

***Santa Ana Unified School District  
Board of Education***

**Special Board Study Session Agenda**

**Tuesday, February 26, 2013  
6:00 p.m.**

**Board Room  
1601 E. Chestnut Avenue  
Santa Ana**



**Rob Richardson  
Vice President**

**José Alfredo Hernández, J.D.  
President**

**Thelma Meléndez, Ph.D.  
Secretary/  
Superintendent**

**John Palacio  
Member**

**Audrey Yamagata-Noji, Ph.D.  
Clerk**

**Cecilia "Ceci" Iglesias  
Member**

**If special assistance is needed to participate in the Board meeting, please contact Board Recording Secretary, at (714) 558-5515. Please call prior to the meeting to allow for reasonable arrangements to ensure accessibility to this meeting, per the Americans with Disabilities Act, Title II.**

***Mission Statement***

***The Santa Ana Unified School District is dedicated to high academic achievement, in a scholarly and supportive environment, ensuring that all students are prepared to accomplish their goals in life.***

## **BOARD OF EDUCATION MEETING INFORMATION**

### **Role of the Board**

The Governing Board is elected by the community to provide leadership and citizen oversight of the District's schools. The Board works with the Superintendent to fulfill its major roles including:

1. Setting a direction for the District.
2. Providing a basic organizational structure for the SAUSD by establishing policies.
3. Ensuring accountability.
4. Providing community leadership on behalf of the District and public education.

Agenda Items are provided to the Board of Education that includes the description of items of business to be considered by the Board for approval at Board Meetings. These items contain recommendations; the Board may exercise action they believe is best for the SAUSD.

### **Board Meeting Documentation**

Any and all supporting materials are made available to the public by the Public Information Office. They may be reached from 8:00 a.m. – 4:30 p.m. at (714) 558-5555.

### **Public Comments at Board Meetings**

The agenda shall provide members of the public the opportunity to address the Board regarding agenda items before or during the Board's consideration of the item. The agenda also provides members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board.

Individual speakers are allowed three minutes to address the Board on agenda or nonagenda items. The Board may limit the total time for public input on each item to 20 minutes. With the Board's consent, the Board President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

The Board urges that complaints and derogatory remarks against a District employee be made in writing on forms available in the Office of the Superintendent. This allows the District and the Board to examine more carefully the complaint and to initiate the appropriate investigation.

Persons wishing to address the Board on an item on the agenda or an item of business in the Board's jurisdiction are requested to complete a card. This card is to be submitted to the Secretary of the Board. The *Request to Address the Board of Education* cards are located on the table in the foyer.

### **Televised Meeting Schedule**

The Regular Board of Education meetings are broadcast live on the second and fourth Tuesdays of each month on Channel 31. The meeting is replayed on Tuesdays at 6:00 p.m. and Saturdays at 3:00 p.m., following the Board of Education meeting.

Agenda and Minutes on District Website at <http://www.sausd.us>

BOARD OF EDUCATION  
SPECIAL STUDY SESSION

SANTA ANA UNIFIED SCHOOL DISTRICT  
1601 EAST CHESTNUT AVENUE  
SANTA ANA, CA 92701

TUESDAY  
FEBRUARY 26, 2013  
6:00 PM

## AGENDA

### CALL TO ORDER

### 4:30 P.M. RECESS TO CLOSED SESSION

- See Closed Session Agenda below for matters to be considered at this time.

### RECONVENE REGULAR MEETING

### 6:00 P.M. MEETING

### PLEDGE OF ALLEGIANCE

### PRESENTATION

- Common Core State Standards Implementation Six-Month Update

### DISCUSSIONS

- Board Policy 3100 (a) – Business and Noninstructional Operations, Budget
- Goals and Initiatives for 2013-14 School Year

### PUBLIC PRESENTATIONS (Pursuant to Government Code 54954.3)

- Individuals or groups may make presentations or bring matters to the Board's attention that are within the Board's subject matter jurisdiction.

### 1.0 APPROVAL OF CONSENT CALENDAR

- 1.1 Approval of Expulsion of Students for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1

Items removed from Consent Calendar for discussion and separate action:

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### **REGULAR AGENDA - ACTION ITEM**

- 2.0 Authorization to Obtain California Office to Reform Education Elementary Secondary Education Act Waiver Proposal

### RECESS TO CLOSED SESSION

See Closed Session Agenda below for matters to be considered at this time.

## CLOSED SESSION AGENDA

- A. With respect to every item of business to be discussed in Closed Session pursuant to Education Code Sections 35146 and 48918:

### STUDENT EXPULSIONS AND DISCIPLINE ISSUES

- B. With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54956.9 (a) (b) (1) and (c):

### CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

### CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION

- C. With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54957

### PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

- D. With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54947.6:

### CONFERENCE WITH LABOR NEGOTIATOR:

SAEA, CSEA, CWA  
Bargaining Units  
Mr. Chad Hammitt,  
District Negotiator

- E. The Board of Education will meet in Closed Session as provided by the California Government Code Section 54957 to consider:

1. Public Employee Contract

The Board may exercise discretion to adjourn to Closed Session at any time during this meeting to instruct its representatives regarding negotiations with represented and unrepresented employees.

