

Quality Education Investment Act (QEIA)

Statewide County Superintendent's Monitoring for 2010-11

Wednesday, February 16, 2011

9:00 a.m. – Noon

Webcast

Welcome and Introductions

County Superintendent Oversight Responsibilities for 2010-11

- **Overview of Monitoring**
- **Two Years of Monitoring Results**
- **Rules and Tools**
- **Reporting Findings**
- **Termination of Funding**

Break (*sites email questions*)

Questions and Answers

Closing Remarks



California County Superintendents Educational Services Association

(916) 446-3095 • www.ccsesa.org

QEIA Technical Assistance Center North

www.qeia.org/north/

QEIA Technical Assistance Center South

www.qeia.org/south/

Statewide QEIA Monitoring

2010-11

February 16, 2011

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Services Association
QEIA Technical Assistance Centers

County Monitoring

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- Beginning in 2008-09, County Superintendents began to annually monitor the implementation of QEIA program requirements in funded schools

- County Superintendents notify the State SPI if requirements are not met

- Two years of monitoring results

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Program Requirements

Regular Application Schools
2008-09, 2009-10

3

- Class Size Reduction**
- Highly Qualified Teachers**
- Professional development for teachers and paraprofessionals**
- Teacher Experience Index**
- Williams Settlement Legislation**
- High School Counselor Ratio**

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Statewide Monitoring Summary

Regular Application Schools

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	2008-09 462 Schools	2009-10 469 Schools
Fully Met/Exceeded <small>(100%)</small>	51% 236 Schools	43% 200 Schools
Substantially Met <small>(76-99%)</small>	48% 221 Schools	50% 237 Schools
Received a "0" in one or more areas	1% 5 Schools	7% 32 Schools

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Summary of Results

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- After two full years of implementation, 93% of all QEIA schools substantially or fully met their interim targets
- Class Size Reduction is the most frequently missed target followed by *Williams* for regular application schools
- 5 Alternative Application Schools have been recommended for funding termination to the SSPI

As requirements ratchet up in 2010-11, schools must meet all requirements

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Rules, Tools,What Happens If?

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- 2010-11 County Monitoring Timeline
- Review of the requirements
- Tools for collecting data for monitoring

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Monitoring Timeline

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- June – October 2011
 - ▣ Collect and review school/district documentation
- September-October
 - ▣ Notify district superintendent of monitoring results
- November 1, 2011
 - ▣ Send CCSESA “Summary Report” of results
- November 2011
 - ▣ Notification to SPI of results

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Williams Settlement

3.0

- Comply with all the Williams requirements
 - ▣ Instructional Materials
 - ▣ Facilities
 - ▣ Teacher misassignments
 - ▣ Teacher vacancies
- **Tool:** annual and quarterly reports

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Teacher Experience Index (TEI)

4.0

9

- The teacher experience at your school must meet or exceed your district's TEI for your school type
- TEI targets may be accessed from the QEIA website:
 - <http://www.qeia.org>
- **Tool 4.2:** Interactive PDF* on QEIA and CCSESA website

* Requires latest version of Adobe Reader: <http://www.adobe.com/products/acrobat/readstep2.html>.

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QEIA Teacher Experience Index (TEI) Worksheet

Additional Instructions

The TEI is calculated based on all full and part-time certificated staff members at the school who have classroom teaching assignments.

Step 1

Click here to select your school

County	Los Angeles	District TEI	6.0
District	Los Nietos	School TEI target 2010-14	6.0
School	Aeolian Elementary		

School TEI	0.0
Total Teachers	0

Step 2

Enter the name, teaching assignment and total years of education's service for each certificated staff member:

Add Teacher	Last Name	First Name	Teaching Assignment (Subject or Grade Level)	Total # Teaching Years	Credited QEIA Yrs.
Delete				0	0
Delete				0	0
Delete				0	0
Delete				0	0

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Class Size Reduction K-3

5.0

11

- School continues to participate in the K-3 CSR Program*
- Maintain the 20.44 average daily enrollment in each class
- Enrollment data for each class is reported to determine if requirement is met

* Schools may continue to participate in Option 2

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CSR Grades 4-12

12

- Reduce core class sizes to 25 or 5 fewer per class than the 2005-06 school year, whichever is fewer
 - Enrollment data by **grade level** is reported to determine if the requirement is met
- Rule of 27: No core class or self-contained setting may exceed 27 by the end of the school year
- Non-Core Average: School may not exceed the non-core average established in 05-06

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CSR Monitoring Tools

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- **Tools 5.1 and 5.2:** Interactive PDF* [CSR Summary Sheet](#) on QEIA and CCSESA websites

* Requires latest version of Adobe Reader: <http://www.adobe.com/products/acrobat/readstep2.html>.

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County:
 District:
 School:

Class Size Reduction Summary Report (Secondary)

Year:

Class Size Summary

Grade Level	CSR Targets (2010-11)	Grade Level Average (2010 Report)	Total # of Core Classes/Sections	Total # of Core Sections Above 32

Average Daily Enrollment was calculated using:

Method A: Average Daily Enrollment calculated based on the 100% enrollment on April 1st.
 Method B: Average Daily Enrollment calculated based on the enrollment on the last business day of each month in the 12-month period.

Non-Core Summary (Middle and High Schools)

Non-Core Class Size Target	Total # of Non-Core Classes	Total Enrollment in Non-Core Classes	Non-Core Average
28.7			

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Highly Qualified Teacher (HQT)

6.0

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- All classes and sections must be taught by a teacher who meets Highly Qualified requirements in accordance with No Child Left Behind.

- Documentation of HQT status is submitted on the Consolidated Application, Part I (available in late spring).

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Professional Development

7.0

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- Document that one-third of all teachers and paraprofessionals attended some professional development

Use the online tool at:

<http://readinglions.net/qeia/>

- PD activities must be specified in the Single Plan for Student Achievement

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High School Counselor Ratio

8.0

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For High Schools only:

- Student to Counselor ratio may not exceed 300 : 1
- Counselors must be site-based and possess a PPS credential
- Tool 8.1:** High School Counselor Ratio Tool*

* Requires latest version of Adobe Reader: <http://www.adobe.com/products/acrobat/readstep2.html>.

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Click here to select your school

County
Los Angeles

District
Los Angeles USD

8.1

School
Alain Leroy Locks Charter High School

High School Counselor Ratio

Year

	COUNSELOR	Pupil Personnel Services Credential	FTE Assignment
Add a Counselor	Last Name	First Name	% of time
Delete		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Delete		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Delete		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Number of FTE Counselors with PPS Credentials

0

Total FTE from PPS Counselors

0

ENTER Total Student Enrollment

Ratio of Students to each Counselor

0

Contact

Phone

Cell

Position

Email

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Academic Performance Index

9.0

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At the end of 2010-11, the school must **exceed** the API growth target for the school, averaged over the first three full years of funding

(2008-09, 2009-10, 2010-11)

	Annual API Growth Target*	School's API Growth
1 st Year 2008-09	13	+14
2 nd Year 2009-10	12	+5
3 rd Year 2010-11	11	+11
3 year average	12	10
School Status		Did not meet

* The annual API growth target is five percent of the difference between the school's Base API and the statewide performance target of 800.

API Monitoring Tool

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- Tool 9.1:** API Reporting Form* QEIA and CCSESA websites

* Requires latest version of Adobe Reader: <http://www.adobe.com/products/acrobat/readstep2.html>.

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API Growth Target Summary Report

2010-11

QEIA Regular and Alternative Application Schools.
At the end of 2010-11, schools must exceed schoolside API growth targets averaged over the first three years.

[Click here to select your school](#)

County: Los Angeles **District:** Los Angeles USD
School: Abraham Lincoln Senior High

Academic Performance Index Growth							
	Year 1 2008-09	Year 2 2009-10	Year 3 2010-11	3-Year Average	Year 4 2011-12	Year 5 2012-13	Year 6 2013-14
3-Year Avg. API Growth Target	10.0	11.0		10.5			
API Growth Target	11.0	12.0		11.5			
Year Max							

2011-14
QEIA Regular Schools*
Regular, funded schools must meet their annual API growth targets.

