

PROPOSED CONFERENCE REPORT NO. 1
APRIL 8, 2002

AMENDED IN ASSEMBLY JULY 17, 2001

AMENDED IN ASSEMBLY JULY 14, 2001

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AMENDED IN SENATE JUNE 4, 2001

AMENDED IN SENATE MAY 3, 2001

AMENDED IN SENATE APRIL 23, 2001

AMENDED IN SENATE APRIL 16, 2001

SENATE BILL

No. 508

Introduced by ~~Senators Vasconcellos and McPherson~~

(~~Principal coauthor: Senator Polanco~~)

**(~~Coauthors: Senators Alpert, Chesbro, Karnette, O'Connell,
Scott, Sher, and Vincent~~)**

**(~~Coauthors: Assembly Members Alquist, Calderon, Goldberg,
Leach, Liu, Maddox, Pavley, Reyes, Salinas, Steinberg,
Strom-Martin, Vargas, Washington, Wyland, and Zettel~~)
*Senators Vasconcellos and Ortiz***

(Principle coauthors: Assembly Members Steinberg and Diaz)

February 22, 2001



~~An act to amend Sections 42247, 42247.1, 42249, 44395, 44735, 51122, 52904, 69532, and 69613.5 of, to add Sections 17587.1, 51134, 51144, and 99227 to, to add Chapter 1.5 (commencing with Section 100) to Part 1 of, Chapter 2.5 (commencing with Section 54200) to Part 29 of, Article 7.6 (commencing with Section 44579.5) to Chapter 3 of Part 25 of, Article 8.5 (commencing with Section 44592) to Chapter 3 of Part 25 of, Article 10.2 (commencing with Section 44643.5) to Chapter 3 of Part 25 of, and Article 10 (commencing with Section 54770) to Chapter 9 of Part 29 of, to repeal Sections 42243.6, 42243.8, 42243.9, 42246, 42247.3, 42247.4, 42247.5, 42249.2, 42249.4, 42249.6, 42249.65, and 42249.8 of, and to repeal Article 2 (commencing with Section 54020) of Chapter 1 of Part 29 of, the Education Code, relating to education. An act to amend Sections 52054, 52055.600, 52055.605, 52055.610, 52055.615, 52055.620, 52055.625, 52055.640, 52055.645, 52055.655, and 52058 of, and to add Section 52055.656 to, the Education Code, and to amend Item 6110-485 of Section 2.00 of the Budget Act of 2001 (Chapter 106 of the Statutes of 2001), relating to education, and declaring the urgency thereof, to take effect immediately.~~

LEGISLATIVE COUNSEL'S DIGEST

SB 508, as amended, Vasconcellos. Education: pupils.

Existing law establishes the Public Schools Accountability Act of 1999, which contains the Immediate Intervention/Underperforming Schools Program (IIUSP) and requires a school district that participates in the IIUSP to contract with an external evaluator to assist the school in the development of its school action plan.

This bill would authorize a school participating in the IIUSP to alternatively contract with an entity that has proven, successful expertise specific to the challenges inherent in low-performing schools instead of contracting with an external evaluator.

Existing law establishes the High Priority Schools Grant Program for Low Performing Schools Program (High Priority Program) within the Public Schools Accountability Act of 1999. Existing law requires a school that applies to participate in the federal Comprehensive School Reform Demonstration Program but does not participate because there are insufficient funds to allow the school to participate to be automatically approved for participation in the High Priority Program. Under existing law the Superintendent of Public Instruction is required



to allocate \$200 per pupil to eligible schools for implementation of a school action plan under the program.

This bill would condition the automatic approval for participation in the High Priority Program on the school's completion of an action plan for participation in the federal program that meets certain requirements that a plan is required to meet for purposes of the IIUSP. The bill would also modify the deadlines for submission and approval of a school action plan during the 2001–02 fiscal year.

The bill would increase to \$400, including funds received under the federal Comprehensive School Reform Demonstration program and other specified provisions, the amount of per pupil funding provided under the program.

Existing law requires a school action plan developed for purposes of the High Priority Program to include a pupil literacy and achievement component that contains a strategy to achieve certain goals, among which is that each English learner will demonstrate increased performance on the English language development test and the statewide achievement tests.

This bill would change that goal so that English learners rather than each English learner will demonstrate that increased performance.

Existing law encourages a school participating in the High Priority Program to assess the academic progress of pupils on an annual basis and authorizes the use of any curriculum-based achievement test for that purpose.

This bill would condition this use of a curriculum-based achievement test to those that are proven to be valid and reliable.

Existing law requires the State Department of Education to conduct a study on the issue of sustainability of funding for low-performing schools and requires the study to include an analysis of the ability of a school to sustain growth in academic achievement, particularly when the pupil population that continuously attends the school manifests issues of poverty and low socioeconomic status, and other characteristics that are generally out of the direct control of the school.

The bill would, instead, require the study to include, among other things, (1) a description of the ongoing needs of low-performing schools and the sources of funding schools have used to meet these needs, (2) an analysis of the use and effectiveness of funds provided pursuant to the High Priority Program, and (3) an assessment of whether local, state, and federal resources are likely to be sufficient to sustain all or some of the academic improvements initiated in low-performing



schools after funding made available pursuant to the High Priority Program expires.

The bill would require each school district with schools participating in the High Priority Schools Grant Program for Low Performing Schools to submit to the Superintendent of Public Instruction an evaluation of the impact, costs, and benefits of the program as it relates to the school district and the schools under its jurisdiction that are participating in the program, as prescribed. The bill would require the Superintendent of Public Instruction to develop and the State Board of Education to approve, the guidelines for a request for proposal for an independent evaluator to prepare a multiyear comprehensive evaluation of the implementation, impact, costs, and benefits of the program, and to disseminate the results of that report to the Legislature, the Governor, and interested parties, as prescribed.

Existing law requires that certain funds be allocated to school districts, county offices of education, and charter schools on the basis of an equal amount per unit of average daily attendance, including average daily enrollment in preschool and childcare programs operated on schoolsites. Existing law sets forth the method for determining the average daily enrollment of children served in preschool and childcare development programs.

This bill would specify that these funds are to be allocated to local education agencies and that the preschool and childcare programs whose average daily enrollment is used to determine the amount to be allocated are required to be operated by local education agencies under contract with the Child Development Division of the State Department of Education. The bill would revise the method for determining the average daily enrollment of children served in preschool and childcare development programs. The bill would define “schoolsite” for purposes of this provision.

The bill would make technical and conforming changes.

The bill would declare that it is to take effect immediately as an urgency statute.

~~(1) Existing law established various programs designed to improve the academic achievement of pupils, including, among others, the Public Schools Accountability Act of 1999. Under existing law, various programs are established that are designed to assist disadvantaged pupils, including, among others, the compensatory education programs for disadvantaged children.~~



~~This bill would enact the California Unrealized Learners Advancement Act of 2001, in which a school that fails to meet its API growth target, has applied to participate in the Immediate Intervention/Underperforming Schools Program, and is ranked in the 2 lowest deciles of the API for at least 2 years would be eligible to participate and receive funding under the act for specified purposes among which are improved recruitment and retention strategies for teachers, parental involvement, pupil involvement or mentor support programs, and additional pupil support services. A school that seeks funding under the act would be required to develop a schoolsite strategic action plan containing specified components.~~

~~The bill would provide that the Superintendent of Public Instruction would be responsible for, among other things, identifying and evaluating existing programs that are successful in mentoring children and youth and in helping them to achieve academic success and in effectively providing individual learning and support strategies that are successful in improving academic achievement for unrealized learners and to distribute information on successful programs to school districts on a regular basis. The bill would require the Superintendent of Public Instruction to develop guidelines and recommendations for school districts to use in establishing a mentoring program to assure that every low-performing pupil is provided a personal mentor.~~

~~The bill would require the Governor, the Superintendent of Public Instruction, and the Legislature to develop a multiyear plan to increasingly align educational resources and funding to ensure that all pupils have an equal opportunity for educational success and would require the State Department of Education to develop standards for measuring equal opportunity and to include information pertaining to certain issues within those standards. The bill would require the Superintendent of Public Instruction to report annually, based on the information available, to the Legislature and the public, on the status of equal opportunity for success in California's public schools.~~

~~(2) Under existing law, the State Allocation Board is required to apportion, from the State School Deferred Maintenance Fund, to school districts, an amount equal to \$1 for each \$1 of local funds, up to a specified maximum, of the total expenditures and ending fund balances of the total general funds and adult education funds for districts of similar size and type, as defined, for the second prior fiscal year, exclusive on any amounts expended for capital outlay or debt service, to the extent funds are available.~~



~~This bill would, notwithstanding the limitations of those provisions, require the Superintendent of Public Instruction to annually allocate, from funds appropriated for this purpose, the amount of \$140 per pupil to schools that rank in the bottom 2 deciles on the most recent Academic Performance Index, would require that apportionment to be in addition to other apportionments made for purposes of property maintenance, and would prescribe the purposes for which those funds could be used.~~

~~(3) Existing law provides for reimbursement of school districts for costs mandated by either the courts or the federal government. Existing law allows the Controller to review claims for reimbursement. Under certain circumstances, voluntary desegregation programs may be funded.~~

~~This bill would mandate that the Controller establish standards and procedures governing the auditing of claims by school districts.~~

~~(4) Existing law establishes the Instructional Time and Staff Development Reform Program for the purpose of enhancing staff development opportunities for classroom personnel and providing grants to eligible school districts and county offices of education for staff development.~~