RECONVENE REGULAR MEETING AND REPORT ACTION TAKEN IN CLOSED SESSION THAT IS REQUIRED TO BE REPORTED OUT AT THIS MEETING

ADJOURNMENT

FUTURE MEETING - The next Regular Meeting of the Board of Education will be held on Tuesday, March 12, 2013, at 6:00 p.m.

## **AGENDA ITEM BACKUP SHEET**

**February 26, 2013**

### **Board Meeting**

**TITLE:** Common Core State Standards Implementation Six-Month Update

**ITEM:** Presentation

**SUBMITTED BY:** Cathie Olsky, Ed.D., Deputy Superintendent, Chief Academic Officer

**PREPARED BY:** Judy Barden, Director, Staff Development and Instruction  
Michelle Rodriguez, Ed.D., Director, Elementary Student Achievement

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#### **BACKGROUND INFORMATION:**

The purpose of this agenda item is to present an update to the Board on the Common Core State Standards (CCSS) as administration plans the major phases and activities in the initial implementation for the 2012-13 school year. Staff will provide support for implementation of the CCSS through K-12 area articulation meetings, feedback through the Common Core Task Force, unit and lesson pilots, teacher leader support and training, and Common Core unit and lesson development.

The CCSS will continue to be a standard topic for future Board meetings to provide continued updates to the Board.

#### **RATIONALE:**

The CCSS define the knowledge, concepts, and skills that students should acquire at each grade level. The CCSS were developed through a state-led initiative to establish consistent, clear education standards for English-language arts and mathematics across the nation. The CCSS are designed to prepare students for success in college and careers not only in the nation, but in the competitive global economy.

This information is presented to keep the Board abreast of the District's implementation plans and recommendations.

#### **FUNDING:**

Not Applicable

**RECOMMENDATION:**

Presented for information.

CO:MR:sz

**AGENDA ITEM BACKUP SHEET**  
**February 26, 2013**

**Special Board Study Session**

**TITLE:** Board Policy 3100 (a) – Business and Noninstructional Operations, Budget

**ITEM:** Discussion

**SUBMITTED BY:** Thelma Meléndez, Ph.D., Superintendent

**PREPARED BY:** Thelma Meléndez, Ph.D., Superintendent

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is for members of the Board of Education and staff to discuss Board Policy (BP) 3100 (a) – Business and Noninstructional Operations, Budget.

**RATIONALE:**

Members of the Board of Education have requested clarification on a budget advisory committee.

This item will provide pertinent information and will provide the opportunity to propose a recommendation to change the BP language.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Presented for discussion.

TM:rr

**SANTA ANA UNIFIED SCHOOL DISTRICT**

**BP 3100 (a)**

Business and Noninstructional Operations

Budget

The Governing Board accepts responsibility for adopting a sound budget that is aligned with the District's vision, goals and priorities. The District budget shall guide administrative decisions and actions throughout the year and serve as a tool for monitoring the fiscal health of the District. (cf. 0000 - Vision) (cf. 3000 - Concepts and Roles) (cf. 3300 - Expenditures/Expending Authority) (cf. 3460 - Financial Reports and Accountability) (cf. 9000 - Role of the Board)

The Superintendent or designee shall establish an annual budget development process and calendar in accordance with the dual budget adoption process described in Education Code 42127.

The Board encourages public input in the budget development process and shall hold public hearings and meetings in accordance with law.

The Superintendent or designee shall appoint a budget advisory committee, composed of members of the community and staff, to provide recommendations to the Board during the budget development process. The budget advisory committee shall be under the direction of the Superintendent or designee and their duties shall be clearly defined and communicated to all members. (cf. 1220 - Citizen Advisory Committees) (cf. 3020 - Fiscal Policy Team)

In reviewing the proposed budget, the Board shall consider District goals and priorities; the past, current and future fiscal obligations of the District, stability of funding sources, enrollment trends, legal requirements and constraints, anticipated increases and/or decreases in the cost of services and supplies, use of one-time resources, categorical program requirements, and any other factors necessary to ensure that the budget is a realistic plan for District revenues and expenditures.

The Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of 5 CCR 15443.