QEIA Alternative Application Schools*
Alternative application schools must exceed their annual API growth targets.

*Ed. Code 20517.46: If the school fails to meet API growth requirements, the school shall continue to receive funding pursuant to this article, and shall be subject to state review, and the state shall require a payment to the LPSAC under section 20517.47.

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Annual Summary (11.3)

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County Superintendent of Schools
QUALITY EDUCATION INVESTMENT ACT (QEIA)

[Click here to select a new school](#)

School: A. L. Carter Elementary **County:** Fresno **District:** Kings Canyon JSD
2010-11 REPORT

This report summarizes the results of the QEIA monitoring requirements.

DETERMINATION OF REQUIREMENTS		
Requirement	Met (Yes/No)	
Average Teacher Experience	<input type="checkbox"/> Yes	<input type="checkbox"/> No
High School Completion Rate	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Professional Development	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Financial Management	<input type="checkbox"/> Yes	<input type="checkbox"/> No
API Growth	<input type="checkbox"/> Yes	<input type="checkbox"/> No
High School Completion Rate	<input type="checkbox"/> Yes	<input type="checkbox"/> No
All Requirements Met	<input type="checkbox"/> Yes	<input type="checkbox"/> No

AVERAGE TEACHER EXPERIENCE

School must have average teacher experience equal to or exceeding the district average as reported for this type of school.

Average Teacher Experience Index (ATI)	
Teacher Experience Index Target	7.7
School's Calculated Teacher Experience Index	

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Funding Termination

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What happens if a school does not meet the 2010-11 QEIA requirements?

- The SPI shall provide advance notice to the District
- The SPI shall provide the district with funds sufficient to cover the staff and other cost adjustments
- A school district or chartering authority may appeal

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Voluntary Termination

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- May be subject to additional accountability requirements
- Reimburse the state for unused QEIA funds
- Must submit specified documentation as required by CDE (EC 52055.730 (g))

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Fiscal Allocations 2010-11

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- Schools received 75% of their allocation based on 2008-09 CBEDS
- The second apportionment will reflect an adjustment based on 2009-10 CBEDS

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BREAK TIME

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- We will take a 15 minute break to collect the questions you've sent in.
- Please send all questions to:
 - <http://chat.scoe.net>

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Top 10 Issues

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1. The rule of 27: monitored at the end of the year (June 2011).
2. The non-core average: all non-core classes are averaged together--no need to do grade level averaging.
3. K-3 class sizes are determined by individual classrooms.
4. 4-12 class sizes are grade level averages.

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Top 10 Issues, con't

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5. Use your TEI sheet to help plan any staffing changes this spring so you are not surprised next fall.
6. HQT still includes intern teachers.
7. Williams ratings of fair or poor must be addressed by the end of this school year.

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Top 10 Issues, con't

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7. Williams ratings of fair or poor must be completed by the end of this school year.

8. Misassignments/vacancies must be remedied by the end of the school year.

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Top 10 Issues, con't

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9. Professional development must be verified for one-third of the teachers and instructional paraprofessionals by the COE. The 40 hour average is a district responsibility at the end of the statute.

10. High school counselors must have a PPS credential and must serve students.

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CCSESA

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- **2011 California County Superintendents Educational Services Association**
 - Gaye Smoot, Assistant Executive Director
 - gsmoot@ccsesa.org

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Technical Assistance Centers

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- **Northern Technical Assistance Center**
 - **Mark Calonico, Director**
 - northqejata@scoe.net

- **Southern Technical Assistance Center**
 - **Bo Vitolo, Director**
 - QEIATA@lacoee.edu

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Quality Education Investment Act (QEIA) Implementation Oversight

Suggested Process for the County Office Monitoring and Documentation Review (Revised January 2011)

OVERVIEW

Education Code sections 52055.700 - 52055.770 establish the Quality Education Investment Act (QEIA) of 2006. The goals of the program are:

- Improve the quality of academic instruction and the level of pupil achievement
- Develop exemplary school district and school practices that will create the working conditions and classroom learning environments that will attract and retain well qualified teachers, administrators, and other staff
- Focus school resources, including all categorical funds, solely on instructional improvement and services to pupils

Education Code section 52055.740 (b) and (c) adds new oversight responsibilities for county superintendents beginning in the 2008-09 school year and continuing through 2013-14. The statute requires the County Superintendent to annually review the school and its data to determine if the school has met requirements of the program for the following areas:

- Academic Performance Index (API) Growth (required beginning in 2010-11)
- Average Teacher Experience
- Class Size Reduction
- Highly Qualified Teachers
- Professional Development for Teachers and Paraprofessionals
- Pupil to Counselor Ratio (high schools only)
- *Williams* Settlement requirements
- Alternative Application School student progress goals

Schools funded under the Alternative Application will be monitored based on agreed-upon student progress goals. By November 2008, County Superintendents with schools funded for Alternative Applications met with those schools to determine 4-8 goals to be monitored.

County Superintendents or the County Superintendents' designees will conduct pre-monitoring visits during a school year and review documentation after the end of the school year to determine if the requirements have been met. If the County Superintendent determines that the school has not met the requirements, he or she notifies the State Superintendent of Public Instruction (SSPI) per *Education Code* section 52055.740(c).

REVIEW PROCESS AND TIMELINE

Presently, the review process has the following steps:

Review Process Steps	Timeline for the School Year
1. Conduct pre-monitoring visit	September - December
2. Update student achievement targets for Alternative Application schools*	November
3. Review documentation	July – September
4. Report findings to district/school and results of monitoring to CCSESA	September – October
5. Report to SSPI schools not meeting requirements	November

* Applies to a limited number of counties with Alternative Application schools

1. Pre-Monitoring Visit

At the beginning of the process, the County Superintendent, or his/her designee, will meet with the school site and district representative to offer support and technical assistance, review the monitored requirements, and emphasize that this is a collaborative process. At this meeting, the county staff may do any or all of the following based on the needs of the school and district:

- Review requirements for program implementation
- Establish agreements on requirements
- Identify potential areas where requirements are not being addressed
- Clarify any misinterpretations in the requirements
- Demonstrate QEIA tools
- Review student achievement data
- Assist administrators new to their assignments
- Discuss school or district practices or processes that improve teacher practice and student learning
- Discuss school or district practices or processes that organize information in a user-friendly manner
- Inform the school site and district staff about the documentation that will be required for the review
- Provide a timeline of events and an overview of the documentation review process

2. Alternative Application School Progress Goals (applies to a limited number of counties with these schools)

In 2008, County Superintendents met with Alternative Application schools and their districts to identify and agree upon 4-8 goals tied to the Single Plan for Student Achievement (SPSA) that would be monitored. The SPSA goals identified are those with a direct correlation to the QEIA funds being expended and tied to student achievement outcomes. Evidence of progress, specific to

each monitored goal, is delineated in a signed statement of agreement. These goals must be articulated in the school plan and have the concurrence of the school site council.

3. Documentation Review

The county staff will inform the school/district of all documentation required for the review process and the date by which the documentation will be submitted to the county office liaison. The school/district will maintain a copy of the documents for their administrative record. The County Superintendent, or designee, will maintain a copy of the documents for preparing a letter of findings to the district/school and for a letter, if needed, to the SSPI if the requirements are not met.

The specific forms and data reviewed for each requirement area are noted in the "Requirements and Resources" section of this document. After reviewing the documentation and determining the progress toward meeting each requirement, the County Superintendent will assess if, the requirements were met as required by statute.

4. Report Findings to District, School and CCSESA

The County Superintendent will inform the district/school of the findings of the documentation review. Although reporting to the district or school is not required by statute, a letter sharing the results of the documentation review is recommended. Report the results of all monitoring reviews to CCSESA.

5. Report to the State Superintendent of Public Instruction

If the County Superintendent determines that the QEIA school did not meet the requirements for the year under review, he/she notifies the SSPI.