~~This bill would establish the Staff Development Supplemental Program to provide eligible school districts funding for staff development activities for classroom personnel in low-achieving schools, as defined. The bill would require the State Department of Education to submit draft regulations for implementing the program. The bill would require the Superintendent of Public Instruction to provide eligible school districts applying for a grant under the program with a staff development allowance, as specified, to provide 3 staff development days in addition to those provided under existing law.~~

~~(5) Existing law authorizes school districts to schedule pupil-free staff development days.~~

~~This bill would establish the Professional Staff Year Incentive to provide the staff of low-achieving schools, as defined, with the opportunity to extend the instructional year, prepare instructional programs, consult with their peers, engage in staff development, and consult with parents and pupils. The bill would require the State Department of Education to submit draft regulations for the purpose of implementing the program to the State Board of Education for its review and approval. The bill would require the Superintendent of Public Instruction to apportion funds to school districts on behalf of~~



~~low-achieving schools that elect to participate in this program, as specified.~~

~~(6) Existing law establishes programs to improve low-performing schools, including, but not limited to, the Teaching As A Priority Block Grant to provide incentives to attract credentialed teachers to be employed and retained in low-performing schools, and the Demonstration of Restructuring in Public Education which requires applicant school districts to establish and implement procedures in order to improve pupil achievement in low-performing schools.~~

~~This bill would authorize any school district to apply to the Superintendent of Public Instruction for a grant to support the employment of an outreach and assessment consultant at one or more low-achieving and high transience schools. The bill would require an eligible school district applying on behalf of a low-achieving high transience school to provide a description of the manner in which it will utilize an outreach and assessment consultant at each of the schools for which assistance is requested. The bill would require, as a condition of the receipt of funding, a school district to ensure that specified conditions will be met, subject to confirmation by audit.~~

~~(7) Under existing law, the National Board for Professional Teaching Standards Certification Incentive Program is established to award grants to school districts for the purpose of providing awards to teachers who are employed by school districts or charter schools, are assigned to teach in California public schools, and have attained certification from the National Board for Professional Teaching Standards. Under that program a teacher who attains national board certification is eligible for a one-time merit award of \$10,000.~~

~~This bill would provide that a teacher who receives that one-time merit award may have the option of receiving it in one lump sum. The bill would also require any teacher who receives certification from the National Board for Professional Teaching Standards who teaches in a school that is ranked in the bottom 2 deciles of the Academic Performance Index at the most recent ranking to receive additional hours of credit toward their professional development hours, as specified, and, for every 150 hours of service credit attained under those provisions, to be exempt from paying certain teacher credential renewal fees.~~

~~(8) Existing law establishes the Teaching As A Priority Block Grant, administered by the State Department of Education with the approval of the State Board of Education, to award block grants to school districts~~



~~on a competitive basis to provide incentives to attract credentialed teachers to be employed and retained in low-performing schools.~~

~~This bill would, in addition to the funding currently provided under that program, require a school that is ranked in the bottom first and second deciles on the most recent Academic Performance Index ranking, that has 10% or more of its teaching staff serving on an emergency permit, to be eligible to receive an additional \$30,000 per year solely for the purpose of compensating one fully credentialed teacher with proven leadership capabilities, who has been retained to serve as a resource for those teachers within the school who have emergency permits, and would prescribe related matters.~~

~~(9) Under the Nell Soto Parent/Teacher Involvement Program, the Superintendent of Public Instruction is required to allocate grants to schools in accordance with prescribed criteria, for the purpose of strengthening communication between schools and parents. Existing law allocated \$15,000,000 for the purpose of establishing that program.~~

~~This bill would provide that for purposes of allocating any funding that exceeds the \$15,000,000 that has already been allocated for purposes of that program, that the Superintendent of Public Instruction allocate those funds exclusively to schools that ranked in the bottom 2 deciles on the Academic Performance Index, as prescribed.~~

~~(10) Under the Teresa P. Hughes Family-School Partnership Award and Grant Program the Superintendent of Public Instruction is required to grant nonmonetary awards and funds to applicant school districts and county offices of education for schools that establish or expand family outreach programs that meet prescribed participation criteria. Under existing law, \$2,500,000 has been appropriated for purposes of that program.~~

~~This bill would provide that any funding that is provided for the purposes of that program that exceeds that appropriation be allocated exclusively to schools that rank in the bottom 2 deciles of the Academic Performance Index, based on the most recent ranking.~~

~~(11) Under the Tom Hayden Community-Based Parent Involvement Grant Program, state funds are allocated to school districts for the purposes of contracting with nonprofit community-based organizations through a grant program, administered by the State Department of Education, to offer training courses for parents and guardians of schoolage children to enhance their involvement in public education. Under existing law, \$2,500,000 has been appropriated for purposes of that program.~~



~~This bill would provide that any funding that is provided for the purposes of that program that exceeds that appropriation be allocated exclusively to schools that rank in the bottom 2 deciles of the Academic Performance Index, based on the most recent ranking.~~

~~(12) Under existing law, a school district that participates in school-based program coordination is authorized to establish an alternative education and work center for school dropouts at a continuation high school or adult school or to contract with a private nonprofit community-based organization to provide the center, as prescribed. Under existing law, those provisions become inoperative on June 30, 2001.~~

~~This bill would extend the operation of those provisions until June 30, 2006.~~

~~(13) Existing federal law, the Elementary and Secondary Education Act of 1965 makes, funding available to local educational agencies for activities related to establishing smaller learning communities in high schools.~~

~~This bill would establish the Smaller Learning Communities for Low Achieving Schools Program as a state grant program to provide funding to high schools with 1,000 or more pupils, and to middle schools with 800 or more pupils, that ranked in the bottom 2 deciles on the Academic Performance Index, for the purpose of planning, developing, implementing or expanding smaller learning communities, and would require the program to be administered by the State Department of Education. The bill would prescribe the purposes for which grants awarded under the program may be used, would require the State Department of Education to develop an application and award process, to determine eligibility for grant funding, and to allocate funds, as specified.~~

~~(14) Existing law requires, and provides a mechanism for reimbursement of certain school district costs associated with compliance with desegregation plans. Existing law, which sunset on June 30, 1987, provided a method of impact aid allocation that allowed efforts initiated under educationally disadvantaged youth programs and bilingual education programs to continue and expand so long as need exists.~~

~~This bill would repeal provisions governing funding of court-ordered and voluntary desegregation plans and the economic impact aid program. The bill would combine funding for those programs and establish the Targeted Instructional Improvement Grant Program to~~



~~fund the costs of any court-ordered or voluntary desegregation program or to maintain an established desegregation program and to provide instructional improvement for the lowest achieving pupils in the district.~~

~~(15) Existing law establishes the Cal Grant T awards which are to be used only for tuition and pupil fees for an academic year of full-time attendance in a program of professional teacher preparation that is approved by the Commission on Teacher Credentialing, and requires that a grant recipient teach for one year in a low-performing school for each \$2,000 awarded.~~

~~This bill would instead require that each recipient of a Cal Grant T award teach for one year in a California public school for each \$2,000 awarded. The bill would make any recipient who receives a Cal Grant T award, who serves in a low-performing school that scored a one or two on the most recent Academic Performance Index ranking, eligible to receive a bonus of \$1,000 for the first full year, \$2,000 for the second full year, \$3,000 for the third full year, and \$4,000 for the 4th full year that they teach at a low-performing school, subject to the availability of funds for that purpose.~~

~~(16) Existing law establishes an Assumption Program of Loans for Education, administered by the Student Aid Commission, under which an applicant enrolled in a participating institution of postsecondary education, or an applicant who agrees to participate in a teacher trainee or teacher internship program, and who further agrees to obtain a teaching credential in a subject area that is designated as a current or projected shortage area or to provide classroom instruction in a school that serves a large population of pupils from low-income families, has a high percentage of teachers holding emergency permits, or is a low-performing school, is eligible to enter into an agreement for loan assumption, to be redeemed upon becoming employed as a teacher. Notwithstanding these requirements for eligibility for the program, existing law authorizes the commission to make loan assumption agreements available to out-of-state teachers who comply with specified program requirements.~~

~~This bill would also make loan assumption agreements available to teachers who teach in schools that scored in the 1st or 2nd decile, if applicable, of the Academic Performance Index, who hold valid California teaching credentials and who comply with the same program requirements that are applicable to out-of-state teachers.~~



~~(17) Under existing law, the Regents of the University of California are requested to jointly develop with the Trustees of the California State University and the independent colleges and universities, the California Reading, the High School English, the High School Mathematics, the Algebra Academics, the Algebra, and the Elementary Mathematics Professional Development Institutes, to be administered by the university, in partnership with the California State University and with private, independent universities in California, in accordance with prescribed criteria.~~

~~This bill would include within those criteria the development of a plan that demonstrates to the Legislature that the professional development programs provide ongoing professional development training, and that these training programs are fully integrated into the professional development plan for a school district and its teachers.~~

~~(18) The bill would state that it would only become operative if AB 481, AB 961, SB 204, SB 466, and SB 1020 of the 2001–02 Regular Session are enacted.~~

Vote: ~~majority~~ ²/₃. Appropriation: no. Fiscal committee: yes. State-mandated local program: no.