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the District's net ending balance. Budget amendments may be submitted for Board approval when final figures for the previous year budget are available, collective bargaining agreements are made, expenditures or reserves must be decreased due to a decline in District income, increased revenues or unanticipated savings are made available to the District, program proposals are significantly different from those approved during budget adoption, and/or other significant changes occur that impact budget projections. (cf. 3110 - Transfer of Funds)

(Legal Reference next page)



## Legal Reference:

EDUCATION CODE

33127	Development of standards and criteria for local budgets and expenditures
33128	Standards and criteria
33129	Standards and criteria; use by local agencies
35035	Powers and duties of superintendent
35161	Powers and duties, generally, of governing boards
42103	Public hearing on proposed budget; requirements for content of proposed budget; publication of notice of hearing
42103.3	Public budget information; CDE sampling and suggested improvements
42120-42129	Budget requirements
42132	Resolutions identifying estimated appropriations limit
42602	Use of unbudgeted funds
42610	Appropriation of excess funds and limitation thereon
45253	Annual budget of personnel commission
45254	First year budget of personnel commission

GOVERNMENT CODE

7900-7914

Expenditure limitations

CODE OF REGULATIONS, TITLE 5

15440-15452

Criteria and standards for school district budgets

Adopted: (8-98) 5-03 Santa Ana, CA

**AGENDA ITEM BACKUP SHEET**  
**February 26, 2013**

**Special Board Study Session**

**TITLE:** Goals and Initiatives for 2013-14 School Year

**ITEM:** Discussion

**SUBMITTED BY:** Thelma Meléndez, Ph.D., Superintendent

**PREPARED BY:** Arturo Jimenez, Director, Constituency Services

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to discuss with the Board the annual planning for the upcoming school year.

**RATIONALE:**

During the 2012-13 school year, the Board of Education, Superintendent, staff, and the Continuous Improvement Team began work on the further development of our District-wide Strategic Plan, building upon our previous year's work with our stakeholders. As you may recall, this work was built on the goals established in the entry plan, studies conducted by WestEd, extensive analyses of a variety of data sets including those which track student achievement, school climate and finance, an examination of studies looking at national and global trends, and previous direction provided by the Board of Education.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Provide comments on the goals and initiatives.

TM:rr

## **Overarching Goal**

Our students will be college and career ready and prepared to be productive citizens in the 21<sup>st</sup> century.

## **Vision Statement**

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

## **Mission Statement**

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country, and a global society.



# Our Guiding Principles from the Board of Education

**S**uccess, **A**chievement, **U**nited, **S**ervice, **D**edication

## Our Core Values

Respect, Responsibility, and Results

## Our Core Beliefs Based On Our Guiding Principles and Core Values

The Seven Building Blocks to Our Success

### WE BELIEVE:

1. **CLEAR FOCUS ON LEARNING:** That everyone's work should be focused on improving student learning based on Common Core State Standards.
2. **COMPREHENSIVE ACCOUNTABILITY:** That we are accountable for student success and should use student learning data to improve our practice.
3. **CLIMATE:** That we should maintain a safe and orderly learning environment and base our relationships on our core values.
4. **CAPITAL:** That we should align our resources to improving student learning.
5. **COMMUNICATION:** That effective communication among all groups centered on a common message around student success is essential.
6. **COMMUNITY AND PARENT INVOLVEMENT:** That transparent, credible processes supporting the involvement of and partnership with key stakeholders support the achievement of our mission.
7. **COMMITMENT AND CAPACITY:** That we value our employees and support their continuous improvement through training, evaluation, and the sharing of best practices.

## **OUR STRATEGIC GOALS AND INITIATIVES**

**GOAL ONE:** Provide all students with the knowledge, skills, and values to help them become productive citizens in the 21<sup>st</sup> century.

### **Initiatives**

- a. Develop a clear focus on learning
- b. Implement the Common Core State Standards
- c. Improve secondary education
- d. Improve use of student learning data to guide improvement efforts

### **Key Indicators/Deliverables (TBD)**

**GOAL TWO:** Develop and maintain a high-performing staff.

### **Initiatives:**

- a. Promote positive work climate
- b. Promote professional development that will support high-quality staff with 21<sup>st</sup> century skills

### **Key Indicators/Deliverables (TBD)**

**GOAL THREE:** Maintain the fiscal integrity of the district, generating the revenues necessary to achieve our vision and aligning expenditures with improving student learning.

### **Initiatives**

- a. Align resources to student learning
- b. Maintain a balanced budget
- c. Generate funds necessary to improve programs and services

### **Key Indicators/Deliverables (TBD)**

**GOAL FOUR:** Engage our community in the improvement of our education systems and structures.

**Initiatives**

- a. Establish transparent, credible processes for community and stakeholder involvement
- b. Promote partnerships with parents, community groups, and leaders

**Key Indicators/Deliverables (TBD)**

**GOAL FIVE:** Provide an environment that supports learning and the safety of students and staff.

**Initiatives**

- a. Implement PBIS in all SAUSD schools
- b. Train front office staff on positive customer service strategies
- c. Provide safe and clean learning facilities

**Key Indicators/Deliverables (TBD)**

**NEXT STEPS:**

1. Share with Continuous Improvement Team
2. Create Indicators by working with key stakeholder groups
3. Create Strategic Plan brochure

**AGENDA ITEM BACKUP SHEET**  
**February 26, 2013**

**Special Board Study Session**

**TITLE:** Approval of Expulsion of Students for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1

**ITEM:** Consent

**SUBMITTED BY:** Doreen Lohnes, Assistant Superintendent, Support Services

**PREPARED BY:** Sonia Rodarte, Director, School Climate

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board approval of student expulsions in violation of Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c).