QUALITY EDUCATION INVESTMENT ACT (QEIA) REVIEW SCHOOL/DISTRICT CHECKLIST

School Name: _____	District: _____
District Liaison: _____	
Name	
Phone: _____	Email: _____
Site Liaison: _____	
Name	
Phone: _____	Email: _____
Certification of information by: _____	
Name (Please Print)	
_____	_____
Signature	Date

CHECKLIST OF MATERIALS TO BE RETURNED

QEIA REGULAR APPLICATION SCHOOL *

- Average Teacher Experience Calculation Worksheet
- Class Size Reduction Summary Report - for school year under review
- Class Size Reduction Average Daily Enrollment Data as requested
- Enrollment Report on all core and/or self-contained class enrollments for grades 4-12
- "ESEA (NCLB) Teacher Requirements" from the Consolidated Application Part 1 for the QEIA School
- School Improvement Plan/Single Plan for Student Achievement (SPSA) pages that include professional development plans for teachers and paraprofessionals
- Professional Development Summary of Participation
(QEIA Monitors can access the District Summary Report from www.readinglions.net/qeia for teacher and paraprofessional participation information)

HIGH SCHOOL ONLY

- Master List of school counselors, with FTEs, assigned to the site
- High School Counselor Ratio Worksheet

QEIA ALTERNATIVE APPLICATION SCHOOL

- Goal Target Summary Sheet
- Signed statement of agreed-upon student progress goals

** County Offices will access API data and Williams reports internally*

STATEMENT OF ASSURANCE

I confirm that all information provided is a true and accurate representation of data for the QEIA-funded school.

Signed _____ Date _____
Local Educational Agency Superintendent or Designee

Return the completed checklist and supporting documentation by <deadline date> to:

<Name of County QEIA contract>
<address>
<phone number>

Quality Education Investment Act (QEIA) County Monitoring Documentation

Monitored Requirements	Review Documentation
General	<ul style="list-style-type: none"> ▪ School/District Checklist
Average Teacher Experience	<ul style="list-style-type: none"> ▪ Calculated TEI Worksheet
Class Size Reduction <ul style="list-style-type: none"> • Core class size • Non-core class average • Rule of 27 	<ul style="list-style-type: none"> ▪ CSR Summary Report (for school year under review) ▪ Average Daily Enrollment Data ▪ Enrollment Report on all core and/or self-contained class enrollments for grades K-12 ▪ Enrollment Report on all non-core class enrollments for grades 7-12
Highly Qualified Teacher	<ul style="list-style-type: none"> ▪ ESEA (NCLB) Teacher Requirements from the Consolidated Application Part 1 for the QEIA School
Professional Development	<ul style="list-style-type: none"> ▪ Single Plan for Student Achievement (SPSA) pertinent pages ▪ Professional Development Summary of Participation (readinglions.net/qeia)
High School Counselor Ratio	<ul style="list-style-type: none"> ▪ List of counselors assigned to school site ▪ High School Counselor Ratio Worksheet ▪ Valid PPS credentials (on file at COE)
<i>Williams</i> Settlement <ul style="list-style-type: none"> • Instructional materials • Facilities • Vacancies & misassignments 	<ul style="list-style-type: none"> ▪ Quarterly and Annual reports of visits and reviews (on file at COE) ▪ Annual CTC misassignment and vacancy report
Academic Performance Index (API) Growth	<ul style="list-style-type: none"> ▪ API Growth Target Summary
Alternative Application Schools	<ul style="list-style-type: none"> ▪ Student Progress Goals and Annual Benchmarks Signed Agreement ▪ Progress on Goals

2010-11

QEIA

Requirements

- ✓ Class Size Requirements
 - ✦ Core Targets, Rule of 27, Non-Core Average
- ✓ Teacher Experience Index
- ✓ Highly Qualified Teachers
- ✓ Professional Development
- ✓ Williams
- ✓ High School Counselor Ratio
- ✓ Exceed API 3-Year Average

School Meets **All** Requirements

School Does Not Meet **One or More** Requirements

Full funding in 2011-12

County notifies SSPI – scale down funding in 2011-12

2011-12

QEIA

Requirements

- ✓ Class Size Requirements
 - ✦ Core Targets, Rule of 27, Non-Core Average
- ✓ Teacher Experience Index
- ✓ Highly Qualified Teachers
- ✓ Professional Development
- ✓ Williams
- ✓ High School Counselor Ratio
- ✓ Meet API Growth Target

School Meets All Requirements (including API)

School Does Not Meet One or More Requirements (excluding API)

School Does Not Meet API Growth Target (has met all other requirements)

Full funding in 2012-13

County notifies SSPI – scale down funding in 2012-13

County notifies SSPI – school receives full funding but is subject to School Assistance and Intervention Team

Quality Education Investment Act (QEIA) *Williams v. State of California Settlement*

WHAT IS REQUIRED?

Education Code section 52055.740 (b)(4) requires QEIA funded schools by the end of the school year to meet all of the requirements of the settlement agreement in *Williams v. State of California*.

These requirements include:

- Ensuring students have sufficient instructional materials;
- Ensuring school facilities pose no emergency or urgent threat to health and safety;
- Ensuring there are no teacher vacancies or misassignments.

These requirements are monitored by County Superintendents through documentation reviews and annual visits.

NOTE: QEIA funded schools that are not listed to receive monitoring visits and associated documentation reviews as a result of the *Williams* settlement are required as a condition of receiving QEIA funds to meet the *Williams* requirements, including visits and documentation reviews by the County Superintendent. County Superintendents conducted visits to these QEIA schools beginning in fall of the 2008-09 school year.

HOW IS THIS MONITORED?

County Superintendents will review county-generated quarterly and annual reports of the *Williams* monitoring visits and documentation reviews for QEIA schools and the resolution of any issues that may have been identified in the reviews. All non-compliance issues must be resolved by the QEIA school by the end of the school year to meet compliance with the *Williams* requirements for QEIA.

Example 1: A *Williams* review identifies a teacher vacancy which occurs if, after 20 working days after a school semester begins, no permanent teacher was assigned to teach the class for the entire year/semester. The QEIA school has until the end of the school year to correct the vacancy with the permanent assignment of a teacher.

Example 2: A *Williams* review determines that a teacher was not properly assigned to a class. The misassignment at the QEIA school must be resolved within 30 days but no later than the end of the school year when the data are reported to the CA Commission on Teacher Credentialing.

Example 3: A *Williams* review determines that there are extreme deficiencies as determined on the Facilities Inspection Tool (FIT). The QEIA school must show evidence of repair to the facility by the end of the school year. QEIA schools inspected

close to the end of a school year may not have adequate time to remedy deficiencies. It may be beneficial to inspect QEIA school earlier in the school year.

Example 4: A *Williams* review determines that the school facility is not in “good repair,” as determined by an overall ranking of “fair” or “poor” on the Facilities Inspection Tool (FIT), but the condition of the facilities does not pose an emergency or urgent threat to students (extreme deficiency). For meeting the *Williams* compliance requirements under QEIA, compliance in facilities is based on an overall ranking of “good” or “exemplary” as determined on the FIT. Deficiencies noted by an overall ranking of “fair” or “poor” will necessitate that the QEIA school resolve deficiencies by the end of the school year in which the deficiencies were noted.

For facilities repair status, districts should communicate facility repair status with COE *Williams* oversight staff to ensure proper documentation and accountability on the QEIA report.

HOW DOES A SCHOOL MEET ITS TARGET?

Information regarding the *Williams* settlement requirements and information on county monitoring is posted on the CCSESA website at www.ccsesa.org under special Projects>Williams Settlement Oversight and the link to “training materials.” Each County Superintendent establishes local schedules for school visits and documentation reviews based on statutory timelines.

Quality Education Investment Act (QEIA) Average Teacher Experience

WHAT IS REQUIRED?

Education Code section 52055.740 (a)(4) requires in QEIA funded schools by the end of the 2010-11 school year and each year after, to have an average experience of classroom teachers in the school equal to or exceeding the average for the school district for this type of school. Schools must use the Teacher Experience Index (TEI) approved by the State Superintendent of Public Instruction.

