

OPTIONAL FORM 99 (7-90)

FAX TRANSMITTAL

of pages

To OS	From Melinda F. Kheel
Dept./Agency	Phone #
Fax #	Fax #
NSN 7540-01-317-7368 5099-101 GENERAL SERVICES ADMINISTRATION	

85 Wednesday, September 20, 1995

► **OPINION**

The Sacramento Bee

Locally owned and edited for 138 years

JAMES McCLATCHY, editor, 1857-1883

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Wilson: Goals 1996

In his quest for the presidency, one of Gov. Pete Wilson's favorite refrains has been to attack the federal government, which he frequently calls intrusive, unbending and insensitive to California's needs. He also has complained a great deal that California isn't getting all the federal money it should have coming. But now he is threatening to refuse federal money, which, if he carries out the threat, will cost the cash-strapped California schools millions they can scarcely do without.

Earlier this summer Wilson wrote the U.S. Department of Education to say he won't accept Goals 2000 funds - federal monies appropriated for states to establish standards to meet six national education goals - until Congress, which is wrangling over the program, decides whether to fund it in future years. In the first year (1994-95), California school districts and the state Department of Education received some \$10 million; they are eligible for an additional \$42 million this school year. It would be hard to find a school district in this state that wouldn't want the funds, no matter how uncertain the prospects that Goals 2000 will survive into next year.

The governor says that while Goals 2000 started as a "hopeful partnership" under then-President Bush, under President Clinton it's "deteriorated into a myriad of federal

dictates. We do not need federal micromanagement of California's education reform efforts." Those myriad dictates, however, may be mostly in Wilson's imagination. The only conditions placed on school districts that receive Goals 2000 funds are aimed at ensuring that the local schools and community will have ample say in how a broad set of educational goals are reached:

- A requirement to engage in a broad-based planning effort involving parents and various community representatives and to participate in a peer review process.

- A requirement to distribute 75 percent of the funds to school sites to be used for purposes connected to school and district planning.

- A requirement to address administrative flexibility for local schools.

That is hardly an unbearable yoke. If the governor declines the money, it will cost the California Department of Education and districts around the state dearly. (A number of districts statewide that had anticipated Goals 2000 funds now find themselves in the lurch. The impoverished Sacramento City Unified School District, for example, won't get \$200,000 it had counted on this year for planning literacy and school-to-work programs.) But Wilson's campaign vehicle, bound for New Hampshire, doesn't appear to brake for the schools of his home state.

Heedless in the House

DRAFT

9/13

Dear Governor Wilson:

We are writing in response to your letter of July 21, in which you indicated that you do not intend to expend second year Goals 2000 funds until such time as Congress has acted to change Goals 2000.

We received your letter at virtually the same time the U.S. Department of Education received an application for second year Goals 2000 funds from the California Department of Education. While Goals 2000 requires that federal funds be awarded to state education agencies, we recognize that under California law, the funds must be released to the California Department of Education by the Office of Finance, which is subject to your control. Therefore, your intentions regarding Goals 2000 funds are an important factor in considering California's application.

We fear that your intentions about Goals 2000 funds may reflect inaccurate information about the law. Contrary to the assertions in your letter, Goals 2000 does not contain "a myriad of federal dictates." Nor has it led to "federal micro-management of California's education reform efforts." In fact, there are no federal dictates in Goals 2000, nor are there any federal regulations issued as a result of this new program. Instead, Goals 2000 provides a broad framework for state and local education reform. This framework, centered on challenging academic standards established by the State, is flexible enough to accomodate the wide range of education reform strategies and traditions of local and state control found througout the Nation, including those in California.

States as diverse as Oregon, Utah, Massachusetts, Vermont, Michigan, Maryland, Kansas and Kentucky have all successfully incorporated Goals 2000 into their ongoing reforms--strengthening their own efforts with additional federal resources and with the broad involvement of parents, educators, business leaders and other citizens. Each of these states has successfully completed the development of an education reform plan, and none was required to change its plan to meet federal specifications. Three, Oregon, Kansas, and Masachusetts, have also been delegated the authority to waive federal statutory and regulatory requirements from other federal education programs, if these

requirements interfere with state or local efforts to improve education. This is precisely the opposite of the micromanagement you allege.

As important as the experience of other states is California's own experience. California has participated in Goals 2000 for the past year without any instances of federal intrusion or micromanagement. If you believe that there has indeed been inappropriate federal involvement in California education reform as a result of its participation in Goals 2000, we strongly encourage you to bring the specific concerns to our attention. We would be delighted to address any problems you might identify.

Governor, we have carefully reviewed California's application for second year Goals 2000 funds. It meets the requirements of the law, and it has been approved. A notification of grant award has been sent to the California Department of Education, and \$42,111,706 is now available to be spent on improving education in California.

One hundred and sixty-nine consortia of local education agencies, representing approximately 1600 schools, have already been selected by the California Department of Education to receive some of these funds, and a second round of competition will identify an even larger set of schools and school districts to receive the remainder of the funds.

Goals 2000 funds can make a significant difference in improving teaching and learning for all students at these schools. They can support local initiatives to improve teaching and learning. For example, abc school in zzz will....., and the xyz school in bbb will.....

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In addition to California there are 46 states actively participating in Goals 2000, trying hard to stimulate and support local improvement efforts. None of them receive the level of funding available to California. It would be extremely unfair to

permit more than \$41 million to remain idle in Sacramento while parents, educators and students in these other states have dreams and ideas that outstrip available resources.

Under the Goals 2000 Act, the Secretary of Education has the authority to reallocate a state's funds to other states, if he determines that the state does not need the funds. In our view, a refusal by the State Finance Office to make the funds available to the agency that requested them would constitute evidence that California does not need these funds. Therefore, if the Goals 2000 funds awarded to California are not released to the California Department of Education by November 1, 1995, we will recommend to the Secretary of Education that he determine that California does not need Goals 2000 funds, and that these funds instead be divided up among the other states participating in Goals 2000.

We hope that this step will not be necessary. Improving education is an important priority in California as it is throughout the Nation. The resources to support education improvement in California have been limited in recent years. We hope that you will not deprive California students the opportunity to benefit from \$41 million in support of the improvements designed by their teachers, parents and others in their communities.

Sincerely yours,

Thomas Payzant
Assistant Secretary
Office of Elementary and
Secondary Education

Michael Cohen
Senior Advisor to
the Secretary

cc: Delaine Eastin

SEP-20-1995 13:12 FROM UNION-TRIBUNE OCEANSIDE TO

12024013130

P.02

OPTIONAL FORM 99 (7-90)

FAX TRANSMITTAL

of pages ▶

To <i>Billie Rollins</i>	From
Dept./Agency	Phone #
Fax # <i>401-056</i>	Fax #
NSN 7540-01-317-7368 5009-101 GENERAL SERVICES ADMINISTRATION	

Story 1

Access #: 2815166
 Paper Name: UNION-TRIBUNE
 Pub. Date: 15-Sep-1995 Friday
 Edition: 1,7,8,2,3
 Section: LOCAL
 Page: B-1
 Headline: Wilson's stance on school grants draws criticism
 Byline: LILLIAN SALAZAR LEOPOLD
 Creditline: Staff Writer
 Story Length: 139 lines
 Keywords: BUDGET. CALIFORNIA. COLLEGES. COMMUNICATIONS. CRITICISM. ELECTIONS. FINANCE. GOVERNMENT. LANGUAGE. LAW. LEADERS. LITERACY. ORGANIZATIONS. POLITICS. PREVENTION. SAN DIEGO. SCHOOLS. TRAINING. USA.

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Ran after story →

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 Thirteen San Diego County school districts rejoiced when they found out they were getting \$1.2 million in federal grants to fund everything from literacy programs to career opportunities.

But that celebration may be short-lived because Gov. Pete Wilson is balking at accepting the funds, which are second-year grants awarded under federal legislation known as Goals 2000.

Wilson's decision could hold up \$41.5 million to the state.

In a letter to state Superintendent of Public Instruction Delaine Eastin two weeks ago, Wilson said the federal money carries strings that attempt "to place extraordinary conditions upon the receipt of the funding."

"We do not need federal micromanagement of California's education reform efforts," he said.

Instead, Wilson said he wants to wait to see what Congress does with Goals 2000 legislation. Until then, Wilson said he will not spend second-year money.

"There are something like 195 'shalls' and 63 'wills' and numerous 'requires' in the legislation," said Cindy Katz, a spokeswoman for Maureen DiMarco, Wilson's education secretary. "Those all sound like mandates."

Many in the education community and even some who oppose Goals 2000 say Wilson's actions are political.

"He is holding that money hostage," said Carol Leighty, assistant superintendent of educational services in the Lakeside Union School District. "The bottom line is that it's political. You have a Democratic

SEP-20-1995 13:13 FROM UNION-TRIBUNE OCEANSIDE TO

12224013130 P.03

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And Wilson's letter has caused confusion among education officials, including those in the U.S. Department of Education.