**RATIONALE:**

The following students were recommended for expulsion from the District for various terms. The students received a hearing before the administrative hearing panel, which found students to have received due process and to be guilty of the charges brought forth. The panel has recommended the respective expulsion terms and remediation conditions for Board approval.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Approve expulsion of students for violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) according to Board Policy 5144.1.

# Recommendations for Expulsions

Special Board Study Session: February 26, 2013

	<u>Student Name</u>	<u>School/Grade</u>	<u>Charges</u>	<u>Recomm. Options</u>	<u>Placement</u>	<u>Date Eligible to Reapply</u>
1	309052	Santa Ana/10	C,J	2	Community Day HS	06/13/13

## SUMMARY LIST OF SUBDIVISIONS UNDER THE CALIFORNIA EDUCATION CODE, SECTION 48900

- |   |   |
|---|---|
| <p>(A) Caused, attempted, or threatened to cause physical injury</p> <p>(B) Possessed, sold, furnished a weapon, dangerous object, explosives</p> <p>(C) Possessed, used, sold, furnished, or under the influence of any controlled substance (e.g. marijuana, cocaine, alcohol, intoxicants).</p> <p>(D) Offered, arranged, or negotiated to sell any controlled substance and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance</p> <p>(E) Committed or attempted to commit robbery or extortion</p> <p>(F) Caused or attempted to cause damage to school or private property</p> <p>(G) Stole or attempted to steal school or private property</p> <p>(H) Possessed or used tobacco or tobacco products</p> <p>(I) Committed an obscene act or engaged in habitual profanity or vulgarity</p> <p>(J) Possessed, offered, or arranged to sell paraphernalia</p> <p>(K) Disrupted school activities or willfully defied valid authority</p> <p>(L) Knowingly received stolen school or private property</p> <p>(M) Possessed an imitation firearm</p> | <p>(N) Committed or attempted to commit a sexual assault as defined by PC 261 or sexual battery PC 243.4</p> <p>(O) Harassed, threatened or intimidated a student who is a complaining witness in a school disciplinary proceeding for the purposed of either preventing that student by being a witness or retaliating against that student by being a witness</p> <p>(P) Offering to sell or selling SOMA</p> <p>(Q) Hazing</p> <p>(R) Engaged in the act of bullying, included but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of section 32261, directed specifically toward a pupil or school personnel</p> <p>(T) Aids or abets in physical injury</p> <p>(.2) Engaged in sexual harassment (Grades 4-12 only), vulgarity</p> <p>(.3) Engaged in hate crime (Grades 4-12 only)</p> <p>(.4) Harassment, threat, intimidation (Grades 4-12 only)</p> <p>(.7) Terrorist threats against school officials, school property or both</p> |
|---|---|

## EXPULSION RECOMMENDATIONS

- Option 1 to expel for one semester
- Option 1A to expel for one semester and suspend enforcement of the expulsion order
- Option 2 to expel for two semesters
- Option 2A to expel for one calendar year (from the date of the Board meeting)
- Option 3 to expel for two semesters and suspend enforcement of the entire expulsion order
- Option 4 to expel for two semesters and suspend enforcement of the second semester of the expulsion order
- Option 5 to reject the Findings of Fact and not expel (only the Board can recommend this Option)



**AGENDA ITEM BACKUP SHEET**  
**February 26, 2013**

**Special Board Study Session**

**TITLE:**                    **Authorization to Obtain California Office to Reform Education  
Elementary Secondary Education Act Waiver Proposal**

**ITEM:**                    **Action**

**SUBMITTED BY:**   **Thelma Meléndez, Ph.D., Superintendent**

**PREPARED BY:**    **Thelma Meléndez, Ph.D., Superintendent**

**BACKGROUND INFORMATION:**

The purpose of this agenda item is to seek Board authorization to obtain the California Office to Reform Education (CORE) Elementary Secondary Education Act (ESEA) waiver proposal. CORE is comprised of 10 school districts that are focused on preparing students for successful futures. CORE is focused on two critical areas that help to address the needs of California students: effective implementation of the Common Core State Standards and building social capital. These two areas will promote critical thinking and deeper learning for college and career preparedness, while helping to eliminate disproportionality in student success. In order to further promote these two critical areas, CORE is seeking a federal waiver from elements of the No Child Left Behind Law in order to implement a new system that focuses on multiple measures of critical success.

