School Performance Accountability Program: Creative and Innovative Education Index.**

**Last Amend:** 4/14/2011

**Status:** 5/28/2011-Failed Deadline pursuant to Rule 61(a)(5). (Last location was APPR. SUSPENSE FILE on 5/9/2011)

**Summary:** The Public Schools Accountability Act of 1999 requires the Superintendent of Public Instruction to develop an Academic Performance Index (API), which measures the performance of schools and the academic performance of pupils. Existing law requires the Superintendent to establish an advisory committee to advise the Superintendent and the State Board of Education on all appropriate matters relative to the creation of the API and the implementation of an accountability system. Existing law requires the Superintendent and the state board, in consultation with the advisory committee, by July 1, 2013, to make recommendations to the Legislature and the Governor on, among other things, the establishment of a methodology for generating a measurement of group and individual academic performance growth by using individual pupil results from a longitudinally valid achievement assessment system. This bill would require the advisory committee to consult, as appropriate, with individuals who are experts or have experience in innovation in the fields of business, science, technology, mathematics, engineering, and arts education on the development of a voluntary Creative and Innovative Education Index, to be based in part on the creative opportunities in each participating school, as specified. The bill would require the advisory committee to make recommendations by June 1, 2013, to the Superintendent on the extent to which this index should be part of the state's accountability system and methods to foster creative and innovative education in the public schools.

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**Safe Schools**

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**AB 9**

**(Ammiano D) Pupil rights: bullying.**

**Last Amend:** 8/30/2011

**Status:** 10/9/2011-Chaptered by the Secretary of State, Chapter Number 723, Statutes of 2011

**Summary:** Existing law provides that it is the policy of the state to afford all persons in public schools, regardless of their disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes, equal rights and opportunities in the educational institutions of the state, and that it is the purpose of existing law to prohibit acts that are contrary to that policy and to provide remedies therefor. Existing law requires the State Department of Education to develop a model handout, posted on appropriate department Internet Web sites, describing the rights and obligations set forth in these provisions and the policies addressing bias-related discrimination and harassment in schools. Existing law also requires the

department to monitor adherence to these provisions and, as part of its regular monitoring and review of local educational agencies, to assess whether local educational agencies have adopted a policy that prohibits discrimination and harassment and a process for receiving and investigating complaints of discrimination and harassment, as specified. This bill would require the policy adopted by the local educational agencies to prohibit discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified. The bill also would require the process for receiving and investigating complaints to include complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and to include a requirement that school personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process, as specified. The bill would make other conforming changes. This bill contains other related provisions and other existing laws.

**AB 1156 (Eng D) Pupils: bullying.**

**Last Amend:** 8/31/2011

**Status:** 10/9/2011-Chaptered by the Secretary of State, Chapter Number 732, Statutes of 2011

**Summary:** Existing law establishes the public school system in this state, and, among other things, provides for the establishment of school districts throughout the state and for their provision of instruction at the public elementary and secondary schools they operate and maintain. This bill, as of July 1, 2012, would encourage the inclusion of policies and procedures aimed at the prevention of bullying in comprehensive school safety plans. The bill also would require the Department of Justice and the State Department of Education to contract to provide training in the prevention of bullying, as defined in the bill. This bill contains other related provisions and other existing laws.

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### School Finance

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**SB 476 (Lowenthal D) Education finance: categorical programs.**

**Status:** 5/10/2011-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 3/3/2011)

**Summary:** Existing law establishes various categorical education programs, and appropriates the funding for those programs in the annual Budget Act. Existing law requires the Superintendent of Public Instruction, for the 2008-09 to 2012-13 fiscal years, inclusive, to apportion from the amount provided in the annual Budget Act for specified categorical education programs an amount based on the same relative proportion that the local educational agency received in the 2008-09 fiscal year for those programs, with certain specified exceptions. Existing law authorizes school districts, for the 2008-09 to 2012-13 fiscal years, inclusive, to use the categorical education program funds, with specified exceptions, for any educational purpose. This bill would extend the operation of this provision for 2 additional fiscal years, thus extending it through the 2014-15 fiscal year.