"This is not a text analyst," said Mike Cohen, senior adviser to U.S. Education Secretary Richard Riley. "You don't just count certain verbs. Whatever words are in there today were in there roughly a year ago when California asked for and received Goals 2000 money. The words haven't changed.

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"He cannot continue to waffle back and forth on this issue," said Natalie Williams, director of education for the Claremont Institute, a conservative think tank with offices throughout the state.

Goals 2000: the Educate America Act began under the George Bush administration and was signed into law by President Clinton in 1994.

The legislation lists among its goals: All children will "start school ready to learn;" America's students "will be first in the world in science and mathematics achievement;" and "every adult American will be literate."

Critics of Goals 2000 say the legislation is the federal government's way of getting involved in local school district decisions. Some say it's government intrusion into family life.

To convey their concerns to other parents, members of Parents Involved in Education held a three-hour information meeting this week at Rancho Bernardo High School.

With some 175 parents in attendance, the group's executive director, Carolyn Steinke, outlined her concerns.

She contends the national legislation violates the Elementary and Secondary Education Act, which says there shall be neither federal curriculum nor federal standards. Further, she claims the legislation is not producing children who are academically superior.

Instead of reforming education with new concepts, schools should be going back to traditional education, concentrating on teaching reading, writing and math, she said.

And Steinke argues that the federal legislation is usurping local control.

"Whenever the federal government sends money, that totally circumvents state law, the legislative body, the state board of education and local school district boards," Steinke said.

Administrators who applied for the Goals 2000 grants disagree that federal funding has come with strings.

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12024013130 P.04

"I've never seen a federal grant that had so few requirements and I've written a lot of grants," said Sandra Johnson, director of learning support services for the Poway Unified School District, which received the largest grant in the county. "All the academic standards are all locally developed. There's a lot of erroneous information out there."

Goals 2000 has set out a broad set of targets for student achievement, and allowed each district to tailor its curriculum to achieve those targets, said Pete McHugh, associate superintendent in charge of curriculum in the Vista Unified School District.

"Our district has taken the component that talks about being world class in math and science and providing a challenging and rigorous curriculum," McHugh said.

The Vista grant proposes forming an International Baccalaureate program for grades six through 10 to complement the one in grades 11 and 12. The program is based on several European standards of achievement and allows students who pass the high school program to earn college credits.

"It's not micromanaging if a program is absolutely unique," McHugh said. "I challenge critics to indicate why a curriculum that can stand up to international standards should be subject to criticism of micromanagement or that it is counter to rigorous curriculum for kids."

The funding loss would cripple several districts' plans, because most wrote proposals that sought money for three years.

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"It means we'll be planning in a vacuum," Carlton said. "Without implementation money, it doesn't make sense to spend money to plan."

The dilemma is not lost on supporters and opponents of Goals 2000.

"The governor is between the devil and the deep blue sea," parent Steinke said. "How do you turn down \$41 million and how do you ensure there are no strings attached?"

The 13 districts receiving grants this year are Coronado Unified School District; Escondido Elementary School District; San Diego Unified; South Bay Union; San Ysidro; Encinitas Union; and San Marcos Unified.

Also, Chula Vista Elementary; Solana Beach; Grossmont Union High School District; Poway Unified; Lakeside; and Vista Unified.

END OF STORY REACHED

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Have a nice day

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9-15-95

San Francisco Chronicle

THE VOICE OF THE WEST

EDITORIALS

Pushing State Schools Toward Excellence

DELAINE EASTIN'S first major reform proposal as California's superintendent of public instruction is a no-flinch, straight-on strategy for improving the state's schools that reflects her willingness to acknowledge educational weaknesses and address the hard issues.

If schools agree to work toward the goals she spells out, she in turn will waive the myriad education code regulations — such as requiring an inflexible 55 minutes per subject — that make educators' jobs more difficult.

**Schools chief
Delaine
Eastin says
'we've been
setting our
sights too
low and
hitting them'**

All they have to do, she says, is take deliberate steps that foster school standards, accountability and a safe environment.

More specifically, in return for cutting red tape, the school district requirements requested of Eastin will include:

- Adopting content and performance standards for every subject at every grade level.
- Toughening graduation requirements.
- Devising an individual learning plan for each child.
- Creating a parent-school compact signed by every parent.
- Meeting performance targets.
- Closing the campus so that outsiders

can't get in and students can't get out during school hours.

Eastin's challenge to the schools is blissfully free of obfuscation and educational jargon. Academic achievement is the clear aim, and schools are exempted from stultifying regulations in exchange for creativity and dedication and rigor.

Eastin says if schools create an environment that makes it easy for students to learn, sets high expectations and offers a straightforward blueprint aimed at achieving academic excellence, they will be free of burdensome red tape. The reform package also includes the goal of reducing class size at the kindergarten through third-grade level from the average 30 students per teacher to 20 students per teacher — and promoting technology in the classroom.

Eastin calls the reform challenge the "strategic" portion of her goals for education. The "business plan" that will help get there includes a "balanced approach" to teaching the all-important subjects of reading and math. This approach incorporates both basic skills — such as phonics and spelling and computation — and newer teaching concepts like "whole language," based on the belief that some children become readers by having access to rich, engaging literature.

The schools chief deserves credit for issuing a tough but achievable challenge to state educators. As she told The Chronicle editorial board yesterday, "We've been setting our sights too low and hitting them." Her reform plan should go a way toward raising those sights.

U.S. DEPARTMENT OF EDUCATION
Office of Public Affairs
Room 2200
600 Independence Avenue, S.W.
Washington, D.C. 20202

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FAX Number: (202) 401-3130

Date: 9-21

TO:

Mike Cohen, Kay, Kerri
Jennifer, etc

FAX NUMBER:

401-0596

FROM:

Melinda Kitchell Malico 401-1008

MESSAGE:

Fyi

SEP-20-1995 13:12 FROM UNION-TRIBUNE OCEANSIDE TO

12024013130 P.02

Story 1

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S set noverify

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*REM-S-END, control returned to node FELIX::

LIBLINK logged out at 20-SEP-1995 13:49:04.67<STYL>

<STYL>

NOTE TO FRANK HOLLEMAN

I'd appreciate any feedback you may have on this letter to Pete Wilson. This draft is also being reviewed by Tom Payzant and by OGC. Tom has already reviewed an earlier draft and should be fine with this, and OGC has previously indicated that we have the authority to do what is proposed here.

I will also share this with Delaine Eastin, the California chief. She will spearhead the effort to mobilize support for participating in Goals, including holding a press conference once she receives her copy of the letter we send to Wilson. Delaine will make sure we have the facts right about California, and provide information on what schools receiving Goals 2000 grants are planning on doing with the funds.

Mike

*info -
we need to talk about this.*

Frank H.

DRAFT

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5p3
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Thomas Payzant
Assistant Secretary
Office of Elementary and
Secondary Education

Michael Cohen
Senior Advisor to
the Secretary

cc: Delaine Eastin

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UNITED STATES DEPARTMENT OF EDUCATION

Office of the Secretary's Regional Representative

Region IX

50 United Nations Plaza, Room 205

San Francisco, CA 94102

FAX TRANSMITTAL

Date:

9-7-95

Number of pages transmitted: 13 (Including cover sheet)

NOTE: IF RE-TRANSMISSION IS NECESSARY, IMMEDIATELY TELEPHONE:

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Name:

Organization:

Mike Cohen

City/State/Zip: _____

Telephone Number: _____

Attention: _____

FROM:

Name:

Loni Hancock

Chuck Tooker

Organization:

ED/OSRR, Region IX

City/State/Zip:

San Francisco, CA 94102

Telephone Number:

(415) 556-4920

FAX: (415) 556-7242

Internet:

loni_hancock@ed.gov

SUBJECT: ECPHOTOCOPY
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San Francisco, CA
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Chronicle
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Time for New Schools Test

E18

THE BOOST IN Scholastic Aptitude Test scores, while cause for hope, underscores the urgent need for a state-wide assessment system.

Along with the rest of the nation, SAT scores for college-bound California high school seniors rose in both the math and verbal portions of the exam, according to figures released this week. That might con-

**State lacks
program
that tests
sophisticated
thinking
skills**

found Californians who just a few months ago were absorbing headlines about the abysmal state of education in our state, as reflected in student test scores in reading and math.

Part of the reason for the mixed message has to do with the absence in the state of a long-term testing system that provides a solid base from which to judge other exams.

It is difficult to draw any broad conclusions from the latest SAT scores because a new version was inaugurated this year that

cannot be equated with previous tests. The dismal scores from the earlier two tests also provided no clear answers on student ability — although the results certainly pointed in a pessimistic direction — because the nationwide exam included only a small sample from California and the state test was a one-shot deal that precluded comparisons.

It is a shame that Governor Wilson last year eliminated all money for the California Learning Assessment System test rather than allow educators to improve and refine what was the state's first attempt at measuring subject mastery and ability to work out problems through essay questions.