**RATIONALE:**

The CORE waiver proposal consists of three critical principals:

- College and Career Ready Expectation for All Students  
The waiver will allow participating school districts to collect different data, beyond what is required for federal accountability, in order to assess the extent to which students are college and career ready. Data will be collected in 3 different domains: academic, social/emotional, and school/district culture and climate.
- A New System of Differentiated Recognition, Accountability, and Support for Schools  
The data collected will hold LEAs accountable both to themselves and others as they develop cross-LEA collaborative relationships. Based on data, schools will be classified in three levels: schools of distinction, priority schools, and focus schools. Each level will have unique requirements such as receiving support from higher level schools or providing support to lower level schools.

- Supporting Effective Instruction and Leadership

Students deserve effective teachers. The waiver requires that teachers be evaluated on common high-leverage indicators that exemplify effectiveness. The waiver allows for districts to design or modify the evaluation system during the 13-14 school year and to implement during the 14-15 school year.

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

Authorize staff to obtain California Office to Reform Education (CORE) Elementary Secondary Education Act (ESEA) waiver proposal.



# CORE

## California Office to Reform Education

February 26, 2013

Thelma Meléndez de Santa Ana, Ph.D.  
Superintendent  
Santa Ana Unified School District

Getting to the Core



**Superior Standards**

**Supportive School Climate**

**Successful Students**

# Background



- CORE was conceived after California was unsuccessful in meeting requirements for Race to the Top
- A non-profit collaborative of districts focused on improving student achievement and reducing disproportionality
- Joined together to write a request for ESEA flexibility

Getting to the Core



**Superior Standards**

**Supportive School Climate**

**Successful Students**

# CORE Member Districts



- Represents over 20% of all California students
- 72% of the students in the participating districts live in poverty

Getting to the Core



**Superior Standards**

**Supportive School Climate**

**Successful Students**

# Accountability



- CORE desires the waiver not to avoid accountability, but to embrace and expand it to ensure that the right measures are included:

## Focus on 3 Areas:

- College and Career Ready Expectations for All Students
- A New System of Differentiated Recognition, Accountability, and Support for Schools
- Supporting Effective Instruction and Leadership

**Increases the Quality of Instruction for All and  
Improves Student Achievement**

Getting to the Core



**Superior Standards**

**Supportive School Climate**

**Successful Students**

## Overview of California Office to Reform Education (CORE) ESEA Waiver Proposal

Ten California school districts, representing over a million students, have come together to form a learning cooperative called the California Office to Reform Education (CORE). The districts are focused on deep learning and sharing practices in the two critical areas: Effective implementation of the Common Core State Standards and building social capital. In order to further this work they have collectively decided to seek a federal waiver from elements of the No Child Left Behind Law. If successful, they intend to make this waiver available to any LEA in the state that wants to join.

CORE's waiver is rooted in shared learning and responsibility for student achievement. It is designed to instill a new collective and individual moral imperative to prepare all students for successful futures -- nested in the specific needs of California students, with an all-encompassing focus on eliminating disparities between subgroups. This plan is grounded in the concept of moral imperative highlighted in [Michal Fullan's](#) work and described succinctly in his paper "[Choosing the Wrong Drivers for Whole System Reform](#)." It also incorporates recommendations from the state's [Greatness by Design](#) report, acknowledging that achieving success for all students hinges on teacher effectiveness, but responsibility rests on the collective shoulders of the entire school community.

*With this waiver, CORE does not seek to escape FROM accountability. Instead, CORE is asking for a waiver TO a new system with a higher level of shared responsibility and accountability but built on the right drivers to improve our system's purpose: all students prepared for college and careers, and the elimination of disparity and disproportionality on multiple critical measures of student success.*

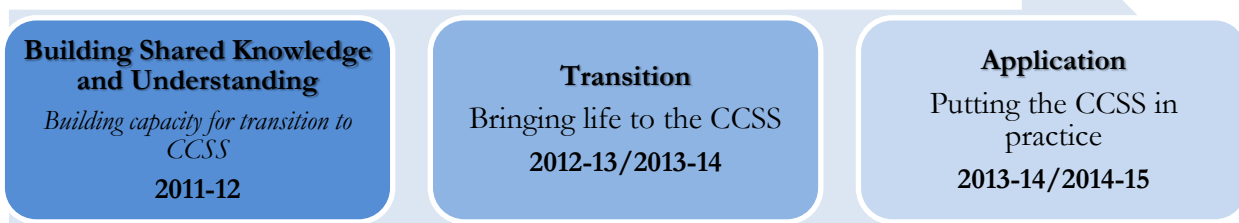
This plan is designed with recognition that the expectations for meeting students' needs has been too narrow for too long; LEA's have too often been chasing success in a system that does not prepare students for successful lives. CORE districts are ready to be held to a more comprehensive and higher standard on a range of measures that we believe collectively are superior indicators of students' college and career readiness.