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

1 ~~SECTION 1. Chapter 1.5 (commencing with Section 100) is~~
2 ~~SECTION 1. Section 52054 of the Education Code is~~
3 ~~amended to read:~~

4 52054. (a) ~~By~~ *Commencing in the 2001–02 fiscal year, by*
5 *November 15 of the year that the school is selected to participate,*
6 *the governing board of a school district having jurisdiction over a*
7 *school selected for participation in the program shall contract with*
8 *an shall do one of the following:*

9 *(1) Contract with an external evaluator from the list of external*
10 *evaluators and shall appoint a broad-based schoolsite and*
11 *community team, consisting of a majority of nonschoolsite*
12 *personnel. In a school that has a limited-English-proficient pupil*
13 *population that constitutes at least 40 percent of the total pupil*
14 *population, an external evaluator shall have demonstrated*
15 *experience in working with a limited-English-proficient pupil*
16 *population. Not less than 20 percent of the members of the team*
17 *shall be parents or legal guardians of pupils in the school.*



1 (2) *Contract with an entity that has proven, successful expertise*
2 *specific to the challenges inherent in low-performing schools.*
3 *These entities may include, but are not limited to, the following:*
4 (A) *Institutions of higher education.*
5 (B) *County offices of education.*
6 (C) *School district personnel.*
7 (b) The selected external evaluator *or entity* shall solicit input
8 from the parents and legal guardians of the pupils of the school. At
9 a minimum, the evaluator *or entity* shall do all of the following:
10 (1) Inform the parents and legal guardians, in writing, that the
11 school has been selected to participate in the Immediate
12 Intervention/Underperforming Schools Program due to its below
13 average performance.
14 (2) Hold a public meeting at the school, in cooperation with the
15 principal, to which all parents and legal guardians of pupils in the
16 school receive a written invitation. The invitation to the meeting
17 may be combined with the written notice required by paragraph
18 (1).
19 (3) Solicit, at the public meeting, the recommendations and
20 opinions of the participating parents and legal guardians of pupils
21 in the school regarding actions that should be taken to improve the
22 performance of the school. These opinions and recommendations
23 shall be considered by the external evaluator *or entity* and the
24 community team in the development *or modification* of the action
25 plan pursuant to this section *or Section 52054.3.*
26 (4) *Provide technical assistance to the schoolsite.*
27 (5) Notify all parents and legal guardians of pupils in the school
28 of their opportunity to provide written recommendations of
29 actions that should be taken to improve the performance of the
30 school which shall be considered by the external evaluator *or entity*
31 and the community team in the development *or modification* of the
32 action plan pursuant to this section *or Section 52054.3.* Notice
33 required by this subdivision may be combined with the written
34 notice required by paragraph (1).
35 (c) By February 15 of the school year in which the school is
36 selected to participate, the selected external evaluator *or entity*, in
37 collaboration with the broad-based schoolsite and community
38 team selected pursuant to subdivision (a), shall complete a review
39 of the school that identifies weaknesses that contribute to the
40 school's below average performance, make recommendations for



1 improvement, and begin to develop an action plan to improve the
2 academic performance of the pupils enrolled at the school. The
3 action plan shall include percentage growth targets at least as high
4 as the annual growth targets adopted by the State Board of
5 Education pursuant to Section 52052. The action plan shall include
6 an expenditure plan and shall be of a scope that does not require
7 expenditure of funds in excess of those provided pursuant to this
8 article or otherwise available to the school. The action plan may
9 not be of a scope that requires reimbursement by the Commission
10 on State Mandates for its implementation.

11 (d) At a minimum, the action plan shall do all of the following:

12 (1) Review and include the school and district conditions
13 identified in the school accountability report card pursuant to
14 Section 33126.

15 (2) Identify the current barriers at the school and district toward
16 improvements in pupil achievement.

17 (3) Identify schoolwide and districtwide strategies to remove
18 these barriers.

19 (4) Review and include school and school district crime
20 statistics, in accordance with Section 628.5 of the Penal Code.

21 (5) Examine and consider disaggregated data regarding pupil
22 achievement and other indicators to consider whether all groups
23 and types of pupils make adequate progress toward short-term
24 growth targets and long-term performance goals. The
25 disaggregated data to be included and considered by the plan shall,
26 at a minimum, provide information regarding the achievement of
27 English language learners, pupils with exceptional needs, pupils
28 who qualify for free and reduced price meals, and pupils in
29 numerically significant subgroups.

30 (6) Set short-term academic objectives pursuant to Section
31 52052 for a two-year period that will allow the school to make
32 adequate progress toward the growth targets established for each
33 participating school for pupil achievement as measured by all of
34 the following to the extent that the data is available for the school:

35 (A) The achievement test administered pursuant to Section
36 60640.

37 (B) Graduation rates for grades 7 to 12, inclusive.

38 (C) Attendance rates for pupils and school personnel for
39 elementary, middle, and secondary schools.



1 (D) Any other indicators approved by the State Board of
2 Education.

3 (e) The school action plan shall focus on improving pupil
4 academic performance, improving the involvement of parents and
5 guardians, improving the effective and efficient allocation of
6 resources and management of the school, and identifying and
7 developing solutions that take into account the underlying causes
8 for low performance by pupils.

9 (f) The team, in the development of the action plan, shall
10 consult with the exclusive representatives of employee
11 organizations, where they exist.

12 (g) The school action plan may propose to increase the number
13 of instructional days offered at the schoolsite and also may propose
14 to increase up to a full 12 months the amount of time for which
15 certificated employees are contracted, if all of the following
16 conditions are met:

17 (1) Provisions of the plan proposed pursuant to this subdivision
18 shall not violate current applicable collective bargaining
19 agreements.

20 (2) An agreement is reached with the exclusive representative
21 concerning staffing specifically to accommodate the extended
22 school year or 12-month contract.

23 (h) The team, in the development of the action plan, shall
24 consult with the exclusive representatives of employee
25 organizations, where they exist.

26 (i) Upon its completion, the action plan shall be submitted to
27 the governing board of the school districts for its approval *at a*
28 *regularly scheduled public meeting*. After the plan is approved, but
29 no later than May 15 of the year that follows the year the school
30 is selected to participate, the plan shall be submitted to the
31 Superintendent of Public Instruction with a request for funding in
32 the form prescribed by the Superintendent of Public Instruction,
33 who shall review the school action plan and recommend approval
34 or disapproval of the school's request for funding to the State
35 Board of Education.

36 (j) Not later than July 15 of the year next following the year in
37 which a school is selected for participation, the State Board of
38 Education shall review and approve or disapprove the school's
39 request for funding, based on the recommendation of the
40 Superintendent of Public Instruction. Within 30 days of the State



1 Board of Education’s review, the Superintendent of Public
2 Instruction shall notify the effected school districts of the state of
3 the board’s action regarding the request for funding. In
4 conjunction with its approval of a request for funding to
5 implement a school’s action plan, the State Board of Education
6 may, at the request of the governing board of the school district or
7 the county board of education for a school under its jurisdiction,
8 waive all or any part of any provision of this code, or any
9 regulation adopted by the State Board of Education, controlling
10 any of the programs listed in clause (i) of subparagraph (B) of
11 paragraph (1) of subdivision (a) of Section 54761 and Section
12 64000 if the waiver does not result in a decrease in the instructional
13 time otherwise required by law or regulation or an increase in state
14 costs and is determined to be consistent with subdivision (a) of
15 Section 46300.

16 *SEC. 2. Section 52055.600 of the Education Code is amended*
17 *to read:*

18 52055.600. (a) The High Priority Schools Grant Program for
19 Low Performing Schools is hereby established. Participation in
20 this program is voluntary.

21 (b) From funds made available for purposes of this article, the
22 Superintendent of Public Instruction shall allocate ~~two hundred~~
23 ~~dollars (\$200)~~ *a total of four hundred dollars (\$400) per pupil,*
24 *including funds received pursuant to Section 52054.5 or for the*
25 *Comprehensive School Reform Demonstration program (Public*
26 *Law 105-78), to eligible schools for implementation of a school*
27 *action plan approved pursuant to this article. In the first year of*
28 *participation, instead of four hundred dollars (\$400) per pupil, a*
29 *schoolsite may receive a total of thirty-three dollars and*
30 *thirty-three cents (\$33.33) per pupil for each month remaining in*
31 *the fiscal year ending June 30, 2002 2003, beginning in the month*
32 *immediately following the date of approval by the governing*
33 ~~board of the school district~~ *State Board of Education of the action*
34 *plan required pursuant to this article. If the plan is not approved*
35 *prior to the end of the fiscal year, the funding shall be similarly*
36 *prorated in the subsequent year.*

37 (c) It is the intent of the Legislature that federal funding
38 provided pursuant to the Comprehensive School Reform
39 Demonstration Program (P.L. 105-78) supplement, not supplant,
40 funding received pursuant to this article.



1 (d) Funds received pursuant to this article may not be used to
2 match funds received pursuant to Article 3 (commencing with
3 Section 52053).

4 (e) The school district shall keep fiscal records available for
5 inspection that affirm allocation to schoolsites in accordance with
6 this section and shall allocate resources in a manner that does not
7 delay their use.

8 *SEC. 3. Section 52055.605 of the Education Code is amended*
9 *to read:*

10 52055.605. (a) The Superintendent of Public Instruction,
11 with the approval of the State Board of Education, shall identify
12 schools ranked in deciles 1 to 5, inclusive, on the Academic
13 Performance Index (API).

14 (b) The Superintendent of Public Instruction shall invite
15 schools identified pursuant to subdivision (a) to participate in the
16 High Priority Schools Grant Program for Low Performing
17 Schools. Notwithstanding subdivision (h) of Section 52053, in
18 order to be eligible for funding from the High Priority Schools
19 Grant Program for Low Performing Schools, a school shall also
20 participate in the Immediate Intervention/Underperforming
21 Schools Program. A school participating in both programs may
22 elect to submit only one application and one plan for both
23 programs. A school participating in the Immediate
24 Intervention/Underperforming Schools Program before the date
25 of the enactment of the act adding this section is also eligible for
26 participation in the High Priority Schools Grant Program for Low
27 Performing Schools.