It is even more regrettable that despite promises from the Wilson administration to make creation of a new assessment program a top priority, almost nine months into the new year the state still lacks an exam to replace the discarded CLAS.

A bill, SB 430 by Senator Leroy Greene, D-Sacramento, that is in the Assembly Appropriations Committee, would get things moving by giving the go-ahead to test basic skills next year and to create a more sophisticated, CLAS-like test for use in 1997. The Legislature should waste no time in passing this measure.

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PRESERVATION



DELAINE EASTIN
State Superintendent of Public Instruction

CALIFORNIA
DEPARTMENT
OF
EDUCATION

221 Capitol Mall

P.O. Box 944272

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91244-3720

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NEWS RELEASE

Contact: Susie Lange

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REL#95-49

EMBARGOED UNTIL
09/07/95 12:00 NOON

EASTIN UNVEILS MAJOR NEW REFORM CHALLENGE IN BACK-TO-SCHOOL MESSAGE

SAN FRANCISCO/PASADENA--Delaine Eastin, State Superintendent of Public Instruction, kicked off the 1995 school year by outlining a fundamental redesign for public education. She said, "The primary focus is on results--what every child should know and be able to do, and I will bypass bureaucracy and break down barriers in order to allow school districts to accept the challenge to embark immediately."

Flanked by representatives
"CH"

t already are considering accepting her new
atement:

"I ha
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arents, educators, employers and public officials all
and disappointments about public education. I
act with urgency.

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all students are expected to meet, hold everyone
centives for those who succeed and
en. This formula will succeed only if we add to
technologically up-to-date schools; and allow
by state officials.

According

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FOCUS O

- I am proposing a comprehensive package of recommendations focused on results and based on clear, high standards for what every child is expected to know and do.

CUT RED TAPE PLACING AUTHORITY CLOSER TO STUDENTS

- I am prepared to waive virtually any provision of the state's Education Code for a few brave districts willing to begin implementing this reform agenda immediately.

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REGIONAL OFFICE

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These ideas have been agreed upon in report after report. As recently as March of this year, in a report commissioned by Governor Wilson, the Education Commission of the States' *Rising to the Challenge* recommended establishing statewide standards and accountability, and increasing local control. Two California Business Roundtable reports: *Mobilizing for Competitiveness* in 1994, and *Restructuring California Education* in 1989, made similar suggestions.

It is time to act.

SUPERINTENDENT'S REFORM STRATEGY:

PHASE 1: IMMEDIATELY REMOVE ALL BARRIERS FOR A LIMITED NUMBER OF SCHOOL DISTRICTS THAT ARE READY TO ACCEPT THE CHALLENGE

Using a provision of the law which allows the State Superintendent to waive virtually all of the Education Code, I am offering school districts the opportunity to enter into an agreement with me to become a '**CHALLENGE SCHOOL DISTRICT**' and thus begin implementing these reforms as if legislation was already in place.

The districts represented here today have already agreed to consider accepting the **CHALLENGE**. They will be exempted from legal and fiscal constraints, such as funding their schools based on student 'seat time.' We will further negotiate relief from other requirements of the Education Code as needed.

In return for cutting the red tape, a **CHALLENGE SCHOOL DISTRICT** agrees to:

- CLOSE SCHOOL CAMPUSES TO PROTECT STUDENTS
- ADOPT MEASURABLE CONTENT AND PERFORMANCE STANDARDS FOR EVERY SUBJECT AT EVERY GRADE LEVEL
- INCREASE MANDATORY GRADUATION COURSE REQUIREMENTS
- ENSURE THAT EVERY GRADUATE MEETS REQUIREMENTS FOR THE GOLDEN STATE ACHIEVEMENT CERTIFICATE --A DIPLOMA THAT WILL VALIDATE ACHIEVEMENT
- SET STANDARDS FOR SAFE, CLEAN, WELL-LIGHTED, HIGH-TECH SCHOOLS
- CREATE A PARENT-SCHOOL COMPACT SIGNED BY EVERY PARENT

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REL#95-49

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- HAVE AN INDIVIDUAL LEARNING PLAN FOR EACH CHILD
- GIVE SCHOOLS MORE DECISION-MAKING AUTHORITY

In order to maintain this contract with the state, **CHALLENGE SCHOOL DISTRICTS MUST:**

- MEET SPECIFIED STUDENT PERFORMANCE TARGETS ANNUALLY, INCLUDING DROPOUT REDUCTION

PHASE II: TAKE ACTION TO IMPLEMENT CHANGES IN THE REST OF THE SCHOOL DISTRICTS IN THE STATE OVER THE NEXT FIVE YEARS

The vision driving the **CHALLENGE SCHOOL DISTRICTS** will be carried forward simultaneously in proposals and legislation that will affect all students in all school districts. The key strategies are:

HIGH STANDARDS AND ACCOUNTABILITY

Standards will be set for what students should know in every subject at every grade level. These standards will match what the best students in the world achieve.

ACTION:

- **Model standards** for use by **CHALLENGE SCHOOL DISTRICTS** will be developed by the California Department of Education (CDE) staff by January 1996. If current legislation (Senate Bill 430, L. Greene) passes, this effort will be shared with the newly-created Standards Commission for consideration. If not, I will ask districts to proceed on a voluntary basis.
- I will approve **individual student assessment tests** for use in spring 1996.
- I will sponsor legislation to require all schools to have **individual learning plans for each child**. These plans must provide for the learning styles and needs of that child and guarantee intervention services if the child does not learn at grade-level expectations every year.

In the meantime, I will encourage the use of the model standards with every tool I have available, such as selection of California Distinguished Schools.

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INCREASED GRADUATION REQUIREMENTS/GOLDEN STATE ACHIEVEMENT CERTIFICATE

Graduation from high school should not be a cheap reward for just showing up. Potential employers, parents and the students themselves deserve to know that certain levels of achievement have been mastered in every subject area.

ACTION:

I am sponsoring legislation to:

- increase from 13 to 17 the number of **core courses** required for graduation: four English, three history/social science, two math (including algebra and geometry), two laboratory science, one foreign language, one visual and performing arts, two health/physical education, one course in a career pathway, and one course in service learning (including community service projects);
- implement a **Golden State Achievement Certificate** which will replace the traditional diploma for high school graduation by the year 2004; and
- increase the subjects covered by the current **Golden State Exams** and use them as the qualifying examinations for the Golden State Achievement Certificate.

REWARDS AND SANCTIONS

Students and schools should be rewarded when they succeed and be held accountable when they do not.

ACTION: I will sponsor legislation which, beginning in 1998, implements a system of:

- **financial rewards** for schools that perform according to the same expectations as those required for the **CHALLENGE SCHOOL DISTRICTS**, where additional funds are tied explicitly to measured improvement; and
- progressive assistance and ultimately **state intervention** in schools which consistently perform below expectation. It is possible that a distinguished educator who has a demonstrated record for turning around such schools would be appointed to advise a low-performing school.

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SCHOOL SAFETY

Students cannot learn in an environment where they do not feel safe. Clean, well-lighted, safe schools are essential for learning.

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ACTION: I will sponsor legislation to:

- require that every kindergarten through grade 12 school in California **close its campus** to nonstudents--and that students remain on campus from the beginning of the school day until the end, including lunch time; and
- give **priority for future bond funds** to safety-related projects, in addition to class size reduction and technology improvements.

CLASS SIZE REDUCTION

California's class sizes are the largest in America. Research consistently shows that class size does affect learning, especially in the primary grades. My reading and mathematics task forces have both identified the need for smaller class sizes, especially in the primary grades.

ACTION

- I will sponsor legislation for a school bond to reduce class sizes to 20 students in grades kindergarten through three, in addition to safety and technology improvements. We simply must improve the basic skills children receive.

PARENT/SCHOOL COMPACTS

We can educate your kids for free, but not for nothing. There is no classroom technique available, at any price, that can give students a good education absent encouragement from their parents.

ACTION:

- I am asking every parent to commit to his or her child at least **10 hours per week** to help on school activities and **supervise homework**.
- I am urging every school district to formalize a role for parents as full partners in their children's education by signing '**parent/school compacts**' with them.

A '**compact**' implies that parents understand exactly what their children are expected to learn, are aware of how achievement will be measured, and will be kept abreast of progress and problems. The agreement should be: if a parent participates fully in a child's education, the district will commit the time and attention to ensure that the child graduates at or above grade level.

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LOCAL FISCAL CONTROL

There cannot be real local control without more fiscal control. Schools must be freed from rules which do nothing to further the education of their students.

ACTION:

- Immediately, I am freeing **CHALLENGE DISTRICTS** from accounting for minutes and will through waivers effectively block-grant state funds to be used at their discretion in pursuit of higher performance.
- I will sponsor legislation to provide this same flexibility to all districts over the next five years in return for required achievement.
- I will sponsor a **state constitutional amendment** to reduce to a simple majority the vote required to pass local revenue measures for schools.

