

SCOPE OF THE STUDY

The LWVCEF board of directors-approved scope of study is as follows:

- (1) a review of the existing LWVC Education position, supporting consensus reports, and study materials to identify areas that need to be revisited and updated
- (2) a study of issues in the areas of finance, governance, school district organization, accountability, teaching, and curriculum that have emerged since the 1983-85 LWVCEF Education
- (3) an updated assessment and analysis of ongoing fundamental questions regarding the separation of finance and program control, the role of the state relative to districts and school sites, articulation among levels of education, and the role of early childhood education (readiness to learn)
- (4) a review of the federal No Child Left Behind Act as it impacts education in California

As a delineation of the scope of study, the following are issues for consideration:

Finance

- Developments since the 1983-85 study. The impact of ballot measures
- Current state structure: roles/responsibility/accountability
- Impact of categorical programs/funding
- Question of stable source(s) of funding that would allow for long-term planning? Year-to-year consistency in planning, including the impact of Prop 98
- Ability to seek out additional sources of local revenue
- Master Plan recommendations, including the Adequacy Model

Governance

- Current state governance structure (roles, responsibilities, accountability within the structure, including state, county, district, and school site structures and their relationship to each other)
- Recommendations for reform of the state governance structure (Master Plan, Constitution Revision Commission, Legislative Analyst)
- The role/responsibility/accountability of key players, including certificated and classified administrators, teachers and classified staff, bargaining units, parent organizations, community
- Questions and issues related to the charter school movement

School District Organization

- Current school district organization
- Questions related to readiness to learn as defined in the Master Plan (what should be the role of the public schools in providing pre-K education?)
- School district organization and its impact on articulation among pre-K, elementary, secondary, and post secondary education
- Services beyond the basic K-12 school day
- Impact of district size on such areas as student achievement, accountability, governance, finance. (Is there an ideal size for a school district?)
- Current structures and recommended reforms related to academic calendars in overcrowded school districts
- Questions and issues related to the charter school movement

Accountability

- Developments since the 1983-85 study
- Examination of the current accountability structure
- Recommendations for structural reform: Master Plan, Constitution Revision Commission, Legislative Analyst, other
- Implications of issues raised in the *Williams* case (State/local responsibility and accountability for student success relative to state accountability requirements/standards)
- Questions:
 1. How should the state hold districts responsible for meeting standards and accountability goals?
 2. Would districts be held more accountable by the community around them if there was more local control over funding?
 3. Who is responsible for student readiness to enter postsecondary education (i.e., should postsecondary institutions be required to offer remedial courses to high school graduates)?

Teaching

- Definition of a highly qualified teacher
- Teacher distribution/hiring/retention
- The role of Professional Development
- Teacher training/preparation (the role of teacher training institutions)

Curriculum/Programs

- Current—state standards
- State versus local authority over curricular and program decision-making. (The state has reserved the right to set standards that all schools should strive to reach, but should it also dictate how to reach these standards or should each district be able to use its own processes as long as it makes steady progress toward meeting the standards?)
- Articulation pre-K through university, including across and among districts (issues of transfer within the state)