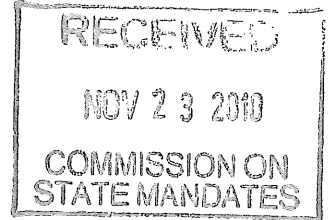


**COMMISSION ON STATE MANDATES  
TEST CLAIM FORM**Authorized by Government Code section 17553  
(Revised 1/2005)**GENERAL INSTRUCTIONS**

- Local agency and school district test claims shall be filed not later than 12 months following the effective date of a statute or executive order, or within 12 months of incurring increased costs as a result of a statute or executive order, whichever is later.
- Type all responses.
- Complete sections 1 through 8, as indicated. Failure to complete any of these sections will result in this test claim being returned as incomplete.
- Original test claim submissions shall be unbound, single-sided, and without tabs. Copies may be double-sided, but unbound and without tabs.
- Mail, or hand-deliver, one original and seven copies of your test claim submission to:

**Commission on State Mandates  
980 Ninth Street, Suite 300  
Sacramento, CA 95814**

*Within ten (10) days of receipt of a test claim, or its amendment, Commission staff will notify the claimant or claimant representative whether the submission is complete or incomplete. Test claims will be considered incomplete if any of the required sections are not included or are illegible. If a completed test claim is not received within thirty (30) calendar days from the date the incomplete test claim was returned, the executive director may disallow the original test claim filing date. A new test claim may be accepted on the same statute or executive order alleged to impose a mandate.*

You may download this form from our website! If you have any questions, please contact us:

Web Site: [www.csm.ca.gov](http://www.csm.ca.gov)  
Telephone: (916) 323-3562  
Fax: (916) 445-0278  
E-Mail: [csminfo@csm.ca.gov](mailto:csminfo@csm.ca.gov)

Received  
December 16, 2011

Commission on  
State Mandates

Filing Date: 12/23/2011

COMMISSION ON  
STATE MANDATES

Test Claim #:

**1. TEST CLAIM TITLE**

RACE TO THE TOP

**2. CLAIMANT INFORMATION**

Twin Rivers Unified School District  
Name of Local Agency or School District

Robert Roach  
Claimant Contact

Mandant Cost Analyst  
Title

3222 Winona Way  
Street Address

North Highlands, CA 95660  
City, State, Zip

(916) 566-1600, ext. 50136  
Telephone Number

Fax Number

rob.roach@twinriversusd.org  
E-Mail Address

**3. CLAIMANT REPRESENTATIVE INFORMATION**

Claimant designates the following person to act as its sole representative in this test claim. All correspondence and communications regarding this claim shall be forwarded to this representative. Any change in representation must be authorized by the claimant in writing, and sent to the Commission on State Mandates.

Arthur M. Palkowitz  
Claimant Representative Name

Attorney at Law  
Title

Stutz Artiano Shinoff & Holtz  
Organization

5488 Historic Decatur Road, Suite 200  
Street Address

San Diego, CA 92106  
City, State, Zip

(619) 232-3122  
Telephone Number

(619) 232-3264  
Fax Number

apalkowitz@stutzartiano.com  
E-Mail Address

**4. TEST CLAIM STATUTES OR EXECUTIVE ORDERS CITED**

Please identify all code sections, statutes, bill numbers, regulations, and/or executive orders that impose the alleged mandate (e.g., Penal Code Section 2045, Statutes 2004, Chapter 54 [AB 290]). When alleging regulations or executive orders, please include the effective date of each one.

SBX 5 1

1. Ed. Code section 53100, Section 8 (Added Stats 2009-2010 ch 2 § 8 (SB 1), effective April 13, 2010.)
2. Ed. Code section 53101, Section 8 (Added Stats 2009-2010 ch 2 § 8 (SB 1), effective April 13, 2010.)
3. Ed. Code section 53200, Section 8 (Added Stats 2009-2010 ch 2 § 8 (SB 1), effective April 13, 2010.)
4. Ed. Code section 53201, Section 8 (Added Stats 2009-2010 ch 2 § 8 (SB 1), effective April 13, 2010.)
5. Ed. Code section 53201.5, Section 8 (Added Stats 2009-2010 ch 2 § 8 (SB 1), effective April 13, 2010.)
6. Ed. Code section 53202, Section 8 (Added Stats 2009-2010 ch 2 § 8 (SB 1), effective April 13, 2010.)
7. Ed. Code section 53203, Section 8 (Added Stats 2009-2010 ch 2 § 8 (SB 1), effective April 13, 2010.)
8. Ed. Code section 60601, Section 9 (Added Stats 1995 ch 975 § 1 (AB-265). Amended Stats 1996 ch 69 § 1 (SB 430), effective June 21, 1996, operative until January 1, 2002; Stats 2001 ch 722 § 2 (SB 233); Stats 2004 ch 233 § 1 (SB 1448), repealed January 1, 2011; Stats 2007 ch 174 § 11 (SB 80), effective August 24, 2007, repealed January 1, 2012; Stats 2009-2010 5th Ex Sess ch 2 § 9 (SB 1), effective April 13, 2010, inoperative July 1, 2013, repealed January 1, 2014.)

SBX 4  
(The code sections are listed on page 5.)

Copies of all statutes and executive orders cited are attached.

Sections 5, 6, and 7 are attached as follows:

5. Written Narrative: pages 6 to 16

6. Declarations: pages 17 to 24

7. Documentation: pages 25 to (1-84)

Sections 5, 6, and 7 should be answered on separate sheets of plain 8-1/2 x 11 paper. Each sheet should include the test claim name, the claimant, the section number, and heading at the top of each page.

## 5. WRITTEN NARRATIVE

Under the heading "5. Written Narrative," please identify the specific sections of statutes or executive orders alleged to contain a mandate.

Include a statement that actual and/or estimated costs resulting from the alleged mandate exceeds one thousand dollars (\$1,000), and include all of the following elements for each statute or executive order alleged:

- (A) A detailed description of the new activities and costs that arise from the mandate.
- (B) A detailed description of existing activities and costs that are modified by the mandate.
- (C) The actual increased costs incurred by the claimant during the fiscal year for which the claim was filed to implement the alleged mandate.
- (D) The actual or estimated annual costs that will be incurred by the claimant to implement the alleged mandate during the fiscal year immediately following the fiscal year for which the claim was filed.
- (E) A statewide cost estimate of increased costs that all local agencies or school districts will incur to implement the alleged mandate during the fiscal year immediately following the fiscal year for which the claim was filed.
- (F) Identification of all of the following funding sources available for this program:
  - (i) Dedicated state funds
  - (ii) Dedicated federal funds
  - (iii) Other nonlocal agency funds
  - (iv) The local agency's general purpose funds
  - (v) Fee authority to offset costs
- (G) Identification of prior mandate determinations made by the Board of Control or the Commission on State Mandates that may be related to the alleged mandate.

## 6. DECLARATIONS

Under the heading "6. Declarations," support the written narrative with declarations that:

- (A) declare actual or estimated increased costs that will be incurred by the claimant to implement the alleged mandate;
- (B) identify all local, state, or federal funds, and fee authority that may be used to offset the increased costs that will be incurred by the claimant to implement the alleged mandate, including direct and indirect costs;
- (C) describe new activities performed to implement specified provisions of the new statute or executive order alleged to impose a reimbursable state-mandated program (specific references shall be made to chapters, articles, sections, or page numbers alleged to impose a reimbursable state-mandated program); and
- (D) are signed under penalty of perjury, based on the declarant's personal knowledge, information or belief, by persons who are authorized and competent to do so.

## 7. DOCUMENTATION

Under the heading "7. Documentation," support the written narrative with copies of all of the following:

- (A) the test claim statute that includes the bill number alleged to impose or impact a mandate; and/or
- (B) the executive order, identified by its effective date, alleged to impose or impact a mandate; and
- (C) relevant portions of state constitutional provisions, federal statutes, and executive orders that may impact the alleged mandate; and
- (D) administrative decisions and court decisions cited in the narrative. Published court decisions arising from a state mandate determination by the Board of Control or the Commission are exempt from this requirement.

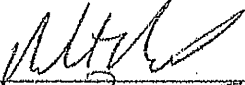
8. CLAIM CERTIFICATION

*Read, sign, and date this section and insert at the end of the test claim submission.\**

This test claim alleges the existence of a reimbursable state-mandated program within the meaning of article XIII B, section 6 of the California Constitution and Government Code section 17514. I hereby declare, under penalty of perjury under the laws of the State of California, that the information in this test claim submission is true and complete to the best of my own knowledge or information or belief.

Robert Roach  
Print or Type Name of Authorized Local Agency  
or School District Official

Mandated Cost Analyst  
Print or Type Title

  
Signature of Authorized Local Agency or  
School District Official

Nov. 16, 2010  
Date

*\* If the declarant for this Claim Certification is different from the Claimant contact identified in section 2 of the test claim form, please provide the declarant's address, telephone number, fax number, and e-mail address below.*

Test Claim Name: **Race to the Top (SBX5 1 and SBX5 4)**  
Claimant: **Twin Rivers Unified School District**  
Section: **4 - Test Claim Statutes or Executive Orders Cited**

Page 5

**SECTION NUMBER: 4**

**Heading: TEST CLAIM STATUTES OR EXECUTIVE ORDERS CITED**

**SBX5 4**

1. Ed. Code section 48353, Section 1 (Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4), effective April 13, 2010.)
2. Ed. Code section 48354, Section 1 (Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4), effective April 13, 2010.)
3. Ed. Code section 48355, Section 1 (Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4), effective April 13, 2010.)
4. Ed. Code section 48356, Section 1 (Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4), effective April 13, 2010.)
5. Ed. Code section 48357, Section 1 (Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4), effective April 13, 2010.)
6. Ed. Code section 48358, Section 1 (Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4), effective April 13, 2010.)
7. Ed. Code section 48359, Section 1 (Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4), effective April 13, 2010.)
8. Ed. Code section 48359.5, Section 1 (Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4), effective April 13, 2010.)
9. Ed. Code section 48360, Section 1 (Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4), effective April 13, 2010.)
10. Ed. Code section 48361, Section 1 (Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4), effective April 13, 2010.)
11. Ed. Code section 53300, Section 2 (Added Stats 2009-2010 5th Ex Sess ch 3 § 2 (SB 4), effective April 13, 2010.)
12. Ed. Code section 53301, Section 2 (Added Stats 2009-2010 5th Ex Sess ch 3 § 2 (SB 4), effective April 13, 2010.)
13. Ed. Code section 53303, Section 2 (Added Stats 2009-2010 5th Ex Sess ch 3 § 2 (SB 4), effective April 13, 2010.)
14. 5-Cal. Code Regs. section 4702, New section filed 8-2-2010 as an emergency; operative 8-2-2010 (Register 2010, No. 32). A Certificate of Compliance must be transmitted to OAL by 1-31-2011 or emergency language will be repealed by operation of law on the following day.

Test Claim Name: **Race to the Top (SBX5 1 and SBX5 4)**  
Claimant: **Twin Rivers Unified School District**  
Section: **5 - Written Narrative (AMENDED)**

Page 6

**SECTION NUMBER: 5**  
**Heading: WRITTEN NARRATIVE**

**The actual and/or estimated costs resulting from the alleged mandate exceeds one thousand dollars (\$1,000).**

**1. Statutes 2010 Chapter 2 (SBX5 1):**

1. Education Code section 53100
2. Education Code section 53101
3. Education Code section 53200
4. Education Code section 53201
5. Education Code section 53201.5
6. Education Code section 53202
7. Education Code section 53203
8. Education Code section 60601

**2. Statutes 2010 Chapter 3 (SBX5 4):**

1. Education Code section 48353
2. Education Code section 48354
3. Education Code section 48355
4. Education Code section 48356
5. Education Code section 48357
6. Education Code section 48358
7. Education Code section 48359
8. Education Code section 48359.5
9. Education Code section 48360
10. Education Code section 48361
11. Education Code section 53300
12. Education Code section 53301
13. Education Code section 53303
14. 5 California Code of Regulations section 4702

**SBX5 1**

**Section A: Detailed description of new activities and costs that arise from the Mandate:**

1. Schools identified by the Superintendent as persistently lowest-achieving will perform the following activities:

Select on of the following four intervention programs:

- (1) The turnaround model.
- (2) The restart model.
- (3) School closure.
- (4) The transformation model.

School staff will prepare summaries analyzing each intervention program and will present such information to board members at a minimum of two public hearings to notify staff, parents, and the community of the designation and to seek input from staff, parents, and the community regarding the option or options most suitable for the applicable school or schools in its jurisdiction. At least one of those public hearings shall be held at a regularly scheduled meeting, if applicable, and at least one of the public hearings shall be held on the site of a school deemed persistently lowest-achieving.

It will be necessary to implement new district procedure and policies and provide the public with information regarding the options available for the designated school.

A persistently lowest-achieving school implementing the turnaround or transformation model may participate in a school-to-school partnership program by working with a mentor school that has successfully transitioned from a low-achieving school to a higher-achieving school. Staff will perform activities to identify schools that qualify as mentor schools and staff shall provide guidance to a persistently lowest-achieving school to develop a reform plan for the school using the required elements of the turnaround or transformation model, and provide guidance and advice on how the mentor school was able to transform the culture of the school from low-achieving to higher-achieving and how that transformation could be replicated at the school implementing a turnaround or transformation model. Principal of a mentor school shall meet regularly with the assigned persistently lowest-achieving school for a period of at least three years.

The areas of activities may include, but are not limited to, any of the following:

- (1) Identifying strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the pupils at the school, including financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.
- (2) Identifying strategies that provide increased instructional time.
- (3) Implementing any of the professional development activities authorized in the state's plan or

application submitted for the federal Race to the Top program.

(4) Developing a new governance structure that may include the establishment of a new turnaround office, located within the local educational agency or the department, that a school implementing the turnaround model will report to.

(5) Developing social-emotional and community-oriented services, including strategies for parental involvement and services that can be located at the schoolsite.

(6) Identifying, reviewing, and recommending quality charter school operators, charter management organizations, or education management organizations that can operate a persistently lowest-achieving school.

(7) Identifying higher-achieving schools in the school district, including charter schools, to relocate pupils attending a school that is scheduled for closure.

(8) Developing, in consultation with teachers and principals, a rigorous, transparent, and equitable evaluation system for teachers and principals that includes the use of pupil growth data and other factors such as multiple observation-based assessments that all schools implementing the turnaround or transformation model may use.

(9) Identifying strategies to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased pupil achievement and high school graduation rates and have identified and removed those, who, after ample opportunities, have been provided for them to improve their professional practice, have not done so.

(10) Identifying and approving mentor schools pursuant to subdivision (c) of Section 53202.

(11) Consistent with the collective bargaining agreement, a local educational agency may perform the following activities: in doing any of the following:

(A) persistently lowest-achieving schools are not required to accept a teacher without mutual consent of the teacher and principal, regardless of the teacher's seniority.

(B) Implementing schoolsite-based teacher hiring decisions.

(C) Giving persistently lowest-achieving schools first priority in selecting from the qualified district applicant pool, among those teachers who have specifically applied to work at the school.

2. Claimant will prepare policies, procedures, applications and other documents and review all documents submitted by parents relating to the following activities and requirements:

(a) The parent of a pupil enrolled in a low-achieving school may submit an application for the pupil to attend a school in a school district of enrollment pursuant to this article.

(b) shall provide the parents and guardians of all pupils enrolled in a school determined in subdivision (a) of Section 48352 with notice of the option to transfer to another public school served by the school district of residence or another school district.

(2) An application requesting a transfer pursuant to this article shall be submitted by the parent of a pupil to the school district of enrollment prior to January 1 of the school year preceding the school year for which the pupil is requesting to transfer. The school district of enrollment may



waive the deadline specified in this paragraph.

(3) The application deadline specified in paragraph (2) does not apply to an application requesting a transfer if the parent, with whom the pupil resides, is enlisted in the military and was relocated by the military within 90 days prior to submitting the application.

(4) The application may request enrollment of the pupil in a specific school or program within the school district of enrollment.

(5) A pupil may enroll in a school in the school district of enrollment in the school year immediately following the approval of his or her application.

(6) In order to provide priority enrollment opportunities for pupils residing in the school district, a school district of enrollment shall establish a period of time for resident pupil enrollment prior to accepting transfer applications pursuant to this article.

3. The regional consortia authorized under Section 52059, in collaboration with the department, from funds provided for this purpose pursuant to subdivision (c) of Section 53101, shall provide, at a minimum, technical assistance and support to local educational agencies with one or more persistently lowest-achieving schools to assist with the implementation of the duties specified for any of the four interventions for persistently lowest-achieving schools pursuant to Section 53202.

The areas of technical assistance and support pursuant to this section may include, but are not limited to, any of the following:

(1) Identifying strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the pupils at the school, including financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

(2) Identifying strategies that provide increased instructional time.

(3) Implementing any of the professional development activities authorized in the state's plan or application submitted for the federal Race to the Top program.

(4) Developing a new governance structure that may include the establishment of a new turnaround office, located within the local educational agency or the department, that a school implementing the turnaround model will report to.

(5) Developing social-emotional and community-oriented services, including strategies for parental involvement and services that can be located at the schoolsite.

(6) Identifying, reviewing, and recommending quality charter school operators, charter management organizations, or education management organizations that can operate a persistently lowest-achieving school.

(7) Identifying higher-achieving schools in the school district, including charter schools, to relocate pupils attending a school that is scheduled for closure.

(8) Developing, in consultation with teachers and principals, a rigorous, transparent, and equitable evaluation system for teachers and principals that includes the use of pupil growth data

and other factors such as multiple observation-based assessments that all schools implementing the turnaround or transformation model may use.

(9) Identifying strategies to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased pupil achievement and high school graduation rates and have identified and removed those, who, after ample opportunities, have been provided for them to improve their professional practice, have not done so.

(10) Identifying and approving mentor schools pursuant to subdivision (c) of Section 53202. The regional consortia shall first seek eligible mentor schools located within the district of each of the schools implementing the turnaround or transformation model.

(11) Consistent with the collective bargaining agreement, assisting a local educational agency in doing any of the following:

(A) Meeting federal guidelines under Appendix C of the Notice of Final Priorities, Requirements, Definitions, Selection Criteria for the federal Race to the Top program published in Volume 74 of Number 221 of the Federal Register on November 18, 2009, which encourages the state to ensure that persistently lowest-achieving schools are not required to accept a teacher without mutual consent of the teacher and principal, regardless of the teacher's seniority.

(B) Implementing schoolsite-based teacher hiring decisions.

(C) Giving persistently lowest-achieving schools first priority in selecting from the qualified district applicant pool, among those teachers who have specifically applied to work at the school.

4. Claimant will provide the following information and documents to the parents:

(1) On or before the first day of the school year, or, if later, on the date the notice of program improvement, corrective action, or restructuring status is required to be provided under federal law the district of residence shall provide the parents and guardians of all pupils enrolled in a school determined in subdivision (a) of Section 48352 with notice of the option to transfer to another public school served by the school district of residence or another school district.

(2) An application requesting a transfer pursuant to this article shall be submitted by the parent of a pupil to the school district of enrollment prior to January 1 of the school year preceding the school year for which the pupil is requesting to transfer. The school district of enrollment may waive the deadline specified in this paragraph.

(3) The application may request enrollment of the pupil in a specific school or program within the school district of enrollment.

(4) A pupil may enroll in a school in the school district of enrollment in the school year immediately following the approval of his or her application.

(5) In order to provide priority enrollment opportunities for pupils residing in the school district, a school district of enrollment shall establish a period of time for resident pupil enrollment prior to accepting transfer applications pursuant to this article.

5. The school district of residence of a pupil or a school district of enrollment to which a pupil has applied will adopt policies and procedures and provide training pertaining to the reviewing of applications of students requesting transfer. The governing board may need to review applications. The policies and procedures may prohibit the transfer of the pupil pursuant to this article or limit the number of pupils who transfer pursuant to this article if the governing board of the district determines that the transfer would negatively impact either of the following:

(1) A court-ordered or voluntary desegregation plan of the district.

(2) The racial and ethnic balance of the district, provided that any policy adopted pursuant to this paragraph is consistent with federal and state law.

(b) A school district of residence shall not adopt any other policies that in any way prevent or discourage pupils from applying for a transfer to a school district of enrollment.

(c) Communications to parents or guardians by districts regarding the open enrollment options provided by this article shall be factually accurate and not target individual parents or guardians or residential neighborhoods on the basis of a child's actual or perceived academic or athletic performance or any other personal characteristic.

6. Claimant will implement policies and procedures to adhere to the following requirements:

(a) A school district of enrollment will adopt specific, written standards for acceptance and rejection of applications pursuant to this article. The standards may include consideration of the capacity of a program, class, grade level, school building, or adverse financial impact. Subject to subdivision (b), and except as necessary in accordance with Section 48355, the standards shall not include consideration of a pupil's previous academic achievement, physical condition, proficiency in the English language, family income, or any of the individual characteristics set forth in Section 200.

(b) In considering an application pursuant to this article, a nonresident school district may apply its usual requirements for admission to a magnet school or a program designed to serve gifted and talented pupils.

(c) Subject to the rules and standards that apply to pupils who reside in the school district of enrollment, a resident pupil who is enrolled in one of the district's schools pursuant to this article shall not be required to submit an application in order to remain enrolled.