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### School Management

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**AB 733 (Ma D) Pupil records: privacy rights.**

**Last Amend:** 6/16/2011

**Status:** 7/5/2011-In Senate. Held at Desk.

**Summary:** This bill would amend the California Education Code to bring it into compliance with the federal Family Education Rights and Privacy Act (FERPA). For the last several years the US Department of Education has placed California's Individuals with Disabilities Education Act (IDEA) grant eligibility on conditional status due to identified Education Code provisions that are out of compliance with the federal Family Educational Rights Privacy Act (FERPA) regulations. California annually receives over \$1.2 billion in federal IDEA funding to provide much needed services to students with developmental disabilities. Conditional status requires the California Department of Education (CDE) to demonstrate that it is taking the necessary effort to address the causes of the determination. AB 733 is the documented effort to address the state's IDEA conditional status. If California continues to be out of compliance, it risks being sanctioned by the US Department of Education or having its IDEA funds reduced or withheld. By amending bringing the Education Code into compliance with federal FERPA regulations the state will help ensure that California will retain its federal IDEA grant funding eligibility so that it can continue to receive the more than \$1.2 billion federal grant for the provision of special education services to students with special needs.

**SB 204 (Liu D) Education governance.**

**Last Amend:** 4/26/2011

**Status:** 7/8/2011-Failed Deadline pursuant to Rule 61(a)(10). (Last location was ED. on 6/13/2011)

**Summary:** Existing law establishes the State Board of Education to adopt policies, and to establish rules and regulations, not inconsistent with the laws of the state, to govern the public elementary and secondary schools of the state. Existing law provides that the state board consists of 10 members,

who are appointed by the Governor to 4-year terms with the advice and consent of 2/3 of the Senate. Existing law also provides for the appointment by the Governor, with the advice and consent of 2/3 of the Senate, of a student member to a single one-year term commencing on August 1. Existing law authorizes the state board to issue subpoenas to compel the attendance of witnesses before the board, or before any member of the board, in the same manner as any court in the state. This bill would require that the 10 nonstudent appointees to the state board represent, and reside in, different geographical areas of the state, reflect the ethnic and gender diversity of the state's population, and represent the various disciplines active in the public education system. The bill would eliminate the authority of the state board to establish statewide educational policy and issue rules and regulations for the governance of public elementary and secondary schools. The bill would instead provide that the state board would advise the Governor, Legislature, and Superintendent of Public Instruction on policy matters pertaining to elementary and secondary education, and would make annual recommendations to the Legislature regarding ways to improve the quality of public education throughout the state. The bill would specify that the state board would carry out only the duties and functions expressly granted to it by the statutes and constitution of the state. This bill contains other related provisions.

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## Special Education

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**AB 519 (Hernández, Roger D) Pupil discipline: restraint and seclusion.**

**Last Amend:** 4/27/2011

**Status:** 5/10/2011-Failed Deadline pursuant to Rule 61(a)(2). (Last location was ED. on 4/28/2011)

**Summary:** Existing law prohibits a person employed by or engaged in a public school to inflict, or cause to be inflicted, corporal punishment upon a pupil. This bill would prohibit an educational provider from using chemical restraint, as defined, mechanical restraint, as defined, physical restraint, as defined, or seclusion, as defined, for the purpose of coercion, discipline, convenience, or retaliation by staff. The bill would limit the use of physical restraint, and would specify conditions under which an educational provider would be authorized to use physical restraint. The bill would allow, until January 1, 2014, nonpublic, nonsectarian schools, and certain district-designated alternative programs, to use seclusion if specified conditions are met. This bill contains other related provisions and other existing laws.