School districts recalculate teacher experience averages each year at their QEIA participating schools for comparison with the district TEI target.

HOW IS THIS MONITORED?

County Superintendents will compare the school's calculated TEI for the current year with the TEI target for that year using the statewide Professional Assignment Information Form (PAIF) files. Counties will monitor this requirement at the end of the school year. A calculation worksheet to assist districts in calculating Teacher Experience Index at QEIA schools is posted at www.qeia.org. Schools and districts are encouraged to self-monitor their TEI using the TEI Calculation Worksheet to account for any mid-year hiring adjustments.

HOW DOES A SCHOOL MEET ITS TARGET?

Resources available to assist schools and their districts in meeting average TEI requirements include:

- A school's Single Plan for Student Achievement
- A district's Equitable Distribution Plan for Title II compliance –includes district and school plans for hiring, developing, maintaining and retaining highly qualified teachers
- *Teacher Experience Index* – a one page description for understanding the TEI (www.qeia.org)
- *TEI Worksheet*– a form designed to assist districts in calculating the Teacher Experience Index for their QEIA schools (www.qeia.org)

Teacher Experience Index Targets

4.1

CDS	County	District	School	District TEI Target (05-06)	Schools's TEI Target 2010-14
016119260009	Alameda	Hayward USD	Burbank Elementary	7.2	7.2
016119261138	Alameda	Hayward USD	Faith Ringgold	7.2	7.2
016120060013	Alameda	Livermore Valle	Marylin Avenue Elementary	6.7	6.7
016125960022	Alameda	Oakland USD	ACORN Woodland Elementary	6.4	6.4
016125960020	Alameda	Oakland USD	Bridges Academy at Melrose	6.4	6.4
016125960016	Alameda	Oakland USD	Brookfield Elementary	6.4	6.4
016125960570	Alameda	Oakland USD	Claremont Middle	5.0	5.0
016125960021	Alameda	Oakland USD	Esperanza Elementary	6.4	6.4
016125960570	Alameda	Oakland USD	Frick Middle	5.0	5.0
016125960018	Alameda	Oakland USD	Garfield Elementary	6.4	6.4
016125960570	Alameda	Oakland USD	Hoover Elementary	6.4	6.4
016125960019	Alameda	Oakland USD	Horace Mann Elementary	6.4	6.4
016125960019	Alameda	Oakland USD	Lafayette Elementary	6.4	6.4
016125960664	Alameda	Oakland USD	Madison Middle	5.0	5.0
016125960020	Alameda	Oakland USD	Manzanita Community	6.4	6.4
016125960020	Alameda	Oakland USD	Markham Elementary	6.4	6.4
016125960722	Alameda	Oakland USD	Martin Luther King, Jr. Elemen	6.4	6.4
016125960020	Alameda	Oakland USD	Maxwell Park Elementary	6.4	6.4
016125960019	Alameda	Oakland USD	New Highland Academy	6.4	6.4
016125960020	Alameda	Oakland USD	Parker Elementary	6.4	6.4
016125960021	Alameda	Oakland USD	Santa Fe Elementary	6.4	6.4
016125961186	Alameda	Oakland USD	Urban Promise Academy	5.0	5.0
016129160023	Alameda	San Leandro US	Garfield Elementary	7.0	7.0
046142460029	Butte	Chico USD	Chapman Elementary	8.5	8.5
046150760949	Butte	Oroville City ES	Wyandotte Avenue Elementary	8.5	8.5
066161461035	Colusa	Pierce Joint Uni	Lloyd G. Johnson Junior High	5.0	5.0
076164860571	Contra Costa	Antioch USD	Antioch Middle	5.7	5.7
076175460039	Contra Costa	Mt. Diablo USD	Cambridge Elementary	6.5	6.5
076175460041	Contra Costa	Mt. Diablo USD	Meadow Homes Elementary	6.5	6.5
076175407345	Contra Costa	Mt. Diablo USD	Mt. Diablo High	5.5	5.5
076175460041	Contra Costa	Mt. Diablo USD	Oak Grove Middle	5.3	5.3
076175460042	Contra Costa	Mt. Diablo USD	Riverview Middle	5.3	5.3
076175460044	Contra Costa	Mt. Diablo USD	Ygnacio Valley Elementary	6.5	6.5
076178860985	Contra Costa	Pittsburg USD	Foothill Elementary	6.6	6.6
076178860045	Contra Costa	Pittsburg USD	Parkside Elementary	6.6	6.6
076178860845	Contra Costa	Pittsburg USD	Rancho Medanos Junior High	4.6	4.6
076178861093	Contra Costa	Pittsburg USD	Stoneman Elementary	6.6	6.6
076179660047	Contra Costa	West Contra Co	Harding Elementary	7.0	7.0
076179660572	Contra Costa	West Contra Co	Helms Middle	6.6	6.6
076179607336	Contra Costa	West Contra Co	Kennedy High	6.7	6.7
076179660048	Contra Costa	West Contra Co	Nystrom Elementary	7.0	7.0
076179660049	Contra Costa	West Contra Co	Peres Elementary	7.0	7.0
076179660049	Contra Costa	West Contra Co	Stege Elementary	7.0	7.0
086182060053	Del Norte	Del Norte CO U	Joe Hamilton Elementary	8.5	8.5
096190360055	El Dorado	Lake Tahoe USI	Bijou Community	8.7	8.7
107559860058	Fresno	Caruthers USD	Caruthers Elementary	7.1	7.1
107396560066	Fresno	Central USD	Herndon-Barstow Elementary	6.2	6.2
106212561138	Fresno	Coalinga-Huron	Huron Middle	5.0	5.0

QEIA Teacher Experience Index (TEI) Worksheet

Additional Instructions

The TEI is calculated based on all full and part-time certificated staff members at the school site who have classroom teaching assignments.

Step 1

Click here to select your school

County	<input type="text"/>
District	<input type="text"/>
School	<input type="text"/>

District TEI	<input type="text"/>
School TEI target 2010-14	<input type="text"/>

School TEI	0.0
Total Teachers	0

Step 2

Enter the name, teaching assignment and total years of educational service for each certificated staff member:

Add Teacher	Last Name	First Name	Teaching Assignment (Subject or Grade Level)	Total # Teaching Years	Credited QEIA Yrs.
Delete				0	0
Delete				0	0
Delete				0	0
Delete				0	0

Quality Education Investment Act (QEIA) Class Size Reduction (CSR)

WHAT IS REQUIRED?

Education Code section 52055.740 (a)(1) requires in QEIA funded schools by the end of the 2010-11 school year and each year after, to meet all of the class size reduction requirements in statute.

Class size reduction requirements are:

- Not exceed 20.44 pupils per class in K-3
- Reduce class sizes at each grade level in grades 4-12 by an average of 5 students per class, or to an average of 25, whichever is lower
- Not increase any other class sizes in the school above the size used during the 2005-06 school year
- Not exceed 27 students in any core class or self-contained class in grades 4-12

QEIA schools must continue to maintain CSR at K-3 in addition to reducing other class sizes.

HOW IS THIS MONITORED?

County Superintendents will review data documenting grade-level core class size averages, non-core class size averages and core class sizes exceeding 27 at the end of the year to determine if the school met the CSR requirements.

County Superintendents will request the CSR Summary Report to obtain the following information:

- K-3 CSR enrollment
- Grade level enrollment information for all core and/or self-contained classes for grades 4-12
- Schoolwide average for non-core classes
- Number of core classes exceeding the enrollment cap of 27

Districts will certify that the CSR and average daily enrollment data are accurate.

HOW DOES A SCHOOL MEET ITS TARGET?