(d) A school district of enrollment shall ensure that pupils enrolled pursuant to standards adopted pursuant to this section are enrolled in a school with a higher Academic Performance Index than the school in which the pupil was previously enrolled and are selected through a random, unbiased process that prohibits an evaluation of whether or not the pupil should be enrolled based on his or her individual academic or athletic performance, or any of the other characteristics set forth in subdivision (a), except that pupils applying for a transfer pursuant to this article shall be assigned priority for approval as follows:

(1) First priority for the siblings of children who already attend the desired school.

(2) Second priority for pupils transferring from a program improvement school ranked in decile 1

on the Academic Performance Index determined pursuant to subdivision (a) of Section 48352.

(3) If the number of pupils who request a particular school exceeds the number of spaces available at that school, a lottery shall be conducted in the group priority order identified in paragraphs (1) and (2) to select pupils at random until all of the available spaces are filled.

(e) The initial application of a pupil for transfer to a school within a school district of enrollment shall not be approved if the transfer would require the displacement from the desired school of any other pupil who resides within the attendance area of that school or is currently enrolled in that school.

(f) A pupil approved for a transfer to a school district of enrollment pursuant to this article shall be deemed to have fulfilled the requirements of Section 48204.

7. Claimant staff within 60 days of receiving an application pursuant to Section 48354, a school district of enrollment shall notify the applicant parent and the school district of residence in writing whether the application has been accepted or rejected. If an application is rejected, the school district of enrollment shall state in the notification the reasons for the rejection.

8. A school district of enrollment that enrolls a pupil pursuant to this article shall accept credits toward graduation that were awarded to the pupil by another school district and shall graduate the pupil if the pupil meets the graduation requirements of the school district of enrollment.

9. Claimant will (a) keep an accounting of all requests made for alternative attendance pursuant to this article and records of all disposition of those requests that may include, but are not limited to, all of the following:

(1) The number of requests granted, denied, or withdrawn. In the case of denied requests, the records may indicate the reasons for the denials.

(2) The number of pupils who transfer out of the district.

(3) The number of pupils who transfer into the district.

(4) The race, ethnicity, gender, self-reported socioeconomic status, and the school district of residence of each of the pupils described in paragraphs (2) and (3).

(5) The number of pupils described in paragraphs (2) and (3) who are classified as English learners or identified as individuals with exceptional needs, as defined in Section 56026.

(b) The information maintained pursuant to subdivision (a) may be reported to the governing board of the school district at a regularly scheduled meeting of the governing board.

10. Claimant will adopt policies and procedures and perform all activities to comply with the following requirements:

For any school not identified as a persistently lowest-achieving school under Section 53201 which, after one full school year, is subject to corrective action pursuant to paragraph (7) of Section 1116(b) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et

seq.) and continues to fail to make adequate yearly progress, and has an Academic Performance Index score of less than 800, and where at least one-half of the parents or legal guardians of pupils attending the school, or a combination of at least one-half of the parents or legal guardians of pupils attending the school and the elementary or middle schools that normally matriculate into a middle or high school, as applicable, sign a petition requesting the local educational agency to implement one or more of the four interventions identified pursuant to paragraphs (1) to (4), inclusive of subdivision (a) of Section 53202 or the federally mandated alternative governance arrangement pursuant to Section 1116(b)(8)(B)(v) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.), the local educational agency shall implement the option requested by the parents unless, in a regularly scheduled public hearing, the local educational agency makes a finding in writing stating the reason it cannot implement the specific recommended option and instead designates in writing which of the other options described in this section it will implement in the subsequent school year consistent with requirements specified in federal regulations and guidelines for schools subject to restructuring under Section 1116(b)(8) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.) and regulations and guidelines for the four interventions.

11. Claimant will review and analysis all petitions pertaining to the option selected by parents, if necessary conduct board meeting(s) and notify the Superintendent and the state board upon receipt of a petition under Section 53300 and upon its final disposition of that petition. If the local educational agency indicates in writing that it will implement in the upcoming school year a different alternative governance arrangement than requested by the parents, the local educational agency shall notify the Superintendent and the state board that the alternative governance option selected has substantial promise of enabling the school to make adequate yearly progress as defined in the federally mandated state plan under Section 1111(b)(2) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.).

12. The district of residence shall notify the parent(s) or guardian(s) of each pupil enrolled in a school included on the most recent Open Enrollment list of the option to transfer. This notice shall be provided on the first day of instruction; if the district has not been notified of whether its school(s) is on the list, the notification shall be provided no later than September 15. A pupil who transfers to a school pursuant to the Open Enrollment Act and is currently enrolled in that school shall not be required to reapply for enrollment in that school, regardless of whether the pupil's school of residence remains on the list of 1,000 Open Enrollment schools.

**Section B. A detailed description of existing activities and costs that are modified by the mandate.**

Claimant is unaware of existing activities and costs that are modified by the mandate.

**Section C. Actual increased costs incurred by the claimant during the fiscal year for which the claim was filed to implement the alleged mandate.**

Actual increased costs incurred by the claimant during the fiscal year for which the claim was filed to implement the alleged mandate is estimated to be \$350,000.

**Section D. The actual or estimated costs that will be incurred by the claimant to implement the alleged mandate during the fiscal year immediately following the fiscal year for which the claim was filed.**

The actual or increased costs that will be incurred by the claimant to implement the alleged mandate during the fiscal year immediately following the fiscal year for which the claim was filed is estimated to be \$100,000.

**Section E. The state wide cost estimate of increased costs at all local agencies for school districts will incur to implement the alleged mandate during the fiscal year immediately following the fiscal year for which the claim was filed.**

The state wide cost estimate of increased costs at all local agencies for school districts will incur to implement the alleged mandate during the fiscal year immediately following the fiscal year for which the claim was filed is estimated to be \$5,000,000.

**Section F. Identification of all the following funding sources available for this program:**

**(i) Dedicated state funds**

Claimant contends that School Improvement Grant (SIG) may be an available funding source for this program. Claimant is unaware at this time of any other dedicated state funds available for this program.

**(ii) Dedicated federal funds**

Claimant is unaware at this time of any dedicated federal funds available for this program.

**(iii) Other non-local agency funds**

Claimant is unaware at this time of other non-local agency funds available for this program.

**(iv) The local agency's general purpose funds**

Claimant is unaware at this time of any general purpose funds available for this program.

**(v) Fee authority to offset costs**

Claimant is unaware at this time of any fee authority to offset costs available for this program.

Test Claim Name: **Race to the Top (SBX5 1 and SBX5 4)**  
Claimant: **Twin Rivers Unified School District**  
Section: **5 - Written Narrative (AMENDED)**

Page 15

**Section G. Identification of prior mandate determinations made by the board of control or the commission on state mandates that may be related to the alleged mandate.**

Claimant is unaware at this time of any prior mandate determination made by the board of control or the commission on state mandates that may be related to the alleged mandate.

**Test Claim Name: Race to the Top (SBX5 1 and SBX5 4)**  
**Claimant: Twin Rivers Unified School District**  
**Section: 6 - Declaration (Amended)**

Page 16

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**SECTION NUMBER: 6**  
**Heading: DECLARATION**

I, Robert Roach, Mandate Analyst for the Twin Rivers Unified School District, declare as follows:

**Section A. The actual or estimated increased costs that will be incurred by the claimant to implement the alleged mandate.**

The actual or estimated increased costs that will be incurred by the claimant to implement the alleged mandate will be approximately \$450,000 for the 14 schools that were identified as "Persistently Lowest Achieving Schools."

**Section B. Identify all local, state, or federal funds, and fee authority that may be used to offset the increased costs that will be incurred by the claimant to implement the alleged mandate, including direct and indirect costs;**

Claimant is unaware at this time of any local, state, or federal funds and fee authority that may be used to offset the increased costs that will be incurred by the claimant to implement the alleged mandate, including direct and indirect costs.

**Section C. Describe new activities performed to implement specified provisions of the new statute or executive order alleged to impose a reimbursable state-mandated program (specific references shall be made to chapters, articles, sections or page numbers alleged to impose a reimbursable state mandated program)**

1. Claimant's schools identified by the Superintendent as persistently lowest-achieving will perform the following activities:

Select on of the following four intervention programs:

- (1) The turnaround model.
- (2) The restart model.
- (3) School closure.
- (4) The transformation model.

School staff will prepare summaries analyzing each intervention program and will present such information to board members at a minimum of two public hearings to notify staff, parents, and the community of the designation and to seek input from staff, parents, and the community regarding the option or options most suitable for the applicable school or schools in its jurisdiction. At least one of those public hearings shall be held at a regularly scheduled meeting,

if applicable, and at least one of the public hearings shall be held on the site of a school deemed persistently lowest-achieving.

It will be necessary to implement new district procedure and policies and provide the public with information regarding the options available for the designated school.

A persistently lowest-achieving school implementing the turnaround or transformation model may participate in a school-to-school partnership program by working with a mentor school that has successfully transitioned from a low-achieving school to a higher-achieving school. Staff will perform activities to identify schools that qualify as mentor schools and staff shall provide guidance to a persistently lowest-achieving school to develop a reform plan for the school using the required elements of the turnaround or transformation model, and provide guidance and advice on how the mentor school was able to transform the culture of the school from low-achieving to higher-achieving and how that transformation could be replicated at the school implementing a turnaround or transformation model. Principal of a mentor school shall meet regularly with the assigned persistently lowest-achieving school for a period of at least three years. (Ed. Code § 53202.)

The areas of activities may include, but are not limited to, any of the following:

- (1) Identifying strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the pupils at the school, including financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.
- (2) Identifying strategies that provide increased instructional time.
- (3) Implementing any of the professional development activities authorized in the state's plan or application submitted for the federal Race to the Top program.
- (4) Developing a new governance structure that may include the establishment of a new turnaround office, located within the local educational agency or the department, that a school implementing the turnaround model will report to.
- (5) Developing social-emotional and community-oriented services, including strategies for parental involvement and services that can be located at the schoolsite.
- (6) Identifying, reviewing, and recommending quality charter school operators, charter management organizations, or education management organizations that can operate a persistently lowest-achieving school.
- (7) Identifying higher-achieving schools in the school district, including charter schools, to relocate pupils attending a school that is scheduled for closure.
- (8) Developing, in consultation with teachers and principals, a rigorous, transparent, and equitable evaluation system for teachers and principals that includes the use of pupil growth data and other factors such as multiple observation-based assessments that all schools implementing the turnaround or transformation model may use.

(9) Identifying strategies to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased pupil achievement and high school graduation rates and have identified and removed those, who, after ample opportunities, have been provided for them to improve their professional practice, have not done so.

(10) Identifying and approving mentor schools pursuant to subdivision (c) of Section 53202.

(11) Consistent with the collective bargaining agreement, a local educational agency may perform the following activities: in doing any of the following:

(A) persistently lowest-achieving schools are not required to accept a teacher without mutual consent of the teacher and principal, regardless of the teacher's seniority.

(B) Implementing schoolsite-based teacher hiring decisions.

(C) Giving persistently lowest-achieving schools first priority in selecting from the qualified district applicant pool, among those teachers who have specifically applied to work at the school.

(Ed. Code § 53202)

2. Claimant will prepare policies, procedures, applications and other documents and review all documents submitted by parents relating to the following activities and requirements:

(a) The parent of a pupil enrolled in a low-achieving school may submit an application for the pupil to attend a school in a school district of enrollment pursuant to this article.

(b) shall provide the parents and guardians of all pupils enrolled in a school determined in subdivision (a) of Section 48352 with notice of the option to transfer to another public school served by the school district of residence or another school district.

(2) An application requesting a transfer pursuant to this article shall be submitted by the parent of a pupil to the school district of enrollment prior to January 1 of the school year preceding the school year for which the pupil is requesting to transfer. The school district of enrollment may waive the deadline specified in this paragraph.

(3) The application deadline specified in paragraph (2) does not apply to an application requesting a transfer if the parent, with whom the pupil resides, is enlisted in the military and was relocated by the military within 90 days prior to submitting the application.

(4) The application may request enrollment of the pupil in a specific school or program within the school district of enrollment.

(5) A pupil may enroll in a school in the school district of enrollment in the school year immediately following the approval of his or her application.

(6) In order to provide priority enrollment opportunities for pupils residing in the school district, a school district of enrollment shall establish a period of time for resident pupil enrollment prior to accepting transfer applications pursuant to this article.(Ed. Code § 48354)

3. The regional consortia authorized under Section 52059, in collaboration with the department, from funds provided for this purpose pursuant to subdivision (c) of Section 53101, shall provide, at a minimum, technical assistance and support to local educational agencies with one or more persistently lowest-achieving schools to assist with the implementation of the duties

specified for any of the four interventions for persistently lowest-achieving schools pursuant to Section 53202.

The areas of technical assistance and support pursuant to this section may include, but are not limited to, any of the following:

- (1) Identifying strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the pupils at the school, including financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.
- (2) Identifying strategies that provide increased instructional time.
- (3) Implementing any of the professional development activities authorized in the state's plan or application submitted for the federal Race to the Top program.
- (4) Developing a new governance structure that may include the establishment of a new turnaround office, located within the local educational agency or the department, that a school implementing the turnaround model will report to.
- (5) Developing social-emotional and community-oriented services, including strategies for parental involvement and services that can be located at the schoolsite.
- (6) Identifying, reviewing, and recommending quality charter school operators, charter management organizations, or education management organizations that can operate a persistently lowest-achieving school.
- (7) Identifying higher-achieving schools in the school district, including charter schools, to relocate pupils attending a school that is scheduled for closure.
- (8) Developing, in consultation with teachers and principals, a rigorous, transparent, and equitable evaluation system for teachers and principals that includes the use of pupil growth data and other factors such as multiple observation-based assessments that all schools implementing the turnaround or transformation model may use.
- (9) Identifying strategies to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased pupil achievement and high school graduation rates and have identified and removed those, who, after ample opportunities, have been provided for them to improve their professional practice, have not done so.
- (10) Identifying and approving mentor schools pursuant to subdivision (c) of Section 53202. The regional consortia shall first seek eligible mentor schools located within the district of each of the schools implementing the turnaround or transformation model.
- (11) Consistent with the collective bargaining agreement, assisting a local educational agency in doing any of the following:
  - (A) Meeting federal guidelines under Appendix C of the Notice of Final Priorities, Requirements, Definitions, Selection Criteria for the federal Race to the Top program published in Volume 74 of Number 221 of the Federal Register on November 18, 2009, which encourages the state to ensure that persistently lowest-achieving schools are not required to accept a teacher without mutual consent of the teacher and principal, regardless of the teacher's seniority.
  - (B) Implementing schoolsite-based teacher hiring decisions.

(C) Giving persistently lowest-achieving schools first priority in selecting from the qualified district applicant pool, among those teachers who have specifically applied to work at the school. (Ed. Code § 53203)

4. Claimant will provide the following information and documents to the parents:

(1) On or before the first day of the school year, or, if later, on the date the notice of program improvement, corrective action, or restructuring status is required to be provided under federal law the district of residence shall provide the parents and guardians of all pupils enrolled in a school determined in subdivision (a) of Section 48352 with notice of the option to transfer to another public school served by the school district of residence or another school district.

(2) An application requesting a transfer pursuant to this article shall be submitted by the parent of a pupil to the school district of enrollment prior to January 1 of the school year preceding the school year for which the pupil is requesting to transfer. The school district of enrollment may waive the deadline specified in this paragraph.

(3) The application may request enrollment of the pupil in a specific school or program within the school district of enrollment.

(4) A pupil may enroll in a school in the school district of enrollment in the school year immediately following the approval of his or her application.

(5) In order to provide priority enrollment opportunities for pupils residing in the school district, a school district of enrollment shall establish a period of time for resident pupil enrollment prior to accepting transfer applications pursuant to this article. (Ed. Code § 48354)

5. The school district of residence of a pupil or a school district of enrollment to which a pupil has applied will adopt policies and procedures and provide training pertaining to the reviewing of applications of students requesting transfer. The governing board may need to review applications. The policies and procedures may prohibit the transfer of the pupil pursuant to this article or limit the number of pupils who transfer pursuant to this article if the governing board of the district determines that the transfer would negatively impact either of the following:

(1) A court-ordered or voluntary desegregation plan of the district.

(2) The racial and ethnic balance of the district, provided that any policy adopted pursuant to this paragraph is consistent with federal and state law.

(b) A school district of residence shall not adopt any other policies that in any way prevent or discourage pupils from applying for a transfer to a school district of enrollment.

(c) Communications to parents or guardians by districts regarding the open enrollment options provided by this article shall be factually accurate and not target individual parents or guardians or residential neighborhoods on the basis of a child's actual or perceived academic or athletic performance or any other personal characteristic. (Ed. Code § 48355)

6. Claimant will implement policies and procedures to adhere to the following requirements:

(a) A school district of enrollment will adopt specific, written standards for acceptance and rejection of applications pursuant to this article. The standards may include consideration of the capacity of a program, class, grade level, school building, or adverse financial impact. Subject to subdivision (b), and except as necessary in accordance with Section 48355, the standards shall not include consideration of a pupil's previous academic achievement, physical condition, proficiency in the English language, family income, or any of the individual characteristics set forth in Section 200.

(b) In considering an application pursuant to this article, a nonresident school district may apply its usual requirements for admission to a magnet school or a program designed to serve gifted and talented pupils.

(c) Subject to the rules and standards that apply to pupils who reside in the school district of enrollment, a resident pupil who is enrolled in one of the district's schools pursuant to this article shall not be required to submit an application in order to remain enrolled.

(d) A school district of enrollment shall ensure that pupils enrolled pursuant to standards adopted pursuant to this section are enrolled in a school with a higher Academic Performance Index than the school in which the pupil was previously enrolled and are selected through a random, unbiased process that prohibits an evaluation of whether or not the pupil should be enrolled based on his or her individual academic or athletic performance, or any of the other characteristics set forth in subdivision (a), except that pupils applying for a transfer pursuant to this article shall be assigned priority for approval as follows:

(1) First priority for the siblings of children who already attend the desired school.

(2) Second priority for pupils transferring from a program improvement school ranked in decile 1 on the Academic Performance Index determined pursuant to subdivision (a) of Section 48352.

(3) If the number of pupils who request a particular school exceeds the number of spaces available at that school, a lottery shall be conducted in the group priority order identified in paragraphs (1) and (2) to select pupils at random until all of the available spaces are filled.

(e) The initial application of a pupil for transfer to a school within a school district of enrollment shall not be approved if the transfer would require the displacement from the desired school of any other pupil who resides within the attendance area of that school or is currently enrolled in that school.

(f) A pupil approved for a transfer to a school district of enrollment pursuant to this article shall be deemed to have fulfilled the requirements of Section 48204. (Ed. Code § 48356)

7. Claimant staff within 60 days of receiving an application pursuant to Section 48354, a school district of enrollment shall notify the applicant parent and the school district of residence in writing whether the application has been accepted or rejected. If an application is rejected, the school district of enrollment shall state in the notification the reasons for the rejection. (Ed. Code § 48357)

8. A school district of enrollment that enrolls a pupil pursuant to this article shall accept credits toward graduation that were awarded to the pupil by another school district and shall graduate the pupil if the pupil meets the graduation requirements of the school district of enrollment.(Ed. Code § 48358)

9. Claimant will (a) keep an accounting of all requests made for alternative attendance pursuant to this article and records of all disposition of those requests that may include, but are not limited to, all of the following:

(1) The number of requests granted, denied, or withdrawn. In the case of denied requests, the records may indicate the reasons for the denials.

(2) The number of pupils who transfer out of the district.

(3) The number of pupils who transfer into the district.

(4) The race, ethnicity, gender, self-reported socioeconomic status, and the school district of residence of each of the pupils described in paragraphs (2) and (3).

(5) The number of pupils described in paragraphs (2) and (3) who are classified as English learners or identified as individuals with exceptional needs, as defined in Section 56026.

(b) The information maintained pursuant to subdivision (a) may be reported to the governing board of the school district at a regularly scheduled meeting of the governing board. (Ed. Code § 48359)

10. Claimant will adopt policies and procedures and perform all activities to comply with the following requirements:

For any school not identified as a persistently lowest-achieving school under Section 53201 which, after one full school year, is subject to corrective action pursuant to paragraph (7) of Section 1116 (b) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.) and continues to fail to make adequate yearly progress, and has an Academic Performance Index score of less than 800, and where at least one-half of the parents or legal guardians of pupils attending the school, or a combination of at least one-half of the parents or legal guardians of pupils attending the school and the elementary or middle schools that normally matriculate into a middle or high school, as applicable, sign a petition requesting the local educational agency to implement one or more of the four interventions identified pursuant to paragraphs (1) to (4), inclusive of subdivision (a) of Section 53202 or the federally mandated alternative governance arrangement pursuant to Section 1116(b)(8)(B)(v) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.), the local educational agency shall implement the option requested by the parents unless, in a regularly scheduled public hearing, the local educational agency makes a finding in writing stating the reason it cannot implement the specific recommended option and instead designates in writing which of the other options described in this section it will implement in the subsequent school year consistent with requirements specified in federal regulations and guidelines for schools subject to restructuring

Test Claim Name: Race to the Top (SBX5 1 and SBX5 4)  
Claimant: Twin Rivers Unified School District  
Section: 6 - Declaration (Amended)

Page 24

under Section 1116(b)(8) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.) and regulations and guidelines for the four interventions.(Ed. Code § 53300)

11. Claimant will review and analysis all petitions pertaining to the option selected by parents, if necessary conduct board meeting(s) and notify the Superintendent and the state board upon receipt of a petition under Section 53300 and upon its final disposition of that petition. If the local educational agency indicates in writing that it will implement in the upcoming school year a different alternative governance arrangement than requested by the parents, the local educational agency shall notify the Superintendent and the state board that the alternative governance option selected has substantial promise of enabling the school to make adequate yearly progress as defined in the federally mandated state plan under Section 1111(b)(2) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.),(Ed. Code § 53301)

12. The district of residence shall notify the parent(s) or guardian(s) of each pupil enrolled in a school included on the most recent Open Enrollment list of the option to transfer. This notice shall be provided on the first day of instruction; if the district has not been notified of whether its school(s) is on the list, the notification shall be provided no later than September 15. A pupil who transfers to a school pursuant to the Open Enrollment Act and is currently enrolled in that school shall not be required to reapply for enrollment in that school, regardless of whether the pupil's school of residence remains on the list of 1,000 Open Enrollment schools. (5 Cal. Code Regs. Section 4702)

#### Section D.

I declare under penalty of perjury under the laws of the State of California, that this information in this declaration is true and complete to the best of my own knowledge, information or belief.