TECHNOLOGY

Computers and other technology help teachers, schools and districts become more efficient. They connect the school to its community, and, most importantly, computers provide new ways for children to learn. In addition to these critical benefits, the basic computing skills our children learn along the way are important work force skills for the 21st century. By some estimates, more than 60 percent of the new jobs created in the year 2000 and beyond will require technology skills held today by about 20 percent of the work force.

We must make an urgent effort toward the modernization of classroom technology. That includes computer hardware, quality software, communications networks, and essential staff training.

ACTION:

- I am appointing a technology team to make specific recommendations for integrating technology into the curriculum, the classroom and the community, including **wiring every classroom in California by the year 2001**. The findings will be reported by January 31, 1996.
- I will sponsor legislation for a school bond with funds targeted to technology, safety and class size.

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So there you have the outline of our plan.

Do I expect resistance to such changes? **Sure.**

Will it stretch resources at every level? **Yes.**

Will it require the California Department of Education to let go of traditional powers and prerogatives? **Yes.**

Will educators and administrators at the local level be challenged to change and innovate--and let go of some familiar ways? **Yes.**

But remember, it will be the students who will be shouldering most of the new challenge.

They will be doing most of the new work.

If we ask children to do more, it would be shameful for us not to be there with them--challenging ourselves to the highest order of enterprise--every step of the way."

#####

Attachments

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REL#95-49

Attachment 1

1-1-1-1

BACK-TO-SCHOOL NEWS CONFERENCE**QUESTIONS AND ANSWERS****CHALLENGE SCHOOL DISTRICTS**

*Q: What gives the State Superintendent the authority to waive the Education Code for **CHALLENGE SCHOOL DISTRICTS**?*

A: Education Code sections 58500-58512 allow the State Superintendent to waive any provision of the Code in order "...to improve the general level of education...". This authority is subject to minimum standards set by the State Superintendent and agreed upon by the requesting school district. All but earthquake safety provisions may be waived.

Q: What "red tape" is being removed from participating school districts?

A: The Education Code sections controlling the funding for districts based upon Average Daily Attendance and instructional minutes per day and year will be waived. Instead, districts will be funded upon Active Monthly Enrollment--the number of students enrolled monthly. All categorical funding and state revenue limit funds will be allocated based upon eligible enrollment in a block grant.

Other provisions of the Education Code will be waived as needed upon agreement between the Challenge District and the State Superintendent.

*Q: How many school districts do you expect to become **CHALLENGE SCHOOL DISTRICTS** and what will happen to the rest of the school districts?*

A: Nine school districts have agreed to immediately begin negotiations to become **CHALLENGE SCHOOL DISTRICTS**. Legislation is being proposed to phase in the rest of the districts in the state over the next five years. The nine school districts are: San Francisco Unified, San Diego City Unified, Pasadena Unified, Visalia Unified, New Haven Unified, Cupertino Union, Orcutt Union Elementary, Oak Grove Elementary, and North Monterey County Unified.

*Q: What happens to a **CHALLENGE SCHOOL DISTRICT** which fails to meet the standards as agreed upon?*

A: The Challenge School District Contract and all waivers associated with it can be revoked by the State Superintendent at any time. In addition, the Education Code requires an annual evaluation.

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REL#95-49
Attachment 1
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STANDARDS

Q: You say that every student will meet certain achievement levels at the end of each grade. Does that mean that those students who do NOT will be held back?

A: Each student must have an **individualized learning plan**. Those students who do not meet the grade-level standards will be given the necessary extra help so that they do.

School and district progress will be monitored by various groupings of students to ensure there will be accountability for ALL students' progress.

*Q: Tell us more about the **GOLDEN STATE ACHIEVEMENT CERTIFICATE**.*

A: If California is to have a fully-trained work force, we must have a high school diploma which actually means something in terms of what each student knows and can do. The CERTIFICATE will replace the graduation diploma by 2004, and will certify that the student has met the content and performance standards for the 17 courses required for graduation. The Golden State Examinations are the end-of-course examinations for this purpose.

Q: Won't this encourage dropouts and work against traditionally poor performing students?

A: No. The entire proposal is based on holding school districts and schools accountable for the results of **ALL OF THEIR STUDENTS**. Any rewards or sanctions will be based on schools reporting progress by race, gender, English-language proficiency, socio-economic grouping, students with disabilities, and dropouts.

Q: How do you know that colleges will accept the new certificate?

A: I have already initiated discussions with California's postsecondary officials regarding ways that we can all cooperate more effectively.

Q: Have other states set standards?

A: The movement to strengthen academic standards has spread to 49 states, but only a handful require students to meet those standards in order to graduate from high school. Iowa is the only state not developing statewide standards.

Only 13 states have standards specific enough to give local school districts and teachers guidance to develop lessons or buy textbooks. Only seven states require students to meet 10th, 11th or 12th grade standards to earn a high school diploma.

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REL#95-49
Attachment 1
3-3-3-3

Q: Does this plan assume every child will go to college?

A: No. My reform plan prepares all students for entering the 21st century work force. It provides the core academic program recommended by leading employers as necessary for high-skill, living-wage jobs. Students need algebra, geometry, and laboratory science to meet the minimum requirements for the emerging industries, such as telecommunications, biotechnology, health and environmental management, as well as traditional blue collar work. Teachers and employers will be able to collaborate in a structured way to provide a high-quality work preparation experience for all students.

Students earning the Golden State Certificate will be well prepared to enter the work force, and will bring with them a high-quality, balanced education.

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Fingertip Facts on Education in California



California Department of Education
Sacramento, 1995

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Annelle Poini, Deputy Superintendent for Department Management Services
Joseph R. Symkowski, General Counsel
Richard Vanden, Deputy Superintendent for Finance, Technology, and Planning

Number of school districts (October, 1994):

Unified	305
Elementary	590
High school	106
Total	1,001

Number of public schools (October, 1994):

Elementary	5,022
Middle	1,003
Junior high	71
High school	833
Continuation	507
Alternative	196
Special education	128
County-run	58
Total	7,818

Number of private schools (1994-95):

Church-affiliated	1,979	Other	2,179
Total			4,158

Regular graded public school enrollments, kindergarten through grade twelve, not including ungraded programs:

1965	4,121,442	1986	4,301,140
1970	4,457,325	1987	4,407,907
1975	4,284,471	1988	4,512,963
1980	3,974,377	1989	4,566,495
1981	3,976,676	1990	4,842,174
1982	3,984,738	1991	5,001,670
1983	4,014,003	1992	5,089,808
1984	4,078,743	1993	5,171,237
1985	4,180,265	1994	5,242,078

Number of students in public schools (1994-95):

Kindergarten and grades one through eight	3,820,531
Grades nine through twelve	1,421,547
Ungraded programs	98,947
Total	5,341,025

Number of students in private schools (1994-95):

Kindergarten	72,710
Elementary school	392,564
High school	124,565
Total	589,839

Racial and ethnic distribution in public schools (1994-95):

Full-time teachers	Number	Percent
American Indian or Alaskan Native	1,697	0.8
Asian	7,793	3.6
Pacific Islander	345	0.2
Filipino	1,607	0.7
Hispanic	19,959	9.4
Black, not Hispanic	11,501	5.4
White, not Hispanic	169,557	79.5
Not designated	860	0.4
Total	213,389	100.0

Students	Number	Percent
American Indian or Alaskan Native	46,115	0.9
Asian	439,118	8.2
Pacific Islander	29,967	0.5
Filipino	129,268	2.4
Hispanic	2,022,261	37.9
Black, not Hispanic	465,219	8.7
White, not Hispanic	2,209,077	41.4
Total	5,241,025	100.0

Number of twelfth grade graduates (1994-95):	Day	Evening
Male	122,491	(Not available)
Female	130,602	
Totals	253,093	11,607
Total, day and evening		264,690

Number of full-time teachers (1994-95):

Offices of county superintendents of schools	4,828
Elementary school districts	45,765
High school districts	16,942
Unified school districts	143,854
Total	213,389

Average salaries (1993-94):

Full-time teachers	Superintendents
Elementary districts \$39,855	Elementary districts \$78,700
High school districts \$42,297	High school districts \$52,207
Unified districts \$40,156	Unified districts \$65,959

School-site principals

Elementary level \$59,249	High school level \$65,880
Unified \$61,235	

Average undedicated base revenue limits per unit of average daily attendance (1994-95):

	Small	Large
Elementary school districts	\$4,103	\$3,317
High school districts	4,560	4,070
Unified school districts	3,743	3,518

NOTE: For funding purposes a large school district is defined here as follows: elementary—more than 100 a.d.a.; high school—more than 300 a.d.a.; and unified—more than 1,500 a.d.a. Otherwise, the district is defined as a small school district.