The CORE waiver proposal consists of three critical principles

- College and Career Ready Expectations for All Students
- A New System of Differentiated Recognition, Accountability, and Support for Schools
- Supporting Effective Instruction and Leadership

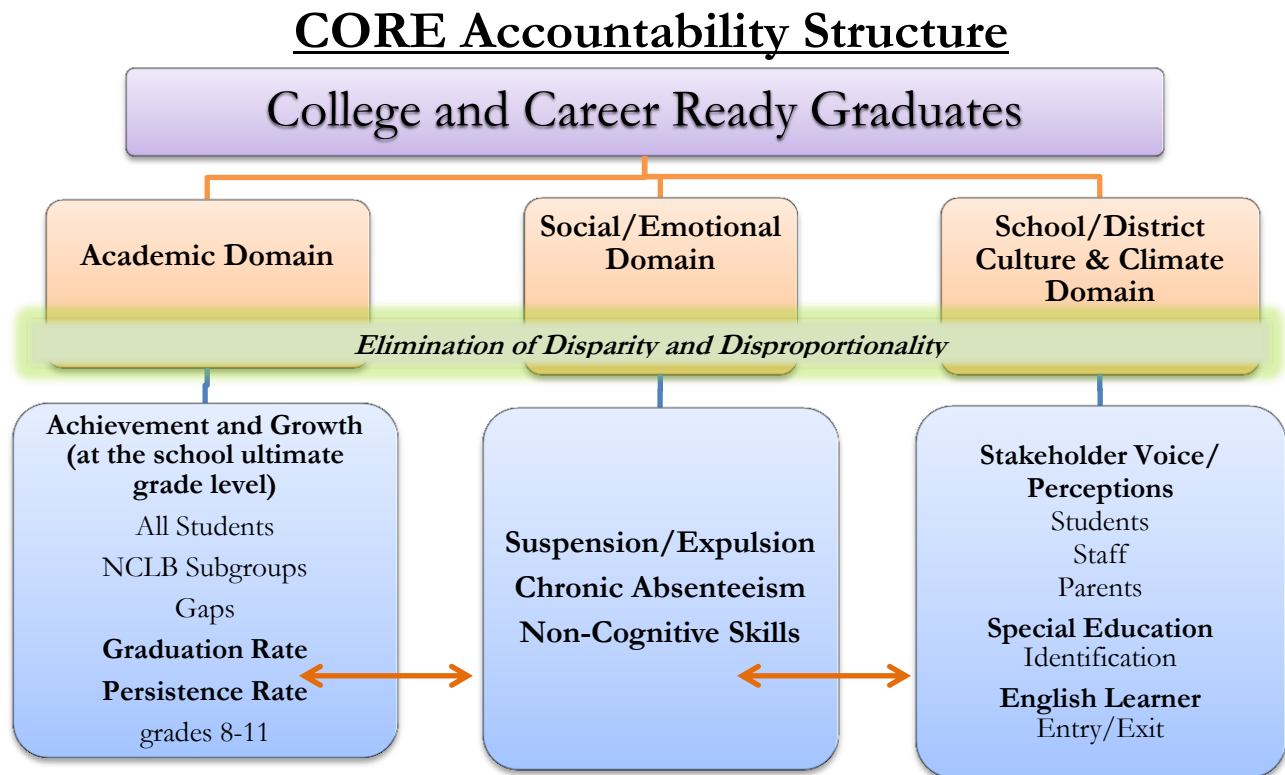
*Critical thinking and deeper learning for college and career preparedness*

### CORE CCSS Transition Timeline



CORE's commitment to success for all students starts with a commitment to fully transitioning to the Common Core State Standards and aligned assessments by 2014-15. But, CORE believes that academic success is just one facet of college and career readiness.

*True success for all students is achieved by serving the needs of the whole child.*



It is equally important that students are prepared for future success by truly being held to high expectations coupled with system support to get them there, as well as experiencing a supportive school culture and climate, and assistances to develop additional skills beyond academic preparedness that are necessary to succeed in life. CORE's waiver plan counts on the collective effort of the school, district, and community to meet multiple measures of student success – and to collectively hold themselves and each other accountable if students are falling short.