Dated: December 15, 2010



Robert Roach



Test Claim Name: **Race to the Top (SBX5 1 and SBX5 4)**  
Claimant: **Twin Rivers Unified School District**  
Section: **7 - Documentation**

Page 25

**SECTION NUMBER: 7**  
**Heading: DOCUMENTATION**

**Section A.**

The pages attached as 1 through 84 include the bills which impact the mandate.

CALIFORNIA 2010 LEGISLATIVE SERVICE  
2010 Portion of 2009-2010 5th Extraordinary Session

Additions are indicated by ~~Text~~; deletions by

\* \* \*

CHAPTER 2  
S.B. No. 1  
SCHOOLS AND SCHOOL DISTRICTS--PUBLIC SCHOOLS--PROGRAMS

AN ACT to amend Sections 52052.5, 60601, 60603, 60604, 60605.6, 60606, 60640, 60643, 60643.1, and 60900 of, to add Sections 10601.6, 10802.5, 10807, 49079.7, 44227.2, 60604.5, 60605.7, 60605.8, and 60605.9 to, and to add Chapter 18 (commencing with Section 53100) to Part 28 of Division 4 of Title 2 of, the Education Code, and to amend Section 1095 of the Unemployment Insurance Code, relating to public schools.

[Filed with Secretary of State January 7, 2010.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1, Steinberg. Public schools: Race to the Top.

(1) The Education Data and Information Act of 2008 requires the State Chief Information Officer to convene a working group representing specified governmental entities that collect, report, or use individual pupil education data to create a strategic plan to link education data systems and to accomplish objectives relating to the accessibility of education data.

This bill, in addition, would authorize the State Department of Education, the University of California, the California State University, the Chancellor of the California Community Colleges, the Commission on Teacher Credentialing, the Employment Development Department, and the California School Information Services to enter into interagency agreements in order to facilitate specified objectives regarding the implementation of a longitudinal education data system and the transfer of education data.

(2) Existing law establishes the Commission on Teacher Credentialing to, among other things, establish professional standards and procedures for the issuance and renewal of teaching and services credentials.

This bill would establish the Science, Technology, Engineering, Math, and Career Technical Education Educator Credentialing Program for purposes of providing alternative routes to credentialing in accordance with the guidelines for the federal Race to the Top Fund, and would require the commission, together with the Committee on Accreditation, to develop a process to authorize additional high-quality alternative route educator preparation programs provided by school districts, county offices of education, community-based organizations, and nongovernmental organizations. The bill would authorize the commission to assess a fee on community-based and nongovernmental organizations that are seeking approval to participate in the program.

(3) Federal law, the federal Family Educational Rights and Privacy Act (FERPA), requires schools and educa-

tional agencies receiving federal financial assistance to comply with specified provisions regarding the release of pupil data. State law prescribes additional rules relating to the authorized release of pupil data.

This bill would authorize the department, to the extent permissible under FERPA and specified state law, and commencing July 1, 2010, to conduct pupil data management on behalf of local educational agencies. The bill would require the department to establish, no earlier than July 1, 2010, an education data team to act as an institutional review board to review and respond to all requests for pupil data, as specified. The bill would make the department responsible for data management decisions for data under its jurisdiction and make the department and a local educational agency jointly liable for any data management decisions in which the department and the local educational agency participate jointly, as specified. The bill would require the department to develop appropriate policies and procedures for the education data team by July 1, 2010, that includes fees or charges that shall be imposed upon research applicants, as specified. The bill would require the department to perform the duties specified in these provisions with its existing resources. The bill would make these provisions inoperative on July 1, 2013, and repeal them on January 1, 2014.

(4) Existing law requires the Superintendent of Public Instruction to establish an advisory committee to advise on all appropriate matters relative to the creation of the Academic Performance Index and the implementation of the Immediate Intervention/Underperforming Schools Program and the High Achieving/Improving Schools Program.

This bill would require 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.

(5) The federal American Recovery and Reinvestment Act of 2009 (ARRA), provides \$4.3 billion for the State Incentive Grant Fund (Race to the Top Fund), which is a competitive grant program designed to encourage and reward states that are implementing specified educational objectives. The ARRA requires a Governor to apply on behalf of a state seeking a Race to the Top grant, and requires the application to include specified information. The United States Secretary of Education has issued regulations and guidelines regarding state eligibility under the Race to the Top program.

This bill would state the Legislature's intent to implement education reforms to, among other things, ensure that California is positioned to be successful in the Race to the Top competition.

This bill would authorize the Superintendent and the President of the State Board of Education to enter into a memorandum of understanding with a local educational agency for the purposes of implementing the Race to the Top program. The bill would require the Governor, the Superintendent, and the state board, in collaboration with participating local educational agencies, as necessary, to develop a high-quality plan or plans to submit as part of an application for federal Race to the Top funds that includes specified elements. The bill would require the Department of Finance, concurrent with the submission of the plan to the Attorney General, to provide the appropriate policy and fiscal committees of both houses of the Legislature with a copy of the plan or plans. The bill would require the Superintendent, on or before January 1, 2011, to contract with an independent evaluator relating to the implementation of the state plan. The bill would require the Superintendent, on or before June 1, 2014, to provide the final evaluation to the Legislature, the Governor, and the state board, and require the department to use federal Race to the Top program funds for this evaluation.

This bill would require the Superintendent and the state board to establish a list of low-achieving schools and persistently lowest-achieving schools, as defined, according to specific criteria. The bill would require the Superintendent to notify the governing board of a school district, county superintendent of schools, or the governing body of a charter school or its equivalent, that one or more of the schools in its jurisdiction have been identified as a persistently lowest-achieving school. The bill, except as specified, would require the governing board of a school district, county office of education, or the governing body of a charter school or its equivalent to implement, for any school identified by the Superintendent as persistently lowest-achieving, one of four interventions for turning around lowest-achieving schools described in federal regulations and guidelines for the Race to the Top program, thereby imposing a state-mandated local program. The bill would authorize a persistently lowest-achieving school implementing specified intervention models to participate in a school-to-school partnership program by working with a mentor school that has successfully transitioned from a low-achieving school to a higher-achieving school.

(6) Existing law establishes the California Education Information System, which consists of the California Longitudinal Pupil Achievement Data System, known as CALPADS, and the California Longitudinal Teacher Integrated Data System, known as CALTIDES.

This bill would require CALPADS to be used to report data pursuant to specified federal programs, and would authorize data in the California Education Information System to be used by local educational agencies for purposes of evaluating teachers and administrators and making employment decisions, if those decisions comply with specified provisions of law.

(7) Existing law, the Leroy Greene California Assessment of Academic Achievement Act (hereafter the Greene Act), requires the Superintendent to design and implement a statewide pupil assessment program, and requires school districts, charter schools, and county offices of education to administer to each of its pupils in grades 2 to 11, inclusive, certain achievement tests, including a standards-based achievement test pursuant to the Standardized Testing and Reporting (STAR) Program.

This bill would express the intent of the Legislature that the reauthorization of the statewide pupil assessment program include specified elements, including a plan for transitioning to a system of high-quality assessments, as defined in the federal Race to the Top guidelines and regulations. The bill would establish the Academic Content Standards Commission, consisting of 12 appointed members, as specified. The commission would be required to develop academic content standards in language arts and mathematics, and would be required, on or before July 15, 2010, to present its recommended academic content standards to the state board. The bill would require the state board, on or before August 2, 2010, to adopt or reject the academic content standards, and would also require the Superintendent and the state board to present specified information to the Governor and appropriate policy and fiscal committees of the Legislature. This bill would exempt instructional materials adopted pursuant to those provisions from specified requirements relating to the approval and adoption of basic instructional materials by the state board.

This bill would require the Superintendent, the state board, and any other entity or individual designated by the Governor to participate in the Common Core State Standards Initiative consortium sponsored by the National Governors Association and the Council of Chief State School Officers or any associated or related interstate collaboration to jointly develop common high-quality standards or assessments aligned with the common set of standards.

Existing law makes certain provisions of the Greene Act inoperative on July 1, 2011, and repeals all of the act's provisions on January 1, 2012.

This bill would make the act inoperative on July 1, 2013, and would repeal the act as of January 1, 2014. By extending the time period during which school districts are required to perform various duties relating to the administration of achievement tests, the bill would impose a state-mandated local program.

(8) Existing law requires the State Department of Education under CALPADS to contract for the development of proposals that will provide for the retention and analysis of longitudinal pupil achievement data. Existing law requires local educational agencies to retain individual pupil records for each test taker, including other data elements deemed necessary by the Superintendent, with approval of the state board, to comply with federal reporting requirements delineated in the federal Elementary and Secondary Education Act.

This bill would require local educational agencies to also retain other data elements deemed necessary by the Superintendent, with the approval of the state board, to comply with programs implemented pursuant to specified provisions of federal law, subject to the submission of an expenditure plan to the Department of Finance, as specified.

(9) Existing law requires the director of the Employment Development Department to permit the use of any information in his or her possession to the extent necessary for specified purposes.

The bill would authorize the State Department of Education, the University of California, the California State University, and the Chancellor of the California Community Colleges to obtain quarterly wage data on students in order to meet the requirements of the federal American Recovery and Reinvestment Act of 2009, to the extent permitted by federal law.

(10) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

(11) This bill would provide that it shall become operative only if SB 4 of the 5th Extraordinary Session is also enacted and becomes operative.

The people of the State of California do enact as follows:

SECTION 1. It is the intent of the Legislature to implement education reforms to dramatically improve the achievement of California's students. These reforms will ensure that California is positioned to be successful in the federal Race to the Top competition through the following reforms:

(a) Authorize the Governor, Superintendent of Public Instruction, and the State Board of Education to jointly develop a plan with local educational agencies for submission in the Race to the Top grant competition and provide participating local education agencies with the flexibility they need to implement activities in the state plan.

(b) Recruit, prepare, develop, retain, train for continual improvement, and reward effective teachers and principals, especially in the state's lowest performing schools, and provide alternative routes to certification for

those who want to teach science, technology, engineering, and math subjects in order to attract professionals with hands-on experience in the classroom.

(c) Ensure that the rigor of the state's reading, writing, and mathematics academic content standards, curricula, and assessments is maintained so that all high school graduates are prepared for college and careers by establishing a process to adopt new standards based on the Common Core State Standards Initiative.

(d) Create robust data systems linking prekindergarten, K-12, higher education and workforce data to measure student success, improve instruction and student learning, and inform teachers, principals, students, policy-makers, and the public of school performance.

(e) Turn around the state's persistently lowest-achieving schools by identifying them, presenting them with rigorous and comprehensive alternative models for reform, support the school-level cultural change that is necessary for successful school reform, and eliminate barriers to school turnarounds.

SEC. 2. Section 10601.6 is added to the Education Code, to read:

<< CA EDUC § 10601.6 >>

10601.6. Notwithstanding any other provision of law, data in the California Education Information System, solely or in conjunction with data from any other data system, may be used by local educational agencies for purposes of evaluating teachers and administrators and making employment decisions, only if these decisions comply with Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

SEC. 3. Section 10802.5 is added to the Education Code, to read:

<< CA ST § 10802.5 >>

10802.5. It is the intent of the Legislature that, on or before January 1, 2011, and to the extent an appropriation is provided for this purpose, the department, at a minimum, ensures that the data elements pertaining to success in the 21st Century workforce described in Section 6401(a)(2)(B)(ii) and (e)(1)(A)(ii) of the federal America COMPETES Act (20 U.S.C. Sec. 9871) be collected for career technical education programs operated by a local educational agency.

SEC. 4. Section 10807 is added to the Education Code, to read:

<< CA ST § 10807 >>

10807. The department, the University of California, the California State University, the Chancellor of the California Community Colleges, the Commission on Teacher Credentialing, the Employment Development Department, and the California School Information Services established in Section 49081 may enter into interagency agreements in order to facilitate all of the following:

- (a) The implementation of a comprehensive longitudinal education data system for California.
- (b) The transfer of data from one educational segment to another.
- (c) The transfer of workforce data to the educational segments.

SEC. 5. Section 44227.2 is added to the Education Code, to read:

<< CA ST § 44227.2 >>

44227.2. (a) The Legislature hereby establishes the Science, Technology, Engineering, Math, and Career Technical Education Educator Credentialing Program for purposes of providing alternative routes to credentialing, in accordance with the guidelines for the federal Race to the Top Fund, authorized under the federal American Recovery and Reinvestment Act of 2009 (Public Law 111-5), that do not compromise state standards.

(b) No later than June 1, 2010, the commission, in consultation with the Committee on Accreditation established pursuant to Section 44373, shall develop a process to authorize additional high-quality alternative route educator preparation programs provided by school districts, county offices of education, community-based organizations, and nongovernmental organizations. Organizations participating in this project may offer educator preparation programs for any science, mathematics, and career technical education credential type issued by the commission if the organization meets the requirements for being authorized pursuant to criteria established by the commission.

(c) The commission shall authorize community-based or nongovernmental organizations accredited by an accrediting organization that is recognized by the Council for Higher Education Accreditation and the United States Department of Education. The commission may also establish alternative criteria, if necessary, for project participants that are not eligible for accreditation by one of the accredited organizations.

(d) Participating organizations shall electronically submit credential applications to the commission.

(e) The commission may assess a fee on a community-based or nongovernmental organization that is seeking approval to participate in the program. For purposes of this section, an independent college or university in California is not a community-based or nongovernmental organization.

SEC. 6. Section 49079.7 is added to the Education Code, to read:

<< CA ST § 49079.7 >>

49079.7. (a) Notwithstanding paragraph (3) of subdivision (c) of Section 49079.6, the department shall impose reasonable fees or charges upon researchers applying for access to individually identifiable data, in order to cover costs of responding to time-intensive request.

(b) Fees or charges imposed upon an applicant pursuant to this section shall equal the actual costs incurred by the department in responding to the applicant's request.

(c) Fees or charges shall not be imposed pursuant to this section upon any state agency, except for fees or charges related to the release of data for research purposes to the University of California, the California State University, or the Chancellor of the California Community Colleges.

SEC. 7. Section 52052.5 of the Education Code is amended to read:

<< CA ST § 52052.5 >>

52052.5. (a) The Superintendent \*\*\* shall establish a broadly representative and diverse advisory committee to

advise the Superintendent of Public Instruction and the State Board \*\*\* on all appropriate matters relative to the creation of the Academic Performance Index and the implementation of the Immediate Intervention/Underperforming Schools Program and the High Achieving/Improving Schools Program. Members of the advisory committee shall serve without compensation for terms not to exceed two years. The \*\*\* Department \*\*\* shall provide staff to the advisory panel.

(b) By July 1, 2005, the advisory committee established pursuant to this section shall make recommendations to the Superintendent \*\*\* on the appropriateness and feasibility of a methodology for generating a measurement of academic performance by utilizing unique pupil identifiers for pupils in kindergarten and any of grades 1 to 12, inclusive, and annual academic achievement growth to provide a more accurate measure of a school's growth over time. If appropriate and feasible, the Superintendent \*\*\*, with the approval of the State Board \*\*\*, shall thereafter implement this measurement of academic performance.

~~(c) By January 1, 2011, the Superintendent and the state board, in consultation with the advisory committee established pursuant to subdivision (a), shall make recommendations to the Legislature and the Governor on each of the following:~~

~~(1) Approaches to increasing the emphasis of science and mathematics in the calculation of the Academic Performance Index or any successor measure;~~

~~(2) Methods to incorporate into the Academic Performance Index, or into other aspects of the state's accountability system, a measure of the degree to which pupils graduate from high school with the skills and knowledge necessary to attain entry-level employment in business or industry, as set forth in subdivision (b) of Section 51223;~~

~~(3) Methods to incorporate into the Academic Performance Index, or into other aspects of the state's accountability system, a measure of the degree to which pupils graduate from high school with the skills and knowledge necessary to succeed in postsecondary education;~~

~~(d) By July 1, 2013, the Superintendent and the state board, in consultation with the advisory committee established pursuant to subdivision (a), shall make recommendations to the Legislature and the Governor on the establishment of a methodology for generating a measurement of group and individual academic performance growth by utilizing individual pupil results from a longitudinally valid achievement assessment system. These recommendations should also address any interactions between the Academic Performance Index, or any successor measure, and individual test scores from the state's tests, as well as implications for the reauthorization of the state's assessment system. This paragraph shall not be construed to supersede the provisions of Chapter 273 of the Statutes of 2009.~~

<< CA ST pr. 53100 (c. hd.) >>

SEC. 8. Chapter 18 (commencing with Section 53100) is added to Part 28 of Division 4 of Title 2 of the Education Code, to read:

CHAPTER 18. Race to the Top

Article 1. General Provisions

<< CA ST § 53100 >>



53100. For the purposes of implementing the federal Race to the Top program established by the federal American Recovery and Reinvestment Act of 2009 (Public Law 111-5):

(a) The Superintendent and the President of the state board may enter into a memorandum of understanding with a local educational agency.

(b) Participating local educational agencies shall enter into a memorandum of understanding, with the Superintendent and the President of the state board, that meets the requirements expressed in the Race to the Top guidelines and that is signed by as many as possible of each participating local educational agency's:

(1) Superintendent of schools, or their equivalents.

(2) President of the local governing boards, or their equivalents.

(3) Leader of any local collective bargaining unit for teachers, if applicable.

<< CA ST § 53101 >>

53101. (a) The Governor, the Superintendent, and the state board shall jointly develop a single high-quality plan or multiple plans, in collaboration with participating local educational agencies, as necessary, to submit as part of an application for federal Race to the Top funds, authorized under the federal American Recovery and Reinvestment Act of 2009 (Public Law 111-5).

(b) The Department of Finance, concurrent with the submission of the plan to the Attorney General, shall provide the appropriate policy and fiscal committees of both houses of the Legislature with a copy of the state plan or plans, including any amendments.

(c) The plan submitted pursuant to subdivision (b) shall include a budget or expenditure plan consistent with the requirements of the Race to the Top program and application. At a minimum, the plan shall address how the Race to the Top program funds and any other applicable federal funds shall be used to provide resources to the low-achieving and persistently lowest-achieving schools as defined in this chapter. These resources may include, but are not necessarily limited to, professional development, technical assistance, and partnering with schools that have successfully transitioned from low- to higher-performing status.

(d) It is the intent of the Legislature that funding for local educational agencies be the highest priority in the allocation of Race to the Top program funds.

<< CA ST § 53102 >>

53102. (a) On or before January 1, 2011, the Superintendent shall contract for an independent evaluation of the implementation and impact of the state plan submitted in application for a federal Race to the Top Fund competitive grant award.

(b) On or before September 1, 2010, the Superintendent shall convene a working group consisting of staff representing the policy and fiscal committees of both houses of the Legislature, the Legislative Analyst's Office, the Department of Finance, the Governor, the state board, and the department to do all of the following:

(1) Jointly develop the parameters of the evaluation.

(2) Make recommendations regarding development of any request for proposals or request for applications used to solicit contract proposals, and regarding the selection of the independent evaluator.

(c) The Superintendent shall provide to the Legislature, the Governor, and the state board:

(1) An interim evaluation report on or before June 1, 2012.

(2) The final evaluation report on or before June 1, 2014.

(d) The department shall use federal funds made available from the Race to the Top Fund and detailed in the expenditure plan required pursuant to subdivision (c) of Section 53101 for the purpose of contracting for this evaluation.

<< CA ST § 53103 >>

53103. The Legislature finds and declares that this act is declaratory of the requirements and definitions specified in the federal guidelines for the federal Race to the Top Fund. It is the intent of the Legislature that, to the extent that the federal guidelines are revised, the state plan or plans also be revised accordingly.

#### Article 2. Intervening in the Persistently Lowest-Achieving Schools

<< CA ST § 53200 >>

53200. For purposes of this article, the following definitions apply:

(a) "Low-achieving school" means a school described in subdivision (a) of Section 53201.

(b) "Persistently lowest-achieving school" means a school identified pursuant to subdivisions (a) to (f), inclusive, of Section 53201.

<< CA ST § 53201 >>

53201. The Superintendent and the state board shall establish a list of schools according to the following:

(a) Identify any Title I school in improvement, corrective action, or restructuring.

(b) Identify the lowest 5 percent of the schools in subdivision (a) as measured by the academic achievement of all pupils in a school in terms of proficiency on the state's assessment under Section 1111(b)(3) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.) in reading/language arts and mathematics, combined pursuant to subdivision (h).

(c) Identify any secondary school that is eligible for, but that does not receive, Title I funds and is in the lowest 5 percent of secondary schools as measured by the academic achievement of all pupils in a school in terms of proficiency on the state's assessment under Section 1111(b)(3) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.) in reading/language arts and mathematics, combined pursuant to subdivision (h).