Current expense of education per unit of average daily attendance (1993-94):

Unified school districts	Elementary school districts
Low (a.d.a. 1,272) \$ 3,417	Low (a.d.a. 104) \$ 2,851
High (a.d.a. 47) 11,749	High (a.d.a. 40) 16,357
High school districts	State average
Low (a.d.a. 12,017) \$ 3,670	Unified districts \$ 4,209
High (a.d.a. 31) 47,434	Elementary districts 3,814
	High school districts 4,753
Average, all public schools	\$ 4,168

Income for public education, K-12 (1993-94):

	Amount	Percent
Property taxes	\$ 8,470,687,305	28.24
State sources	16,324,953,038	54.42
Federal sources	2,572,258,075	8.57
Other sources	2,630,368,852	8.77
Total	\$29,998,467,300	100.00

NOTE: Income totals coincide with those reported to the National Center for Education Statistics. These figures are widely used by agencies of the federal government in the computation of grant awards.

Prepared and distributed by the Bureau of Publications, California Department of Education, 515 L Street, Room 250, Sacramento, California (mailing address: P.O. Box 944272, Sacramento, CA 94244-2720), telephone (916) 445-7608. Data were provided by the Educational Demographics Unit, the Education Finance Division, and the School Business Services Division. For a list of publications available from the Department of Education, write to the California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271, or call the Bureau of Publications, Sales Unit, (916) 445-1260.

Steps for California:

1. Letter reviewed by OGC, Tom P., Frank, Kay C.
2. Letter reviewed by Delaine Eastin and Lonnie Hancock
3. Jennifer, Lonnie and Delaine (Delaine takes the lead on this; our job is to help) put together mobilization plan that addresses:
 - Constituency groups (Business groups, CEA, CFT, PTA, School Boards, principals and school administrators)
 - Press--Delaine will release the letter and hold press conference; we should encourage op-ed pieces, letters to editor, etc. We should use Tom P. As much as possible for California press until he leaves; Mike should handle any national press and Cal. press once Tom leaves.
 - Schools which received Goals 2000 awards--Delaine will notify
 - Congressional delegation--Kay C. will notify. We should get a few to do public events.
 - Can the Lt. Governor help?
 - State legislators--Lonnie

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Mike

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SUBJECT:

The Sacramento Bee

Eastin: Using obscure section of code

Continued from page A1

her sweeping reform plan Thursday, her first major initiative since taking office in January. Eastin announced her intention to waive Education Code requirements for districts that agree to set — and then meet — measurable performance standards; create an individual learning plan for every student; enter a parent-school compact with every family; and replace the traditional high school diploma with a graduation certificate that would be tied to passing exams in core education subjects.

Much of the rest of the plan — including reducing class size to 20 students in kindergarten through third grade, raising graduation standards and rewarding schools that show improved student achievement — would require legislation.

On Friday — despite expressions of support from various political corners — there were no legislative bandwagons forming.

"I was really pleased that Elaine made the announcement," said Assemblywoman Deirdre Alpert, D-Coronado, who heads the Assembly Education Committee. "It becomes a real challenge to the Legislature to do something about it."

"(But) we are gridlocked here in the Assembly," she added. "I can't even promise with a strong voice and objective that we'll be able to accomplish (reform)."

Assemblyman Steve Baldwin, R-El Cajon, vice-chairman of the Assembly Education Committee, said Republicans favored some portions of Eastin's proposal but were waiting to see more detail.

In the meantime, Baldwin said he is pushing legislation that would abolish her office, move the Department of Education into the Governor's Office and transform the state Board of Education into a cabinet position.

Like Alpert, he said Assembly gridlock makes change difficult.

"It seems like we're trying to move in a sea of molasses," Baldwin said.

Eastin said Friday that she had "almost lost heart on the possibility of getting anything through the Legislature." And she acknowledged that her idea for the so-called "challenge school districts," exempt from the Education Code, could be seen as an attempted end-run around a political system that gives a little power to lots of bodies when it comes to education, but provides no direct line of authority.

Under the state Constitution, the schools chief — an elected official — manages the Department of Education. But on issues of educational policy, she must take direction from the state Board of Education — lay people, who are appointed by the governor and meet just once a month.

Both the superintendent and Board of Education must adhere to laws affecting education handed down by the Legislature, under whose tinkering, the Education Code has ballooned to nearly a dozen volumes.

The Legislature, in turn, must have support from the governor when it comes to actually funding the programs required by those laws.

As such, the superintendent's role generally is relegated to that of educational booster: she can be a voice for schools, present ideas for change, but often must rely on others to make the proposals reality.

In announcing she would grant Education Code waivers to school districts that agreed to take part in her plan, Eastin is relying on a little-used section in the code that provides for the creation of "alternative schools." Much of the response to her plan so far has been focused on whether she has the legal authority to make such a move.

Later this year, a statewide commission charged with coming up with proposals for streamlining government is expected to recommend making the superintendent of public instruction a position appointed by the governor, threatening to eliminate Eastin's role altogether.

In the meantime, Eastin said she is optimistic some school districts will get involved in her new program and that they will be successful. She hopes that such success would generate a groundswell of enthusiasm from other districts.

She acknowledged, that in the current political climate, moving her agenda forward may require building support from the bottom up.

"If I have to do it district by district, it's harder, but I will," Eastin said.

A16, Saturday, September 9, 1995 ★ ★

▶ FROM PAGE ONE

Wilson: Inaction blamed on internal squabbling

Continued from page A1
 WaterMart fortune.

Those efforts have since collapsed, and sources say Wilson is now considering embracing the "concept" of vouchers.

Wilson also is reportedly considering signing an executive order to make immediate improvements in public schools, but the announcement has been repeatedly delayed.

In the meantime, Wilson was upstaged Thursday by schools chief Delaine Eastin, who announced that she would use her authority to lift Education Code requirements for some districts that agreed to set rigorous standards for student achievement. Wilson's administration immediately raised questions about Eastin's proposal, saying it appeared to illegally erode the governor's authority over education issues.

The lack of action from the Governor's Office has been fueled in part by animosity and policy disputes between his education adviser, Maureen DiMarco, and Joe Rodota, a school vouchers proponent who left his position as Wilson's Cabinet secretary earlier this year to develop policy for the governor's presidential campaign.

Those close to the education battles say there also is little working relationship between Eastin and DiMarco, who unsuccessfully ran against Eastin for the superintendent post in 1994.

Wilson began running for president this spring just as statewide OJAS test results revealed that a majority of California students in the fourth, eighth and 10th grades could not read, write or compute at a proficient level.

A second test found that almost 60 percent of fourth-graders were unable to read at a level considered basic, results that left California tied with Louisiana for last among the states.

Wilson responded in an April statement that "last in the nation is simply intolerable," but he has made no new proposals for change.

Education was the first victim of the Wilson presidential campaign, said Democratic political consultant Bill Carrick. "Once he was going to be on a ballot again, any interest they had of doing education reform went down the tubes. It's too related to increased revenues. All they wanted to do was cut taxes."

On Friday, Wilson told the Sacramento Host Breakfast that one key to better schools is a tax cut measure he plans to qualify for the November 1996 ballot.

"Let me be clear about one

thing. The way to assure that we consistently increase funding for our schools is to consistently increase the jobs that pay the taxes that finance those schools," Wilson said. "We need employers to create those needed jobs. We've got to cut taxes."

Wilson also said he will sign a "back to basics" bill re-emphasizing the need to teach reading, writing and arithmetic skills in the public schools.

"But I think that it is incumbent for all of us to recognize that even more important than the dollars that we spend per pupil is the time as parents and grandparents that we spend with our children — reading to them, telling them how important it is that they study and just, perhaps, turning off the television set until they've done their homework," he said.

DiMarco said in August that Wilson "is enormously frustrated over the reading and math scores," but she said he "doesn't have control over those issues."

"The governor's influence on education issues extends to the budget and to what legislation he sponsors or supports," she said. "As far as actually administering the system ... phonics, spelling ... I think he's real frustrated that it's been off track and the leadership has not been there to get it back on track."

Republican and Democratic political consultants, however, say there is simply no percentage for Wilson in leading an aggressive "bully pulpit" charge to either make improvements in public schools or to give parents vouchers to pay private school tuition.

"If someone handed Wilson a poll tomorrow that shows that education could be the defining issue between him, Bob Dole and Phil Gramm, he'd glom onto it and he'd be the best education spokesman in the world," said Democratic political strategist Gayle Kaufman.

Republican political consultant Wayne Johnson said Wilson has made the correct political decision to focus most of his attention and public comments on a few issues, including illegal immigration, affirmative action and welfare.

"He's not going to muddle up his immigration and tough-guy image that he's trying to develop and portray nationally by going to soft issues" such as education, Johnson said.

In the meantime, Johnson said, parents are making education decisions without Wilson. "More and more people are simply walking away from the public school system," he said. "With or without vouchers, they're simply leaving."