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## Standards/Common Core

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**AB 124 (Fuentes D) Academic content standards: English language development standards.**

**Last Amend:** 7/14/2011

**Status:** 10/8/2011-Chaptered by the Secretary of State, Chapter Number 605, Statutes of 2011

**Summary:** This bill, co-sponsored by the Superintendent of Public Instruction, would establish the English Language Development Standards Advisory Committee responsible for updating, revising and aligning, by August 31, 2012, the English Language Development (ELD) standards with the common core English Language Arts academic content standards recently approved by the State Board of Education (SBE). In addition, AB 124 would require SBE to either adopt or reject the revised ELD standards by September 30, 2012, and includes include teachers and administrators with expertise in instructing English learners in the membership of the committee.

**AB 250 (Brownley D) Instructional materials: pupil assessment.**

**Last Amend:** 8/30/2011

**Status:** 10/8/2011-Chaptered by the Secretary of State, Chapter Number 608, Statutes of 2011

**Summary:** This bill, sponsored by the Superintendent of Public Instruction, would begin a process for the development and adoption of curriculum frameworks and instructional materials that are aligned to the state's common core academic content standards. In addition, this bill would extend the operative date of the state's assessment system by one year and position the state's assessments in such a manner to give the state flexibility to adapt to changes in federal law and transition to high quality assessments that are aligned to the common core standards. Finally, this bill would create professional development training opportunities that support teachers in delivering to all pupils curriculum and instruction that is aligned to the state's common core academic standards.

**AB 1330 (Furutani D) Graduation requirements: career technical education.**

**Last Amend:** 9/2/2011

**Status:** 10/8/2011-Chaptered by the Secretary of State, Chapter Number 621, Statutes of 2011

**Summary:** Existing law prohibits a pupil from receiving a diploma of graduation from high school unless he or she completes specified requirements, including, but not limited to, completing one course in visual or performing arts or foreign language. This bill, commencing with the 2012-13 school

year, would add completion of a course in career technical education, as defined, as an alternative to the requirement that a pupil complete a course in visual or performing arts or foreign language. This bill contains other related provisions.

**SB 140**      **(Lowenthal D) Instructional materials.**

**Last Amend:** 8/26/2011

**Status:** 10/8/2011-Chaptered by the Secretary of State, Chapter Number 623, Statutes of 2011

**Summary:** Existing law requires the State Board of Education to adopt basic instructional materials for use in kindergarten and grades 1 to 8, inclusive, and authorizes the state board to establish criteria for that purpose. Existing law requires the state board in reviewing and adopting instructional materials to use specified criteria and ensure that, in its judgment, the submitted instructional materials meet all of the specified criteria. This bill would require the State Department of Education to recommend, and the state board to approve, evaluation criteria to guide the development and review of supplemental instructional materials. The bill also would require the department, on a one-time basis, to develop a list, on or before July 1, 2012, of supplemental instructional materials for use in kindergarten and grades 1 to 8, inclusive, that are aligned with the California common core academic content standards for language arts and for use in kindergarten and grades 1 to 7, inclusive, that are aligned with the California common core academic content standards for mathematics. The bill would require the state board to perform specified reviews and to approve or reject all, or a portion, of the list of supplemental instructional materials proposed by the department and would authorize the state board to add an item to that list, as specified. The bill also would permit the governing board of a school district to approve supplemental instructional materials other than those approved by the state board if the governing board performs specified reviews and determines that other supplemental instructional materials are aligned with the California common core academic content standards and meet the needs of the pupils of the district. The bill would require supplemental instructional materials approved by the state board and the governing board of a school district in the subject areas of mathematics and English language arts to be reviewed by content review experts, as specified. The bill also would require supplemental instructional materials to comply with specified social content review requirements. The bill would require the department to maintain on its Internet Web site a list of supplemental instructional materials approved by the state board. This bill contains other related provisions and other existing laws.