(d) Add to the schools identified pursuant to subdivisions (a) to (c), inclusive, any high school that has had a graduation rate, as defined in Section 200.19(b) of Title 34 of the Code of Federal regulations, that is less than

60 percent in each of the previous three years.

(e) To the extent allowable under federal law, exclude from the schools identified pursuant to subdivisions (a) to (d), inclusive, a school that meets any of the following, except as provided in subdivision (f):

(1) The school is a county community school operated pursuant to Chapter 6.5 (commencing with Section 1980) of Part 2 of Division 1 of Title 1.

(2) The school is a juvenile court school operated pursuant to Article 2.5 (commencing with Section 48645) of Chapter 4 of Part 27.

(3) The school provides educational services exclusively to individuals with exceptional needs as defined in Section 56026.

(4) The school has experienced academic growth of at least 50 points over the previous five years as measured by the Academic Performance Index, using the most recent data available.

(f) Notwithstanding subdivision (e), a school that meets any of the criteria in subdivision (e) shall not be excluded from the schools identified pursuant to subdivisions (a) to (d), inclusive, if both the Superintendent and the state board find cause not to exclude the school.

(g) To the extent allowable under federal law, a community day school, operated pursuant to Article 3 (commencing with Section 48660) of Chapter 4 of Part 27, may be excluded from the schools identified pursuant to subdivisions (a) to (d), inclusive, if both the Superintendent and the state board find cause to exclude the school.

(h) For the purposes of identifying the lowest 5 percent of the schools pursuant to subdivisions (b) and (c), the Superintendent and the state board may use a methodology consistent with the methodology used to calculate the Academic Performance Index in order to create composite results across content areas and grade levels in reading/language arts and mathematics pursuant to subdivisions (b) and (c), unless the Superintendent and the state board develop a more appropriate methodology to meet the requirements of subdivisions (b) and (c).

(i) Prior to the implementation of subdivision (h), the Superintendent and the state board shall notify the appropriate policy and fiscal committees of the Legislature.

<< CA ST § 53201.5 >>

53201.5. The Superintendent shall notify the governing board of a school district, county superintendent of schools, or the governing body of a charter school or its equivalent, that one or more of the schools in its jurisdiction have been identified as a persistently lowest-achieving school.

<< CA ST § 53202 >>

53202. (a) For purposes of implementing the federal Race to the Top program established by Sections 14005 and 14006 of Title XIV of the federal American Recovery and Reinvestment Act of 2009 (Public Law 111-5), the governing board of a school district, county superintendent of schools, or the governing body of a charter school or its equivalent, shall implement, for any school identified by the Superintendent as persistently lowest-achieving pursuant to subdivision (b) of Section 53200, unless the Superintendent and the state board determ-

ines, to the extent allowable under federal law, that the school has implemented a reform within the last two years that conforms to the requirements of the interventions required by the Race to the Top program and is showing significant progress, one of the following four interventions for turning around persistently lowest-achieving schools described in Appendix C of the Notice of Final Priorities, Requirements, Definitions, Selection Criteria for the Race to the Top program published in Volume 74 of Number 221 of the Federal Register on November 18, 2009:

(1) The turnaround model.

(2) The restart model.

(3) School closure.

(4) The transformation model.

(b) Prior to the governing board meeting to select one of the four interventions described in subdivision (a), the governing board of a school district, county superintendent of schools, or the governing body of a charter school or its equivalent, with one or more persistently lowest-achieving schools shall hold at least two public hearings to notify staff, parents, and the community of the designation and to seek input from staff, parents, and the community regarding the option or options most suitable for the applicable school or schools in its jurisdiction. At least one of those public hearings shall be held at a regularly scheduled meeting, if applicable, and at least one of the public hearings shall be held on the site of a school deemed persistently lowest-achieving.

(c) In addition to meeting the requirements specified in Appendix C of the Notice of Final Priorities, Requirements, Definitions, Selection Criteria for the Race to the Top program published in Volume 74 of Number 221 of the Federal Register on November 18, 2009, a persistently lowest-achieving school implementing the turnaround or transformation model may participate in a school-to-school partnership program by working with a mentor school that has successfully transitioned from a low-achieving school to a higher-achieving school.

(1) For purposes of this article, a mentor school is a school that meets either of the following:

(A) The school has exited Program Improvement pursuant to the No Child Left Behind Act.

(B) The school has increased, in the statewide rankings based on the Academic Performance Index, by two or more deciles over the last five years, using the most recent data available.

(2) The principal and, at the discretion of the principal, the staff of a mentor school shall provide guidance to a persistently lowest-achieving school to develop a reform plan for the school using the required elements of the turnaround or transformation model, and provide guidance and advice on how the mentor school was able to transform the culture of the school from low-achieving to higher-achieving and how that transformation could be replicated at the school implementing a turnaround or transformation model.

(3) To the extent that federal funds are made available for this purpose pursuant to subdivision (c) of Section 53101, the mentor school shall receive funds for serving as a mentor school. As a condition for receipt of funds, the principal, and at the principal's discretion, the staff, of a mentor school shall meet regularly with the assigned persistently lowest-achieving school for a period of at least three years.

<< CA ST § 53203 >>

53203. (a) The regional consortia authorized under Section 52059, in collaboration with the department, from funds provided for this purpose pursuant to subdivision (c) of Section 53101, shall provide, at a minimum, technical assistance and support to local educational agencies with one or more persistently lowest-achieving schools to assist with the implementation of the duties specified for any of the four interventions for persistently lowest-achieving schools pursuant to Section 53202.

(b) Funds for the regional consortia shall be distributed based on the number of persistently lowest-achieving schools identified pursuant to this section and the pupil enrollment of these schools.

(c) It is the intent of the Legislature that the regional consortia coordinate the duties described in subdivision (a) with the duties performed pursuant to Section 52059 as it relates to schools and districts identified in program improvement pursuant to the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.).

(d) The areas of technical assistance and support pursuant to this section may include, but are not limited to, any of the following:

(1) Identifying strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the pupils at the school, including financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

(2) Identifying strategies that provide increased instructional time.

(3) Implementing any of the professional development activities authorized in the state's plan or application submitted for the federal Race to the Top program.

(4) Developing a new governance structure that may include the establishment of a new turnaround office, located within the local educational agency or the department, that a school implementing the turnaround model will report to.

(5) Developing social-emotional and community-oriented services, including strategies for parental involvement and services that can be located at the schoolsite.

(6) Identifying, reviewing, and recommending quality charter school operators, charter management organizations, or education management organizations that can operate a persistently lowest-achieving school.

(7) Identifying higher-achieving schools in the school district, including charter schools, to relocate pupils attending a school that is scheduled for closure.

(8) Developing, in consultation with teachers and principals, a rigorous, transparent, and equitable evaluation system for teachers and principals that includes the use of pupil growth data and other factors such as multiple observation-based assessments that all schools implementing the turnaround or transformation model may use.

(9) Identifying strategies to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased pupil achievement and high school graduation rates and have identified and removed those, who, after ample opportunities, have been provided for them to improve their professional practice, have not done so.

(10) Identifying and approving mentor schools pursuant to subdivision (c) of Section 53202. The regional con-

sortia shall first seek eligible mentor schools located within the district of each of the schools implementing the turnaround or transformation model.

(11) Consistent with the collective bargaining agreement, assisting a local educational agency in doing any of the following:

(A) Meeting federal guidelines under Appendix C of the Notice of Final Priorities, Requirements, Definitions, Selection Criteria for the federal Race to the Top program published in Volume 74 of Number 221 of the Federal Register on November 18, 2009, which encourages the state to ensure that persistently lowest-achieving schools are not required to accept a teacher without mutual consent of the teacher and principal, regardless of the teacher's seniority.

(B) Implementing schoolsite-based teacher hiring decisions.

(C) Giving persistently lowest-achieving schools first priority in selecting from the qualified district applicant pool, among those teachers who have specifically applied to work at the school.

SEC. 9. Section 60601 of the Education Code is amended to read:

<< CA ST § 60601 >>

60601. This chapter shall ~~\*\*\* become inoperative on July 1, 2013, and as of \*\*\* January 1, 2014, is repealed, unless a later enacted statute that is enacted before January 1, 2014, deletes or extends \*\*\* the dates on which it becomes inoperative and is repealed.~~

SEC. 10. Section 60603 of the Education Code is amended to read:

<< CA ST § 60603 >>

60603. ~~\*\*\*~~ As used in this chapter:

~~(a)~~ "Achievement test" means any standardized test that measures the level of performance that a pupil has achieved in the core curriculum areas.

~~(b)~~ "Assessment of applied academic skills" means a form of assessment that requires pupils to demonstrate their knowledge of, and ability to apply, academic knowledge and skills in order to solve problems and communicate. It may include, but is not limited to, writing an essay response to a question, conducting an experiment, or constructing a diagram or model. An assessment of applied academic skills may not include assessments of personal behavioral standards or skills, including, but not limited to, honesty, sociability, ethics, or self-esteem.

~~(c)~~ "Basic academic skills" means those skills in the subject areas of reading, spelling, written expression, and mathematics that provide the necessary foundation for mastery of more complex intellectual abilities, including the synthesis and application of knowledge.

~~(d)~~ "Content standards" means the specific academic knowledge, skills, and abilities that all public schools in this state are expected to teach and all pupils expected to learn in each of the core curriculum areas, at each grade level tested.

~~(e)~~ "Core curriculum areas" means the areas of reading, writing, mathematics, history-social science, and sci-

ence.

(f) "Diagnostic assessment" means interim assessments of the current level of achievement of a pupil that serves both of the following purposes:

- (1) The identification of particular academic standards or skills a pupil has or has not yet achieved.
  - (2) The identification of possible reasons that a pupil has not yet achieved particular academic standards or skills.
- (g) "Direct writing assessment" means an assessment of applied academic skills that requires pupils to use written expression to demonstrate writing skills, including writing mechanics, grammar, punctuation, and spelling.
- (h) "End of course exam" means a comprehensive and challenging assessment of pupil achievement in a particular subject area or discipline.

(i) "Performance standards" are standards that define various levels of competence at each grade level in each of the curriculum areas for which content standards are established. Performance standards gauge the degree to which a pupil has met the content standards and the degree to which a school or school district has met the content standards.

(j) "Publisher" means a commercial publisher or any other public or private entity, other than the department, which is able to provide tests or test items that meet the requirements of this chapter.

(k) "Statewide pupil assessment program" means the systematic achievement testing of pupils in grades 2 to 11, inclusive, pursuant to the standardized testing and reporting program under Article 4 (commencing with Section 60640) and the assessment of basic academic skills and applied academic skills, administered to pupils in grade levels specified in subdivision (c) of Section 60605, required by this chapter in all schools within each school district by means of tests designated by the state board.

\*\*\*

SEC. 11. Section 60604 of the Education Code is amended to read:

<< CA ST § 60604 >>

60604. (a) The Superintendent shall design and implement, consistent with the timetable and plan required pursuant to subdivision (b), a statewide pupil assessment program consistent with the testing requirements of this article in accordance with the objectives set forth in Section 60602. That program shall include all of the following:

(1) A plan for producing valid, reliable, and comparable individual pupil scores in grades 2 to 11, inclusive, and a comprehensive analysis of these scores based on the results of the achievement test designated by the state board that assesses a broad range of basic academic skills pursuant to the Standardized Testing and Reporting (STAR) Program established by Article 4 (commencing with Section 60640).

(2) A method of working with publishers to ensure valid, reliable, and comparable individual, grade-level, school-level, district-level, county-level, and statewide scores in grades 2 to 11, inclusive.

(3) Statewide academically rigorous content and performance standards that reflect the knowledge and skills that pupils will need in order to succeed in the information-based, global economy of the 21st century. These skills shall not include personal behavioral standards or skills, including, but not limited to, honesty, sociability, ethics, or self-esteem.

(4) A statewide system that provides the results of testing in a manner that reflects the degree to which pupils are achieving the academically rigorous content and performance standards adopted by the state board.

(5) The alignment of assessment with the statewide academically rigorous content and performance standards adopted by the state board.

(6) The active, ongoing involvement of parents, classroom teachers, administrators, other educators, governing board members of school districts, and the public in all phases of the design and implementation of the statewide pupil assessment program.

(7) The development of a contract or contracts with a publisher or publishers, after the approval of statewide academically rigorous content standards by the state board, for the development of performance standards and assessments of applied academic skills designed to test pupils' knowledge of academic skills and abilities to apply that knowledge and those skills in order to solve problems and communicate.

(b) The Superintendent shall develop and annually update for the Legislature a five-year cost projection, implementation plan, and timetable for implementing the program described in subdivision (a). The annual update shall be submitted on or before March 1 of each year to the chairperson of the fiscal subcommittee considering budget appropriations in each house. The update shall explain any significant variations from the five-year cost projection for the current year budget and the proposed budget.

(c) The Superintendent shall provide each school district with guidelines for professional development that are designed to assist classroom teachers to use the results of the assessments administered pursuant to this chapter to modify instruction for the purpose of improving pupil learning. These guidelines shall be developed in consultation with classroom teachers and approved by the state board before dissemination.

(d) The Superintendent and the state board shall consider comments and recommendations from school districts and the public in the development, adoption, and approval of assessment instruments.

(e) The results of the achievement test administered pursuant to Article 4 (commencing with Section 60640) shall be returned to the school district within the period of time specified by the state board.

**\* \* \***

SEC. 12. Section 60604.5 is added to the Education Code, to read:

<< CA ST § 60604.5 >>

60604.5. It is the intent of the Legislature that the reauthorization of the statewide pupil assessment program includes all of the following:

(a) A plan for transitioning to a system of high-quality assessments, as defined in the federal Race to the Top guidance and regulations.



(b) Alignment with the standards developed pursuant to subdivision (d) of Section 60605.8.

(c) Any common assessments aligned with the standards developed pursuant to subdivision (d) of Section 60605.8.

(d) Conforms to the assessment requirements of any reauthorization of the federal Elementary and Secondary Education Act or any other federal law that effectively replaces that act.

SEC. 13. Section 60605.6 of the Education Code is amended to read:

<< CA ST § 60605.6 >>

60605.6. Subject to the availability of funds ~~appropriated~~ in the annual Budget Act for this purpose, the Superintendent, upon approval of the state board, shall contract for the development and distribution of workbooks, as follows:

(a) One workbook to be distributed to all pupils in grade 10. This workbook shall contain information on the proficiency levels that must be demonstrated by pupils on the high school exit examination described in Chapter 9 (commencing with Section 60850). The workbook also shall contain sample questions, with explanations describing how these sample questions test pupil knowledge of the language arts and mathematics content standards adopted by the state board pursuant to Section 60605.

(b) Separate workbooks for each of grades 2 to 11, inclusive. Each pupil in grades 2 to 11, inclusive, who is required to take the achievement tests described in Section 60642.5 shall receive a copy of the workbook designed for the same grade level in which the pupil is enrolled. These workbooks shall contain material to assist pupils and their parents with standards-based learning, including the grade appropriate academic content standards adopted by the state board pursuant to Section 60605 and sample questions that require knowledge of these standards to answer. The workbooks also shall describe how the sample questions test knowledge of the state board adopted academic content standards.

**\* \* \***

SEC. 14. Section 60605.7 is added to the Education Code, to read:

<< CA ST § 60605.7 >>

60605.7. The Superintendent, the state board, and any other entity or individual designated by the Governor shall participate in the Common Core State Standards Initiative consortium sponsored by the National Governors Association and the Council of Chief State School Officers or any associated or related interstate collaboration to jointly develop common high-quality standards or assessments aligned with the common set of standards.

SEC. 15. Section 60605.8 is added to the Education Code, to read:

<< CA ST § 60605.8 >>

60605.8. (a) There is hereby established the Academic Content Standards Commission. The commission shall consist of 21 members, appointed as follows:

- (1) Eleven members appointed by the Governor.
- (2) Five members appointed by the Senate Committee on Rules.
- (3) Five members appointed by the Speaker of the Assembly.
- (b) Members of the commission shall serve at the pleasure of the appointing authority.
- (c) Not less than half of the members appointed by each of the appointing authorities pursuant to subdivision (a) shall be current public school elementary or secondary classroom teachers.
- (d) The commission shall develop academic content standards in language arts and mathematics. The standards shall be internationally benchmarked and build toward college and career readiness by the time of high school graduation. Unless otherwise allowed by the Secretary of the United States Department of Education, at least 85 percent of these standards shall be the common core academic standards developed by the consortium or interstate collaboration set forth in Section 60605.7.
- (e) Pursuant to the Bagley-Keene Act, Article 9 (commencing with Sec. 11120) of Division 3 of Title 2 of the Government Code, all meetings and hearings of the commission shall be open and available to the public.
- (f) On or before July 15, 2010, the commission shall present its recommended academic content standards to the state board.
- (g) On or before August 2, 2010, the state board shall do either of the following:
  - (1) Adopt the academic content standards as proposed by the commission.
  - (2) Reject the academic content standards as proposed by the commission. If the state board rejects the standards it shall provide a specific written explanation to the Superintendent, the Governor, and the Legislature of the reasons why the proposed standards were rejected.
- (h) The Superintendent and state board shall present to the Governor and to the appropriate policy and fiscal committees of the Legislature a schedule and implementation plan for integrating the academic content standards adopted pursuant to this section into the state educational system.

SEC. 16. Section 60605.9 is added to the Education Code, to read:

<< CA ST § 60605.9 >>

60605.9. Notwithstanding any other provision of law, the limitation in paragraph (6) of subdivision (c) of Section 60200, which requires that other criteria be approved at least 30 months prior to the date that the materials are to be approved for adoption, shall not apply to instructional materials adopted by the state board that are aligned with the content standards adopted pursuant to Section 60605.8 in each of the content areas for which standards are revised or adopted.

SEC. 17. Section 60606 of the Education Code is amended to read:

<< CA ST § 60606 >>

60606. (a) After adopting an assessment of applied academic skills for use in grades 4, 5, 8, and 10 pursuant to Section 60605, the state board shall submit the instrument, once designated or adopted, for review by the Statewide Pupil Assessment Review Panel, which is hereby established.

(b) The panel shall consist of six members. Three members shall be appointed by the Governor, one member shall be appointed by the Senate Committee on Rules, one member shall be appointed by the Speaker of the Assembly, and one member shall be appointed by the Superintendent. A majority of the panel shall consist of parents whose children attend public schools in the state in kindergarten and grades 1 to 12, inclusive.

(c) Panel members shall serve two-year terms, without compensation. No panel member shall serve more than two consecutive terms.

(d) The panel shall review the instrument specified in subdivision (a) in order to ensure that the content of the instrument complies with the requirements of Section 60614. Notwithstanding any other provision of law, the panel may meet in closed session with a publisher for the purpose of addressing questions and clarifying issues that relate to ensuring that the content of the publisher's test or assessment, as the case may be, complies with the requirements of Section 60614.

(e) The panel shall report its findings and recommendations to the state board within 10 days of its receipt of the instrument. If the panel fails to report within the required 10 days, the test or assessment shall be deemed acceptable to the panel.

\* \* \*

SEC. 18. Section 60640 of the Education Code is amended to read:

<< CA ST § 60640 >>

60640. (a) There is hereby established the Standardized Testing and Reporting Program, to be known as the STAR Program.

(b) From the funds available for that purpose, each school district, charter school, and county office of education shall administer to each of its pupils in grades 2 to 11, inclusive, the standards-based achievement test provided for in Section 60642.5. The state board shall establish a testing period to provide that all schools administer these tests to pupils at approximately the same time during the instructional year, except as necessary to ensure test security and to meet the final filing date.

(c) The publisher and the school district shall provide two makeup days for the testing of previously absent pupils within the testing period established by the state board in subdivision (b).

(d) The governing board of the school district may administer achievement tests in grades other than those required by subdivision (b) as it deems appropriate.

(e) Pursuant to Section 1412(a)(17) of Title 20 of the United States Code, individuals with exceptional needs, as defined in Section 56026, shall be included in the testing requirement of subdivision (b) with appropriate accommodations in administration, where necessary, and those individuals with exceptional needs who are unable to participate in the testing, even with accommodations, shall be given an alternate assessment.

(f)(1) At the option of the school district, pupils with limited English proficiency who are enrolled in any of grades 2 to 11, inclusive, may take a second achievement test in their primary language. Primary language tests administered pursuant to this subdivision and subdivision (g) shall be subject to the requirements of subdivision (a) of Section 60641. These primary language tests shall produce individual pupil scores that are valid and reliable.

(2) Notwithstanding any other law, the state board shall designate for use, as part of this program, a single primary language test in each language for which a test is available for grades 2 to 11, inclusive, pursuant to the process used for designation of the assessment chosen in the 1997-98 fiscal year, as specified in Section 60643, as applicable.

(3)(A) The department shall use funds made available pursuant to Title VI of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) and appropriated by the annual Budget Act for the purpose of developing and adopting primary language assessments that are aligned to the state academic content standards. Subject to the availability of funds, primary language assessments shall be developed and adopted for reading/language arts and mathematics in the dominant primary language of limited-English-proficient pupils. The dominant primary language shall be determined by the count in the annual language census of the primary language of each limited-English-proficient pupil enrolled in the California public schools.

(B) Once a dominant primary language assessment is available for use for a specific grade level, it shall be administered in place of the assessment designated pursuant to paragraph (1) for that grade level.

(C) In choosing a contractor to develop a primary language assessment the state board shall consider the criteria for choosing a contractor or test publisher as specified by Section 60643, and as specified by Section 60642.5, as applicable.

(D) Subject to the availability of funds, the assessments shall be developed in grade order starting with the lowest grade subject to the STAR Program.