28 (c) First priority for participation in the High Priority Schools
29 Grant Program for Low Performing Schools shall be given to
30 schools ranked on the API in decile 1. Second priority shall be
31 given to schools in decile 2. Third priority shall be given to schools
32 in decile 3. Fourth priority shall be given to schools in decile 4.
33 Fifth priority shall be given to schools in decile 5. Within each
34 decile, priority shall be given to the lowest ranked schools.

35 (d) Notwithstanding any other provision of law and if funds are
36 available for this purpose, the number of schools within the
37 designated cohorts of the Immediate
38 Intervention/Underperforming Schools Program pursuant to
39 Section 52053 may exceed the maximum numbers specified in that



1 section in order to participate in the program established pursuant
2 to this article.

3 (e) If a school ranked in decile 1 of the API ~~applies~~ *completes*
4 *the action plan required as part of the application* to participate in
5 the federal Comprehensive School Reform Demonstration
6 Program (P.L. 105-78), but there are insufficient funds to allow
7 that school to participate in that program, *so long as the action*
8 *plan meets the requirements of subdivisions (d) and (e) of Section*
9 *52054*, that school shall be automatically approved to the extent
10 funding is available for participation in the Immediate
11 Intervention/Underperforming Schools Program and shall be
12 deemed to have complied with the requirements of Section 52054.

13 (f) The State Board of Education may allow continuation high
14 schools to apply for and receive funding pursuant to this article if
15 those continuation high schools report pupil performance that is
16 equivalent to that of high schools ranked in deciles 1 and 2 on the
17 Academic Performance Index and the board determines that the
18 state will be able to adequately determine growth in pupil
19 performance in a valid and reliable manner for the purpose of
20 accountability pursuant to this article. The State Board of
21 Education may establish a limit on the number of continuation
22 high schools that may be funded to reflect their proportion of low
23 performing pupils in grades 9 to 12, inclusive, and may adopt
24 criteria limiting the eligibility for funding, pursuant to this article,
25 of continuation high schools with a high level of per pupil funding
26 from the continuation high school revenue limit add-on.

27 *SEC. 4. Section 52055.610 of the Education Code is amended*
28 *to read:*

29 52055.610. (a) Fourteen days after the effective date of the
30 act adding this section, the Superintendent of Public Instruction
31 shall establish a procedure that is consistent with this article for the
32 approval of applications and school action plans.

33 (b) Notwithstanding the existing application process
34 established pursuant to Article 3 (commencing with Section
35 52053), in developing an action plan to be submitted with the
36 application for funding pursuant to this article, a school may
37 choose from the following options:

38 (1) A school district on behalf of an eligible school under its
39 jurisdiction may elect to receive fifty thousand dollars (\$50,000)
40 as a planning grant from funds appropriated for purposes of this



1 article. These planning grant funds shall be used for technical
2 assistance in the development of the school action plan. Technical
3 assistance includes assistance provided by school district
4 personnel, county offices of education, universities, a state
5 approved external evaluator, or any other entity that has proven
6 successful expertise specific to the challenges inherent in
7 low-performing schools. If the school action plan is approved, the
8 Superintendent of Public Instruction shall provide funding for its
9 implementation. Planning grant funds, as well as other funds
10 available to school districts pursuant to this article, may be used for
11 on-going technical assistance throughout the implementation of
12 the action plan and continued participation in the program
13 established pursuant to Article 3 (commencing with Section
14 52053) and the program established pursuant to this article.

15 (2) A school district, on behalf of an eligible school under its
16 jurisdiction, may elect to forego the fifty thousand dollars
17 (\$50,000) planning grant and immediately submit its application
18 and school action plan. If a school chooses this option, the
19 Superintendent of Public Instruction shall take one of the
20 following actions:

21 (A) Recommend approval of the application by the State Board
22 of Education and action plan and provide funding for
23 implementation of the school action plan.

24 (B) Request additional clarification and technical changes,
25 after which the school and district shall resubmit the application
26 and school action plan with the clarifications and changes for
27 approval. If the application and school action plan is approved, the
28 Superintendent of Public Instruction shall provide funding for
29 implementation of the school action plan.

30 (C) Disapprove the plan in which case a school district on
31 behalf of an eligible school under its jurisdiction shall receive a
32 fifty thousand dollars (\$50,000) planning grant that shall be used
33 for technical assistance in the redevelopment of the school action
34 plan according to the department’s recommendations. Technical
35 assistance includes assistance provided by school district
36 personnel, county offices of education, universities, a state
37 approved external evaluator, or any other entity that has proven
38 expertise specific to the challenges inherent in low-performing
39 schools.

40 (c) The following deadlines apply for the 2001–02 fiscal year:



1 (1) A school district on behalf of an eligible school under its
2 jurisdiction shall submit the application and school action plan to
3 the Superintendent of Public Instruction for review and approval
4 by ~~March~~ May 15, 2002.

5 (2) The Superintendent of Public Instruction shall make a
6 recommendation to the State Board of Education regarding
7 approval or disapproval of applications and school action plans by
8 ~~April~~ June 15, 2002. The State Board of Education shall approve
9 or disapprove the application and action plan by ~~April~~ June 30,
10 2002. Upon approval by the State Board of Education, the State
11 Department of Education shall allocate funding to schools for the
12 implementation of the action plan. If the State Board of Education
13 fails to approve or disapprove the application and school action
14 plan by ~~April~~ June 30, 2002, the recommendation of the
15 Superintendent of Public Instruction shall be deemed to be
16 adopted and funding for implementation of the action plan shall be
17 allocated.

18 (3) If the Superintendent of Public Instruction takes the action
19 specified in subparagraph (B) of paragraph (2) of subdivision (b),
20 the school and school district shall resubmit the application and
21 school action plan with the clarifications and changes for approval
22 by ~~May 15~~ August 1, 2002, and the Superintendent of Public
23 Instruction shall make a recommendation to the State Board of
24 Education regarding approval or disapproval by ~~June 15~~
25 September 1, 2002. The State Board of Education shall approve or
26 disapprove the application and action plan by ~~June~~ September 30,
27 2002. If the action plan is approved, the department shall allocate
28 funding to the school district on behalf of an eligible school under
29 its jurisdiction for implementation of the action plan. If the State
30 Board of Education fails to approve or disapprove the application
31 and school action plan by ~~June~~ September 30, 2002, the
32 recommendation of the Superintendent of Public Instruction shall
33 be deemed to be adopted and funding for implementation of the
34 action plan.

35 (4) A school district may request that the State Board of
36 Education waive the deadlines set forth in this subdivision. The
37 State Board of Education may grant a waiver request made
38 pursuant to this paragraph.

39 (d) *If a school receives implementation funding during the*
40 *same fiscal year it receives a fifty thousand dollar (\$50,000)*



1 *planning grant, the planning grant shall be deducted from the*
2 *amount of implementation funding provided to the school pursuant*
3 *to subdivision (b) of Section 52055.600.*

4 *SEC. 5. Section 52055.615 of the Education Code is amended*
5 *to read:*

6 52055.615. (a) If the Superintendent of Public Instruction
7 invites a school to participate in ~~either the High Priority Schools~~
8 ~~Grant Program for Low Performing Schools or the Immediate~~
9 ~~Intervention/Underperforming Schools Program~~, the governing
10 board of the school district shall hold a public hearing at a regularly
11 scheduled meeting to discuss whether or not to apply for
12 participation in ~~these programs~~ *this program* and how to address
13 the needs of the school and pupils.

14 (b) If a school district, on behalf of an eligible school under its
15 jurisdiction, decides not to accept the invitation to participate in
16 the High Priority Schools Grant Program for Low Performing
17 ~~Schools or the Immediate Intervention/Underperforming Schools~~
18 ~~Program~~, the governing board of the school district shall hold a
19 public hearing at a regularly scheduled meeting to discuss the
20 reasons and rationale for not accepting the invitation and explain
21 how the district intends to address the needs of the school and
22 pupils. This section does not apply to school districts with
23 jurisdiction over schools for which the Superintendent of Public
24 Instruction has indicated that funding would not be available. The
25 governing board shall not place the discussion required pursuant
26 to this subdivision on the consent calendar of the hearing.

27 (c) The governing board shall notify, in writing, the following
28 persons and entities of the public hearings required pursuant to
29 subdivisions (a) and (b):

30 (1) Representative parent organizations at the schoolsite,
31 including the parent teacher association, parent teacher clubs, and
32 schoolsite councils. The district is encouraged also to notify
33 parents directly through appropriate means. Notifications to
34 parents shall comply with Article 4 (commencing with Section
35 48985) of Chapter 6 of Part 27.

36 (2) All local major media outlets.

37 (3) The local mayor.

38 (4) All members of the city council.

39 (5) All members of the county board of supervisors.

40 (6) County superintendents of schools.



1 (7) County board of education.

2 SEC. 6. Section 52055.620 of the Education Code is amended
3 to read:

4 52055.620. (a) As a condition of the receipt of funds, a
5 school action plan shall be based upon the following:

6 (1) ~~It shall be research based and data driven~~ *It shall be based*
7 *on scientifically based research, effective practices, and be data*
8 *driven.*

9 (2) It shall include ongoing data gathering for the purposes of
10 this program so that progress can be measured and verified and the
11 plan can be modified based on the data.

12 (3) It shall be grounded in the findings from an initial needs
13 assessment.

14 (4) It shall evidence a commitment by the school community
15 to implement the plan. The plan shall describe how this
16 commitment will be evidenced.