**SB 300**      **(Hancock D) Pupil instruction: instructional materials: content standards.**

**Last Amend:** 8/26/2011

**Status:** 10/8/2011-Chaptered by the Secretary of State, Chapter Number 624, Statutes of 2011

**Summary:** Existing law, which became inoperative on July 1, 2011, and is to be repealed on January 1, 2014, requires the State Board of Education to adopt statewide academic content standards and performance standards, based on the recommendation of the Commission for the Establishment of Academic Content and Performance Standards and the Superintendent of Public Instruction, respectively, and authorizes the state board to modify any proposed content standard or performance standard prior to its adoption. This bill would require the state board to adopt science content standards pursuant to specified requirements. The bill would require the Superintendent to convene a group of science experts with whom the Superintendent would be required to recommend science content standards for adoption to the state board. The bill would require the Superintendent to hold at least 2 public meetings to provide public input on the science content standards. The bill would require the Superintendent to present the recommended science content standards to the state board by March 30, 2013, and would require the state board to adopt, reject, or modify those standards, as specified, by July 30, 2013. The bill would require the Superintendent and the state board to present to the Governor and the appropriate policy and fiscal committees of the Legislature a schedule and implementation plan for integrating the adopted science content standards into the state educational system. The bill would repeal these provisions on July 1, 2014.

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**State Board of Education**

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**SB 204**      **(Liu D) Education governance.**

**Last Amend:** 4/26/2011

**Status:** 7/8/2011-Failed Deadline pursuant to Rule 61(a)(10). (Last location was ED. on 6/13/2011)

**Summary:** Existing law establishes the State Board of Education to adopt policies, and to establish rules and regulations, not inconsistent with the laws of the state, to govern the public elementary and secondary schools of the state. Existing law provides that the state board consists of 10 members, who are appointed by the Governor to 4-year terms with the advice and consent of 2/3 of the Senate. Existing law also provides for the appointment by the Governor, with the advice and consent of 2/3 of the Senate, of a student member to a single one-year term commencing on August 1. Existing law authorizes the state board to issue subpoenas to compel the attendance of witnesses before the board, or before any member of the board, in the same manner as any court in the state. This bill would require that the 10 nonstudent appointees to the state board represent, and reside in,

different geographical areas of the state, reflect the ethnic and gender diversity of the state's population, and represent the various disciplines active in the public education system. The bill would eliminate the authority of the state board to establish statewide educational policy and issue rules and regulations for the governance of public elementary and secondary schools. The bill would instead provide that the state board would advise the Governor, Legislature, and Superintendent of Public Instruction on policy matters pertaining to elementary and secondary education, and would make annual recommendations to the Legislature regarding ways to improve the quality of public education throughout the state. The bill would specify that the state board would carry out only the duties and functions expressly granted to it by the statutes and constitution of the state. This bill contains other related provisions.

**Total Measures: 53**

**Total Tracking Forms: 55**

# School Improvement Grant Update

### School Improvement Grant Update

California's School Improvement Grant (SIG) application has been revised based on feedback from the U.S. Department of Education (ED). As a result, a **deadline of November 18, 2011**, has been identified for local educational agencies (LEAs) to submit their application to the California Department of Education (CDE).

The final Cohort 2 Request for Applications (RFA) is posted on CDE SIG Web page at <http://www.cde.ca.gov/sp/sw/t1/regsig10rfa.asp>. Some changes have been made to the RFA. If you submitted an application for the original Cohort 2, 2011–12 application process, please review the changes identified in the rerelease letter posted on the CDE SIG webpage and resubmit your application in its entirety.

| Important Events  | Dates  |
|---|--|
| <b>Draft</b> RFA posted on the California Department of Education (CDE) Web site  | <b>September 30, 2011</b>  |
| Webinar and Technical Assistance Session (Instructions posted on the CDE SIG Web page)  | <b>October 26, 2011</b>  |
| LEA SIG applications submitted to the CDE for format screening prior to final submission (optional)   | <b>November 9, 2011</b>  |
| LEA SIG applications due to the CDE   | <b>November 18, 2011</b>   |
| SIG RFA readers' conference conducted by the CDE to evaluate applications   | <b>December 5–7, 2011</b>  |
| <p>State Board of Education (SBE) takes action on LEA applications.</p> <p>The CDE will immediately notify LEAs of approval status. LEAs receiving a SIG Cohort 2 school year (SY) 2012–13 sub-grant must begin full implementation of the intervention model(s) they select for their funded school(s) at the beginning of the 2012–13 SY.</p> | <b>January 2012</b> SBE Meeting  |
| Sub-grant award notification letters sent to LEAs   | <b>February 1, 2012</b> , pending SBE approval at its January 2012 meeting |
| Optional Pre-Implementation by LEAs (See Program Guidelines Section C)  | Upon receipt of signed sub-grant award notification                        |