(E) If the state board contracts for the development of primary language assessments or test items to augment an existing assessment, the state shall retain ownership rights to the assessment and the test items. With the approval of the state board, the department may license the test for use in other states subject to a compensation agreement approved by the Department of Finance.

(F) On or before January 1, 2006, the department shall submit to the Legislature a report on the development and implementation of the initial primary language assessments and recommendations on the development and implementation of future assessments and funding requirements.

(g) A pupil identified as limited English proficient pursuant to the administration of a test made available pursuant to Section 60810 who is enrolled in any of grades 2 to 11, inclusive, and who either receives instruction in his or her primary language or has been enrolled in a school in the United States for less than 12 months shall be required to take a test in his or her primary language if a test is available.

(h)(1) The Superintendent shall apportion funds to school districts to enable school districts to meet the requirements of subdivisions (b), (e), (f), and (g).

(2) The state board annually shall establish the amount of funding to be apportioned to school districts for each

test administered and annually shall establish the amount that each publisher shall be paid for each test administered under the agreements required pursuant to Section 60643. The amounts to be paid to the publishers shall be determined by considering the cost estimates submitted by each publisher each September and the amount included in the annual Budget Act, and by making allowance for the estimated costs to school districts for compliance with the requirements of subdivisions (b), (e), (f), and (g).

(3) An adjustment to the amount of funding to be apportioned per test shall not be valid without the approval of the Director of Finance. A request for approval of an adjustment to the amount of funding to be apportioned per test shall be submitted in writing to the Director of Finance and the chairpersons of the fiscal committees of both houses of the Legislature with accompanying material justifying the proposed adjustment. The Director of Finance is authorized to approve only those adjustments related to activities required by statute. The Director of Finance shall approve or disapprove the amount within 30 days of receipt of the request and shall notify the chairpersons of the fiscal committees of both houses of the Legislature of the decision.

(i) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation for the apportionments made pursuant to paragraph (1) of subdivision (h), and the payments made to the publishers under the contracts required pursuant to Section 60643 or subparagraph (C) of paragraph (1) of subdivision (a) of Section 60605 between the department and the contractor, are "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, for the applicable fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B," as defined in subdivision (e) of Section 41202, for that fiscal year.

(j) As a condition to receiving an apportionment pursuant to subdivision (h), a school district shall report to the Superintendent all of the following:

(1) The number of pupils enrolled in the school district in grades 2 to 11, inclusive.

(2) The number of pupils to whom an achievement test was administered in grades 2 to 11, inclusive, in the school district.

(3) The number of pupils in paragraph (1) who were exempted from the test at the request of their parents or guardians.

(k) The Superintendent and the state board are authorized and encouraged to assist postsecondary educational institutions to use the assessment results of the California Standards Tests, including, but not limited to, the augmented California Standards Tests, for academic credit, placement, or admissions processes.

(l) The Superintendent, with the approval of the state board, annually shall release to the public test items from the standards-based achievement tests pursuant to Section 60642.5 administered in previous years. The minimum number of test items released per year shall be equal to 25 percent of the total number of test items on the test administered in the previous year.

\* \* \*

SEC. 19. Section 60643 of the Education Code is amended to read:

<< CA ST § 60643 >>

60643. (a) To be eligible for consideration under Section 60642.5 by the state board, test publishers shall agree in writing each year to meet the following requirements, as applicable, if selected:

- (1) Enter into an agreement, pursuant to subdivision (e) or (f), with the department by October 15 of that year.
  - (2) Align the standards-based achievement test provided for in Section 60642.5 to the academically rigorous content and performance standards adopted by the state board.
  - (3) Comply with subdivisions (c) and (d) of Section 60645.
  - (4) Provide valid and reliable individual pupil scores to parents or guardians, teachers, and school administrators.
  - (5) Provide valid and reliable aggregate scores to school districts and county boards of education in all of the following forms and formats:
    - (A) Grade level.
    - (B) School level.
    - (C) District level.
    - (D) Countywide.
    - (E) Statewide.
    - (F) Comparison of statewide scores relative to other states.
  - (6) Provide disaggregated scores, based on limited-English-proficient status and nonlimited-English-proficient status. For purposes of this section, pupils with “nonlimited-English-proficient status” shall include the total of those pupils who are English-only pupils, fluent-English-proficient pupils, and redesignated fluent-English-proficient pupils. These scores shall be provided to school districts and county boards of education in the same forms and formats listed in paragraph (5).
  - (7) Provide disaggregated scores by pupil gender and ethnicity and provide disaggregated scores based on whether pupils are economically disadvantaged or not. These disaggregated scores shall be in the same forms and formats as listed in paragraph (5). In any one year, the disaggregation shall entail information already being collected by school districts, county offices of education, or charter schools.
  - (8) Provide disaggregated scores for pupils who have individualized education programs and have enrolled in special education, to the extent required by federal law. These scores shall be provided in the same forms and formats listed in paragraph (5). This section shall not be construed to exclude the scores of special education pupils from any state or federal accountability system.
  - (9) Provide information listed in paragraphs (5), (6), (7), and (8) to the department and the state board in the medium requested by each entity, respectively.
- (b) It is the intent of the Legislature that the publisher work with the Superintendent and the state board in developing a methodology to disaggregate statewide scores as required in paragraphs (6) and (7) of subdivision (a),

and in determining which variable indicated on the STAR testing document shall serve as a proxy for “economically disadvantaged” status pursuant to paragraph (7) of subdivision (a).

(c) Access to information about individual pupils or their families shall be granted to the publisher only for purposes of correctly associating test results with the pupils who produced those results or for reporting and disaggregating test results as required by this section. School districts are prohibited from excluding a pupil from the test if a parent or parents decline to disclose income. This chapter does not abridge or deny rights to confidentiality contained in the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) or other applicable state and federal law that protect the confidentiality of information collected by educational institutions.

(d) Notwithstanding any other law, the publisher of the standards-based achievement test provided for in Section 60642.5 or any contractor under subdivision (f) shall comply with all of the conditions and requirements enumerated in subdivision (a), as applicable, to the satisfaction of the state board.

(e)(1) A publisher shall not provide a test described in Section 60642.5 or 60650 or in subdivision (f) of Section 60640 for use in California public schools, unless the publisher enters into a written contract with the department as set forth in this subdivision.

(2) The department shall develop, and the state board shall approve, a contract to be entered into with a publisher pursuant to paragraph (1). The department may develop the contract through negotiations with the publisher.

(3) For purposes of the contracts authorized pursuant to this subdivision, the department is exempt from the requirements of Part 2 (commencing with Section 10100) of Division 2 of the Public Contract Code and from the requirements of Article 6 (commencing with Section 999) of Chapter 6 of Division 4 of the Military and Veterans Code.

(4) The contracts shall include provisions for progress payments to the publisher for work performed or costs incurred in the performance of the contract. Not less than 10 percent of the amount budgeted for each separate and distinct component task provided for in each contract shall be withheld pending final completion of all component tasks by that publisher. The total amount withheld pending final completion shall not exceed 10 percent of the total contract price.

(5) The contracts shall require liquidated damages to be paid by the publisher in the amount of up to 10 percent of the total cost of the contract for any component task that the publisher through its own fault or that of its subcontractors fails to substantially perform by the date specified in the agreement.

(6) The contracts shall establish the process and criteria by which the successful completion of each component task shall be recommended by the department and approved by the state board.

(7) The publishers shall submit, as part of the contract negotiation process, a proposed budget and invoice schedule, that includes a detailed listing of the costs for each component task and the expected date of the invoice for each completed component task.

(8) The contracts shall specify the following component tasks, as applicable, that are separate and distinct:

(A) Development of new tests or test items as required by paragraph (2) of subdivision (a).

- (B) Test materials production or publication.
- (C) Delivery of test materials to school districts.
- (D) Test processing, scoring, and analyses.
- (E) Reporting of test results to the school districts, including, but not limited to, all reports specified in this section.
- (F) Reporting of test results to the department, including, but not limited to, the electronic files required pursuant to this section.
- (G) All other analyses or reports required by the Superintendent to meet the requirements of state and federal law and set forth in the agreement.
- (9) The contracts shall specify the specific reports and data files, if any, that are to be provided to school districts by the publisher and the number of copies of each report or file to be provided.
- (10) The contracts shall specify the means by which any delivery date for materials to each school district shall be verified by the publisher and the school district.
- (11) School districts may negotiate a separate agreement with the publisher for any additional materials or services not within the contracts specified in this subdivision, including, but not limited to, the administration of the tests to pupils in grade levels other than grades 2 to 11, inclusive. Any separate agreement is not within the scope of the contract specified in this subdivision.
- (f) The department, with approval of the state board, may enter into a separate contract for the development or administration of a test authorized pursuant to this part, including, but not limited to, item development, coordination of tests, assemblage of tests or test items, scoring, or reporting. The liquidated damages provision set forth in paragraph (5) of subdivision (e) shall apply to a contract entered into pursuant to this subdivision.

\* \* \*

SEC. 20. Section 60643.1 of the Education Code is amended to read:

<< CA ST § 60643.1 >>

60643.1. (a)(1) The test publisher designated by the state board pursuant to Section 60642 shall make available a reading list on the Internet by June 1 of the applicable school year. The reading list shall include an index that correlates ranges of pupil reading scores on the English language arts portion of the achievement test designated pursuant to Section 60642 to titles of materials that would be suitable for pupils in each of grades 2 to 11, inclusive, to read in order to improve their reading skills. This reading list shall include titles of books that allow a pupil to practice reading at his or her current reading level and that will assist the pupil in achieving a higher level of proficiency. To the extent possible, the index also shall include information related to the subject matter of each title. At a minimum, the reading list also shall categorize titles by subject matter and identify age-appropriate distinctions in the list.

- (2) The test publisher, in each school year, shall make available for purchase by school districts a report that



provides a numerical distribution of the reading scores of all pupils in California who took the achievement test designated pursuant to Section 60642.

(3) The test publisher, in each school year, shall make available for purchase by school districts reading lists that can be distributed to pupils based on a pupil's age and the ranges of scores on the English language arts portion of the achievement test designated pursuant to Section 60642.

(4) The requirements of this subdivision shall become operative only upon a determination by the Director of Finance that funds are available to make an adjustment pursuant to subdivision (h) of Section 60640.

(b) The state board and the Superintendent jointly shall certify that the process used by the publisher to determine the reading levels of the corresponding reading list pursuant to paragraph (1) of subdivision (a) meets the following criteria:

(1) The process is educationally valid.

(2) The process results in a reading list for each reading span that provides titles at the pupil's current reading level and the next higher level for challenging practice.

(3) The process results in a selection from the universe of titles from the list developed pursuant to subdivision (d) that matches each reading level.

(4) The process is unbiased in the selection of publishers' titles from the legal compliance list.

(c) The titles listed at each reading level range posted on the Internet and the reading lists made available to school districts pursuant to subdivision (a), at a minimum, shall include all relevant literature materials approved as of September 1, 1999, as being legally compliant pursuant to Article 3 (commencing with Section 60040) of Chapter 1 of Part 33, and the titles listed in all of the content area reading and literature lists that are developed and published by the department and that have been determined by the department to meet the relevant reading level as certified pursuant to subdivision (b).

(d) By imposing the requirements of this section on publishers, it is not the intent of the Legislature to unfairly disadvantage any publisher who has otherwise met the requirements of this section or of Article 3 (commencing with Section 60040) of Chapter 1 of Part 33.

**\* \* \***

SEC. 21. Section 60900 of the Education Code is amended to read:

<< CA ST § 60900 >>

60900. (a) The department shall contract for the development of proposals which will provide for the retention and analysis of longitudinal pupil achievement data on the tests administered pursuant to Chapter 5 (commencing with Section 60600), Chapter 7 (commencing with Section 60810), and Chapter 9 (commencing with Section 60850). The longitudinal data shall be known as the California Longitudinal Pupil Achievement Data System.

(b) The proposals developed pursuant to subdivision (a) shall evaluate and determine whether it would be most

effective, from both a fiscal and a technological perspective, for the state to own the system. The proposals shall additionally evaluate and determine the most effective means of housing the system.

(c) The California Longitudinal Pupil Achievement Data System shall be developed and implemented in accordance with all state rules and regulations governing information technology projects.

(d) The system or systems developed pursuant to this section shall be used to accomplish all of the following goals:

(1) To provide school districts and the department access to data necessary to comply with federal reporting requirements delineated in the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.).

(2) To provide a better means of evaluating educational progress and investments over time.

(3) To provide local educational agencies information that can be used to improve pupil achievement.

(4) To provide an efficient, flexible, and secure means of maintaining longitudinal statewide pupil level data.

~~(5) To facilitate the ability of the state to publicly report data, as specified in Section 6401(e)(2)(D) of the federal America COMPETES Act (20 U.S.C. Sec. 9871) and as required by the federal American Recovery and Reinvestment Act of 2009 (Public Law 111-5).~~

~~(6) To ensure that any data access provided to researchers, as required pursuant to the federal Race to the Top regulations and guidelines is provided, only to the extent that the data access is in compliance with the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g).~~

(e) In order to comply with federal law as delineated in the No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.), the local educational agency shall retain individual pupil records for each test taker, including all of the following:

(1) All demographic data collected from the STAR Program test, high school exit examination, and English language development tests.

(2) Pupil achievement data from assessments administered pursuant to the STAR Program, high school exit examination, and English language development testing programs. To the extent feasible, data should include sub-score data within each content area.

(3) A unique pupil identification number to be identical to the pupil identifier developed pursuant to the California School Information Services, which shall be retained by each local educational agency and used to ensure the accuracy of information on the header sheets of the STAR Program tests, high school exit examination, and the English language development test.

(4) All data necessary to compile reports required by the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.), including, but not limited to, dropout and graduation rates.

(5) Other data elements deemed necessary by the Superintendent, with approval of the state board, to comply with the federal reporting requirements delineated in the No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.), and the American Recovery and Reinvestment Act of 2009 (Public Law 111-5), after review and

comment by the advisory board convened pursuant to subdivision (h). Prior to the implementation of this paragraph with respect to adding data elements to the California Longitudinal Pupil Achievement Data System for the purpose of complying with the American Recovery and Reinvestment Act of 2009 (Public Law 111-5), the department ~~and the appropriate postsecondary education agencies~~ shall submit an expenditure plan to the Department of Finance detailing any administrative costs to the department and costs to any local educational agency, if applicable. The Department of Finance shall provide to the Joint Legislative Budget Committee a copy of the expenditure plan within 10 days of receipt of the expenditure plan from the department.

~~(6) To enable the department, the University of California, the California State University, and the Chancellor of the California Community Colleges, to meet the requirements prescribed by the federal American Recovery and Reinvestment Act of 2009 (Public Law 111-5), these entities shall be authorized to obtain quarterly wage data, commencing July 1, 2010, on students who have attended their respective systems, to assess the impact of education on the employment and earnings of those students, to conduct the annual analysis of district-level and individual district or postsecondary education system performance in achieving priority educational outcomes, and to submit the required reports to the Legislature and the Governor. The information shall be provided to the extent permitted by federal statutes and regulations.~~

(f) The California Longitudinal Pupil Achievement Data System shall have all of the following characteristics:

(1) The ability to sort by demographic element collected from the STAR Program tests, high school exit examination, and English language development test.

(2) The capability to be expanded to include pupil achievement data from multiple years.

(3) The capability to monitor pupil achievement on the STAR Program tests, high school exit examination, and English language development test from year to year and school to school.

(4) The capacity to provide data to the state and local educational agencies upon their request.

(g) Data elements and codes included in the system shall comply with Sections 49061 to 49079, inclusive, and Sections 49602 and 56347, with Sections 430 to 438, inclusive, of Title 5 of the California Code of Regulations, with the Information Practices Act of 1977 (Chapter 1 (commencing with Section 1798) of Title 1.8 of Part 4 of Division 3 of the Civil Code), and with the federal Family Education Rights and Privacy Act (20 U.S.C. Sec. 1232g), Section 1242h of Title 20 of the United States Code, and related federal regulations.

(h) The department shall convene an advisory board consisting of representatives from the state board, the Secretary for Education, the Department of Finance, the State Privacy Ombudsman, the Legislative Analyst's Office, representatives of parent groups, school districts, and local educational agencies, and education researchers to establish privacy and access protocols, provide general guidance, and make recommendations relative to data elements. The department is encouraged to seek representation broadly reflective of the general public of California.

(i) Subject to funding being provided in the annual Budget Act, the department shall contract with a consultant for independent project oversight. The Director of Finance shall review the request for proposals for the contract. The consultant hired to conduct the independent project oversight shall twice annually submit a written report to the Superintendent, the state board, the advisory board, the Director of Finance, the Legislative Analyst, and the appropriate policy and fiscal committees of the Legislature. The report shall include an evaluation of the

extent to which the California Longitudinal Pupil Achievement Data System is meeting the goals described in subdivision (d) and recommendations to improve the data system in ensuring the privacy of individual pupil information and providing the data needed by the state and school districts.

(j) This section shall be implemented using federal funds received pursuant to the No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.), which are appropriated for purposes of this section in Item 6110-113-0890 of Section 2.00 of the Budget Act of 2002 (Chapter 379 of the Statutes of 2002). The release of these funds is contingent on approval of an expenditure plan by the Department of Finance.

(k) For purposes of this chapter, a local educational agency shall include a county office of education, a school district, or charter school.

SEC. 22. Section 1095 of the Unemployment Insurance Code is amended to read:

<< CA UNEMP INS § 1095 >>

1095. The director shall permit the use of any information in his or her possession to the extent necessary for any of the following purposes and may require reimbursement for all direct costs incurred in providing any and all information specified in this section, except information specified in subdivisions (a) to (e), inclusive:

(a) To enable the director or his or her representative to carry out his or her responsibilities under this code.

(b) To properly present a claim for benefits.

(c) To acquaint a worker or his or her authorized agent with his or her existing or prospective right to benefits.

(d) To furnish an employer or his or her authorized agent with information to enable him or her to fully discharge his or her obligations or safeguard his or her rights under this division or Division 3 (commencing with Section 9000).

(e) To enable an employer to receive a reduction in contribution rate.

(f) To enable federal, state, or local government departments or agencies, subject to federal law, to verify or determine the eligibility or entitlement of an applicant for, or a recipient of, public social services provided pursuant to Division 9 (commencing with Section 10000) of the Welfare and Institutions Code, or Part A of Title IV of the Social Security Act, where the verification or determination is directly connected with, and limited to, the administration of public social services.

(g) To enable county administrators of general relief or assistance, or their representatives, to determine entitlement to locally provided general relief or assistance, where the determination is directly connected with, and limited to, the administration of general relief or assistance.

(h) To enable state or local governmental departments or agencies to seek criminal, civil, or administrative remedies in connection with the unlawful application for, or receipt of, relief provided under Division 9 (commencing with Section 10000) of the Welfare and Institutions Code or to enable the collection of expenditures for medical assistance services pursuant to Part 5 (commencing with Section 17000) of Division 9 of the Welfare and Institutions Code.

(i) To provide any law enforcement agency with the name, address, telephone number, birth date, social security number, physical description, and names and addresses of present and past employers, of any victim, suspect, missing person, potential witness, or person for whom a felony arrest warrant has been issued, when a request for this information is made by any investigator or peace officer as defined by Sections 830.1 and 830.2 of the Penal Code, or by any federal law enforcement officer to whom the Attorney General has delegated authority to enforce federal search warrants, as defined under Sections 60.2 and 60.3 of Title 28 of the Code of Federal Regulations, as amended, and when the requesting officer has been designated by the head of the law enforcement agency and requests this information in the course of and as a part of an investigation into the commission of a crime when there is a reasonable suspicion that the crime is a felony and that the information would lead to relevant evidence. The information provided pursuant to this subdivision shall be provided to the extent permitted by federal law and regulations, and to the extent the information is available and accessible within the constraints and configurations of existing department records. Any person who receives any information under this subdivision shall make a written report of the information to the law enforcement agency that employs him or her, for filing under the normal procedures of that agency.

(1) This subdivision shall not be construed to authorize the release to any law enforcement agency of a general list identifying individuals applying for or receiving benefits.

(2) The department shall maintain records pursuant to this subdivision only for periods required under regulations or statutes enacted for the administration of its programs.

(3) This subdivision shall not be construed as limiting the information provided to law enforcement agencies to that pertaining only to applicants for, or recipients of, benefits.

(4) The department shall notify all applicants for benefits that release of confidential information from their records will not be protected should there be a felony arrest warrant issued against the applicant or in the event of an investigation by a law enforcement agency into the commission of a felony.

(j) To provide public employee retirement systems in California with information relating to the earnings of any person who has applied for or is receiving a disability income, disability allowance, or disability retirement allowance, from a public employee retirement system. The earnings information shall be released only upon written request from the governing board specifying that the person has applied for or is receiving a disability allowance or disability retirement allowance from its retirement system. The request may be made by the chief executive officer of the system or by an employee of the system so authorized and identified by name and title by the chief executive officer in writing.

(k) To enable the Division of Labor Standards Enforcement in the Department of Industrial Relations to seek criminal, civil, or administrative remedies in connection with the failure to pay, or the unlawful payment of, wages pursuant to Chapter 1 (commencing with Section 200) of Part 1 of Division 2 of, and Chapter 1 (commencing with Section 1720) of Part 7 of Division 2 of, the Labor Code.

(l) To enable federal, state, or local governmental departments or agencies to administer child support enforcement programs under Title IV of the Social Security Act (42 U.S.C. Sec. 651 et seq.).