9/19 Sacramento Bee p. 1

Eastin moves ahead; Wilson school role unclear

Superintendent's plan hits gridlock

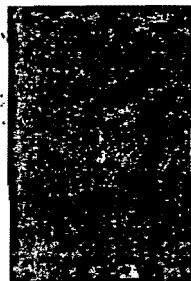
By Deborah Anderluh
Bee Staff Writer

In this year of bipartisan wrestling, there are two issues on which legislators - Republican or Democrat - agree.

First, that the public education system in California is collapsing. Students here hover near the bottom of national reading and math assessments; the state's own assessments show the vast majority of public school students are unable to read proficiently; there is a crisis of public confidence.

Second, that as of now, the state lacks the momentum and clearly delineated lines of authority to power through comprehensive educational reform.

"There probably shouldn't be sides, but there appear to be," said



Delaine Eastin

The state schools chief - whose position is under fire - has proposed sweeping reform.

Rick Simpson, chief adviser to the Senate educational committee. "We haven't seen proposals and initiatives presented by one camp embraced by the other.

"The reaction you get is it might be a good idea, but it doesn't have a snowball's chance in passing. You start with that assumption, and often these kinds of things are self-fulfilling."

It was into this power vacuum that state superintendent of schools Delaine Eastin released

Please see EASTIN, back page, A20

Governor's inaction on schools assailed

By Amy Chance
Bee Deputy Capitol Bureau Chief

As Gov. Pete Wilson prepared to sign the 1995-96 state budget last month, he and his aides debated the best forum to showcase the spending plan's boost in money for public schools.

Wilson, exhausted from the late nights of the final budget struggle, wasn't up to an early morning trip to an Elk Grove school for a press conference, the clear choice of his staff.

A later event wasn't possible - he was due at a campaign finance meeting for his presidential campaign in San Francisco early that afternoon. In the end, he signed the education portion of the budget at the Capitol.

Wilson's critics say the schedul-

ANALYSIS

ing dilemma reveals the lack of time and energy the governor has had for education this year as he seeks to win the GOP presidential nomination amid signs that the state's schools are in serious need of the governor's attention.

The Wilson administration spent the summer in behind-the-scenes vacillation on education questions, sources close to the discussions say, while his bills to institute merit pay for teachers, eliminate tenure and abolish the state Education Code languished in the Legislature.

Wilson, who opposed a school voucher initiative in 1993, toyed with the possibility of endorsing a new voucher proposal that would have been bankrolled by John Walton, the billionaire heir to the

Please see WILSON, page A19

DRAFT

9/13

Dear Governor Wilson:

We are writing in response to your letter of July 21, in which you indicated that you do not intend to expend second year Goals 2000 funds until such time as Congress has acted to change Goals 2000.

We received your letter at virtually the same time the U.S. Department of Education received an application for second year Goals 2000 funds from the California Department of Education. While Goals 2000 requires that federal funds be awarded to state education agencies, we recognize that under California law, the funds must be released to the California Department of Education by the Office of Finance, which is subject to your control. Therefore, your intentions regarding Goals 2000 funds are an important factor in considering California's application.

We fear that your intentions about Goals 2000 funds may reflect inaccurate information about the law. Contrary to the assertions in your letter, Goals 2000 does not contain "a myriad of federal dictates." Nor has it led to "federal micro-management of California's education reform efforts." In fact, there are no federal dictates in Goals 2000, nor are there any federal regulations issued as a result of this new program. Instead, Goals 2000 provides a broad framework for state and local education reform. This framework, centered on challenging academic standards established by the State, is flexible enough to accomodate the wide range of education reform strategies and traditions of local and state control found througout the Nation, including those in California.

States as diverse as Oregon, Utah, Massachusetts, Vermont, Michigan, Maryland, Kansas and Kentucky have all successfully incorporated Goals 2000 into their ongoing reforms--strengthening their own efforts with additional federal resources and with the broad involvement of parents, educators, business leaders and other citizens. Each of these states has successfully completed the development of an education reform plan, and none was required to change its plan to meet federal specifications. Three, Oregon, Kansas, and Masachusetts, have also been delegated the authority to waive federal statutory and regulatory requirements from other federal education programs, if these

requirements interfere with state or local efforts to improve education. This is precisely the opposite of the micromanagement you allege.

As important as the experience of other states is California's own experience. California has participated in Goals 2000 for the past year without any instances of federal intrusion or micromanagement. If you believe that there has indeed been inappropriate federal involvement in California education reform as a result of its participation in Goals 2000, we strongly encourage you to bring the specific concerns to our attention. We would be delighted to address any problems you might identify.

Governor, we have carefully reviewed California's application for second year Goals 2000 funds. It meets the requirements of the law, and it has been approved. A notification of grant award has been sent to the California Department of Education, and \$42,111,706 is now available to be spent on improving education in California.

One hundred and sixty-nine consortia of local education agencies, representing approximately 1600 schools, have already been selected by the California Department of Education to receive some of these funds, and a second round of competition will identify an even larger set of schools and school districts to receive the remainder of the funds.

Goals 2000 funds can make a significant difference in improving teaching and learning for all students at these schools. They can support local initiatives to improve teaching and learning. For example, abc school in zzz will....., and the xyz school in bbb will.....

However, these funds can make a difference only if they are distributed to the school districts and schools. They will do no good if they remain in the state treasury in Sacramento. We hope you will reconsider your views in light of the experience in California and other states, and move quickly to make the funds available to California schools.

In addition to California there are 46 states actively participating in Goals 2000, trying hard to stimulate and support local improvement efforts. None of them receive the level of funding available to California. It would be extremely unfair to

permit more than \$41 million to remain idle in Sacramento while parents, educators and students in these other states have dreams and ideas that outstrip available resources.

Under the Goals 2000 Act, the Secretary of Education has the authority to reallocate a state's funds to other states, if he determines that the state does not need the funds. In our view, a refusal by the State Finance Office to make the funds available to the agency that requested them would constitute evidence that California does not need these funds. Therefore, if the Goals 2000 funds awarded to California are not released to the California Department of Education by November 1, 1995, we will recommend to the Secretary of Education that he determine that California does not need Goals 2000 funds, and that these funds instead be divided up among the other states participating in Goals 2000.

We hope that this step will not be necessary. Improving education is an important priority in California as it is throughout the Nation. The resources to support education improvement in California have been limited in recent years. We hope that you will not deprive California students the opportunity to benefit from \$41 million in support of the improvements designed by their teachers, parents and others in their communities.

Sincerely yours,

Thomas Payzant
Assistant Secretary
Office of Elementary and
Secondary Education

Michael Cohen
Senior Advisor to
the Secretary

cc: Delaine Eastin

Steps for California:

1. Letter reviewed by OGC, Tom P., Frank, Kay C.
2. Letter reviewed by Delaine Eastin and Lonnie Hancock
3. Jennifer, Lonnie and Delaine (Delaine takes the lead on this; our job is to help) put together mobilization plan that addresses:
 - Constituency groups (Business groups, CEA, CFT, PTA, School Boards, principals and school administrators)
 - Press--Delaine will release the letter and hold press conference; we should encourage op-ed pieces, letters to editor, etc. We should use Tom P. As much as possible for California press until he leaves; Mike should handle any national press and Cal. press once Tom leaves.
 - Schools which received Goals 2000 awards--Delaine will notify
 - Congressional delegation--Kay C. will notify. We should get a few to do public events.
 - Can the Lt. Governor help?
 - State legislators--Lonnie
 -

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 -

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*****FAX TRANSMISSION*****

CHIEF DEPUTY SUPERINTENDENT
ADMINISTRATIVE SERVICES
California Department of Education
(916) 657-2644
Fax Number (916) 657-5210

DATE: 9-8-95TRANSMISSION TO: (202) 401-0596DELIVER TO: Tom Payzant& Richard RileyFROM: Bob AgeeTHIS TRANSMISSION CONSISTS OF 12 PAGES, INCLUDING THIS ONE.

MESSAGE:

CALIFORNIA
DEPARTMENT
OF
EDUCATION

721 Capitol Mall

Sacramento

CA 95814

Phone: (916) 657-4756

Fax: (916) 657-0975

DELAINE EASTIN

State Superintendent of Public Instruction

NEWS RELEASE

Contact: Susie Lange

(916) 657-3027

REL#95-49

FAX (916) 657-5101

09/07/95

EASTIN UNVEILS MAJOR NEW REFORM CHALLENGE IN BACK-TO-SCHOOL MESSAGE

SAN FRANCISCO/PASADENA—Delaine Eastin, State Superintendent of Public Instruction, kicked off the 1995 school year by outlining a fundamental redesign for public education. She said, "The primary focus is on results--what every child should know and be able to do, and I will bypass bureaucracy and break down barriers in order to allow school districts to accept the challenge to embark immediately."

Flanked by representatives of school districts that already are considering accepting her new "**CHALLENGE**," she delivered the following statement:

"I have spent the last several months listening to parents, educators, employers and public officials all over California as they have shared their concerns and disappointments about public education. I believe they are correct to worry and that we must act with urgency.