Resources available to assist schools and their districts in meeting requirements for class size reduction are:

- A school's Single Plan for Student Achievement
- *Class Size Reduction Summary Report* – designed to assist districts and schools in reporting CSR grade level averages (www.qeia.org)

Click here to select your school

County District
 School

Class Size Reduction Summary Report (Elementary)

Year:

Class Size Summary: Kindergarden - Grade 3

Grade Level	CSR Targets (2010-14)	Total Classes	Total Classes Meeting 20.44 Target
Kindergarden	20.44		
Grade 1	20.44		
Grade 2	20.44		
Grade 3	20.44		

Class Size Summary: Grades 4-8

Grade Level	CSR Targets (2010-14)	Grade Level Average (ADE Report)	Total # of Core Classes	Total # of Core Sections Above 27
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				

Average Daily Enrollment was calculated using:

- Method A:** Average Daily Enrollment calculated from the first day of instruction to April 15. Kindergarden- Gr 3 must use Method A.
- Method B:** Average Daily Enrollment calculated from enrollments on the last instructional day of each month in which classes were held. Method B may be used by grades 4-8.

Non-Core Summary (applies to schools with grades 6-12)

Non-Core Class Size Target	Total # of Non-Core Classes	Total Enrollment in Non-Core Classes	Non-Core Average

As a condition of applying for and receiving funds under the Quality Education Investment Act commencing with California Education Code (EC) Section 52055.70, I hereby certify that to the best of my knowledge, this Class Size Reduction information and Average Daily Enrollment information are true and correct and are in compliance with state law and the requirements as they apply to the Quality Education Investment Act.

Contact Phone Date
 Position Email

[Click here to select your school](#)

County District
 School

Class Size Reduction Summary Report (Secondary)

Year:

Class Size Summary

Grade Level	CSR Targets (2010-14)	Grade Level Average (ADE Report)	Total # of Core Classes/Sections	Total # of Core Sections Above 27
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				

Average Daily Enrollment was calculated using:

- Method A:** Average Daily Enrollment calculated from the first day of instruction to April 15.
- Method B:** Average Daily Enrollment calculated from enrollments on the last instructional day of each month in which classes were held.

Non-Core Summary (Middle and High Schools)

Non-Core Class Size Target	Total # of Non-Core Classes	Total Enrollment in Non-Core Classes	Non-Core Average

As a condition of applying for and receiving funds under the Quality Education Investment Act commencing with California Education Code (EC) Section 52055.70, I hereby certify that to the best of my knowledge, this Class Size Reduction information and Average Daily Enrollment information are true and correct and are in compliance with state law and the requirements as they apply to the Quality Education Investment Act.

Contact Phone Date
 Position Email

Quality Education Investment Act (QEIA) Highly Qualified Teachers (HQT)

WHAT IS REQUIRED?

Education Code section 52055.740 (a)(3) requires in QEIA funded schools by the end of the 2010-11 school year and each year after, each teacher, including intern teachers, be highly qualified in accordance with the federal No Child Left Behind Act of 2001.

The federal NCLB statutes require that all elementary, middle and high school teachers assigned to teach core academic subjects are highly qualified. In California, the NCLB Core Academic Subjects are defined as:

- English/language arts/reading [including reading intervention and California High School Exit Exam (CAHSEE) English classes];
- mathematics (including math intervention and CAHSEE-math classes);
- biological sciences; chemistry; geosciences; physics;
- social science (history, government, economics, geography);
- foreign languages (specific)
- drama/theater; visual arts (including dance); and music

Meeting the federal requirement for highly qualified teachers is based on the number of classes in core academic subjects taught by highly qualified teachers as reported on the ESEA (NCLB) Teacher Requirements of the school's Consolidated Application (Part 1).

HOW IS THIS MONITORED?

County Superintendents will review data reported on the ESEA (NCLB) Teacher Requirements of the school's Consolidated Application (Part 1).to determine if the HQT goal is met. School districts will provide a copy of the Teacher Requirements page in the Consolidated Application submitted to the California Department of Education.:

HOW DOES A SCHOOL MEET ITS TARGET?

A number of resources are available to assist schools and their districts in meeting federal requirements for highly qualified teachers:

- A school's Single Plan for Student Achievement
- A district's Equitable Distribution Plan for Title II compliance
- *Effective Practices for Human Resources Departments of Program Improvement Districts*, available at www.pmat.us (Resources>"PMAT Resource Book")

Quality Education Investment Act (QEIA) Professional Development

WHAT IS REQUIRED?

Education Code section 52055.740 (b)(3) requires QEIA funded schools to have provided professional development to at least one-third of teachers and instructional paraprofessionals in the school annually. This requirement will be monitored by county superintendents. Teachers whose assignment includes teaching English language arts, reading, mathematics, science, or history and social science must meet these professional development requirements. Special education teachers must meet this requirement if their assignment includes any of these subjects. All other teachers are encouraged to meet the QEIA professional development requirements.

Education Code section 52055.750, subdivisions (c) and (d) delineate what professional development activities under QEIA entail. County superintendents will monitor only three areas in their review of professional development. They will determine that professional development hours for teachers and paraprofessionals are:

- For the activities outlined below
- Part of an improvement plan/Single Plan for Student Achievement
- Provided to at least one-third of the teachers and paraprofessionals

The statutory provisions for professional development include:

- Maintain a system for tracking professional development of administrators, teachers and paraprofessionals
- Develop a coherent plan for professional development of its administrators, teachers and paraprofessionals that is articulated in an improvement plan for the school (this can be included in the overall Single Plan for Student Achievement and doesn't have to be a separate plan)
- Ensure each teacher completes an average of 40 hours of professional development for every year assigned to the school
- Authorize teacher professional development that relates to the academic subject(s) to which the teacher is assigned, provides time to meet and work with other teachers, and supports and improves instruction and student learning consistent with state academic content standards
- To the extent appropriate, authorize teacher professional development that is similar in quality and rigor to the Mathematics and Reading Professional Development Program (known as AB 466 or SB 472 training)
- Include collaboration time for teachers to develop new instructional lessons or analyze pupil data; mentoring for new teachers; extra support for teachers to improve practice

HOW IS THIS MONITORED?

County Superintendents will request the following information from schools:

- A copy of the improvement plan/Single Plan for Student Achievement pages that include the professional development plans for teachers and paraprofessionals
- A list of teachers and paraprofessionals that includes hours of professional development, and type of professional development completed (See suggested Professional Development Tracking System to provide this data.)

County Superintendents will review these documents to determine that the professional development hours identified for QEIA (1) meet the description of professional development outlined in statute and listed above, (2) are provided to at least 1/3 of the teachers and paraprofessionals at the QEIA school during the year, and (3) relate to actions steps outlined in the school improvement plan/SPSA.

HOW DOES A SCHOOL MEET ITS TARGET?

Resources are available to assist schools and their districts in meeting the professional development requirements:

- A school's Single Plan for Student Achievement (SPSA)
- *QEIA Professional Development Web-Based Tracking System* – a web-based application to track professional development at a QEIA school quickly and efficiently for meeting QEIA assurances.
- *CDE's Professional Development Requirements for Schools Participating in QEIA* – provides clarity to the requirements for professional development in QEIA schools
- *7-Year professional Development Plan* – a sample design for planning professional development over 7 years of QEIA funding (www.qeia.org)
- *Quality and Rigor in QEIA Professional Development*– describes characteristics of professional development that meets the quality and rigor of SB 472 training (www.qeia.org)
- *QEIA Professional Development Verification Form* – designed to capture and approve specific activities and hours of qualifying professional development (www.qeia.org)
- *QEIA Professional Development Planning Guide Table and Guide Questions* - a professional development planning tool to assist schools in designing professional development to improve pupil performance and professional practice. Presents planning in visual form on a document that can be customized and record decisions. This tool is based on the work of Dr. Thomas Guskey from his book *Evaluating Professional Development*, Corwin Press, 2000. (www.qeia.org)

Professional Development Requirements

An overview of professional development requirements for school districts, schools, administrators, teachers and paraprofessionals participating in the Quality Education Investment Act (QEIA).