(m) To provide federal, state, or local governmental departments or agencies with wage and claim information in its possession that will assist those departments and agencies in the administration of the Victims of Crime Program or in the location of victims of crime who, by state mandate or court order, are entitled to restitution that

has been or can be recovered.

(n) To provide federal, state, or local governmental departments or agencies with information concerning any individuals who are or have been:

(1) Directed by state mandate or court order to pay restitution, fines, penalties, assessments, or fees as a result of a violation of law.

(2) Delinquent or in default on guaranteed student loans or who owe repayment of funds received through other financial assistance programs administered by those agencies. The information released by the director for the purposes of this paragraph shall not include unemployment insurance benefit information.

(o) To provide an authorized governmental agency with any or all relevant information that relates to any specific workers' compensation insurance fraud investigation. The information shall be provided to the extent permitted by federal law and regulations. For the purposes of this subdivision, "authorized governmental agency" means the district attorney of any county, the office of the Attorney General, the Department of Industrial Relations, and the Department of Insurance. An authorized governmental agency may disclose this information to the State Bar, the Medical Board of California, or any other licensing board or department whose licensee is the subject of a workers' compensation insurance fraud investigation. This subdivision shall not prevent any authorized governmental agency from reporting to any board or department the suspected misconduct of any licensee of that body.

(p) To enable the Director of the Bureau for Private Postsecondary and Vocational Education, or his or her representatives, to access unemployment insurance quarterly wage data on a case-by-case basis to verify information on school administrators, school staff, and students provided by those schools who are being investigated for possible violations of Chapter 7 (commencing with Section 94700) of Part 59 of the Education Code.

(q) To provide employment tax information to the tax officials of Mexico, if a reciprocal agreement exists. For purposes of this subdivision, "reciprocal agreement" means a formal agreement to exchange information between national taxing officials of Mexico and taxing authorities of the State Board of Equalization, the Franchise Tax Board, and the Employment Development Department. Furthermore, the reciprocal agreement shall be limited to the exchange of information that is essential for tax administration purposes only. Taxing authorities of the State of California shall be granted tax information only on California residents. Taxing authorities of Mexico shall be granted tax information only on Mexican nationals.

(r) To enable city and county planning agencies to develop economic forecasts for planning purposes. The information shall be limited to businesses within the jurisdiction of the city or county whose planning agency is requesting the information, and shall not include information regarding individual employees.

(s) To provide the State Department of Developmental Services with wage and employer information that will assist in the collection of moneys owed by the recipient, parent, or any other legally liable individual for services and supports provided pursuant to Chapter 9 (commencing with Section 4775) of Division 4.5 of, and Chapter 2 (commencing with Section 7200) and Chapter 3 (commencing with Section 7500) of Division 7 of, the Welfare and Institutions Code.

(t) Nothing in this section shall be construed to authorize or permit the use of information obtained in the administration of this code by any private collection agency.

(u) The disclosure of the name and address of an individual or business entity that was issued an assessment that included penalties under Section 1128 or 1128.1 shall not be in violation of Section 1094 if the assessment is final. The disclosure may also include any of the following:

(1) The total amount of the assessment.

(2) The amount of the penalty imposed under Section 1128 or 1128.1 that is included in the assessment.

(3) The facts that resulted in the charging of the penalty under Section 1128 or 1128.1.

(v) To enable the Contractors' State License Board to verify the employment history of an individual applying for licensure pursuant to Section 7068 of the Business and Professions Code.

(w) To provide any peace officer with the Division of Investigation in the Department of Consumer Affairs information pursuant to subdivision (i) when the requesting peace officer has been designated by the Chief of the Division of Investigation and requests this information in the course of and as part of an investigation into the commission of a crime or other unlawful act when there is reasonable suspicion to believe that the crime or act may be connected to the information requested and would lead to relevant information regarding the crime or unlawful act.

(x) To enable the Labor Commissioner of the Division of Labor Standards Enforcement in the Department of Industrial Relations to identify, pursuant to Section 90.3 of the Labor Code, unlawfully uninsured employers. The information shall be provided to the extent permitted by federal law and regulations.

(y) To enable the Chancellor of the California Community Colleges, in accordance with the requirements of Section 84754.5 of the Education Code, to obtain quarterly wage data, commencing January 1, 1993, on students who have attended one or more community colleges, to assess the impact of education on the employment and earnings of students, to conduct the annual evaluation of district-level and individual college performance in achieving priority educational outcomes, and to submit the required reports to the Legislature and the Governor. The information shall be provided to the extent permitted by federal statutes and regulations.

(z) To enable the Public Employees' Retirement System to seek criminal, civil, or administrative remedies in connection with the unlawful application for, or receipt of, benefits provided under Part 3 (commencing with Section 20000) of Division 5 of Title 2 of the Government Code.

~~(aa) To enable the State Department of Education, the University of California, the California State University, and the Chancellor of the California Community Colleges, pursuant to the requirements prescribed by the federal American Recovery and Reinvestment Act of 2009 (Public Law 111-5), to obtain quarterly wage data, commencing July 1, 2010, on students who have attended their respective systems to assess the impact of education on the employment and earnings of those students, to conduct the annual analysis of district-level and individual district or postsecondary education system performance in achieving priority educational outcomes, and to submit the required reports to the Legislature and the Governor. The information shall be provided to the extent permitted by federal statutes and regulations.~~

SEC. 23. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

SEC. 24. This act shall become operative only if Senate Bill 4 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

CA LEGIS 5EX 2 (2010)

END OF DOCUMENT



**CALIFORNIA 2010 LEGISLATIVE SERVICE**  
**2010 Portion of 2009-2010 5th Extraordinary Session**

Additions are indicated by **TEXT**; deletions by  
**\*\*\***. Changes in tables are made but not highlighted.

**CHAPTER 3**

**S.B. No. 4**

**SCHOOLS AND SCHOOL DISTRICTS--PUBLIC SCHOOLS--OPEN ENROLLMENT**

AN ACT to add Article 10 (commencing with Section 48350) to Chapter 2 of Part 27 of Division 4 of Title 2 of, and to add Article 3 (commencing with Section 53300) to Chapter 18 of Part 28 of Division 4 of Title 2 of, the Education Code, relating to public schools.

[Filed with Secretary of State January 7, 2010.]

**LEGISLATIVE COUNSEL'S DIGEST**

SB 4, Romero. Public schools: Race to the Top.

(1) Existing law requires each person between the ages of 6 and 18 years not otherwise exempted to attend the public full-time day school or continuation school or classes in the school district in which his or her parent or guardian is a resident. Existing law authorizes 2 school districts to enter into an agreement that allows pupils to transfer between the 2 districts.

This bill would establish the Open Enrollment Act to enable pupils residing in the state to attend public schools in school districts other than their school district of residence, as defined. The bill would authorize the parent or guardian of a pupil enrolled in a low-achieving school, as defined, to submit an application for the pupil to attend a school in a school district of enrollment, as defined. The bill would authorize a school district of enrollment, as defined, to adopt specific, written standards for acceptance and rejection of applications for enrollment, subject to specified conditions and a specified priority scheme for applicants. Within 60 days of receiving an application for enrollment, the bill would require a school district of enrollment to notify the applicant parent or guardian and the school district of residence, as defined, in writing whether the application has been accepted or rejected and, if an application is rejected, state in the notification the reasons for the rejection. The bill would require the State Board of Education to adopt emergency regulations to implement these provisions. The bill would require the Superintendent to contract for an independent evaluation of the program using federal funds appropriated for that purpose and to provide a final evaluation report to the Legislature, the Governor, and the state board on or before October 1, 2014.

By requiring school districts to perform additional duties regarding the enrollment of nonresident pupils, this bill would impose a state-mandated local program.

(2) The federal American Recovery and Reinvestment Act of 2009 (ARRA), provides \$4.3 billion for the State Incentive Grant Fund (Race to the Top Fund), which is a competitive grant program designed to encourage and reward states that are implementing specified educational objectives. The ARRA requires a governor to apply on behalf of a state seeking a Race to the Top grant, and requires the application to include specified information. The United States Secretary of Education has issued regulations and guidelines regarding state eligibility under the Race to the Top program.

This bill would require a local educational agency to implement one of several specified reforms for any other school which, after one full school year, is subject to corrective action pursuant to a specified provision of federal law and continues to fail to make adequate yearly progress, and have an Academic Performance Index score of less than 800, and where at least 1/2 of the parents or legal guardians of pupils attending the school, or a combination of at least 1/2 of the parents or legal guardians of pupils attending the school and the elementary or middle schools that normally matriculate into a middle or high school, as applicable, sign a petition requesting the local educational agency to implement one of the alternative governance arrangements, unless the local educational agency makes a finding in writing why it cannot implement the recommended arrangement and instead designates in writing which of the other alternative governance arrangements it will implement in the subsequent school year. The bill would require the local educational agency to notify the Superintendent and the state board if it decides to implement a different alternative governance option.

The bill would limit this procedure to no more than 75 schools.

(3) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

(4) The bill would provide that it would become operative only if SB 1 of the 5th Extraordinary Session is also enacted and becomes operative.

The people of the State of California do enact as follows:

<< CA EDUC pr. 48350 (a. hd.) >>

SECTION 1. Article 10 (commencing with Section 48350) is added to Chapter 2 of Part 27 of Division 4 of Title 2 of the Education Code, to read:

Article 10. Open Enrollment Act

<< CA EDUC § 48350 >>

48350. This article shall be known, and may be cited, as the Open Enrollment Act.

<< CA EDUC § 48351 >>

48351. The purpose of this article is to improve pupil achievement, in accordance with the regulations and guidelines for the federal Race to the Top Fund, authorized under the federal American Recovery and Reinvestment Act of 2009 (Public Law 111-5), and to enhance parental choice in education by providing additional options to pupils to enroll in public schools throughout the state without regard to the residence of their parents.

<< CA EDUC § 48352 >>

48352. For purposes of this article, the following definitions apply:

(a) "Low-achieving school" means any school identified by the Superintendent pursuant to the following:

(1) Excluding the schools, and taking into account the impact of the criteria in paragraph (2), the Superintendent annually shall create a list of 1,000 schools ranked by increasing API with the same ratio of elementary, middle, and high schools as existed in decile 1 in the 2008-09 school year.

(2) In constructing the list of 1,000 schools each year, the Superintendent shall ensure each of the following:

(A) A local educational agency shall not have more than 10 percent of its schools on the list. However, if the number of schools in a local educational agency is not evenly divisible by 10, the Superintendent shall round up to the next whole number of schools.

(B) Court, community, or community day schools shall not be included on the list.

(C) Charter schools shall not be included on the list.

(b) "Parent" means the natural or adoptive parent or guardian of a dependent child.

(c) "School district of enrollment" means a school district other than the school district in which the parent of a pupil resides, but in which the parent of the pupil nevertheless intends to enroll the pupil pursuant to this article.

(d) "School district of residence" means a school district in which the parent of a pupil resides and in which the pupil would otherwise be required to enroll pursuant to Section 48200.

<< CA EDUC § 48353 >>

48353. The state board shall adopt emergency regulations to implement this article.

<< CA EDUC § 48354 >>

48354. (a) The parent of a pupil enrolled in a low-achieving school may submit an application for the pupil to attend a school in a school district of enrollment pursuant to this article.

(b)(1) Consistent with the requirements of Section 1116(b)(1)(E) of the federal Elementary and Secondary Education Act of 2001 (20 U.S.C. Sec. 6301 et seq.), on or before the first day of the school year, or, if later, on the date the notice of program improvement, corrective action, or restructuring status is required to be provided under federal law the district of residence shall provide the parents and guardians of all pupils enrolled in a school determined in subdivision (a) of Section 48352 with notice of the option to transfer to another public school served by the school district of residence or another school district.

(2) An application requesting a transfer pursuant to this article shall be submitted by the parent of a pupil to the school district of enrollment prior to January 1 of the school year preceding the school year for which the pupil is requesting to transfer. The school district of enrollment may waive the deadline specified in this paragraph.

(3) The application deadline specified in paragraph (2) does not apply to an application requesting a transfer if the parent, with whom the pupil resides, is enlisted in the military and was relocated by the military within 90 days prior to submitting the application.

(4) The application may request enrollment of the pupil in a specific school or program within the school district of enrollment.

(5) A pupil may enroll in a school in the school district of enrollment in the school year immediately following the approval of his or her application.

(6) In order to provide priority enrollment opportunities for pupils residing in the school district, a school district of enrollment shall establish a period of time for resident pupil enrollment prior to accepting transfer applications pursuant to this article.

## &lt;&lt; CA EDUC § 48355 &gt;&gt;

48355. (a) The school district of residence of a pupil or a school district of enrollment to which a pupil has applied to attend may prohibit the transfer of the pupil pursuant to this article or limit the number of pupils who transfer pursuant to this article if the governing board of the district determines that the transfer would negatively impact either of the following:

(1) A court-ordered or voluntary desegregation plan of the district.

(2) The racial and ethnic balance of the district, provided that any policy adopted pursuant to this paragraph is consistent with federal and state law.

(b) A school district of residence shall not adopt any other policies that in any way prevent or discourage pupils from applying for a transfer to a school district of enrollment.

(c) Communications to parents or guardians by districts regarding the open enrollment options provided by this article shall be factually accurate and not target individual parents or guardians or residential neighborhoods on the basis of a child's actual or perceived academic or athletic performance or any other personal characteristic.

## &lt;&lt; CA EDUC § 48356 &gt;&gt;

48356. (a) A school district of enrollment may adopt specific, written standards for acceptance and rejection of applications pursuant to this article. The standards may include consideration of the capacity of a program, class, grade level, school building, or adverse financial impact. Subject to subdivision (b), and except as necessary in accordance with Section 48355, the standards shall not include consideration of a pupil's previous academic achievement, physical condition, proficiency in the English language, family income, or any of the individual characteristics set forth in Section 200.

(b) In considering an application pursuant to this article, a nonresident school district may apply its usual requirements for admission to a magnet school or a program designed to serve gifted and talented pupils.

(c) Subject to the rules and standards that apply to pupils who reside in the school district of enrollment, a resident pupil who is enrolled in one of the district's schools pursuant to this article shall not be required to submit an application in order to remain enrolled.

(d) A school district of enrollment shall ensure that pupils enrolled pursuant to standards adopted pursuant to this section are enrolled in a school with a higher Academic Performance Index than the school in which the pupil was previously enrolled and are selected through a random, unbiased process that prohibits an evaluation of whether or not the pupil should be enrolled based on his or her individual academic or athletic performance, or any of the other characteristics set forth in subdivision (a), except that pupils applying for a transfer pursuant to this article shall be assigned priority for approval as follows:

(1) First priority for the siblings of children who already attend the desired school.

(2) Second priority for pupils transferring from a program improvement school ranked in decile 1 on the Academic Performance Index determined pursuant to subdivision (a) of Section 48352.

(3) If the number of pupils who request a particular school exceeds the number of spaces available at that school, a lottery shall be conducted in the group priority order identified in paragraphs (1) and (2) to select pupils at random until all of the available spaces are filled.

(e) The initial application of a pupil for transfer to a school within a school district of enrollment shall not be approved if the transfer would require the displacement from the desired school of any other pupil who resides within the attendance area of that school or is currently enrolled in that school.

(f) A pupil approved for a transfer to a school district of enrollment pursuant to this article shall be deemed to have fulfilled the requirements of Section 48204.

<< CA EDUC § 48357 >>

48357. Within 60 days of receiving an application pursuant to Section 48354, a school district of enrollment shall notify the applicant parent and the school district of residence in writing whether the application has been accepted or rejected. If an application is rejected, the school district of enrollment shall state in the notification the reasons for the rejection.

<< CA EDUC § 48358 >>

48358. A school district of enrollment that enrolls a pupil pursuant to this article shall accept credits toward graduation that were awarded to the pupil by another school district and shall graduate the pupil if the pupil meets the graduation requirements of the school district of enrollment.

<< CA EDUC § 48359 >>

48359. (a) Each school district is encouraged to keep an accounting of all requests made for alternative attendance pursuant to this article and records of all disposition of those requests that may include, but are not limited to, all of the following:

(1) The number of requests granted, denied, or withdrawn. In the case of denied requests, the records may indicate the reasons for the denials.

(2) The number of pupils who transfer out of the district.

(3) The number of pupils who transfer into the district.

(4) The race, ethnicity, gender, self-reported socioeconomic status, and the school district of residence of each of the pupils described in paragraphs (2) and (3).

(5) The number of pupils described in paragraphs (2) and (3) who are classified as English learners or identified as individuals with exceptional needs, as defined in Section 56026.

(b) The information maintained pursuant to subdivision (a) may be reported to the governing board of the school district at a regularly scheduled meeting of the governing board.

<< CA EDUC § 48359.5 >>

48359.5. For a school district of enrollment that is a basic aid district, the apportionment of state funds for any average daily attendance credited pursuant to this article shall be 70 percent of the district revenue limit that would have been apportioned to the school district of residence. Apportionment of these funds shall begin in the second consecutive year of enrollment, and continue annually until the pupil graduates from, or is no longer enrolled in, the school district of enrollment. For purposes of this section, "basic aid school district" means a school district that does not receive an apportionment of state funds pursuant to subdivision (h) of Section 42238 for any fiscal year in which this subdivision may apply.

## &lt;&lt; CA EDUC § 48360 &gt;&gt;

48360. (a) From federal funds appropriated for this purpose, the Superintendent shall contract for an independent evaluation of the open enrollment program operated pursuant to this article. The evaluation shall, at a minimum, consider all of the following:

(1) The levels of, and changes in, academic achievement of pupils in school districts of residence and school districts of enrollment for pupils who do and do not elect to enroll in a school district of enrollment.

(2) Fiscal and programmatic effects on school districts of residence and school districts of enrollment.

(3) Numbers and demographic and socioeconomic characteristics of pupils who do and do not elect to enroll in a school district of enrollment.

(b) The Superintendent shall provide a final evaluation report to the Legislature, Governor, and state board on or before October 1, 2014.

## &lt;&lt; CA EDUC § 48361 &gt;&gt;

48361. No exercise of discretion by a district of enrollment in its administration of this article shall be overturned absent a finding as designated by a court of competent jurisdiction that the district governing board acted in an arbitrary and capricious manner.

## &lt;&lt; CA EDUC pr. 53300 (a. hd.) &gt;&gt;

SEC. 2. Article 3 (commencing with Section 53300) is added to Chapter 18 of Part 28 of Division 4 of Title 2 of the Education Code, to read:

## Article 3. Parent Empowerment

## &lt;&lt; CA EDUC § 53300 &gt;&gt;

53300. For any school not identified as a persistently lowest-achieving school under Section 53201 which, after one full school year, is subject to corrective action pursuant to paragraph (7) of Section 1116(b) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.) and continues to fail to make adequate yearly progress, and has an Academic Performance Index score of less than 800, and where at least one-half of the parents or legal guardians of pupils attending the school, or a combination of at least one-half of the parents or legal guardians of pupils attending the school and the elementary or middle schools that normally matriculate into a middle or high school, as applicable, sign a petition requesting the local educational agency to implement one or more of the four interventions identified pursuant to paragraphs (1) to (4), inclusive of subdivision (a) of Section 53202 or the federally mandated alternative governance arrangement pursuant to Section 1116(b)(8)(B)(v) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.), the local educational agency shall implement the option requested by the parents unless, in a regularly scheduled public hearing, the local educational agency makes a finding in writing stating the reason it cannot implement the specific recommended option and instead designates in writing which of the other options described in this section it will implement in the subsequent school year consistent with requirements specified in federal regulations and guidelines for schools subject to restructuring under Section 1116(b)(8) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.) and regulations and guidelines for the four interventions.

## &lt;&lt; CA EDUC § 53301 &gt;&gt;

53301. (a) The local educational agency shall notify the Superintendent and the state board upon receipt of a petition under Section 53300 and upon its final disposition of that petition.

(b) If the local educational agency indicates in writing that it will implement in the upcoming school year a different alternative governance arrangement than requested by the parents, the local educational agency shall notify the Superintendent and the state board that the alternative governance option selected has substantial promise of enabling the school to make adequate yearly progress as defined in the federally mandated state plan under Section 1111(b)(2) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.).

<< CA EDUC § 53302 >>

53302. No more than 75 schools shall be subject to a petition authorized by this article.

(b) [FN1] A petition shall be counted toward this limit upon the Superintendent and state board receiving notice from the local educational agency of its final disposition of the petition.

<< CA EDUC § 53303 >>

53303. A local educational agency shall not be required to implement the option requested by the parent petition if the request is for reasons other than improving academic achievement or pupil safety.

SEC. 3. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

SEC. 4. This act shall become operative only if Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

[FN1] No par. (a) in enrolled bill.

CA LEGIS 5EX 3 (2010)

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LEXSTAT CAL ED CODE 53100

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EDUCATION CODE  
Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 28. General Instructional Programs  
Chapter 18. Race to the Top -  
Article 1. General Provisions

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 53100 (2010)*

**§ 53100. Implementation of the federal Race to the Top program, Generally**

For the purposes of implementing the federal Race to the Top program established by the federal American Recovery and Reinvestment Act of 2009 (Public Law 111-5):

(a) The Superintendent and the President of the state board may enter into a memorandum of understanding with a local educational agency.

(b) Participating local educational agencies shall enter into a memorandum of understanding, with the Superintendent and the President of the state board, that meets the requirements expressed in the Race to the Top guidelines and that is signed by as many as possible of each participating local educational agency's:

- (1) Superintendent of schools, or their equivalents.
- (2) President of the local governing boards, or their equivalents.
- (3) Leader of any local collective bargaining unit for teachers, if applicable.