17 (5) It shall make clear that there is a heightening of expectations
18 on the part of all personnel associated with the schoolsite that all
19 children can learn and every school can succeed.

20 (6) It shall ensure that an environment that is conducive to
21 teaching and learning is provided at the schoolsite.

22 (7) It shall identify additional human, financial, and other
23 resources available to the school to be used in the implementation
24 of the school action plan.

25 (b) (1) The action plan shall be developed, in partnership with
26 the school district, by the schoolsite council, as defined in Section
27 52012, or if the school does not have a schoolsite council, by a
28 schoolwide advisory group or school support group that conforms
29 to the requirements of Section 52012 and whose members are
30 self-selected.

31 (2) Notwithstanding paragraph (1), a school participating in the
32 Immediate Intervention/Underperforming Schools Program prior
33 to the effective date of the act adding this section may continue
34 using its school action team for purposes of developing an action
35 plan pursuant to this article.

36 (c) In developing a school action plan, the school and school
37 district shall use the technical assistance from school district
38 personnel, county offices of education, universities, a state
39 approved external evaluator, or any other person or entity that has
40 proven successful expertise specific to the challenges inherent in



1 low-performing schools. In addition, the school and district may
2 include an individual to facilitate the activities related to the
3 development of this plan.

4 (d) The action plan shall include a strategy, jointly developed
5 by the school district and the exclusive bargaining representative
6 of the certificated employees of the district, for addressing the
7 distribution of experienced credentialed teachers throughout the
8 district, including an agreement by the district and the exclusive
9 bargaining representative of the certificated staff on how they are
10 going to achieve a balance in that distribution. This collaboration
11 shall take place outside of collective bargaining and shall strive to
12 develop a strategy that will attract and retain equal ratios of
13 credentialed teachers at each school in the district. This
14 collaboration shall include discussions on ways to maximize
15 current options to recruit credentialed teachers to the district, use
16 of regional recruitment centers, ensuring that newly hired
17 credentialed teachers are assigned in alignment with the goal of
18 even distribution of credentialed teachers, and ensuring that
19 low-performing schools provide a necessary teaching and learning
20 environment to retain a fully credentialed teaching staff.

21 (e) The action plan may include any existing plan a school may
22 have developed for another program, that may include existing
23 strategies that meet the requirements of the essential components
24 of a school action plan specified in Section 52055.625.

25 *SEC. 7. Section 52055.625 of the Education Code is amended*
26 *to read:*

27 52055.625. (a) It is the intent of the Legislature that the lists
28 contained in paragraph (2) of subdivisions (c), (d), (e), and (f) be
29 considered options that may be considered by a school in the
30 development of its school action plan and that a school not adopt
31 all of the listed options as a condition of funding under the terms
32 of this act. Instead, this listing of options is intended to provide the
33 opportunity for focus and strategic planning as schools plan to
34 address the needs of low performing pupils.

35 (b) As a condition of the receipt of funds, a school action plan
36 shall include each of the following essential components:

- 37 (1) Pupil literacy and achievement.
38 (2) Quality of staff.
39 (3) Parental involvement.



1 (4) Facilities, curriculum, instructional materials, and support
2 services.

3 (c) (1) The pupil literacy and achievement component shall
4 contain a strategy to focus on increasing pupil literacy and
5 achievement, with necessary attention to the needs of English
6 language learners. At a minimum, this strategy shall include a plan
7 to achieve the following goals:

8 (A) Each pupil at the school will be provided appropriate
9 instructional materials aligned with the academic content and
10 performance standards adopted by the State Board of Education as
11 required by law.

12 (B) Each significant subgroup at the school will demonstrate
13 increased achievement based on API results by the end of the
14 implementation period.

15 (C) ~~Each~~ English language ~~learner~~ *learners* at the school will
16 demonstrate increased performance based on the English language
17 development test required by Section 60810 and the achievement
18 tests required pursuant to Section 60640.

19 (2) To achieve the goals in paragraph (1), a school in its action
20 plan may include, among other things, any of the following
21 options:

22 (A) Selective class size reduction in key curricular areas
23 provided this does not result in a decrease in the proportion of
24 experienced credentialed teachers at the schoolsite.

25 (B) Increased learning time in key curricular areas identified as
26 needing attention, including mathematics.

27 (C) Targeted intensive reading instruction utilizing reading
28 capacity-level materials that may include, but are not limited to,
29 the following strategies:

30 (i) The development of a reading competency program for
31 pupils in grades 5 to 8, inclusive, whose reading scores are at or
32 below the 40th percentile or in the two lowest performance levels,
33 as adopted by the State Board of Education, on the reading portion
34 of the achievement test, authorized by Section 60640. This
35 program may include direct instruction in reading at grade level
36 utilizing the English language arts content standards adopted
37 pursuant to Section 60605. Additionally, this program may offer
38 specialized intervention that utilizes state approved instructional
39 materials adopted pursuant to Section 60200. It is the intent of the
40 Legislature, as a recommendation, that this curriculum consist of



1 at least one class period during the regular schoolday taught by a
2 teacher trained in the English language arts standards pursuant to
3 Section 60605. It is also the intent of the Legislature, as a
4 recommendation, that periodic assessments throughout the year be
5 conducted to monitor the progress of the pupils involved.

6 (ii) The use of a library media teacher to work cooperatively
7 with every teacher and principal at the schoolsite to develop and
8 implement an independent and free reading program, help
9 teachers determine a pupil's reading level, order books that have
10 been determined to meet the needs of pupils, help choose books at
11 pupils' independent reading levels, and assure that pupils read a
12 variety of genres across all academic content areas. For purposes
13 of this article, "library media teacher" means a classroom teacher
14 who possesses or is in the process of obtaining a library media
15 teacher services credential consistent with Section 44868.

16 (D) Mentoring programs for pupils.

17 (E) Community, business, or university partnerships with the
18 school.

19 (d) (1) The quality of staff component shall contain a strategy
20 to attract, retain, and fairly distribute the highest quality staff at the
21 school, including teachers, administrators, and support staff. At a
22 minimum, this strategy shall include a plan to achieve the
23 following goals:

24 (A) An increase in the number of credentialed teachers
25 working at that schoolsite.

26 (B) An increase in or targeting of professional development
27 opportunities for teachers related to the goals of the action plan and
28 English language development standards adopted by the State
29 Board of Education aligned with the academic content and
30 performance standards, including, but not limited to, participation
31 in professional development institutes established pursuant to
32 Article 2 (commencing with Section 92220) of Chapter 5 of Part
33 65.

34 (C) By the end of the implementation period, successful
35 completion by the schoolsite administrators of a program designed
36 to maximize leadership skills.

37 (2) To achieve the goals in paragraph (1) a school may include
38 in its action plan, among others, any of the following options:

39 (A) Incentives to attract credentialed teachers and quality
40 administrators to the schoolsite, including, but not limited to,



1 additional compensation strategies similar to those authorized
2 pursuant to Section 44735.

3 (B) A school district preintern or intern program within which
4 eligible emergency permit teachers located at the schoolsite would
5 be required to participate, unless those individuals are already
6 participating in another teacher preparation program that leads to
7 the attainment of a valid California teaching credential.

8 (C) Common planning time for teachers, administrators, and
9 support staff focused on improving pupil achievement.

10 (D) Mentoring for site administrators, peer assistance for
11 credentialed teachers, and support services for new teachers,
12 including, but not limited to, the Beginning Teacher Support and
13 Assessment System.

14 (E) Providing assistance and incentives to teachers for
15 completion of professional certification programs and toward
16 attaining BCLAD or CLAD certification.

17 (F) Increasing professional development in state academic
18 content and performance standards, including English language
19 development standards.

20 (e) (1) The parental involvement component shall contain a
21 strategy to change the culture of the school community to
22 recognize parents and guardians as partners in the education of
23 their children and to prepare and educate parents and guardians in
24 the learning and academic progress of their children. At a
25 minimum, this strategy shall include a commitment to develop a
26 school-parent compact as required by Section 51101 and a plan to
27 achieve the goal of maintaining or increasing the number and
28 frequency of personal parent and guardian contacts each year at the
29 schoolsite and school-home communications designed to promote
30 parent and guardian support for meeting state standards and core
31 curriculum requirements.

32 (2) To achieve the goals in subdivision (a), a school may in its
33 action plan include, among others, any of the following options:

34 (A) Parent and guardian homework support classes.

35 (B) A program of regular home visits.

36 (C) After school and evening opportunities for parents,
37 guardians, and pupils to learn together.

38 (D) Training programs to educate parents and guardians about
39 state standards and testing requirements, including the high school
40 exit examination.



1 (E) Creation, maintenance, and support of parent centers
2 located on schoolsites to educate parents and guardians regarding
3 pupil expectations and provide support to parents and guardians in
4 their efforts to help their children learn.

5 (F) Programs targeted at parents and guardians of special
6 education pupils.

7 (G) Efforts to develop a culture at the schoolsite focused on
8 college attendance, including programs to educate parents and
9 guardians regarding college entrance requirements and options.

10 (H) Providing more bilingual personnel at the schoolsite and at
11 school related functions to communicate more effectively with
12 parents and guardians who speak a language other than English.

13 (I) Providing an opportunity for parents to monitor online, if
14 the technology is available, and in compliance with applicable
15 state and federal privacy laws, the academic progress and
16 attendance of their children.