School Districts with QEIA-funded schools

School districts have three essential roles in ensuring that their funded schools comply with QEIA professional development requirements. First, districts are expected to support QEIA-funded schools in providing professional development opportunities that allow for compliance with the QEIA requirements. Second, school districts are required to ensure that their QEIA-funded schools have established and are maintaining a system for tracking professional development activities completed by administrators, teachers, and paraprofessionals at QEIA schools. School districts may obtain assistance in establishing a system for tracking professional development from the two QEIA technical assistance centers (Northern California: Sacramento County Office of Education; Southern California: Los Angeles County Office of Education) or from the [QEIA Web page](#) (Outside Source). Third, school districts must ensure that their QEIA-funded schools are in fact meeting QEIA professional development requirements, as well as all other compliance and performance requirements for schools participating in QEIA. *Education Code (EC) Section 52055.750(a)(1), (6) and (7)*.

QEIA-funded schools

Schools participating in QEIA are expected to develop a coherent plan for professional development of their administrators, teachers and paraprofessionals in collaboration with all interested parties in the school community. While this plan must address requirements concerning participation, hours, type, quality and rigor of professional development described above, it is essential that the plan considers the general needs of the school's faculty, staff and students, and addresses these needs along with meeting the more specific requirements described above. A successful plan will first identify the forms of professional development that will best serve the school's needs, and then will ensure that specific QEIA professional development requirements are satisfied. (*EC Section 52055.750(c)*).

Administrators

Each administrator at a QEIA-funded school must be provided with high quality professional development through leadership training, coaching, and mentoring. QEIA does not prescribe a specific number of hours of professional development an administrator must complete. There is also flexibility regarding the type of professional development an administrator must complete, but the training is expected to focus on elements of instructional leadership and on assisting the school staff to provide effective, standards-based instruction to all students at the school. This professional development should support and align with the professional development of the teachers and instructional paraprofessionals. QEIA directs that to the extent appropriate the professional development provided to administrators shall be similar in quality and rigor to the Administrator Training Program (AB 75/AB 430). (*EC Section 52055.750(a)(3)*).

Teachers

QEIA establishes two requirements pertaining to professional development for teachers at QEIA-funded schools. The first requirement is that one-third of all teachers at a QEIA-funded school must complete some professional development each year. This requirement applies to every year in which a school receives QEIA funding, beginning in 2008-09, and is not limited to the first three years of funding. While teachers are encouraged to complete professional development every year, this requirement may allow some teachers not to complete professional development in some years, as long as one-third of the faculty of a QEIA-funded school completes professional development each year. QEIA-funded schools are also encouraged to create a school-wide professional development plan that ensures that, at a minimum, every teacher completes some professional development during each three-year period. The second requirement is that each teacher at a QEIA-funded school must complete an average of 40 hours of professional development for every year they are assigned to a QEIA-funded school, beginning with the 2008-09 school year. Activities completed after the last day of school, or after June 30, whichever comes first, will be accrued to professional development hours in the new school year. All teachers are encouraged to complete at least 40 hours of professional development each year, however, no specific number of professional development hours is required for any year as long as each teacher completes an average of 40 hours per year. For example, a teacher who serves at a QEIA-funded school for all six years of full program funding must complete 240 hours of professional development during that time. For both of these requirements, QEIA defines professional development to include:

- Collaboration time for teachers to develop new instructional lessons or analyze pupil data;
- Mentoring projects for new teachers;
- Extra support for teachers to improve practice;

- Rigorous, in-depth professional development on effective pedagogical practices or to extend knowledge of subject matter the teacher is assigned to teach.

All teachers at QEIA-funded schools who teach English-language arts, English Language Development, reading, mathematics, science, or history and social science as part or all of their assignment must meet these professional development requirements. Special education teachers whose assignment includes any of these subjects must meet these requirements. All other teachers at QEIA funded schools are also encouraged to meet these requirements. QEIA teacher professional development is expected to relate to the academic subject(s) to which the teacher is assigned, provide time to meet and work with other teachers, and support and improve instruction and student learning in a manner consistent with state academic content standards. QEIA directs that to the extent appropriate the professional development provided to teachers shall be similar in quality and rigor to the Mathematics and Reading Professional Development Program (AB 466/SB 472). (EC sections 52055.740(b)(3) and 52055.750(c) and (d).

Instructional Paraprofessionals

QEIA requires all paraprofessionals assigned instructional duties in academic subjects at QEIA-funded schools to complete some professional development during years in which their school receives QEIA funding. Specifically, one-third of all instructional paraprofessionals at the QEIA-funded school must complete some professional development each year. This requirement applies to every year in which a school receives QEIA funding, beginning in 2008-09, and is not limited to the first three years of funding. While paraprofessionals are encouraged to complete professional development every year, this requirement may allow some paraprofessionals not to complete professional development in some years, as long as one-third of paraprofessionals of a QEIA-funded school complete professional development each year. There are no specific requirements concerning the number of hours of professional development paraprofessionals must complete, and the statute does not prescribe the type of professional development required. However, professional development for paraprofessionals should reflect their current instructional assignment and should aim to improve the paraprofessional's performance in serving students. (EC Section 52055.740(b)(3)).

Questions: Jim Alford | jalford@cde.ca.gov | 916-319-0226

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Friday, October 03, 2008

Quality Education Investment Act (QEIA) High School Counselor Ratio

WHAT IS REQUIRED?

Education Code section 52055.740 (a)(2) requires QEIA funded high schools by the end of the 2010-11 school year and each year after, to have a pupil-to-counselor ratio of no more than 300 to 1 AND each counselor must hold a services credential with a specialization in pupil personnel services.

Only high schools are subject to the QEIA pupil to counselor ratio requirement. The California Department of Education has a classification system for school types. API reports identify the type of school. High schools are defined as a school that has only grade nine or contains one or more grades ten through twelve and no grade below seven. If a school crosses grades spans, classification is based on enrollment. For example, if a school had a seven through ten configuration, it would be classified as a high school. A school with kindergarten through grade ten and greater enrollment in grades seven and eight than in grades nine and ten, the school would not be classified a high school.

HOW IS THIS MONITORED?

County Superintendents will review the following information from schools:

- Master list of school counselors assigned to the site with full time equivalents (FTEs) for each individual noted
- *High School Counselor Ratio Worksheet*
- Verification that a valid credential with the appropriate PPS certification is held – on file at the county office

The school will complete the *Pupil to Counselor Ratio Calculation Worksheet* showing the number of students enrolled, the number of appropriately credentialed school counselors, the number of additional school counselors needed to achieve a 300 to 1 pupil to counselor ratio and one-third and two-thirds targets.

HOW DOES A SCHOOL MEET ITS TARGET?

Resources available to assist schools and their districts in meeting the pupil to counselor ratio requirement are:

- A school's Single Plan for Student Achievement
- EdJoin – online job recruitment and application system available at www.edjoin.org
- *High School Counselor Ratio Worksheet*

Click here to select your school

County District
 School

8.1

High School Counselor Ratio

Year

Education Code section 52055.740 (a)(2) requires QEIA funded high schools by the end of the 2010-11 school year and each year after, to have a pupil-to-counselor ratio of no more than 300 to 1 and each counselor must hold a services credential with a specialization in pupil personnel services.

COUNSELOR			Pupil Personnel Services Credential	FTE Assignment
Add a Counselor	Last Name	First Name	% of Time	
Delete			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Delete			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Delete			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Number of FTE Counselors with PPS Credentials

Total FTE from PPS Counselors

ENTER Total Student Enrollment

Ratio of Students to each Counselor

Contact

Phone

Date

Position

Email

For internal purposes

Quality Education Investment Act (QEIA) Academic Performance Index (API) Growth

WHAT IS REQUIRED?

Education Code section 52055.740 (a)(5) requires QEIA funded schools to exceed the API growth target for the school by 2010-11 averaged over the first three full years of funding. Beginning in 2011-12, regular QEIA schools will need to meet their annual API growth targets and alternative application schools must exceed their annual API growth targets.

HOW IS THIS MONITORED?

County Superintendents will compare actual CDE reported schoolwide API growth against the API growth target beginning with 2008-09 data. Data will be collected on the *API Growth Target Summary*.

HOW DOES A SCHOOL MEET ITS TARGET?