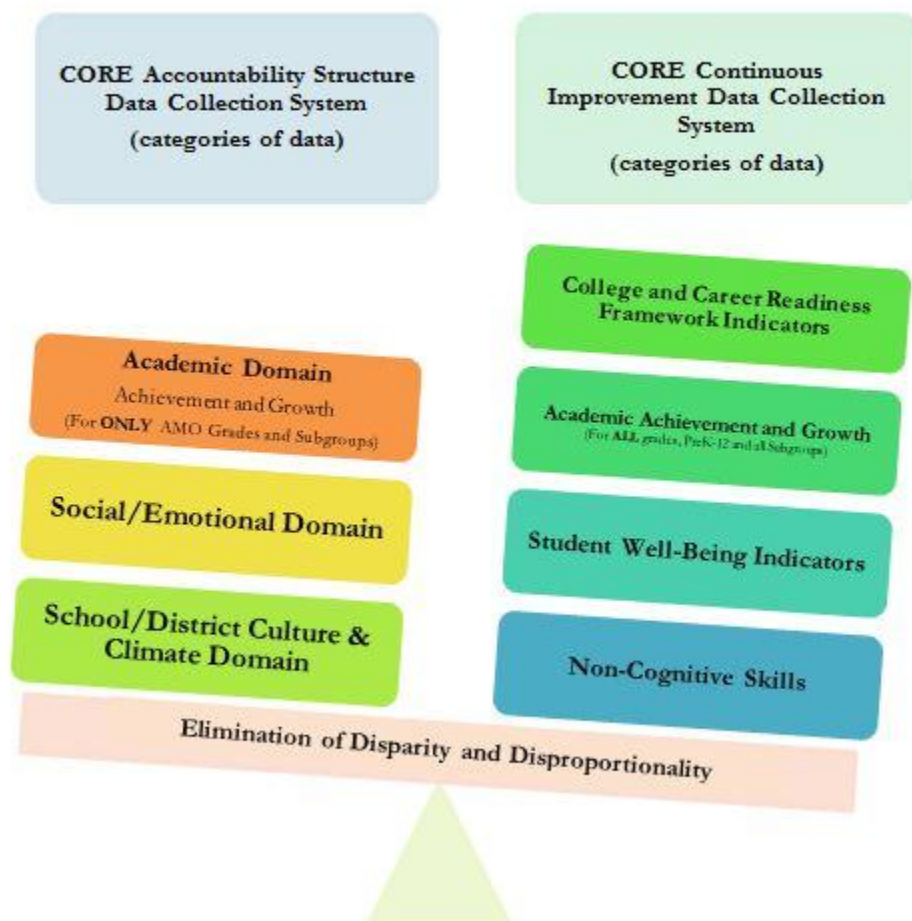
*Meeting CORE's new accountability standards will be an individual and collective responsibility for every person in every district.*

The CORE districts have designed a rigorous accountability structure to organize the metrics which will be used to measure student, school, and district achievement, progress, and success. The central tenant is that college and career readiness for all students can only be achieved if disparity and disproportionality is eliminated. It also recognizes the importance of factors beyond academic preparedness and values multiple measures of student success in social/emotional development, and the critical importance of a school's culture and climate. Within the academic domain, it takes a major step away from a hyper focus on test scores and move toward whole school collaborative success. So under CORE's new accountability model, only test scores from the highest grade level of each individual school will be used for the purpose of accountability. It does this to emphasize that a school is ultimately responsible for ensuring students leave their institution ready to matriculate to the next level and by



removing possible sanctions based on test scores from every grade level. As a result, CORE's model shifts the use of most grade-level assessments to diagnostic use.

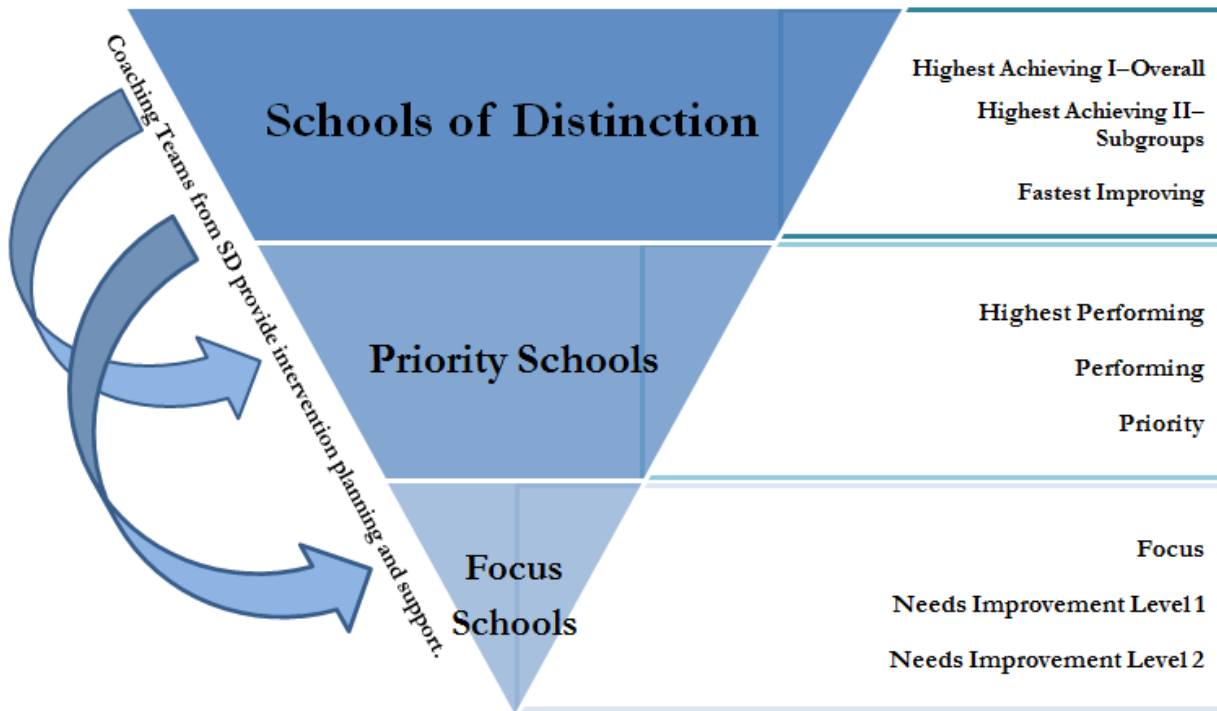
## CORE Bifurcated Data Collection and Information System