My plan is straightforward: set high standards which all students are expected to meet, hold everyone involved accountable for achieving results, provide incentives for those who succeed and progressively intervene with those who fail our children. This formula will succeed only if we add to it the full involvement of parents; provide safe, clean, technologically up-to-date schools; and allow more decisions to be made at the school site instead of by state officials.

Accordingly, today I am announcing the following action:

FOCUS ON RESULTS

- I am proposing a comprehensive package of recommendations focused on results and based on clear, high standards for what every child is expected to know and do.

CUT RED TAPE PLACING AUTHORITY CLOSER TO STUDENTS

- I am prepared to waive virtually any provision of the state's Education Code for a few brave districts willing to begin implementing this reform agenda immediately.

REL#95-49

2-2-2-2

These ideas have been agreed upon in report after report. As recently as March of this year, in a report commissioned by Governor Wilson, the Education Commission of the States' *Rising to the Challenge* recommended establishing statewide standards and accountability, and increasing local control. Two California Business Roundtable reports: *Mobilizing for Competitiveness* in 1994, and *Restructuring California Education* in 1989, made similar suggestions.

It is time to act.

SUPERINTENDENT'S REFORM STRATEGY:

PHASE I: IMMEDIATELY REMOVE ALL BARRIERS FOR A LIMITED NUMBER OF SCHOOL DISTRICTS THAT ARE READY TO ACCEPT THE CHALLENGE

Using a provision of the law which allows the State Superintendent to waive virtually all of the Education Code, I am offering school districts the opportunity to enter into an agreement with me to become a '**CHALLENGE SCHOOL DISTRICT**' and thus begin implementing these reforms as if legislation was already in place.

The districts represented here today have already agreed to consider accepting the **CHALLENGE**. They will be exempted from legal and fiscal constraints, such as funding their schools based on student 'seat time.' We will further negotiate relief from other requirements of the Education Code as needed.

In return for cutting the red tape, a **CHALLENGE SCHOOL DISTRICT** agrees to:

- **CLOSE SCHOOL CAMPUSES TO PROTECT STUDENTS**
- **ADOPT MEASURABLE CONTENT AND PERFORMANCE STANDARDS FOR EVERY SUBJECT AT EVERY GRADE LEVEL**
- **INCREASE MANDATORY GRADUATION COURSE REQUIREMENTS**
- **ENSURE THAT EVERY GRADUATE MEETS REQUIREMENTS FOR THE GOLDEN STATE ACHIEVEMENT CERTIFICATE --A DIPLOMA THAT WILL VALIDATE ACHIEVEMENT**
- **SET STANDARDS FOR SAFE, CLEAN, WELL-LIGHTED, HIGH-TECH SCHOOLS**
- **CREATE A PARENT-SCHOOL COMPACT SIGNED BY EVERY PARENT**

REL#95-49

3-3-3-3

- HAVE AN INDIVIDUAL LEARNING PLAN FOR EACH CHILD
- GIVE SCHOOLS MORE DECISION-MAKING AUTHORITY

In order to maintain this contract with the state, **CHALLENGE SCHOOL DISTRICTS MUST:**

- MEET SPECIFIED STUDENT PERFORMANCE TARGETS ANNUALLY, INCLUDING DROPOUT REDUCTION

PHASE II: TAKE ACTION TO IMPLEMENT CHANGES IN THE REST OF THE SCHOOL DISTRICTS IN THE STATE OVER THE NEXT FIVE YEARS

The vision driving the **CHALLENGE SCHOOL DISTRICTS** will be carried forward simultaneously in proposals and legislation that will affect all students in all school districts. The key strategies are:

HIGH STANDARDS AND ACCOUNTABILITY

Standards will be set for what students should know in every subject at every grade level, and will be bench marked against the highest international standards.

ACTION:

- Model standards for use by **CHALLENGE SCHOOL DISTRICTS** will be developed by the California Department of Education (CDE) staff by January 1996. If current legislation (Senate Bill 430, L. Greene) passes, this effort will be shared with the newly-created Standards Commission for consideration. If not, I will ask districts to proceed on a voluntary basis.
- I will approve individual student assessment tests for use in spring 1996.
- I will sponsor legislation to require all schools to have individual learning plans for each child. These plans must provide for the learning styles and needs of that child and guarantee intervention services if the child does not learn at grade-level expectations every year.

In the meantime, I will encourage the use of the model standards with every tool I have available, such as selection of California Distinguished Schools.

REL#95-49

4-4-4-4

INCREASED GRADUATION REQUIREMENTS/GOLDEN STATE ACHIEVEMENT CERTIFICATE

Graduation from high school should not be a cheap reward for just showing up. Potential employers, parents and the students themselves deserve to know that certain levels of achievement have been mastered in every subject area.

ACTION:

I am sponsoring legislation to:

- increase from 13 to 17 the number of core subjects required for graduation: four English, three history/social science, two math (including algebra and geometry), two laboratory science, one foreign language, one visual and performing arts, two health/physical education, one course in a career pathway, and one course in service learning (including community service projects);
- implement a **Golden State Achievement Certificate** which will replace the traditional diploma for high school graduation by the year 2004; and
- increase the subjects covered by the current **Golden State Exams** and use them as the qualifying examinations for the Golden State Achievement Certificate.

REWARDS AND SANCTIONS

Students and schools should be rewarded when they succeed and be held accountable when they do not.

ACTION: I will sponsor legislation which, beginning in 1998, implements a system of:

- financial rewards for schools that perform according to the same expectations as those required for the **CHALLENGE SCHOOL DISTRICTS**, where additional funds are tied explicitly to measured improvement; and
- progressive assistance and ultimately state intervention in schools which consistently perform below expectation. It is possible that a distinguished educator who has a demonstrated record for turning around such schools would be appointed to advise a low-performing school.

SCHOOL SAFETY

Students cannot learn in an environment where they do not feel safe. Clean, well-lighted, safe schools are essential for learning.



REL#95-49

5-5-5-5

ACTION: I will sponsor legislation to:

- require that every kindergarten through grade 12 school in California close its campus to nonstudents--and that students remain on campus from the beginning of the school day until the end, including lunch time; and
- give priority for future bond funds to safety-related projects, in addition to class size reduction and technology improvements.

CLASS SIZE REDUCTION

California's class sizes are the largest in America. Research consistently shows that class size does affect learning, especially in the primary grades. My reading and mathematics task forces have both identified the need for smaller class sizes, especially in the primary grades.

ACTION:

- I will sponsor legislation for a school bond to reduce class sizes to 20 students in grades kindergarten through three, in addition to safety and technology improvements. We simply must improve the basic skills children receive.

PARENT/SCHOOL COMPACTS

We can educate your kids for free, but not for nothing. There is no classroom technique available, at any price, that can give students a good education absent encouragement from their parents.

ACTION:

- I am asking every parent to commit to his or her child at least **10 hours per week** to help on school activities and **supervise homework**.
- I am urging every school district to formalize a role for parents as full partners in their children's education by signing 'parent/school compacts' with them.

A 'compact' implies that parents understand exactly what their children are expected to learn, are aware of how achievement will be measured, and will be kept abreast of progress and problems. The agreement should be: if a parent participates fully in a child's education, the district will commit the time and attention to ensure that the child graduates at or above grade level.

REL#95-49

6-6-6-6

LOCAL FISCAL CONTROL

There cannot be real local control without more fiscal control. Schools must be freed from rules which do nothing to further the education of their students.

ACTION:

- Immediately, I am freeing **CHALLENGE DISTRICTS** from accounting for minutes and will through waivers effectively block-grant state funds to be used at their discretion in pursuit of higher performance.
- I will sponsor legislation to provide this same flexibility to all districts over the next five years in return for required achievement.
- I will sponsor a state constitutional amendment to reduce to a simple majority the vote required to pass local revenue measures for districts.

TECHNOLOGY

Computers and other technology help teachers, schools and districts become more efficient. They connect the school to its community, and, most importantly, computers provide new ways for children to learn. In addition to these critical benefits, the basic computing skills our children learn along the way are important work force skills for the 21st century. By some estimates, more than 60 percent of the new jobs created in the year 2000 and beyond will require technology skills held today by about 20 percent of the work force.

We must make an urgent effort toward the modernization of classroom technology. That includes computer hardware, quality software, communications networks, and essential staff training.

ACTION:

- I am appointing a technology team to make specific recommendations for integrating technology into the curriculum, the classroom and the community, including wiring every classroom in California by the year 2001. The findings will be reported by January 31, 1996.
- I will sponsor legislation for a school bond with funds targeted to technology, safety and class size.

REL#95-49

7-7-7-7

So there you have the outline of our plan.

Do I expect resistance to such changes? Sure.

Will it stretch resources at every level? Yes.

Will it require the California Department of Education to let go of traditional powers and prerogatives? Yes.