At the end of the 2010-11 school year, QEIA schools must **exceed** their API growth target, averaged over the **first three full years of funding**:

1st year: 2008-09
2nd year: 2009-10
3rd year: 2010-11

The following examples illustrate how county offices will determine whether a school has met or not met this requirement:

Example A: Academic Performance Index (MET)

	<i>Annual API Growth Target</i>	<i>School's Annual API Growth</i>
1 st year: 2008-09	7	21
2 nd year: 2009-10	7	-5
3 rd year: 2010-11	8	14
Total	22	30
3-year Average	7.3	10.0 (Met)

Example B: Academic Performance Index (NOT MET)

	<i>Annual API Growth Target</i>	<i>School's Annual API Growth</i>
1 st year: 2008-09	7	11
2 nd year: 2009-10	7	-2
3 rd year: 2010-11	8	9
Total	22	18
3-year Average	7.3	6.0 (Not Met)

Resources are available to assist schools and their districts in exceeding API growth targets:

- A school's Single Plan for Student Achievement (SPSA)
- *API Growth Target Summary* – designed to capture school API data and growth targets for school planning and county monitoring

- QEIA- SPSA Checklist – designed to assist schools in planning for QEIA requirements (www.qeia.org)
- QEIA – SPSA Multiple Programs – designed as a guide for cross referencing multiple programs in order to bring coherence between QEIA and the SPSA (www.qeia.org)
- School Plan Budget Analysis Template – A worksheet designed to help identify and fund school site priorities (www.qeia.org)
- See www.qeia.org for additional resources, in particular “Best Practices” and “Exemplary Administrators”

API Growth Target Summary Report

2010-11

QEIA Regular and Alternative Application Schools:

At the end of 2010-11, schools must exceed schoolwide API growth targets averaged over the first three years.

Click here to select your school	County		District	
	School			

Academic Performance Index Growth							
	Year 1 2008-09	Year 2 2009-10	Year 3 2010-11	3-Year Average	Year 4 2011-12	Year 5 2012-13	Year 6 2013-14
Schoolwide API Growth Target	<input style="width: 80px; height: 25px;" type="text"/>	<input style="width: 80px; height: 25px;" type="text"/>	<input style="width: 80px; height: 25px;" type="text"/>		<input style="width: 80px; height: 25px;" type="text"/>	<input style="width: 80px; height: 25px;" type="text"/>	<input style="width: 80px; height: 25px;" type="text"/>
API Growth Attained	<input style="width: 80px; height: 25px;" type="text"/>	<input style="width: 80px; height: 25px;" type="text"/>	<input style="width: 80px; height: 25px;" type="text"/>		<input style="width: 80px; height: 25px;" type="text"/>	<input style="width: 80px; height: 25px;" type="text"/>	<input style="width: 80px; height: 25px;" type="text"/>
				Not Met	<input style="width: 80px; height: 25px;" type="text"/>	<input style="width: 80px; height: 25px;" type="text"/>	<input style="width: 80px; height: 25px;" type="text"/>

2011-14
QEIA Regular Schools*
Regular funded schools must **meet** their annual API growth targets.

QEIA Alternative Application Schools*
Alternative application schools, must **exceed** their annual API growth targets.

*Ed. Code 52055.740: If the school fails to meet API growth requirements, the school shall continue to receive funding pursuant to this article, but shall be subject to state review, assistance, and timeline requirements pursuant to the HPSGP under Section 52055.650.

QUALITY EDUCATION INVESTMENT ACT (QEIA)

**Suggested Letter for QEIA Documentation Verification
Finding of “Requirements Met”**

<Date>

<Name of Superintendent >

<District>

<Address>

Re: Quality Education Investment Act (QEIA) Annual Review

Dear <Name of Superintendent>:

California *Education Code* Section 52055.740 requires that I annually review QEIA schools and their data to determine if the school has met specified requirements of the QEIA program. As a courtesy, I am reporting to you the results of my review of <Name of School>. This report represents my review conducted for the <2010-11> school year.

The purpose of my review as specified in California *Education Code* 52055.740 was to determine if the requirements for the following areas were met by the QEIA school for the <2010-11> year:

- Met the class size reduction requirements
- Have all core classes taught by teachers that are highly qualified, as defined by federal requirements
- Met the average teacher experience target for the school district for the type of school
- Provided professional development to at least one-third of teachers and instructional paraprofessionals
- Met all of the requirements of the *Williams* settlement
- For high schools, met the pupil-to-counselor ratio requirement of no more than 300:1, with all counselors holding a valid pupil personnel services credential
- For alternative application schools, met the alternative application requirements.
- Exceeded its API growth target for the school averaged over the first three full years of funding (for 2010-11)
- Met its annual API growth target (beginning in 2011-12)

<Name of School> was found to have met all of the requirements in <2010-11>. The enclosed chart details the findings of my review in each of the areas examined.

Please extend to your staff my appreciation for their professionalism in addressing the requirements for participation in the Quality Education Investment Act program.

Sincerely,

<Name of county superintendent>

QUALITY EDUCATION INVESTMENT ACT (QEIA)

**Suggested Letter for QEIA Documentation Verification
Finding of “Requirements Not Met”**

<Date>

<Name of Superintendent >

<District>

<Address>

Re: Quality Education Investment Act (QEIA) Annual Review

Dear <Name of Superintendent>:

California *Education Code* Section 52055.740 requires that I annually review QEIA schools and their data to determine if the school has met specified requirements of the QEIA program. As a courtesy, I am reporting to you the results of my review of <Name of School>. This report represents my review conducted for the <2010-11> school year.

The purpose of my review as specified in California *Education Code* 52055.740 was to determine if the requirements for the following areas were met by the QEIA school for the <2010-11> year:

- Met the class size reduction requirements
- Have all core classes taught by teachers that are highly qualified, as defined by federal requirements
- Met the average teacher experience target for the school district for the type of school
- Provided professional development to at least one-third of teachers and instructional paraprofessionals
- Met all of the requirements of the *Williams* settlement
- For high schools, met the pupil-to-counselor ratio requirement of no more than 300:1, with all counselors holding a valid pupil personnel services credential
- For alternative application schools, met the alternative application requirements.
- Exceeded its API growth target for the school averaged over the first three full years of funding (for 2010-11)
- Met its annual API growth target (beginning in 2011-12)

<Name of School> was found to have not met the requirements for <2010-11>. The enclosed chart details the findings of my review in each of the areas examined.

If a school does not meet the requirements, California *Education Code* Section 52055.740 requires that I notify the State Superintendent of Public Instruction (SSPI). That notification will occur in November and a copy of this letter will be forwarded to the SSPI at that time.

Please contact me or my staff if you have any questions.

Sincerely,

<Name of county superintendent>

QUALITY EDUCATION INVESTMENT ACT (QEIA)

Suggested Letter for Notifying the State Superintendent of Public Instruction QEIA Documentation Verification Finding of “Requirements Not Met”

<Date>

Honorable Tom Torlakson
State Superintendent of Public Instruction
California Department of Education
1430 N Street
Sacramento, CA 95814

Re: Quality Education Investment Act (QEIA) Annual Review for <2010-11>

Dear Superintendent Torlakson:

California *Education Code* Section 52055.740 requires that I annually review QEIA schools and their data to determine if the school has met specified requirements of the QEIA program. If a school does not meet the requirements, I am required to notify the State Superintendent of Public Instruction (SSPI). The purpose of this letter is to notify you that <Name of School> has not met the program requirements for the <2010-11> school year. Therefore, the school will be subject to funding termination per Education Code Section 52055.740 (c)(1).

The scope of my review, as specified in California *Education Code* 52055.740, was to determine if requirements for the following areas were met by the QEIA school:

- Met the class size reduction requirements
- Have all core classes taught by teachers that are highly qualified, as defined by federal requirements
- Met the average teacher experience target for the school district for the type of school
- Provided professional development to at least one-third of teachers and instructional paraprofessionals
- Met all of the requirements of the *Williams* settlement
- For high schools, met the pupil-to-counselor ratio requirement of no more than 300:1, with all counselors holding a valid pupil personnel services credential
- For alternative application schools, met the alternative application requirements.
- Exceeded its API growth target for the school averaged over the first three full years of funding (for 2010-11)
- Met its annual API growth target (beginning in 2011-12)

The enclosed chart details the findings of my review in each of the areas examined.
Please contact me or my staff if you have any questions.