To achieve college and career readiness for all students and to eliminate disparity and disproportionality, all participating LEA's will also collect and share data far beyond what's necessary for federal accountability. These additional elements will include factors that we collectively agree are critical indicators of the ultimate success of students. Examples could be Pre-k information, 3<sup>rd</sup> grade reading data, middle school transitions, A-G completion rates, etc. This data will then be transparently shared, not with threats of sanction or reprisal, but out of a moral imperative to jointly ensure our systems are serving each and every student. If student performance is lagging on any of these indicators of success, it will be highlighted so that changes can be made to keep growth in students' achievement on course. All data to support continuous improvement in these three domains will be shared with each other so that participating LEAs can 1) hold themselves and each other accountable for preparing every student for college and career, and 2) develop cross-LEA collaborative relationships with a culture of excellence, continuous improvement, and collaboration.

*CORE's new accountability system expects success, but is open and honest about failure in order to improve.*

## CORE Classifications of Schools

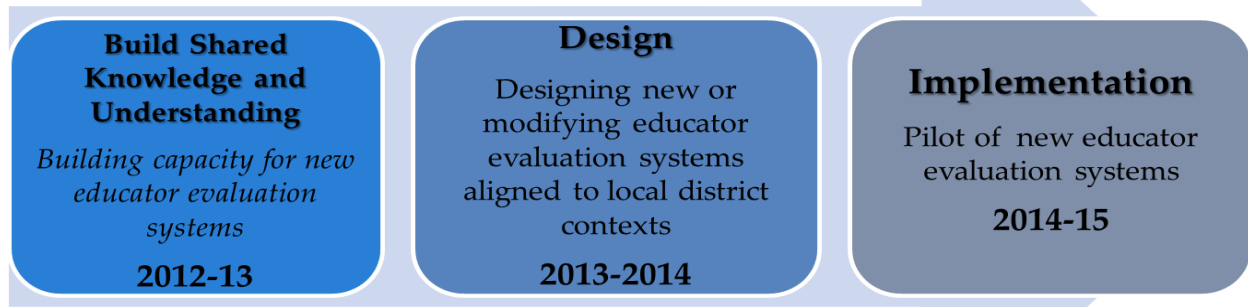


In CORE’s waiver plan, the consequence for a school or district falling short on any of the measures of success is support and technical assistance by current partner school teachers and leaders that are successful, measured by CORE’s accountability metrics, in similar demographics. This is a paradigm shift away from a compliance-based accountability system to one driven by the collective and individual responsibility to adhere to this new set of principles, with shared responsibility and support building from educator to educator, from school to school, and from district to district.

*Educator effectiveness is the lynchpin of student success.*

The CORE waiver plan expects that every student deserves an effective teacher, and it is the collective responsibility of the school and district community to ensure that every teacher is effective. The specific way that teacher effectiveness is measured will be different in each LEA participating in the CORE waiver; yet will be nested in high-level common effectiveness indicators and network of support. These indicators will not dictate to LEA’s precisely how to go about their work by mandating specific frameworks like Danielson or CSTP’s, but instead will agree on common high-leverage indicators, such as instructional collaboration around student achievement, that we all agree help exemplify effectiveness. LEA’s participating in CORE waiver will collaboratively engage in a three-year pilot and implementation timeline.

## Educator Effectiveness Evaluation Implementation Timeline



*Our central belief: Sharing a moral imperative to prepare all students for college and career, as opposed to responding to a narrow accountability model, will increase the quality of instruction for students and increase success in all three domains: academic, social/emotional, and school/district culture and climate.*

While a federal waiver is critical to giving LEA's needed flexibility to target dollars directly towards the needs of students, CORE districts are committed to reorienting their individual and collective work around the moral imperative even if not granted a waiver. A commitment to prepare all students for college and careers and eliminate disparity and disproportionality are the right drivers to create a system that truly supports the entire student community.

Any California district or charter is welcome to join CORE's waiver work as long as they are willing to share their data and expertise, and are willing to take on the hard work of reorienting their systems around the right drivers.