**HISTORY:**

Added Stats 2009-2010 ch 2 § 8 (SB 1XXXXX), effective April 13, 2010.

**NOTES:**



**Note**

Stats 2009-2010 5th Ex Sess ch 2 provides:

SECTION 1. It is the intent of the Legislature to implement education reforms to dramatically improve the achievement of California's students. These reforms will ensure that California is positioned to be successful in the federal Race to the Top competition through the following reforms:

(a) Authorize the Governor, Superintendent of Public Instruction, and the State Board of Education to jointly develop a plan with local educational agencies for submission in the Race to the Top grant competition and provide participating local education agencies with the flexibility they need to implement activities in the state plan.

(b) Recruit, prepare, develop, retain, train for continual improvement, and reward effective teachers and principals, especially in the state's lowest performing schools, and provide alternative routes to certification for those who want to teach science, technology, engineering, and math subjects in order to attract professionals with hands-on experience in the classroom.

(c) Ensure that the rigor of the state's reading, writing, and mathematics academic content standards, curricula, and assessments is maintained so that all high school graduates are prepared for college and careers by establishing a process to adopt new standards based on the Common Core State Standards Initiative.

(d) Create robust data systems linking prekindergarten, K-12, higher education and workforce data to measure student success, improve instruction and student learning, and inform teachers, principals, students, policymakers, and the public of school performance.

(e) Turn around the state's persistently lowest-achieving schools by identifying them, presenting them with rigorous and comprehensive alternative models for reform, support the school-level cultural change that is necessary for successful school reform, and eliminate barriers to school turnarounds.

SEC. 24. This act shall become operative only if Senate Bill 4 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

Senate Bill 4 of the Fifth Extraordinary Session of 2009-10 was enacted as chapter 3 of that session, effective April 13, 2010.

**Hierarchy Notes:**

Tit. 2, Div. 4, Pt. 28, Ch. 18 Note



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EDUCATION CODE  
Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 28. General Instructional Programs  
Chapter 18. Race to the Top  
Article 1. General Provisions

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 53101 (2010)*

**§ 53101. Development of plans to submit as part of an application for federal Race to the Top funds**

(a) The Governor, the Superintendent, and the state board shall jointly develop a single high-quality plan or multiple plans, in collaboration with participating local educational agencies, as necessary, to submit as part of an application for federal Race to the Top funds, authorized under the federal American Recovery and Reinvestment Act of 2009 (Public Law 111-5).

(b) The Department of Finance, concurrent with the submission of the plan to the Attorney General, shall provide the appropriate policy and fiscal committees of both houses of the Legislature with a copy of the state plan or plans, including any amendments.

(c) The plan submitted pursuant to subdivision (b) shall include a budget or expenditure plan consistent with the requirements of the Race to the Top program and application. At a minimum, the plan shall address how the Race to the Top program funds and any other applicable federal funds shall be used to provide resources to the low-achieving and persistently lowest-achieving schools as defined in this chapter. These resources may include, but are not necessarily limited to, professional development, technical assistance, and partnering with schools that have successfully transitioned from low- to higher-performing status.

(d) It is the intent of the Legislature that funding for local educational agencies be the highest priority in the allocation of Race to the Top program funds.

**HISTORY:**

Added Stats 2009-2010 ch 2 § 8 (SB 1XXXXX), effective April 13, 2010.

**NOTES:**

**Note**

Stats 2009-2010 5th Ex Sess ch 2 provides:

SEC. 24. This act shall become operative only if Senate Bill 4 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

For legislative intent, see 2009-2010 Note under *Ed C § 53100*.

Senate Bill 4 of the Fifth Extraordinary Session of 2009-10 was enacted as chapter 3 of that session, effective April 13, 2010.

**Hierarchy Notes:**

Tit. 2, Div. 4, Pt. 28, Ch. 18 Note



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EDUCATION CODE  
Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 28. General Instructional Programs  
Chapter 18. Race to the Top  
Article 2. Intervening in the Persistently Lowest-Achieving Schools

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 53200 (2010)*

**§ 53200. Definitions**

For purposes of this article, the following definitions apply:

(a) "Low-achieving school" means a school described in subdivision (a) of Section 53201.

(b) "Persistently lowest-achieving school" means a school identified pursuant to subdivisions (a) to (f), inclusive, of Section 53201.

**HISTORY:**

Added Stats 2009-2010 ch 2 § 8 (SB 1XXXXX), effective April 13, 2010.

**NOTES:**

**Note**

Stats 2009-2010 5th Ex Sess ch 2 provides:

SEC. 24. This act shall become operative only if Senate Bill 4 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

For legislative intent, see 2009-2010 Note under *Ed C § 53100*.

Senate Bill 4 of the Fifth Extraordinary Session of 2009-10 was enacted as chapter 3 of that session, effective April 13, 2010.

**Hierarchy Notes:**

Tit. 2, Div. 4, Pt. 28, Ch. 18 Note



1 of 1 DOCUMENT

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7, AND 8, AND URGENCY LEGISLATION THROUGH CH 713 OF THE 2010 REGULAR SESSION

EDUCATION CODE  
Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 28. General Instructional Programs  
Chapter 18. Race to the Top  
Article 2. Intervening in the Persistently Lowest-Achieving Schools

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 53201 (2010)*

**§ 53201. List of low-achieving schools**

The Superintendent and the state board shall establish a list of schools according to the following:

- (a) Identify any Title 1 school in improvement, corrective action, or restructuring.
- (b) Identify the lowest 5 percent of the schools in subdivision (a) as measured by the academic achievement of all pupils in a school in terms of proficiency on the state's assessment under Section 1111 (b)(3) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.) in reading/language arts and mathematics, combined pursuant to subdivision (h).
- (c) Identify any secondary school that is eligible for, but that does not receive, Title I funds and is in the lowest 5 percent of secondary schools as measured by the academic achievement of all pupils in a school in terms of proficiency on the state's assessment under Section 1111(b)(3) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.) in reading/language arts and mathematics, combined pursuant to subdivision (h).
- (d) Add to the schools identified pursuant to subdivisions (a) to (c), inclusive, any high school that has had a graduation rate, as defined in Section 200.19(b) of Title 34 of the Code of Federal regulations, that is less than 60 percent in each of the previous three years.
- (e) To the extent allowable under federal law, exclude from the schools identified pursuant to subdivisions (a) to (d), inclusive, a school that meets any of the following, except as provided in subdivision (f):
  - (1) The school is a county community school operated pursuant to Chapter 6.5 (commencing with Section 1980)

of Part 2 of Division 1 of Title 1.

(2) The school is a juvenile court school operated pursuant to Article 2.5 (commencing with Section 48645) of Chapter 4 of Part 27.

(3) The school provides educational services exclusively to individuals with exceptional needs as defined in Section 56026.

(4) The school has experienced academic growth of at least 50 points over the previous five years as measured by the Academic Performance Index, using the most recent data available.

(f) Notwithstanding subdivision (e), a school that meets any of the criteria in subdivision (e) shall not be excluded from the schools identified pursuant to subdivisions (a) to (d), inclusive, if both the Superintendent and the state board find cause not to exclude the school.

(g) To the extent allowable under federal law, a community day school, operated pursuant to Article 3 (commencing with Section 48660) of Chapter 4 of Part 27, may be excluded from the schools identified pursuant to subdivisions (a) to (d), inclusive, if both the Superintendent and the state board find cause to exclude the school.

(h) For the purposes of identifying the lowest 5 percent of the schools pursuant to subdivisions (b) and (c), the Superintendent and the state board may use a methodology consistent with the methodology used to calculate the Academic Performance Index in order to create composite results across content areas and grade levels in reading/language arts and mathematics pursuant to subdivisions (b) and (c), unless the Superintendent and the state board develop a more appropriate methodology to meet the requirements of subdivisions (b) and (c).

(i) Prior to the implementation of subdivision (h), the Superintendent and the state board shall notify the appropriate policy and fiscal committees of the Legislature.

#### **HISTORY:**

Added Stats 2009-2010 ch 2 § 8 (SB 1XXXXX), effective April 13, 2010.

#### **NOTES:**

##### **Note**

Stats 2009-2010 5th Ex Sess ch 2 provides:

SEC. 24. This act shall become operative only if Senate Bill 4 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

#### **Editor's Notes**

For legislative intent, see 2009-2010 Note under *Ed C § 53100*.

Senate Bill 4 of the Fifth Extraordinary Session of 2009-10 was enacted as chapter 3 of that session, effective April 13, 2010.

#### **Hierarchy Notes:**

Tit. 2, Div. 4, Pt. 28, Ch. 18 Note



1 of 1 DOCUMENT

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EDUCATION CODE  
Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 28. General Instructional Programs  
Chapter 18. Race to the Top  
Article 2. Intervening in the Persistently Lowest-Achieving Schools

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 53201.5 (2010)*

**§ 53201.5. Notice of identification of persistently low-achieving schools**

The Superintendent shall notify the governing board of a school district, county superintendent of schools, or the governing body of a charter school or its equivalent, that one or more of the schools in its jurisdiction have been identified as a persistently lowest-achieving school.

**HISTORY:**

Added Stats 2009-2010 ch 2 § 8 (SB 1XXXXX), effective April 13, 2010.

**NOTES:**

**Note**

Stats 2009-2010 5th Ex Sess ch 2 provides:

SEC. 24. This act shall become operative only if Senate Bill 4 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

For legislative intent, see 2009-2010 Note under *Ed C § 53100*.



Senate Bill 4 of the Fifth Extraordinary Session of 2009-10 was enacted as chapter 3 of that session, effective April 13, 2010.

**Hierarchy Notes:**

Tit. 2, Div. 4, Pt. 28, Ch. 18 Note



1 of 1 DOCUMENT

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7, AND 8, AND URGENCY LEGISLATION THROUGH CH 713 OF THE 2010 REGULAR SESSION

EDUCATION CODE  
Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 28. General Instructional Programs  
Chapter 18. Race to the Top  
Article 2. Intervening in the Persistently Lowest-Achieving Schools

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 53202 (2010)*

**§ 53202. (Effective April 13, 2010) Implementation of interventions; Public hearing; Mentoring program**

(a) For purposes of implementing the federal Race to the Top program established by Sections 14005 and 14006 of Title XIV of the federal American Recovery and Reinvestment Act of 2009 (Public Law 111-5), the governing board of a school district, county superintendent of schools, or the governing body of a charter school or its equivalent, shall implement, for any school identified by the Superintendent as persistently lowest-achieving pursuant to subdivision (b) of Section 53200, unless the Superintendent and the state board determines, to the extent allowable under federal law, that the school has implemented a reform within the last two years that conforms to the requirements of the interventions required by the Race to the Top program and is showing significant progress, one of the following four interventions for turning around persistently lowest-achieving schools described in Appendix C of the Notice of Final Priorities, Requirements, Definitions, Selection Criteria for the Race to the Top program published in Volume 74 of Number 221 of the Federal Register on November 18, 2009:

- (1) The turnaround model.
- (2) The restart model.
- (3) School closure.
- (4) The transformation model.

(b) Prior to the governing board meeting to select one of the four interventions described in subdivision (a), the governing board of a school district, county superintendent of schools, or the governing body of a charter school or its

## Cal Ed Code § 53202

equivalent, with one or more persistently lowest-achieving schools shall hold at least two public hearings to notify staff, parents, and the community of the designation and to seek input from staff, parents, and the community regarding the option or options most suitable for the applicable school or schools in its jurisdiction. At least one of those public hearings shall be held at a regularly scheduled meeting, if applicable, and at least one of the public hearings shall be held on the site of a school deemed persistently lowest-achieving.

(c) In addition to meeting the requirements specified in Appendix C of the Notice of Final Priorities, Requirements, Definitions, Selection Criteria for the Race to the Top program published in Volume 74 of Number 221 of the Federal Register on November 18, 2009, a persistently lowest-achieving school implementing the turnaround or transformation model may participate in a school-to-school partnership program by working with a mentor school that has successfully transitioned from a low-achieving school to a higher-achieving school.

(1) For purposes of this article, a mentor school is a school that meets either of the following:

(A) The school has exited Program Improvement pursuant to the No Child Left Behind Act.

(B) The school has increased, in the statewide rankings based on the Academic Performance Index, by two or more deciles over the last five years, using the most recent data available.

(2) The principal and, at the discretion of the principal, the staff of a mentor school shall provide guidance to a persistently lowest-achieving school to develop a reform plan for the school using the required elements of the turnaround or transformation model, and provide guidance and advice on how the mentor school was able to transform the culture of the school from low-achieving to higher-achieving and how that transformation could be replicated at the school implementing a turnaround or transformation model.

(3) To the extent that federal funds are made available for this purpose pursuant to subdivision (c) of Section 53101, the mentor school shall receive funds for serving as a mentor school. As a condition for receipt of funds, the principal, and at the principal's discretion, the staff, of a mentor school shall meet regularly with the assigned persistently lowest-achieving school for a period of at least three years.

**HISTORY:**

Added Stats 2009-2010 ch 2 § 8 (SB 1XXXXX), effective April 13, 2010.

**NOTES:****Note**

Stats 2009-2010 5th Ex Sess ch 2 provides:

SEC. 24. This act shall become operative only if Senate Bill 4 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

For legislative intent, see 2009-2010 Note under *Ed C § 53100*.

Senate Bill 4 of the Fifth Extraordinary Session of 2009-10 was enacted as chapter 3 of that session, effective April 13, 2010.

**Hierarchy Notes:**

Tit. 2, Div. 4, Pt. 28, Ch. 18 Note



1 of 1 DOCUMENT

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7, AND 8, AND URGENCY LEGISLATION THROUGH CH 713 OF THE 2010 REGULAR SESSION

EDUCATION CODE  
Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 28. General Instructional Programs  
Chapter 18. Race to the Top  
Article 2. Intervening in the Persistently Lowest-Achieving Schools

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 53203 (2010)*

**§ 53203. Technical assistance and support; Funding**

(a) The regional consortia authorized under Section 52059, in collaboration with the department, from funds provided for this purpose pursuant to subdivision (c) of Section 53101, shall provide, at a minimum, technical assistance and support to local educational agencies with one or more persistently lowest-achieving schools to assist with the implementation of the duties specified for any of the four interventions for persistently lowest-achieving schools pursuant to Section 53202.

(b) Funds for the regional consortia shall be distributed based on the number of persistently lowest-achieving schools identified pursuant to this section and the pupil enrollment of these schools.

(c) It is the intent of the Legislature that the regional consortia coordinate the duties described in subdivision (a) with the duties performed pursuant to Section 52059 as it relates to schools and districts identified in program improvement pursuant to the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.).

(d) The areas of technical assistance and support pursuant to this section may include, but are not limited to, any of the following:

(1) Identifying strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the pupils at the school, including financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.

(2) Identifying strategies that provide increased instructional time.

## Cal Ed Code § 53203

(3) Implementing any of the professional development activities authorized in the state's plan or application submitted for the federal Race to the Top program.

(4) Developing a new governance structure that may include the establishment of a new turnaround office, located within the local educational agency or the department, that a school implementing the turnaround model will report to.

(5) Developing social-emotional and community-oriented services, including strategies for parental involvement and services that can be located at the schoolsite.

(6) Identifying, reviewing, and recommending quality charter school operators, charter management organizations, or education management organizations that can operate a persistently lowest-achieving school.

(7) Identifying higher-achieving schools in the school district, including charter schools, to relocate pupils attending a school that is scheduled for closure.

(8) Developing, in consultation with teachers and principals, a rigorous, transparent, and equitable evaluation system for teachers and principals that includes the use of pupil growth data and other factors such as multiple observation-based assessments that all schools implementing the turnaround or transformation model may use.

(9) Identifying strategies to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased pupil achievement and high school graduation rates and have identified and removed those, who, after ample opportunities, have been provided for them to improve their professional practice, have not done so.

(10) Identifying and approving mentor schools pursuant to subdivision (c) of Section 53202. The regional consortia shall first seek eligible mentor schools located within the district of each of the schools implementing the turnaround or transformation model.

(11) Consistent with the collective bargaining agreement, assisting a local educational agency in doing any of the following:

(A) Meeting federal guidelines under Appendix C of the Notice of Final Priorities, Requirements, Definitions, Selection Criteria for the federal Race to the Top program published in Volume 74 of Number 221 of the Federal Register on November 18, 2009, which encourages the state to ensure that persistently lowest-achieving schools are not required to accept a teacher without mutual consent of the teacher and principal, regardless of the teacher's seniority.

(B) Implementing schoolsite-based teacher hiring decisions.

(C) Giving persistently lowest-achieving schools first priority in selecting from the qualified district applicant pool, among those teachers who have specifically applied to work at the school.

**HISTORY:**

Added Stats 2009-2010 ch 2 § 8 (SB 1XXXXX), effective April 13, 2010.

**NOTES:****Note**

Stats 2009-2010 5th Ex Sess ch 2 provides:

SEC. 24. This act shall become operative only if Senate Bill 4 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

For legislative intent, see 2009-2010 Note under *Ed C § 53100*.

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**Hierarchy Notes:**

Tit. 2, Div. 4, Pt. 28, Ch. 18 Note



LEXSTAT CAL ED CODE 60601

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7, AND 8, AND URGENCY LEGISLATION THROUGH CH 713 OF THE 2010 REGULAR SESSION

EDUCATION CODE  
Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 33. Instructional Materials and Testing  
Chapter 5. California Assessment of Academic Achievement  
Article 1. General Provisions

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 60601 (2010)*

**§ 60601. Repeal of chapter**

This chapter shall become inoperative on July 1, 2013, and as of January 1, 2014, is repealed, unless a later enacted statute that is enacted before January 1, 2014, deletes or extends the dates on which it becomes inoperative and is repealed.

**HISTORY:**

Added Stats 1995 ch 975 § 1 (AB 265). Amended Stats 1996 ch 69 § 1 (SB 430), effective June 21, 1996, operative until January 1, 2002; Stats 2001 ch 722 § 2 (SB 233); Stats 2004 ch 233 § 1 (SB 1448), repealed January 1, 2011; Stats 2007 ch 174 § 11 (SB 80), effective August 24, 2007, repealed January 1, 2012; Stats 2009-2010 5th Ex Sess ch 2 § 9 (SB 1XXXXX), effective April 13, 2010, inoperative July 1, 2013, repealed January 1, 2014.

**NOTES:**

**Former Sections:**

Former § 60601, similar to present *Ed C § 60602*, was enacted Stats 1976 ch 1010 § 2, operative April 30, 1977, amended Stats 1991 ch 760 § 2, and repealed, operative January 1, 1995, by the terms of former *Ed C § 60600.1*.

**Amendments:**



**1996 Amendment:**

Substituted "January 1, 2002" for "January 1, 2000" both times it appears.

**2001 Amendment:**

Substituted "January 1, 2005" for "January 1, 2002" both times it appears.

**2004 Amendment:**

Substituted (1) "January 1, 2011" for "January 1, 2005" in two places; and (2) "unless a later enacted statute that is enacted" for "unless a later enacted statute, which is enacted".

**2007 Amendment:**

Substituted "January 1, 2012" for "January 1, 2011" both times it appears.

**2010 Amendment: (5th Ex Sess ch 2)**

Substituted the section for the former section which read: "This chapter shall remain in effect only until January 1, 2012, and as of that date is repealed, unless a later enacted statute that is enacted before January 1, 2012, deletes or extends that date."

**Note**

Stats 2007 ch 174 provides:

SEC. 35. It is the intent of the Legislature to enact legislation requiring the clear articulation of a data access policy that is both compliant with the federal Family Educational Rights and Privacy Act (*20 U.S.C. Sec. 1232g*) and related federal regulations and allows parents, educators, researchers, policymakers, and the public appropriate access to the longitudinal data that will be available in the California Longitudinal Pupil Achievement Data System (CALPADS). To further that intent, the State Department of Education shall provide a report, no later than August 1, 2007, to the Legislature, the Department of Finance, the Office of the Secretary for Education, and the Legislative Analyst's Office that includes all of the following:

- (a) The current guideline used by the department regarding access to data within CALPADS.
- (b) A summary of the ways in which other states interpret and apply the federal Family Educational Rights and Privacy Act (*20 U.S.C. Sec. 1232g*) to longitudinal pupil data.
- (c) Suggestions, based on current knowledge and understanding, for options to ensure access that is consistent with the federal Family Educational Rights and Privacy Act (*20 U.S.C. Sec. 1232g*).

SEC. 40. It is the intent of the Legislature that for the 2008-09 fiscal year, after funding cost-of-living and

## Cal Ed Code § 60601

enrollment growth adjustments for kindergarten and grades 1 to 12, inclusive, education programs operated in the 2007-08 fiscal year, a priority for the allocation of any additional funds available for kindergarten and grades 1 to 12, inclusive, within the Proposition 98 minimum guarantee shall be to fund revenue limit equalization in a manner consistent with *Section 42238.48 of the Education Code*.

Stats 2009-2010 5th Ex Sess ch 2 provides:

SECTION 1. It is the intent of the Legislature to implement education reforms to dramatically improve the achievement of California's students. These reforms will ensure that California is positioned to be successful in the federal Race to the Top competition through the following reforms:

(a) Authorize the Governor, Superintendent of Public Instruction, and the State Board of Education to jointly develop a plan with local educational agencies for submission in the Race to the Top grant competition and provide participating local education agencies with the flexibility they need to implement activities in the state plan.