Will educators and administrators at the local level be challenged to change and innovate--and let go of some familiar ways? Yes.

But remember, it will be the students who will be shouldering most of the new challenge.

They will be doing most of the new work.

If we ask children to do more, it would be shameful for us not to be there with them--challenging ourselves to the highest order of enterprise--every step of the way."

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Attachments

REL#95-49
Attachment 1
1-1-1-1

BACK-TO-SCHOOL NEWS CONFERENCE

QUESTIONS AND ANSWERS

CHALLENGE SCHOOL DISTRICTS

Q: What gives the State Superintendent the authority to waive the Education Code for CHALLENGE SCHOOL DISTRICTS?

A: Education Code sections 58500-58512 allow the State Superintendent to waive any provision of the Code in order "...to improve the general level of education...". This authority is subject to minimum standards set by the State Superintendent and agreed upon by the requesting school district. All but earthquake safety provisions may be waived.

Q: What "red tape" is being removed from participating school districts?

A: The Education Code sections controlling the funding for districts based upon Average Daily Attendance and instructional minutes per day and year will be waived. Instead, districts will be funded upon Active Monthly Enrollment--the number of students enrolled monthly. All categorical funding and state revenue limit funds will be allocated based upon eligible enrollment in a block grant.

Other provisions of the Education Code will be waived as needed upon agreement between the Challenge District and the State Superintendent.

Q: How many school districts do you expect to become CHALLENGE SCHOOL DISTRICTS and what will happen to the rest of the school districts?

A: Nine school districts have agreed to immediately begin negotiations to become CHALLENGE SCHOOL DISTRICTS. Legislation is being proposed to phase in the rest of the districts in the state over the next five years. The nine school districts are: San Francisco Unified, San Diego City Unified, Pasadena Unified, Visalia Unified, New Haven Unified, Cupertino Union, Orcutt Union Elementary, Oak Grove Elementary, and North Monterey County Unified.

Q: What happens to a CHALLENGE SCHOOL DISTRICT which fails to meet the standards as agreed upon?

A: The Challenge School District Contract and all waivers associated with it can be revoked by the State Superintendent at any time. In addition, the Education Code requires an annual evaluation.

REL#95-49
Attachment 1
2-2-2-2

STANDARDS

Q: You say that every student will meet certain achievement levels at the end of each grade. Does that mean that those students who do NOT will be held back?

A: Each student must have an individualized learning plan. Those students who do not meet the grade-level standards will be given the necessary extra help so that they do.

School and district progress will be monitored by various groupings of students to ensure there will be accountability for ALL students' progress.

*Q: Tell us more about the **GOLDEN STATE ACHIEVEMENT CERTIFICATE**.*

A: If California is to have a fully-trained work force, we must have a high school diploma which actually means something in terms of what each student knows and can do. The CERTIFICATE will replace the graduation diploma by 2004, and will certify that the student has met the content and performance standards for the 17 courses required for graduation. The Golden State Examinations are the end-of-course examinations for this purpose.

Q: Won't this encourage dropouts and work against traditionally poor performing students?

A: No. The entire proposal is based on holding school districts and schools accountable for the results of ALL OF THEIR STUDENTS. Any rewards or sanctions will be based on schools reporting progress by race, gender, English-language proficiency, socio-economic grouping, students with disabilities, and dropouts.

Q: How do you know that colleges will accept the new certificate?

A: I have already initiated discussions with California's postsecondary officials regarding ways that we can all cooperate more effectively.

Q: Have other states set standards?

A: The movement to strengthen academic standards has spread to 49 states, but only a handful require students to meet those standards in order to graduate from high school. Iowa is the only state not developing statewide standards.

Only 13 states have standards specific enough to give local school districts and teachers guidance to develop lessons or buy textbooks. Only seven states require students to meet 10th, 11th or 12th grade standards to earn a high school diploma.

REL#95-49
Attachment 1
3-3-3-3

Q: Does this plan assume every child will go to college?

A: No. My reform plan prepares all students for entering the 21st century work force. It provides the core academic program recommended by leading employers as necessary for high-skill, living-wage jobs. Students need algebra, geometry, and laboratory science to meet the minimum requirements for the emerging industries, such as telecommunications, biotechnology, health and environmental management, as well as traditional blue collar work. Teachers and employers will be able to collaborate in a structured way to provide a high-quality work preparation experience for all students.

Students earning the Golden State Certificate will be well prepared to enter the work force, and will bring with them a high-quality, balanced education.

Fingertip Facts on Education in California



California Department of Education
Sacramento, 1995

CALIFORNIA STATE BOARD OF EDUCATION

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Number of school districts (October, 1994):	Number of public schools (October, 1994):
Unified..... 305	Elementary..... 5,022
Elementary..... 590	Middle..... 1,003
High school..... 106	Junior high..... 71
Total..... 1,001	High school..... 833
	Continuation..... 507
	Alternative..... 196
	Special education..... 128
	County-run..... 58
	Total..... 7,818

Number of private schools (1994-95):

Church-affiliated..... 1,979	Other..... 2,179
Total.....	4,158

Regular graded public school enrollments, kindergarten through grade twelve, not including ungraded programs:

1965..... 4,121,442	1986..... 4,301,140
1970..... 4,457,325	1987..... 4,407,907
1975..... 4,284,471	1988..... 4,512,963
1980..... 3,974,377	1989..... 4,668,495
1981..... 3,978,678	1990..... 4,842,174
1982..... 3,984,738	1991..... 5,001,670
1983..... 4,014,003	1992..... 5,089,808
1984..... 4,078,743	1993..... 5,171,237
1985..... 4,180,265	1994..... 5,242,078

Number of students in public schools (1994-95):

Kindergarten and grades one through eight.....	3,820,531
Grades nine through twelve.....	1,421,547
Ungraded programs.....	88,947
Total.....	5,341,025

Number of students in private schools (1994-95):

Kindergarten.....	72,710
Elementary school.....	392,584
High school.....	124,585
Total.....	589,839

Racial and ethnic distribution in public schools (1994-95):

Full-time teachers	Number	Percent
American Indian or Alaskan Native.....	1,697	0.8
Asian.....	7,793	3.6
Pacific Islander.....	345	0.2
Filipino.....	1,607	0.7
Hispanic.....	19,969	9.4
Black, not Hispanic.....	11,501	5.4
White, not Hispanic.....	169,597	79.5
Not designated.....	880	0.4
Total.....	213,389	100.0

Students	Number	Percent
American Indian or Alaskan Native.....	46,116	0.9
Asian.....	439,118	8.2
Pacific Islander.....	29,967	0.5
Filipino.....	129,288	2.4
Hispanic.....	2,022,261	37.9
Black, not Hispanic.....	465,219	8.7
White, not Hispanic.....	2,209,077	41.4
Total.....	5,341,025	100.0

Number of twelfth grade graduates (1994-95):	Day	Evening
Male.....	122,481	(Not available)
Female.....	130,602	
Totals.....	253,083	11,807
Total, day and evening.....	264,890	

Number of full-time teachers (1994-95):

Offices of county superintendents of schools.....	4,828
Elementary school districts.....	45,765
High school districts.....	18,842
Unified school districts.....	143,854
Total.....	213,389

Average salaries (1993-94):

Full-time teachers	Superintendents
Elementary districts..... \$39,855	Elementary districts..... \$78,700
High school districts..... 42,297	High school districts..... 85,207
Unified districts..... 40,158	Unified districts..... 88,959

School-site principals

Elementary level.....	\$59,249	High school level.....	\$65,889
Unified.....	\$61,235		

Average undedicated base revenue limits per unit of average daily attendance (1994-95):

	Small	Large
Elementary school districts.....	\$4,103	\$3,317
High school districts.....	4,560	4,070
Unified school districts.....	3,743	3,518

NOTE: For funding purposes a large school district is defined here as follows: elementary—more than 100 a.d.a.; high school—more than 300 a.d.a.; and unified—more than 1,500 a.d.a. Otherwise, the district is defined as a small school district.

Current expense of education per unit of average daily attendance (1993-94):

Unified school districts		Elementary school districts	
Low (a.d.a. 1,272)	\$ 3,417	Low (a.d.a. 104)	\$ 2,851
High (a.d.a. 47)	11,749	High (a.d.a. 40)	16,357
High school districts		State average	
Low (a.d.a. 12,017)	\$ 3,670	Unified districts	\$ 4,208
High (a.d.a. 31)	47,434	Elementary districts	3,814
		High school districts	4,753
Average, all public schools			\$ 4,168

Income for public education, K-12 (1993-94):

	Amount	Percent
Property taxes.....	\$ 8,470,687,335	28.24
State sources.....	18,324,953,036	54.42
Federal sources.....	2,572,258,075	8.57
Other sources.....	2,630,568,852	8.77
Total.....	\$29,998,467,300	100.00

NOTE: Income totals coincide with those reported to the National Center for Education Statistics. These figures are widely used by agencies of the federal government in the computation of grant awards.

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