# CDE Update

## Division Contacts and CDE Org Chart

#

**Improvement and Accountability Division  
Christine Swenson, Division Director**

**Division Office  
916-319-0926**

ESEA Coordination  
Categorical Program Directors

**Title I Monitoring & Support  
Jeanette Ganahl, Manager  
(916) 319-0380**

FPM site visits  
School PI Requirements  
SPSA  
Targeted Assistance  
Schoolwide Programs

**Title I Policy & Program Guidance  
Jeff Breshears, Manager  
916-319-0745**

Neglected or Delinquent  
Homeless Education  
Parent Empowerment  
Parent Involvement  
Private Schools  
Supplemental Educational Services

**School Turnaround Office  
Julie Baltazar, Manager  
916-319-0595**

SIG  
Comparability  
QEIA  
CAIS  
COP  
RSDSS  
SSC  
Title I Grants

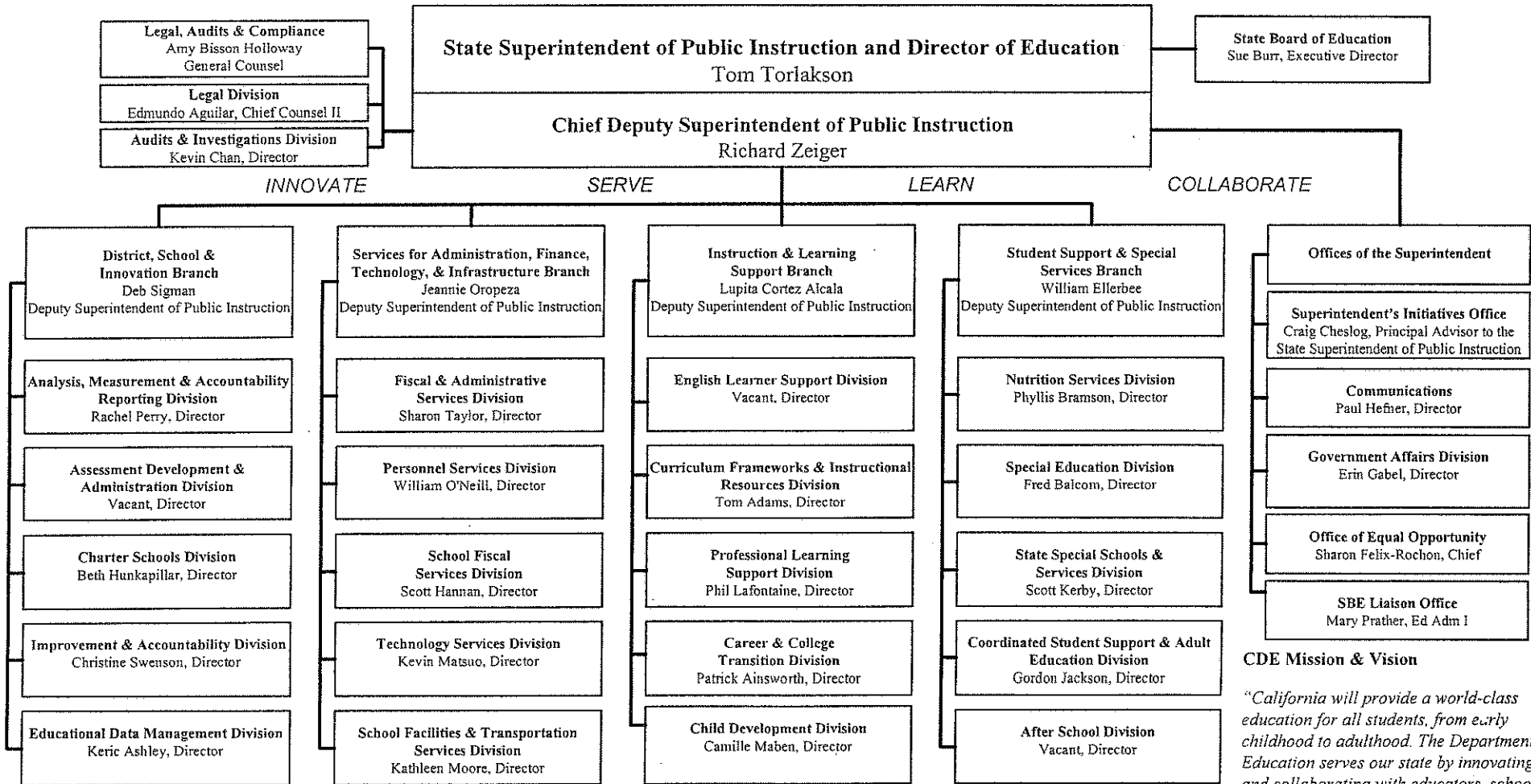
**District Innovation & Improvement Office  
Shela Seaton, Manager  
916-319-0599**