17 (f) (1) The facilities, curriculum, instructional materials, and
18 support services component shall contain a strategy to provide an
19 environment that is conducive to teaching and learning and that
20 includes the development of a high-quality curriculum and
21 instruction aligned with the academic content and performance
22 standards adopted pursuant to Section 60605 and *the standards for*
23 *English language development standards* adopted pursuant to
24 *Section 60811 to measure progress made towards achieving*
25 *English language proficiency*. At a minimum, this strategy shall
26 include the goal of providing adequate logistical support
27 including, but not limited to, curriculum, quality instruction,
28 instructional materials, support services, and supplies for every
29 pupil.

30 (2) To achieve the goal specified in paragraph (1), a school in
31 its action plan may include, among others, any of the following
32 options:

33 (A) State and locally developed valid and reliable assessments
34 based on state academic content standards.

35 (B) Increased learning time in key curricular areas identified as
36 needing attention, including mathematics.

37 (C) The addition of more pupil support services staff,
38 including, but not limited to, paraprofessionals, counselors,
39 library media teachers, nurses, psychologists, social workers,
40 speech therapists, audiologists, and speech pathologists.



1 (D) Pupil support centers for additional tutoring or homework
2 assistance.

3 (E) Use of most current standards-aligned textbooks adopted
4 by the State Board of Education, including materials for English
5 language learners.

6 (F) For secondary schools, offering advanced placement
7 courses and courses that meet the requirements for admission to
8 the University of California or the California State University.

9 (g) A school action plan to improve pupil performance that is
10 developed for participation in the program established pursuant to
11 this article shall meet the requirements of subdivisions (d) and (e)
12 of Section 52054 and this article.

13 *SEC. 8. Section 52055.640 of the Education Code is amended*
14 *to read:*

15 52055.640. (a) As a condition of the receipt of funds and to
16 ensure that the school is progressing towards meeting the goals of
17 each of the essential components of its school action plan, each
18 year the school district shall submit a report to the Superintendent
19 of Public Instruction that includes the following:

20 (1) The academic improvement of pupils within the
21 participating school as measured by the tests under Section 60640
22 and the *progress made towards achieving English language*
23 *proficiency as measured by the English language development test*
24 administered pursuant to Section 60810.

25 (2) The improvement of distribution of experienced teachers
26 holding a valid California teaching credential across the district.

27 (3) The availability of instructional materials in core content
28 areas that are aligned with the academic content and performance
29 standards, including textbooks, for each pupil, including English
30 language learners.

31 (4) The number of parents and guardians presently involved at
32 each participating schoolsite as compared to the number
33 participating at the beginning of the program.

34 (5) The number of pupils attending afterschool, tutoring, or
35 homework assistance programs.

36 (6) For participating secondary schools, the number of pupils
37 who are enrolled in and successfully completing advanced
38 placement courses, by type, and requirements for admission to the
39 University of California or the California State University,



1 including courses in algebra, biology, and United States or world
2 history.

3 (b) The report on the pupil literacy and achievement
4 component shall be disaggregated by numerically significant
5 subgroups, as defined in Section 52052, and English language
6 learners and have a focus on improved scores in reading and
7 mathematics as measured by the following:

8 (1) The Academic Performance Index, including the data
9 collected pursuant to tests that are part of the Standardized Testing
10 And Reporting program and the writing sample that is part of that
11 program.

12 (2) The results of ~~the English language development test or the~~
13 primary language test pursuant to Section 60640.

14 (3) Graduation rates, when the methodology for collecting this
15 data has been confirmed to be valid and reliable.

16 (4) In addition, a school may use locally developed
17 assessments to assist it in determining the pupil progress in
18 academic literacy and achievement.

19 (c) The report on the quality of staff component shall include,
20 but not limited to, the following information:

21 (1) The number of teachers at the schoolsite holding a valid
22 California teaching credential or district or university intern
23 certificate or credential compared to those teachers at the same
24 schoolsite holding a preintern certificate, emergency permit, or
25 waiver.

26 (2) The number and ratio of teachers across the district holding
27 a valid California teaching credential or district or university
28 intern certificate or credential compared to those holding a
29 preintern certificate, emergency permit, or waiver.

30 (3) The number of principals having completed training
31 pursuant to Article 4.6 (commencing with Section 44510) of
32 Chapter 3 of Part 25.

33 (4) The number of principals by credential type or years of
34 experience and length of time at the schoolsite by years.

35 (d) The report on the parental involvement component shall
36 include explicit involvement strategies being implemented at the
37 schoolsite that are directly linked to activities supporting pupil
38 academic achievement and verification that the schoolsite has
39 developed a school-parent compact as required by Section 51101.



1 (e) All comparisons made in the reports required pursuant to
2 this section shall be based on baseline data provided by the district
3 and schoolsite in the action plan that is certified and submitted with
4 the initial application.

5 (f) To the extent that data is already reported to the
6 Superintendent of Public Instruction, a school district need not
7 include the data in the reports submitted pursuant to this section.

8 (g) Before submitting the reports required pursuant to this
9 section, the school district shall, at a regularly scheduled public
10 meeting of the governing board, review a participating school's
11 progress towards achieving those goals.

12 *SEC. 9. Section 52055.645 of the Education Code is amended*
13 *to read:*

14 52055.645. (a) For the purpose of evaluating academic
15 growth in core curriculum areas and determining the efficacy of
16 the school action plan, schools are strongly encouraged to assess
17 the academic progress of pupils on an annual basis and to evaluate
18 the results in order to determine whether changes to the schoolsite
19 plan are needed.

20 (b) In conducting these annual assessments, a school shall use
21 the English language development test, *administered pursuant to*
22 *Section 60810 to measure progress towards achieving English*
23 *language proficiency*, where appropriate and the tests that are part
24 of the Standardized Testing and Reporting Program. In addition,
25 a school may use any curriculum-based achievement test to assess
26 pupil growth *if the test is proven to be valid and reliable*.

27 (c) The results of these annual assessments shall be reported
28 annually to the school district. The State Board of Education may
29 use these results as quantifiable measurements of significant
30 growth when determining whether to grant a waiver for an
31 additional year of funding.

32 *SEC. 10. Section 52055.655 of the Education Code is*
33 *amended to read:*

34 52055.655. (a) Notwithstanding subdivision (c) of Section
35 52055.650, a school participating in the High Priority Schools
36 Grant Program for Low Performing Schools that meets or exceeds
37 its API growth target shall continue to receive funding under this
38 program in the amount specified in Sections 52054.5 and
39 52055.600 for one additional year of implementation, less the
40 amount received pursuant to Section 52057.



1 (b) From funds made available to the State Department of
2 Education pursuant to the act adding this section, the State
3 Department of Education shall conduct a study on the issue of
4 sustainability of funding for low-performing schools. The issues
5 to be addressed in this study shall include, but are not limited to,
6 the following:

7 (1) An objective rather than a comparative view of the
8 necessity of sustaining supplemental funding over time to address
9 the ongoing needs of low-performing pupils, and the impact of
10 policies that only provide funding over a specified period of time.

11 (2) ~~An analysis of the ability of a school to sustain growth in~~
12 ~~academic achievement, particularly when the pupil population~~
13 ~~that continuously attends the school manifests issues of poverty~~
14 ~~and low socioeconomic status, and other characteristics that are~~
15 ~~generally out of the direct control of the school. A description of~~
16 *the on-going needs of low-performing schools, as identified in*
17 *needs assessments submitted pursuant to paragraph (3) of*
18 *subdivision (a) of 52055.620 and the sources of funding schools*
19 *used to meet these needs.*

20 (3) *An analysis of the use of funds provided pursuant to this*
21 *article and the effectiveness of that use in meeting the continued*
22 *or changing needs of communities served by low-performing*
23 *schools. This analysis shall include an evaluation of the growth in*
24 *academic achievement realized by participating schools and the*
25 *ability of those schools to sustain growth in academic achievement*
26 *if funding is continued.*

27 (4) *An assessment of whether local, state, and federal resources*
28 *are likely to be sufficient to sustain all or some of the academic*
29 *improvements made in low-performing schools after this state*
30 *subsidy expires, taking into account prospects for the subsequent*
31 *pupil population's incidence of poverty and low socioeconomic*
32 *status.*

33 SEC. 11. Section 52055.656 is added to the Education Code,
34 to read:

35 52055.656. (a) *Each school district with schools*
36 *participating in the High Priority Schools Grant Program for Low*
37 *Performing Schools established pursuant to Section 52055.600*
38 *shall submit to the Superintendent of Public Instruction an*
39 *evaluation of the impact, costs, and benefits of the program as it*
40 *relates to the school district and the schools under its jurisdiction*



1 *that are participating in the program and whether or not the*
2 *schools met their growth targets, with an analysis of the reasons*
3 *why the schools have or have not met those growth targets. Costs*
4 *to develop and submit the evaluation shall be funded with*
5 *resources provided pursuant to Article 3 (commencing with*
6 *Section 52053). The evaluation shall be submitted by November*
7 *30, subsequent to the first full year of action plan implementation*
8 *by participating schools, and on November 30, of each year*
9 *thereafter.*

10 *(b) By January 15, 2003, the Superintendent of Public*
11 *Instruction shall develop, and the State Board of Education shall*
12 *approve, the guidelines for a request for proposal for an*
13 *independent evaluator as described in this subdivision. By June*
14 *30, 2003, the Superintendent of Public Instruction shall contract*
15 *with an independent evaluator to prepare a multiyear*
16 *comprehensive evaluation of the implementation, impact, costs,*
17 *and benefits High Priority Schools Grant Program for Low*
18 *Performing Schools. The preliminary results of the multiyear*
19 *evaluation shall be disseminated to the Legislature, the Governor*
20 *and interested parties no later than June 30, 2004. An interim*
21 *report shall be disseminated to the Legislature, the Governor, and*
22 *interested parties no later than June 30, 2005. The final*
23 *comprehensive evaluation shall be disseminated to the*
24 *Legislature, the Governor, and interested parties no later than*
25 *June 30, 2006. The final report shall include recommendations for*
26 *necessary or desirable modifications to the programs established*
27 *pursuant to this chapter.*

28 *(c) The evaluations shall consider all of the following:*

29 *(1) Pupil performance data, including, but not limited to,*
30 *results of assessments used to determine whether or not schools*
31 *have made significant progress towards meeting their growth*
32 *targets.*

33 *(2) Program implementation data, including, but not limited*
34 *to, a review of startup activities, community support, parental*
35 *participation, staff development activities associated with*
36 *implementation of the program, percentage of fully credentialed*
37 *teachers, percentage of teachers who hold emergency credentials,*
38 *percentage of teachers assigned outside their subject area of*
39 *competence, the accreditation status of the school if appropriate,*



1 average size per grade level, and the number of pupils in a
2 multitract year-round educational program.