Sincerely,

<Name of county superintendent>

County Superintendent of Schools
QUALITY EDUCATION INVESTMENT ACT (QEIA)

Click here to select a new school

School:

County: District:

2010-11 REPORT

This report summarizes the results of the QEIA monitoring requirements:

DETERMINATION OF REQUIREMENTS

Requirement	Met (Yes/No)
Average Teacher Experience	<input type="checkbox"/> Yes <input type="checkbox"/> No
Class Size Reduction	<input type="checkbox"/> Yes <input type="checkbox"/> No
Highly Qualified Teachers	<input type="checkbox"/> Yes <input type="checkbox"/> No
Professional Development	<input type="checkbox"/> Yes <input type="checkbox"/> No
Williams Settlement	<input type="checkbox"/> Yes <input type="checkbox"/> No
API Growth	<input type="checkbox"/> Yes <input type="checkbox"/> No
High School Counselor Ratio	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
All Requirements Met	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

AVERAGE TEACHER EXPERIENCE

School must have average teacher experience equal to or exceeding the district average in 2005-06 for this type of school.

Average Teacher Experience Index (TEI)		
Teacher Experience Index Target		<input style="width: 60px; height: 20px;" type="text"/>
School's Calculated Teacher Experience Index		<input style="width: 60px; height: 20px;" type="text"/>

CLASS SIZE REDUCTION

Method used to calculate CSR Average:

- Method A:** Average Daily Enrollment calculated from the first day of instruction to April 15.
- Method B:** Average Daily Enrollment calculated from enrollments on the last instructional day of each month in which classes were held.

Class Size Reduction (CSR)										
Select Grade Level	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
CSR Target (2010-2014)	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>
* K-3 / 4-12	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>	<input style="width: 40px; height: 20px;" type="text"/>

* If grade level = **K-3**, enter number of classes meeting target of 20.44. If grade level = **4-12**, enter CSR grade level average..

Non-core Classes	
Total Enrollment in Non-core Classes	<input type="text"/>
Total Number of Non-core Classes	<input type="text"/>
School-wide Average	0
School-wide Target	<input type="text"/>

Rule of 27: Not exceed 27 students in core classes or self-contained settings in grades 4-12.

Total number of core classes or self-contained settings exceeding 27 from enrollment report at end of school year.	<input type="text"/>
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HIGHLY QUALIFIED TEACHERS

All NCLB core classes must be taught by Highly Qualified Teachers.

Highly Qualified Teachers (HQT)	
Total Core Classes	<input type="text"/>
% Core Classes taught by NCLB compliant teachers	<input type="text"/>

PROFESSIONAL DEVELOPMENT

School must have provided professional development as defined in statute, to at least 1/3 of the teachers and instructional paraprofessionals annually.

Professional Development (PD)	
Total Core Subject Teachers	<input type="text"/>
# of Core Subject Teachers receiving PD	<input type="text"/>
Percentage	<input type="text"/>
<hr/>	
Total Instructional Paraprofessionals	<input type="text"/>
# of Instructional Paraprofessionals receiving PD	<input type="text"/>
Percentage	<input type="text"/>

WILLIAMS SETTLEMENT

School must meet all *Williams* requirements annually: ensure students have instructional materials, facilities pose no emergency or urgent threat to health and safety, and there are no teacher vacancies or misassignments..

Williams Requirements		
Quarterly/Annual Report Requirements	Compliant Yes/No	Comments
Instructional Materials	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Facilities	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Teacher Vacancies & Misassignments	<input type="checkbox"/> Yes <input type="checkbox"/> No	

ACADEMIC PERFORMANCE INDEX (API) GROWTH

Schools must exceed the API growth target averaged over the first 3 years by the end of 2010-11. Beginning in 2011-12, regular funded QEIA schools must meet their annual API growth target.

API GROWTH							
	Year 1 2008-09	Year 2 2009-10	Year 3 2010-11	3-Year Average	Year 4 2011-12	Year 5 2012-13	Year 6 2013-14
Schoolwide API Growth Target							
API Growth Attained							

HIGH SCHOOL COUNSELOR RATIO

School must have a pupil-to-counselor ratio of no more than 300 to 1, with counselors holding valid pupil personnel service credentials.

Pupil-to-Counselor Ratio (high school)	
Student Enrollment	
# of Counselors with PPS Credential (FTE)	
Pupil-to-Counselor Ratio	0

2010-11 QEIA Monitoring Ratings

County N	District Name	School Name	QEIA Monitoring Ratings							Overall Rating
			TEI	CSR	HQT	PD	Wms.	API	Counselor	
Alameda	Hayward USD	Burbank Elementary	Met	Met	Met	Met	Met	Met		Met
Alameda	Hayward USD	Faith Ringgold	Met	Met	Met	Met	Met	Met		Met
Alameda	Livermore Valley JUSD	Marylin Avenue Elementary	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	ACORN Woodland Elementary	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	Bridges Academy at Melrose	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	Brookfield Elementary	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	Claremont Middle	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	Esperanza Elementary	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	Frick Middle	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	Garfield Elementary	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	Hoover Elementary	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	Horace Mann Elementary	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	Lafayette Elementary	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	Madison Middle	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	Manzanita Community	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	Markham Elementary	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	Martin Luther King, Jr. Elementary	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	Maxwell Park Elementary	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	New Highland Academy	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	Parker Elementary	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	Santa Fe Elementary	Met	Met	Met	Met	Met	Met		Met
Alameda	Oakland USD	Urban Promise Academy	Met	Met	Met	Met	Met	Met		Met
Alameda	San Leandro USD	Garfield Elementary	Met	Met	Met	Met	Met	Met		Met
Butte	Chico USD	Chapman Elementary	Met	Met	Met	Met	Met	Met		Met
Butte	Oroville City ESD	Wyandotte Avenue Elementary	Met	Met	Met	Met	Met	Met		Met
Colusa	Pierce Joint Unified School District	Lloyd G. Johnson Junior High	Met	Met	Met	Met	Met	Met		Met
Contra Costa	Antioch USD	Antioch Middle	Met	Met	Met	Met	Met	Met		Met
Contra Costa	Mt. Diablo USD	Cambridge Elementary	Met	Met	Met	Met	Met	Met		Met
Contra Costa	Mt. Diablo USD	Meadow Homes Elementary	Met	Met	Met	Met	Met	Met		Met
Contra Costa	Mt. Diablo USD	Mt. Diablo High	Met	Met	Met	Met	Met	Met		Met
Contra Costa	Mt. Diablo USD	Oak Grove Middle	Met	Met	Met	Met	Met	Met		Met
Contra Costa	Mt. Diablo USD	Riverview Middle	Met	Met	Met	Met	Met	Met		Met
Contra Costa	Mt. Diablo USD	Ygnacio Valley Elementary	Met	Met	Met	Met	Met	Met		Met
Contra Costa	Pittsburg USD	Foothill Elementary	Met	Met	Met	Met	Met	Met		Met
Contra Costa	Pittsburg USD	Parkside Elementary	Met	Met	Met	Met	Met	Met		Met
Contra Costa	Pittsburg USD	Rancho Medanos Junior High	Met	Met	Met	Met	Met	Met		Met
Contra Costa	Pittsburg USD	Stoneman Elementary	Met	Met	Met	Met	Met	Met		Met
Contra Costa	West Contra Costa USD	De Anza Senior High	Met	Met	Met	Met	Met	Met		Met
Contra Costa	West Contra Costa USD	Harding Elementary	Met	Met	Met	Met	Met	Met		Met
Contra Costa	West Contra Costa USD	Helms Middle	Met	Met	Met	Met	Met	Met		Met