LEA PI Requirements  
LEA Plans (review and web-enabled pilot)  
Support for LEAs with/out DAITS

**K-12 Innovation & Improvement Office  
Ellen Ringer, Manager  
916-327-3437**

Early Warning and Intervention System  
for Middle Grades and High School  
Title I Support  
Title I Conference  
Middle Grades/High School Web portal/  
Professional Development  
School Level Transition  
Schools to Watch –Taking Center Stage

# California Department of Education



October 1, 2011

## CDE Mission & Vision

*"California will provide a world-class education for all students, from early childhood to adulthood. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a highly connected world."*

2012  
Categorical Programs  
Directors' Meeting  
Schedule

**Categorical Program Directors' Meeting  
2012 Schedule**

| Date  | Location                          | Chairperson |
|---|-----------------------------------|-------------|
| <b>Tuesday, January 17, 2012</b><br>9 a.m.–12:30 p.m. | CDE, 1430 N Street,<br>Suite 1101 |             |
| Friday, February 17, 2012<br>9 a.m.–2:30 p.m.         | CDE, 1430 N Street,<br>Suite 1101 |             |
| Friday, March 16, 2012<br>9 a.m.–12:30 p.m.           | CDE, 1430 N Street,<br>Suite 1101 |             |
| Friday, April 20, 2012<br>9 a.m.–12:30 p.m.           | CDE, 1430 N Street,<br>Suite 1101 |             |
| Friday, May 18, 2012<br>9 a.m.–2:30 p.m.              | CDE, 1430 N Street<br>Suite 1101  |             |
| June 15, 2012<br>9 a.m.–12:30 p.m.                    | CDE, 1430 N Street<br>Suite 1101  |             |
| July 2012   | No Meeting                        |             |
| August 17, 2012<br>9 a.m.–12:30 p.m.                  | CDE, 1430 N Street,<br>Suite 1101 |             |
| Friday, September 21, 2012<br>9 a.m.–12:30 p.m.       | CDE, 1430 N Street,<br>Suite 1101 |             |
| October 2012  | No Meeting: CAASFEP<br>Conference |             |
| Friday, November 16, 2012<br>9 a.m.–2:30 p.m.         | CDE, 1430 N Street,<br>Suite 1101 |             |
| Friday, December 14, 2012<br>9 a.m.–12:30 p.m.        | CDE, 1430 N Street,<br>Suite 1101 |             |

For information regarding agendas and locations, contact:  
Cheryl Tiner, Assistant Education Programs Consultant, Improvement and Accountability  
Division, at 916-319-0414 or by e-mail at [ctiner@cde.ca.gov](mailto:ctiner@cde.ca.gov)