3 (3) (A) Pupil performance data, and its impact on the API, for
4 each of the following subgroups:

5 (i) English language learners.

6 (ii) Pupils with exceptional needs.

7 (ii) Pupils that qualify for free or reduced price meals and are
8 enrolled in schools that receive funds under Chapter 1 of the
9 federal Elementary and Secondary Education Act of 1965, as
10 amended by the Augustus F. Hawkins-Robert T. Stafford
11 Elementary and Secondary School Improvement Amendments of
12 1988 (P.L. 100-290).

13 (B) Information concerning individual pupils may not be
14 disclosed in the process of preparing pupil performance data
15 pursuant to this subdivision.

16 SEC. 12. Section 52058 of the Education Code is amended to
17 read:

18 52058. (a) Each school district with schools participating in
19 the Immediate Intervention/Underperforming Schools Program
20 established pursuant to Section 52053 ~~and the High Priority~~
21 ~~Schools Grant Program for Low Performing Schools established~~
22 ~~pursuant to Section 52055.600~~ shall submit to the Superintendent
23 of Public Instruction an evaluation of the impact, costs, and
24 benefits of the program as it relates to the school district and the
25 schools under its jurisdiction that are participating in the program
26 and whether or not the schools met their growth targets, with an
27 analysis of the reasons why the schools have or have not met those
28 growth targets. Costs to develop and submit the evaluation shall be
29 funded with resources provided pursuant to Article 3
30 (commencing with Section 52053). The evaluation shall be
31 submitted by November 30, subsequent to the first full year of
32 action plan implementation by participating schools, and on
33 November 30, of each year thereafter.

34 (b) By January 15, 2000, the Superintendent of Public
35 Instruction shall develop, and the State Board of Education shall
36 approve, the guidelines for a request for proposal for an
37 independent evaluator as described in this subdivision. By
38 September 1, 2000, the Superintendent of Public Instruction shall
39 contract with an independent evaluator to prepare a
40 comprehensive evaluation of the implementation, impact, costs,



1 and benefits of the Immediate Intervention/Underperforming
2 Schools Program, ~~the High Priority Schools Grant Program for~~
3 ~~Low Performing Schools~~, and the High Achieving/Improving
4 Schools Program. The preliminary results of the evaluation shall
5 be disseminated to the Legislature, the Governor, and interested
6 parties no later than March 31, 2002, with a final report no later
7 than June 30, 2002. The final report shall include
8 recommendations for necessary or desirable modifications to the
9 programs established pursuant to this chapter.

10 (c) The evaluations shall consider all of the following:

11 (1) Pupil performance data, including, but not limited to,
12 results of assessments used to determine whether or not schools
13 have made significant progress towards meeting their growth
14 targets.

15 (2) Program implementation data, including, but not limited to,
16 a review of startup activities, community support, parental
17 participation, staff development activities associated with
18 implementation of the program, percentage of fully credentialed
19 teachers, percentage of teachers who hold emergency credentials,
20 percentage of teachers assigned outside their subject area of
21 competence, the accreditation status of the school if appropriate,
22 average class size per grade level, and the number of pupils in a
23 multitrack year-round educational program.

24 (3) (A) Pupil performance data, and its impact on the API, for
25 each of the following subgroups:

26 (i) English language learners.

27 (ii) Pupils with exceptional needs.

28 (iii) Pupils that qualify for free or reduced price meals and are
29 enrolled in schools that receive funds under Chapter 1 of the
30 federal Elementary and Secondary Education Act of 1965, as
31 amended by the Augustus F. Hawkins-Robert T. Stafford
32 Elementary and Secondary School Improvement Amendments of
33 1988 (P.L. 100-290).

34 (B) Information concerning individual pupils may not be
35 disclosed in the process of preparing pupil performance data
36 pursuant to this subdivision.

37 (d) The Superintendent of Public Instruction shall recommend
38 and the State Board of Education shall approve a schedule for
39 biennial evaluations of the programs established pursuant to this
40 chapter, subsequent to the evaluation required by this section. The



1 biennial evaluations shall be submitted, with appropriate
2 recommendations, by June 30 of every odd-numbered year,
3 commencing with the year 2003.

4 *SEC. 13. Item 6110-485 of Section 2.00 of Chapter 106 of the*
5 *Statutes of 2001, as amended by Chapter 1 of the Statutes of the*
6 *2001–02 Third Extraordinary Session, is amended to read:*

7
8 6110–485—Reappropriation (Proposition 98) Department of
9 Education. The sum of \$319,271,000 is reappropriated
10 from the Proposition 98 Reversion Account, for the fol-
11 lowing purposes:

- 12 0001—General Fund
- 13 (1) \$4,166,000 to the State Department of Education
14 for the purpose of funding prior year Annual Parent
15 Notification–Staff Development mandate claims
16 pursuant to Chapter 929, Statutes of 1997.
- 17 (3) \$12,005,000 for transfer by the Controller to Sec-
18 tion A of the State School Fund, for allocation by
19 the Superintendent of Public Instruction to SELPAs
20 to fully fund the 2000–01 special education average
21 daily attendance increase.
- 22 (5) \$846,000 to the State Department of Education, for
23 transfer to Section A of the State School Fund, to
24 fully fund the 1999–00 deficit in the child nutrition
25 program.
- 26 (6) \$1,281,000 to the State Department of Education,
27 for transfer to Section A of the State School Fund to
28 fully fund the 2000–01 deficit in the child nutrition
29 program.
- 30 (8) \$10,000,000 on a one–time basis to the State De-
31 partment of Education for Regional Occupational
32 Centers and Programs for equipment.
- 33 (9) \$1,000,000 to the State Department of Education
34 for allocation to FCMAT to provide professional
35 management assistance to the Emery Unified
36 School District.



- 1 (10) \$200,000 to the State Department of Education for
2 allocation to FCMAT to provide professional man-
3 agement assistance to school districts in west Con-
4 tra Costa County.
- 5 (11) \$500,000 to the State Department of Education for
6 allocation to FCMAT for the purposes of imple-
7 menting the Student Friendly Services through
8 Technology project.
- 9 (12) \$100,000 to the State Department of Education for
10 the purpose of reimbursing districts for the cost of
11 substitute educators pursuant to Section 44987.3 of
12 the Education Code.
- 13 (13) \$15,000,000 to the State Department of Education
14 for allocation to schools pursuant to Article 2 (com-
15 mencing with Section 51120) of Chapter 1.5 of Part
16 28 of the Education Code (Nell Soto Parent/Teacher
17 Involvement Program).
- 18 (15) \$62,505,000 as a contingency expenditure, to be
19 authorized by the Department of Finance for trans-
20 fer to the Controller as necessary for the reimburse-
21 ment of state-mandated cost claims and interest
22 submitted by school districts and county offices of
23 education. These funds would be applied toward the
24 minimum funding requirement for school districts
25 and community college districts imposed by Sec-
26 tion 8 of Article XVI of the California Constitution
27 for the 2000–01 fiscal year.
- 28 (16) \$23,939,000 to the State Department of Education
29 for the purpose of funding prior year school crimes
30 reporting mandate claims pursuant to Chapter 759
31 of the Statutes of 1992 and Chapter 410 of the Stat-
32 utes of 1995.
- 33 (17) \$8,590,000 to the State Department of Education
34 for the purpose of funding ongoing mandates
35 claims, excluding the School Bus Safety II man-
36 date, pursuant to the enactment of mandates claims
37 legislation during the 2001–02 Regular Session.



- 1 (18) \$4,500,000 for allocation to FCMAT for ongoing
2 fiscal oversight of school districts pursuant to Pro-
3 vision 4.
- 4 (19) \$4,500,000 to the State Department of Education
5 for allocation to the Fiscal Crisis and Management
6 Assistance Team for costs associated with adminis-
7 tration of the California School Information Ser-
8 vices Project.
- 9 (20) \$1,000,000 for allocation to the Fiscal Crisis and
10 Management Assistance Team for the purpose of
11 reviewing school district hiring practices, pursuant
12 to Section 42127.85 of the Education Code.
- 13 (21) \$15,000,000 to the State Department of Education
14 for the Principal Training Program pursuant to leg-
15 islation enacted during the 2001–02 Regular Ses-
16 sion related to providing professional development
17 training to administrators.
- 18 (22) \$1,600,000 in one–time funding to the State De-
19 partment of Education for the School Violence Re-
20 imbursement Project in the Grossmont Union High
21 School District.
- 22 (23) \$3,500,000 in one–time funding to the State De-
23 partment of Education for the purpose of supporting
24 sustainability and evaluation activities by existing
25 Teenage Pregnancy Prevention Grant Program
26 grantees that received funding in 2001–02 pursuant
27 to Section 8922 of the Education Code. Funding
28 shall be distributed proportionate to the funding re-
29 ceived in 2000–01.
- 30 (24) \$11,566,000 to the State Department of Education
31 for the purpose of funding FCMAT’s implementa-
32 tion of the local California School Information Ser-
33 vices Project.
- 34 (25) \$635,000 to the State Department of Education for
35 the Beginning Teacher Salary Program.
- 36 (27) \$5,500,000 to be set aside on a one–time basis pur-
37 suant to legislation enacted during the 2001–02
38 Regular Session for career/technical education ser-
39 vices.