(b) Recruit, prepare, develop, retain, train for continual improvement, and reward effective teachers and principals, especially in the state's lowest performing schools, and provide alternative routes to certification for those who want to teach science, technology, engineering, and math subjects in order to attract professionals with hands-on experience in the classroom.

(c) Ensure that the rigor of the state's reading, writing, and mathematics academic content standards, curricula, and assessments is maintained so that all high school graduates are prepared for college and careers by establishing a process to adopt new standards based on the Common Core State Standards Initiative.

(d) Create robust data systems linking prekindergarten, K-12, higher education and workforce data to measure student success, improve instruction and student learning, and inform teachers, principals, students, policymakers, and the public of school performance.

(e) Turn around the state's persistently lowest-achieving schools by identifying them, presenting them with rigorous and comprehensive alternative models for reform, support the school-level cultural change that is necessary for successful school reform, and eliminate barriers to school turnarounds.

SEC. 24. This act shall become operative only if Senate Bill 4 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

#### Editor's Notes

Senate Bill 4 of the Fifth Extraordinary Session of 2009-10 was enacted as chapter 3 of that session, effective April 13, 2010.

#### Hierarchy Notes:

Tit. 2, Div. 4, Pt. 33, Ch. 5 Note



LEXSTAT CAL ED CODE 48353

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7, AND 8, AND URGENCY LEGISLATION THROUGH CH 713 OF THE 2010 REGULAR SESSION

EDUCATION CODE  
Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 27. Pupils  
Chapter 2. Compulsory Education Law  
Article 10. Open Enrollment Act

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 48353 (2010)*

**§ 48353. Adoption of emergency regulations**

The state board shall adopt emergency regulations to implement this article.

**HISTORY:**

Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4XXXXX), effective April 13, 2010.

**NOTES:**

**Note**

Stats 2009-2010 5th Ex Sess ch 3 provides:

SEC. 4. This act shall become operative only if Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 was enacted as chapter 2 of that session, effective April 13, 2010.

**Hierarchy Notes:**

Tit. 2, Div. 4 Note

Tit. 2, Div. 4, Pt. 27, Ch. 2 Note

Tit. 2, Div. 4, Pt. 27, Ch. 2, Art. 10 Note



1 of 1 DOCUMENT

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7, AND 8, AND URGENCY LEGISLATION THROUGH CH 713 OF THE 2010 REGULAR SESSION

EDUCATION CODE  
Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 27. Pupils  
Chapter 2. Compulsory Education Law  
Article 10. Open Enrollment Act

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 48354 (2010)*

**§ 48354. Option to transfer**

(a) The parent of a pupil enrolled in a low-achieving school may submit an application for the pupil to attend a school in a school district of enrollment pursuant to this article.

(b)

(1) Consistent with the requirements of Section 1116(b)(1)(E) of the federal Elementary and Secondary Education Act of 2001 (*20 U.S.C. Sec. 6301 et seq.*), on or before the first day of the school year, or, if later, on the date the notice of program improvement, corrective action, or restructuring status is required to be provided under federal law the district of residence shall provide the parents and guardians of all pupils enrolled in a school determined in subdivision (a) of Section 48352 with notice of the option to transfer to another public school served by the school district of residence or another school district.

(2) An application requesting a transfer pursuant to this article shall be submitted by the parent of a pupil to the school district of enrollment prior to January 1 of the school year preceding the school year for which the pupil is requesting to transfer. The school district of enrollment may waive the deadline specified in this paragraph.

(3) The application deadline specified in paragraph (2) does not apply to an application requesting a transfer if the parent, with whom the pupil resides, is enlisted in the military and was relocated by the military within 90 days prior to submitting the application.

(4) The application may request enrollment of the pupil in a specific school or program within the school district of

enrollment.

(5) A pupil may enroll in a school in the school district of enrollment in the school year immediately following the approval of his or her application.

(6) In order to provide priority enrollment opportunities for pupils residing in the school district, a school district of enrollment shall establish a period of time for resident pupil enrollment prior to accepting transfer applications pursuant to this article.

**HISTORY:**

Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4XXXXXX), effective April 13, 2010.

**NOTES:**

**Note**

Stats 2009-2010 5th Ex Sess ch 3 provides:

SEC. 4. This act shall become operative only if Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 was enacted as chapter 2 of that session, effective April 13, 2010.

**Hierarchy Notes:**

Tit. 2, Div. 4 Note

Tit. 2, Div. 4, Pt. 27, Ch. 2 Note

Tit. 2, Div. 4, Pt. 27, Ch. 2, Art. 10 Note



1 of 1 DOCUMENT

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7, AND 8, AND URGENCY LEGISLATION THROUGH CH 713 OF THE 2010 REGULAR SESSION

EDUCATION CODE  
Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 27. Pupils  
Chapter 2. Compulsory Education Law  
Article 10. Open Enrollment Act

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 48355 (2010)*

**§ 48355. Prohibition of transfer; Communications regarding open enrollment options**

(a) The school district of residence of a pupil or a school district of enrollment to which a pupil has applied to attend may prohibit the transfer of the pupil pursuant to this article or limit the number of pupils who transfer pursuant to this article if the governing board of the district determines that the transfer would negatively impact either of the following:

(1) A court-ordered or voluntary desegregation plan of the district.

(2) The racial and ethnic balance of the district, provided that any policy adopted pursuant to this paragraph is consistent with federal and state law.

(b) A school district of residence shall not adopt any other policies that in any way prevent or discourage pupils from applying for a transfer to a school district of enrollment.

(c) Communications to parents or guardians by districts regarding the open enrollment options provided by this article shall be factually accurate and not target individual parents or guardians or residential neighborhoods on the basis of a child's actual or perceived academic or athletic performance or any other personal characteristic.

**HISTORY:**

Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4XXXXX), effective April 13, 2010.

**NOTES:**

**Note**

Stats 2009-2010 5th Ex Sess ch 3 provides:

SEC. 4. This act shall become operative only if Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 was enacted as chapter 2 of that session, effective April 13, 2010.

**Hierarchy Notes:**

Tit. 2, Div. 4 Note

Tit. 2, Div. 4, Pt. 27, Ch. 2 Note

Tit. 2, Div. 4, Pt. 27, Ch. 2, Art. 10 Note





1 of 1 DOCUMENT

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7, AND 8, AND URGENCY LEGISLATION THROUGH CH 713 OF THE 2010 REGULAR SESSION

EDUCATION CODE  
Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 27. Pupils  
Chapter 2. Compulsory Education Law  
Article 10. Open Enrollment Act

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 48356 (2010)*

**§ 48356. Adoption of written standards; Consideration of applications; Enrollment in a school with higher Academic Performance Index; Priority; Displacement prohibited**

(a) A school district of enrollment may adopt specific, written standards for acceptance and rejection of applications pursuant to this article. The standards may include consideration of the capacity of a program, class, grade level, school building, or adverse financial impact. Subject to subdivision (b), and except as necessary in accordance with Section 48355, the standards shall not include consideration of a pupil's previous academic achievement, physical condition, proficiency in the English language, family income, or any of the individual characteristics set forth in Section 200.

(b) In considering an application pursuant to this article, a nonresident school district may apply its usual requirements for admission to a magnet school or a program designed to serve gifted and talented pupils.

(c) Subject to the rules and standards that apply to pupils who reside in the school district of enrollment, a resident pupil who is enrolled in one of the district's schools pursuant to this article shall not be required to submit an application in order to remain enrolled.

(d) A school district of enrollment shall ensure that pupils enrolled pursuant to standards adopted pursuant to this section are enrolled in a school with a higher Academic Performance Index than the school in which the pupil was previously enrolled and are selected through a random, unbiased process that prohibits an evaluation of whether or not the pupil should be enrolled based on his or her individual academic or athletic performance, or any of the other characteristics set forth in subdivision (a), except that pupils applying for a transfer pursuant to this article shall be assigned priority for approval as follows:

## Cal Ed Code § 48356

(1) First priority for the siblings of children who already attend the desired school.

(2) Second priority for pupils transferring from a program improvement school ranked in decile 1 on the Academic Performance Index determined pursuant to subdivision (a) of Section 48352.

(3) If the number of pupils who request a particular school exceeds the number of spaces available at that school, a lottery shall be conducted in the group priority order identified in paragraphs (1) and (2) to select pupils at random until all of the available spaces are filled.

(e) The initial application of a pupil for transfer to a school within a school district of enrollment shall not be approved if the transfer would require the displacement from the desired school of any other pupil who resides within the attendance area of that school or is currently enrolled in that school.

(f) A pupil approved for a transfer to a school district of enrollment pursuant to this article shall be deemed to have fulfilled the requirements of Section 48204.

**HISTORY:**

Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4XXXXXX), effective April 13, 2010.

**NOTES:****Note**

Stats 2009-2010 5th Ex Sess ch 3 provides:

SEC. 4. This act shall become operative only if Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 was enacted as chapter 2 of that session, effective April 13, 2010.

**Hierarchy Notes:**

Tit. 2, Div. 4 Note

Tit. 2, Div. 4, Pt. 27, Ch. 2 Note

Tit. 2, Div. 4, Pt. 27, Ch. 2, Art. 10 Note



1 of 1 DOCUMENT

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7, AND 8, AND URGENCY LEGISLATION THROUGH CH 713 OF THE 2010 REGULAR SESSION

EDUCATION CODE  
Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 27. Pupils  
Chapter 2. Compulsory Education Law  
Article 10. Open Enrollment Act

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 48357 (2010)*

**§ 48357. Notification**

Within 60 days of receiving an application pursuant to Section 48354, a school district of enrollment shall notify the applicant parent and the school district of residence in writing whether the application has been accepted or rejected. If an application is rejected, the school district of enrollment shall state in the notification the reasons for the rejection.

**HISTORY:**

Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4XXXXX), effective April 13, 2010.

**NOTES:**

**Note**

Stats 2009-2010 5th Ex Sess ch 3 provides:

SEC. 4. This act shall become operative only if Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

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13, 2010.

**Hierarchy Notes:**

Tit. 2, Div. 4 Note

Tit. 2, Div. 4, Pt. 27, Ch. 2 Note

Tit. 2, Div. 4, Pt. 27, Ch. 2, Art. 10 Note



1 of 1 DOCUMENT

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7, AND 8, AND URGENCY LEGISLATION THROUGH CH 713 OF THE 2010 REGULAR SESSION

EDUCATION CODE  
Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 27. Pupils  
Chapter 2. Compulsory Education Law  
Article 10. Open Enrollment Act

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 48358 (2010)*

**§ 48358. Acceptance of credits**

A school district of enrollment that enrolls a pupil pursuant to this article shall accept credits toward graduation that were awarded to the pupil by another school district and shall graduate the pupil if the pupil meets the graduation requirements of the school district of enrollment.

**HISTORY:**

Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4XXXXX), effective April 13, 2010.

**NOTES:**

**Note**

Stats 2009-2010 5th Ex Sess ch 3 provides:

SEC. 4. This act shall become operative only if Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 was enacted as chapter 2 of that session, effective April

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**Hierarchy Notes:**

Tit. 2, Div. 4 Note

Tit. 2, Div. 4, Pt. 27, Ch. 2 Note

Tit. 2, Div. 4, Pt. 27, Ch. 2, Art. 10 Note



1 of 1 DOCUMENT

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7, AND 8, AND URGENCY LEGISLATION THROUGH CH 713 OF THE 2010 REGULAR SESSION

EDUCATION CODE  
Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 27. Pupils  
Chapter 2. Compulsory Education Law  
Article 10. Open Enrollment Act

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 48359 (2010)*

**§ 48359. Accounting of requests for alternative attendance; Reporting**

(a) Each school district is encouraged to keep an accounting of all requests made for alternative attendance pursuant to this article and records of all disposition of those requests that may include, but are not limited to, all of the following:

(1) The number of requests granted, denied, or withdrawn. In the case of denied requests, the records may indicate the reasons for the denials.

(2) The number of pupils who transfer out of the district.

(3) The number of pupils who transfer into the district.

(4) The race, ethnicity, gender, self-reported socioeconomic status, and the school district of residence of each of the pupils described in paragraphs (2) and (3).

(5) The number of pupils described in paragraphs (2) and (3) who are classified as English learners or identified as individuals with exceptional needs, as defined in Section 56026.

(b) The information maintained pursuant to subdivision (a) may be reported to the governing board of the school district at a regularly scheduled meeting of the governing board.

**HISTORY:**

Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4XXXXX), effective April 13, 2010.

**NOTES:**

**Note**

Stats 2009-2010 5th Ex Sess ch 3 provides:

SEC. 4. This act shall become operative only if Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 was enacted as chapter 2 of that session, effective April 13, 2010.

**Hierarchy Notes:**

Tit. 2, Div. 4 Note

Tit. 2, Div. 4, Pt. 27, Ch. 2 Note

Tit. 2, Div. 4, Pt. 27, Ch. 2, Art. 10 Note





1 of 1 DOCUMENT

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7, AND 8, AND URGENCY LEGISLATION THROUGH CH 713 OF THE 2010 REGULAR SESSION

EDUCATION CODE  
Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 27. Pupils  
Chapter 2. Compulsory Education Law  
Article 10. Open Enrollment Act

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 48359.5 (2010)*

**§ 48359.5. Apportionment of state funds for average daily attendance for basic aid districts**

For a school district of enrollment that is a basic aid district, the apportionment of state funds for any average daily attendance credited pursuant to this article shall be 70 percent of the district revenue limit that would have been apportioned to the school district of residence. Apportionment of these funds shall begin in the second consecutive year of enrollment, and continue annually until the pupil graduates from, or is no longer enrolled in, the school district of enrollment. For purposes of this section, "basic aid school district" means a school district that does not receive an apportionment of state funds pursuant to subdivision (h) of Section 42238 for any fiscal year in which this subdivision may apply.

**HISTORY:**

Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4XXXXXX), effective April 13, 2010.

**NOTES:**

**Note**

Stats 2009-2010 5th Ex Sess ch 3 provides:

SEC. 4. This act shall become operative only if Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

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**Hierarchy Notes:**

Tit. 2, Div. 4 Note

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Tit. 2, Div. 4, Pt. 27, Ch. 2, Art. 10 Note



1 of 1 DOCUMENT

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EDUCATION CODE  
Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 27. Pupils  
Chapter 2. Compulsory Education Law  
Article 10. Open Enrollment Act

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 48360 (2010)*

**§ 48360. Independent evaluation of open enrollment program**

(a) From federal funds appropriated for this purpose, the Superintendent shall contract for an independent evaluation of the open enrollment program operated pursuant to this article. The evaluation shall, at a minimum, consider all of the following:

- (1) The levels of, and changes in, academic achievement of pupils in school districts of residence and school districts of enrollment for pupils who do and do not elect to enroll in a school district of enrollment.
- (2) Fiscal and programmatic effects on school districts of residence and school districts of enrollment.
- (3) Numbers and demographic and socioeconomic characteristics of pupils who do and do not elect to enroll in a school district of enrollment.

(b) The Superintendent shall provide a final evaluation report to the Legislature, Governor, and state board on or before October 1, 2014.

**HISTORY:**

Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4XXXXX), effective April 13, 2010.

**NOTES:**

Note

Stats 2009-2010 5th Ex Sess ch 3 provides:

SEC. 4. This act shall become operative only if Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

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Tit. 2, Div. 4 Note

Tit. 2, Div. 4, Pt. 27, Ch. 2 Note

Tit. 2, Div. 4, Pt. 27, Ch. 2, Art. 10 Note



1 of 1 DOCUMENT

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Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 27. Pupils  
Chapter 2. Compulsory Education Law  
Article 10. Open Enrollment Act

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 48361 (2010)*

**§ 48361. Exercise of discretion**

No exercise of discretion by a district of enrollment in its administration of this article shall be overturned absent a finding as designated by a court of competent jurisdiction that the district governing board acted in an arbitrary and capricious manner.

**HISTORY:**

Added Stats 2009-2010 5th Ex Sess ch 3 § 1 (SB 4XXXXX), effective April 13, 2010.

**NOTES:**

**Note**

Stats 2009-2010 5th Ex Sess ch 3 provides:

SEC. 4. This act shall become operative only if Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 was enacted as chapter 2 of that session, effective April

13, 2010.

**Hierarchy Notes:**

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Tit. 2, Div. 4, Pt. 27, Ch. 2 Note

Tit. 2, Div. 4, Pt. 27, Ch. 2, Art. 10 Note



LEXSTAT CAL ED CODE 53300

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EDUCATION CODE  
Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 28. General Instructional Programs  
Chapter 18. Race to the Top  
Article 3. Parent Empowerment

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 53300 (2010)*

**§ 53300. Parental petition for intervention in school subject to corrective action; Action by local educational agency**

For any school not identified as a persistently lowest-achieving school under Section 53201 which, after one full school year, is subject to corrective action pursuant to paragraph (7) of Section 1116(b) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.) and continues to fail to make adequate yearly progress, and has an Academic Performance Index score of less than 800, and where at least one-half of the parents or legal guardians of pupils attending the school, or a combination of at least one-half of the parents or legal guardians of pupils attending the school and the elementary or middle schools that normally matriculate into a middle or high school, as applicable, sign a petition requesting the local educational agency to implement one or more of the four interventions identified pursuant to paragraphs (1) to (4), inclusive of subdivision (a) of Section 53202 or the federally mandated alternative governance arrangement pursuant to Section 1116(b)(8)(B)(v) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.), the local educational agency shall implement the option requested by the parents unless, in a regularly scheduled public hearing, the local educational agency makes a finding in writing stating the reason it cannot implement the specific recommended option and instead designates in writing which of the other options described in this section it will implement in the subsequent school year consistent with requirements specified in federal regulations and guidelines for schools subject to restructuring under Section 1116(b)(8) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.) and regulations and guidelines for the four interventions.

**HISTORY:**

Added Stats 2009-2010 5th Ex Sess ch 3 § 2 (SB 4XXXXX), effective April 13, 2010.

**NOTES:**

**Note**

Stats 2009-2010 5th Ex Sess ch 3 provides:

SEC. 4. This act shall become operative only if Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 was enacted as chapter 2 of that session, effective April 13, 2010.

**Hierarchy Notes:**

Tit. 2, Div. 4, Pt. 28, Ch. 18 Note





1 of 1 DOCUMENT

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Title 2. ELEMENTARY AND SECONDARY EDUCATION  
Division 4. Instruction and Services  
Part 28. General Instructional Programs  
Chapter 18. Race to the Top  
Article 3. Parent Empowerment

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 53301 (2010)*

**§ 53301. Notification of Superintendent and state board**

(a) The local educational agency shall notify the Superintendent and the state board upon receipt of a petition under Section 53300 and upon its final disposition of that petition.

(b) If the local educational agency indicates in writing that it will implement in the upcoming school year a different alternative governance arrangement than requested by the parents, the local educational agency shall notify the Superintendent and the state board that the alternative governance option selected has substantial promise of enabling the school to make adequate yearly progress as defined in the federally mandated state plan under Section 1111(b)(2) of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.).

**HISTORY:**

Added Stats 2009-2010 5th Ex Sess ch 3 § 2 (SB 4XXXXXX), effective April 13, 2010.

**NOTES:**

**Note**

Stats 2009-2010 5th Ex Sess ch 3 provides:

SEC. 4. This act shall become operative only if Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

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Tit. 2, Div. 4, Pt. 28, Ch. 18 Note



1 of 1 DOCUMENT

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Division 4. Instruction and Services  
Part 28. General Instructional Programs  
Chapter 18. Race to the Top  
Article 3. Parent Empowerment

**GO TO CALIFORNIA CODES ARCHIVE DIRECTORY**

*Cal Ed Code § 53303 (2010)*

**§ 53303. Request must be to improve academic achievement or pupil safety**

A local educational agency shall not be required to implement the option requested by the parent petition if the request is for reasons other than improving academic achievement or pupil safety.

**HISTORY:**

Added Stats 2009-2010 5th Ex Sess ch 3 § 2 (SB 4XXXXXX), effective April 13, 2010.

**NOTES:**

**Note**

Stats 2009-2010 5th Ex Sess ch 3 provides:

SEC. 4. This act shall become operative only if Senate Bill 1 of the Fifth Extraordinary Session of 2009-10 is also enacted and becomes operative.

**Editor's Notes**

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**Hierarchy Notes:**

Tit. 2, Div. 4, Pt. 28, Ch. 18 Note



LEXSTAT 5 CCR 4702

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TITLE 5. EDUCATION  
DIVISION 1. CALIFORNIA DEPARTMENT OF EDUCATION  
CHAPTER 5.2. OPEN ENROLLMENT ACT  
SUBCHAPTER 1. OPEN ENROLLMENT ACT  
ARTICLE 1. GENERAL PROVISIONS

5 CCR 4702 (2010)

§ 4702. Application for Transfer Pursuant to the Open Enrollment Act

(a) The district of residence shall notify the parent(s) or guardian(s) of each pupil enrolled in a school included on the most recent Open Enrollment list of the option to transfer. This notice shall be provided on the first day of instruction; if the district has not been notified of whether its school(s) is on the list, the notification shall be provided no later than September 15.

(b) A pupil who transfers to a school pursuant to the Open Enrollment Act and is currently enrolled in that school shall not be required to reapply for enrollment in that school, regardless of whether the pupil's school of residence remains on the list of 1,000 Open Enrollment schools.

AUTHORITY:

Note: Authority cited: *Section 48353, Education Code*. Reference: *Sections 48354, 48355 and 48356, Education Code*.

HISTORY:

1. New section filed 8-2-2010 as an emergency; operative 8-2-2010 (Register 2010, No. 32). A Certificate of Compliance must be transmitted to OAL by 1-31-2011 or emergency language will be repealed by operation of law on the following day.