

INTERDISTRICT TRANSFER INTO WSCUHSD 2013 - 2014

Requests To The Attendance Area Of:	9 th grade requests	10 th grade requests	11 th grade requests	12 th grade requests	TOTAL	Primary Reason for Request:
Analy	141	110	81	80	412	Childcare
El Molino	17	22	22	19	80	Specialized or unique educational program (not specified)
Laguna			1	2	3	Agriculture at Analy
Russian River Ramparts		1			1	Band at Analy
Total Requests	158	133	104	101	496	Speech and Debate Analy
						Drama at Analy
					158	GATE at Analy
Number of new requests	158					
Number of continuing requests		133	104	101	338	Agriculture at El Molino
Total					496	Culinary Arts at El Molino
Requests From:						Dance at El Molino
Casa Grande					0	Biotechnology El Molino
Cloverdale USD					0	Change in social environment
Cotati-Rohnert Park	27	22	15	26	90	Mental or physical health and/or safety needs
Elsie Allen	40	23	25	17	105	Recommended by SARB or county agency for home or community problems
Healdsburg USD		2		1	3	Complete current school year or remain with a graduating class
Maria Carrillo	3	2	1	3	9	Moving into district in the immediate future
Montgomery	4	2	1	2	9	Sibling attending
Petaluma	9	3	3	4	19	Parent employed in District area
Piner	44	34	28	24	130	Special Education needs
Santa Rosa	22	36	27	23	108	School size
Shoreline USD	3	2	2		7	Student works in area
Sonoma Valley					0	Remain in District from feeder school incoming 9 th graders
Windsor USD	6	7	2	1	16	Maker Class
Total	158	133	104	101	496	Total

Date: November 13, 2013

To: Board of Trustees

From: Keller McDonald, Superintendent

Re: California Achievement Assessments for 2013-14 and Beyond

The state is implementing major changes in the state student achievement assessment program. On January 1, 2014, the California Measurement of Academic Performance and Progress (CalMAPP) assessment system will replace the Standardized Testing and Reporting (STAR) Program. The CalMAPP system will eliminate use of most California Standards Tests (CSTs) in spring 2014, and will shift over the next several years to Smarter Balanced Assessments aligned to the Common Core State Standards. Here are some questions and answers regarding the new assessment program.

1. Which subjects and grades will be assessed in the CalMAPP system in 2013-14?

- Field test of Smarter Balanced assessments for English–language arts (ELA) and mathematics in grades 3 through 8 and grade 11, plus some students in grades 9 and 10 (with no individual student scores reported).
 - Field testing will help schools transition to the Smarter Balanced computerized testing.
 - Scientific analysis of the field test items is the last step before releasing Smarter Balanced student and school scores in spring 2015.
 - The California Department of Education will pay the costs of students field testing in either ELA or math, but not both. Districts may opt to pay the cost of participating in both tests.
- Grades 5, 8 and 10 will continue take the CST in science, the California Alternate Performance Assessment (CAPA), or the California Modified Assessment (CMA) as appropriate to the individual student; until new tests aligned with the Next Generation Science Standards, adopted in September 2013, are implemented.
- History-Social Studies will not be assessed in Spring 2014. It is not clear whether CalMAPP will include History-Social Studies assessments aligned to future new standards.
- California Alternate Performance Assessment (CAPA) will continue for special needs students in ELA and math in grades 2 through 11.

- The Early Assessment Program (EAP) college readiness exam in ELA and mathematics will continue to be given in 11th grade. The EAP is voluntary. (UC and CSU will pay the cost of the EAP.)

2. What item of types will the Smarter Balanced field tests include?

The field tests will have a computer-based component and performance task component. Field tests will include multiple-choice, matching, fill-in tables, drag and drop, graphing, short text, and long essay.

3. What assessments will be used for the EAP Program?

The current augmented CSTs for ELA and mathematics will continue to be used for the EAP Program in 2013–14. Beginning in the 2014–15 school year, the grade eleven Smarter Balanced computer adaptive assessments for ELA and mathematics will replace the augmented CSTs that are used for the EAP.

4. What tools will be provided to educators to assist them in implementing and assessing the Common Core State Standards (CCSS)?

In future years, CalMAPP will provide formative tools and interim assessments for ELA and mathematics, to provide teachers and pupils with feedback for the purpose of adjusting instruction to during the school year to improve learning.

5. Can CalMAPP results be compared with results from STAR?

The science CSTs will remain comparable, because they measure achievement of the California Science Standards. The new Smarter Balanced assessments measure achievement of the Common Core Standards in ELA and math. They cannot be compared with the CSTs in ELA and math, because they measure different standards.

6. Will individual student, school, or district scores be reported from the field tests?

No.

7. What role will the field test play in meeting state and/or federal accountability requirements?

None. The data resulting from the field tests will not be factored into state or federal accountability calculations. The state and federal education departments are discussing how the CalMAPP system will meet federal accountability requirements for 2013-14.

Date: November 13, 2013

To: Board of Trustees

From: Keller McDonald, Superintendent

Re: Changes in State Funding for Career Technical Education for 2013-15 and Beyond

For over twenty years, Regional Occupational Programs (ROPs) have been a key component of California's vocational education/career technical education delivery system. ROPs have received substantial state education funding, over and above the per-pupil revenue limit funding received by local districts, to support specialized courses designed to prepare students for successful employment and/or additional post-secondary career-related training. Typically, ROP has paid for the more advanced class in a multi-year sequence of courses, with the participating high school district paying for the foundation classes in the course sequence. ROP has also been a component of the state's overall job training strategy. By law, adults have been allowed access to specialized career skills and training in ROP classes offered to high school students.

The Local Control Funding Formula (LCFF), enacted this school year, is making substantial changes in state funding for Career Technical Education (CTE), thereby impacting all schools and districts serving California high school students. Effective in the current school year, the state is no longer funding Regional Occupational Programs. Instead, the total amount that was previously used to fund ROPs across the state is being divided on a per-pupil basis among all county offices of education, local districts and charter schools serving high school students. The LCFF allocates CTE supplementary funding to each local educational agency serving high schools students, with the requirement that the agency decides locally how it will meet the (as yet not written) state requirements for providing career technical education to high school students. The LCFF calls \$216 per student in CTE supplementary funding, but phases in this funding amount over 8 years.

This LCFF funding change will cause Sonoma County ROP to eliminate 42 teaching sections it now operates, either by no longer offering these classes for students or by shifting the cost of the teaching sections to local high school agencies. Our District's CTE supplementary funds can be used to support some of the ROP classes now offered, but the CTE funding will not be sufficient to pay for all the ROP teaching sections currently offered at Analy and El Molino. We estimate that, even when fully funded in 8 years, our CTE state allocation will be about \$160,000 less than the amount of support that the Sonoma County ROP now provides to West County high schools. We will need to cut about 10 CTE teaching sections or reallocate resources (for example, by reducing non-CTE sections shifting funding to support CTE sections, or increasing class sizes) to continue to offer students the current number of ROP sections.

The Sonoma County Office of Education has expressed commitment to helping maintain high-quality CTE courses and programs for students. A work group has been formed to find solutions to the many challenges CTE is facing in Sonoma County. I will keep the Board, staff, students, and the community informed as we move forward.