- 1
- 2 (32) \$110,000 on a one-time basis to the State Depart-
- 3 ment of Education for grants to school districts and
- 4 county offices of education pursuant to the gender
- 5 equity train-the-trainer grant programs established
- 6 pursuant to Section 224.5 of the Education Code.
- 7 (33) \$6,000,000 to the State Department of Education
- 8 for the allocation on a one-time basis to implement
- 9 the High Tech High School Program pending enact-
- 10 ment of legislation during the 2001-02 Regular
- 11 Session.
- 12
- 13 (36) \$500,000 to the State Department of Education to
- 14 allocate to school districts for one-time costs asso-
- 15 ciated with the English Language Development
- 16 Test.
- 17 (37) \$31,728,000 to the State Department of Education
- 18 for the Mathematics and Reading Professional De-
- 19 velopment Program, pursuant to legislation enacted
- 20 in the 2001-02 Regular Session.
- 21 (39) \$5,000,000 to be set aside on a one-time basis for
- 22 the purpose of funding legislation related to estab-
- 23 lishing the California Information Technology Car-
- 24 reer Academy Grant Initiative.
- 25 (40) \$10,000,000 on a one-time basis to the State De-
- 26 partment of Education to augment the School Safe-
- 27 ty Block Grant Program.
- 28 (41) \$3,000,000 to the State Department of Education
- 29 to contract for the development of the High School
- 30 Exit Exam Workbooks.
- 31 (42) \$75,000,000 to the State Department of Education
- 32 to be allocated on a one-time basis for the purposes
- 33 specified in Provision 8 of this item.
- 34 Provisions:
- 35 1. The funds reappropriated in subdivision (24) of this
- 36 item shall be transferred to FCMAT only if education
- 37 telecommunications funds do not materialize.
- 38 3. The funds reappropriated in subdivision (12) of this
- 39 item shall only be used to reimburse districts which



1 request reimbursement pursuant to Section 44987.3
2 of the Education Code.

3 4. Of the funds reappropriated in subdivision (18) of this
4 item, \$4,500,000 shall be allocated to FCMAT for
5 purposes as follows:

6 (a) \$3,500,000 for the purposes of fully funding
7 county office of education (COE) oversight
8 activities pursuant to Chapter 1213 of the
9 Statutes of 1991 and subsequent laws. These
10 activities include, but are not limited to,
11 conducting reviews, examinations, and audits
12 of districts and providing written notifications
13 of the results at least annually by county offices
14 of education on the fiscal solvency of the
15 districts with disapproved budgets, qualified or
16 negative certifications, or, pursuant to Section
17 42127.6 of the Education Code, districts facing
18 fiscal uncertainty. Written notifications of the
19 results of these reviews, audits, and
20 examinations shall be provided at least annually
21 to the district governing board, the
22 Superintendent of Public Instruction, the
23 Director of Finance, and the Office of Secretary
24 for Education.

25 (b) \$1,000,000 to fund reimbursement of COE
26 activities pursuant to Provision 4 of Item
27 6110-107-0001 or for extraordinary costs of
28 audits, examinations, or reviews of district
29 budgets in cases where the COE has reason to
30 believe fraud, misappropriation of funds, or
31 other illegal fiscal practices require COE
32 review. If the legislation is adopted in the
33 2001-02 legislative session regarding COE
34 fiscal oversight activities, the funds in this
35 provision may also be used for those purposes.
36 Any unexpended funds provided under this
37 paragraph may be allocated for the
38 development and implementation of training in
39 accordance with paragraph (2) of subdivision
40 (d) of Section 42127.8 of the Education Code.



- 1 (c) The amounts in subdivision (a) of this provision
2 shall be distributed by a formula to be adopted
3 by FCMAT in consultation with the California
4 County Superintendent Educational Services
5 Association and approved by the Department of
6 Finance and the Superintendent of Public
7 Instruction. The amounts in subdivision (b) of
8 this provision shall be distributed by FCMAT on
9 an as-needed basis subject to approval by the
10 Department of Finance and the Superintendent
11 of Public Instruction.
- 12 7. The funds reappropriated in subdivision (22) of this
13 item shall be allocated by the State Department of
14 Education to the Grossmont Union High School
15 District in San Diego County for the School Violence
16 Reimbursement Project. The Grossmont Union
17 High School District shall expend these funds to
18 increase the ratio of adults to students on campus,
19 including, but not limited to, school staff and faculty,
20 community partners, school security personnel,
21 school resource officers, and volunteers, and to fund
22 a pilot program for a school violence prevention
23 hotline to reduce the risks of acts of violence against
24 students and staff. These funds may also be used to
25 reimburse the Grossmont Union High School
26 District for nonbudgeted expenses incurred during
27 the separate school campus shootings within the
28 district in 2001.
- 29 8. (a) Of the funds reappropriated in subdivision (42)
30 of this item up to \$8,000,000 shall be set aside to
31 provide a third year of Immediate
32 Intervention/Underperforming Schools program
33 implementation grant funding for schools that
34 received their first year of IIUSP implementation
35 funding in 2000–01, if they meet the following
36 conditions (1) have met their Academic
37 Performance Index growth targets, pursuant to
38 Section 52052 of the Education Code, for two
39 consecutive years and (2) are not receiving funding
40 through the Comprehensive School Reform



1 Demonstration program and (3) they were in the first
 2 decile of the Academic Performance Index (API) in
 3 the 2000–01 fiscal year. The amount of funding
 4 provided to these schools for a third year of
 5 implementation shall be the amount specified in
 6 Section 52054.5 of the Education Code, less the
 7 amount received pursuant to Section 52057 of the
 8 Education Code. Notwithstanding Section 2.00 of
 9 the Budget Act of 2001 (Ch. 106, Stats. 2001), these
 10 funds shall be available through June 30, 2003.

11 The balance of these funds shall be allocated to all
 12 ~~school districts, county offices of education, and~~
 13 ~~charter schools~~ *local educational agencies* in the
 14 state on the basis of an equal amount per unit of
 15 average daily attendance, including average daily
 16 attendance attributable to regional occupational
 17 centers and programs and adult education programs,
 18 as reported on the second principal apportionment
 19 for the 2000–01 fiscal year, and average daily
 20 enrollment in preschool and child care programs
 21 operated on ~~schoolsites~~ *local educational agency*
 22 *schoolsites by local educational agencies under*
 23 *contract with the Child Development Division of the*
 24 *State Department of Education.* For the purpose of
 25 determining the average daily enrollment of
 26 children served by local education agencies in
 27 preschool and childcare development programs
 28 operated on *their* schoolsites, the Superintendent of
 29 Public Instruction shall divide a local education
 30 agency’s total number of child days of enrollment in
 31 these programs in the 2000–01 school year by ~~180~~
 32 ~~days~~ *175 days for a preschool program, 246 days for*
 33 *a general or migrant childcare program, or 160 days*
 34 *for a schoolage community childcare program* to
 35 determine an average daily enrollment for the
 36 programs and allocate funds according to this
 37 average daily enrollment. Of the funds distributed
 38 for the purposes of this provision, each school
 39 district, county office of education, and charter
 40 school shall receive not less than \$3,750 for each



1 schoolsite within its jurisdiction. Each school
2 district, county office of education, and charter
3 school has discretion to allocate these funds within
4 its jurisdiction, as each deems appropriate.

5 (b) *For purposes of this item, "schoolsite" means any*
6 *public school that was a wholly self-contained site,*
7 *with a separate county-district-school (CDS) code*
8 *as maintained by the Superintendent of Public*
9 *Instruction as of June 30, 2000, and that was in*
10 *operation during the entire 2000-01 school year.*
11 *Two or more schools that share a physical site or staff*
12 *shall be considered a single schoolsite.*

13 (c) As a condition of receipt of funds provided in this
14 item, school districts, county offices of education,
15 and charter schools shall, in a local governing board
16 resolution adopted in a regularly scheduled public
17 meeting *by the end of the 2001-02 fiscal year,*
18 *identify energy conservation measures that result in*
19 *a decrease in the amount of energy used by schools*
20 *within the local education agency. The local*
21 *governing board resolution shall also include a list*
22 *of specific actions that will be carried out to achieve*
23 *the reduction in energy use. Funds appropriated*
24 *under this item may be used for energy conservation*
25 *measures, increased energy costs, career/technical*
26 *education one-time purposes, or any other one-time*
27 *educational purpose.*

28 *SEC. 14. This act is an urgency statute necessary for the*
29 *immediate preservation of the public peace, health, or safety*
30 *within the meaning of Article IV of the Constitution and shall go*
31 *into immediate effect. The facts constituting the necessity are:*

32 *In order to implement this measure as expeditiously as possible,*
33 *and to utilize available funding, it is necessary that this measure*
34 *take effect immediately.*



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All matter omitted in this version of the bill appears in the bill as amended in the Assembly, July 17, 2001 (JR 11)

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