
5B

Information/Action

Certification Committee

Assignment Monitoring Sanction Program Decision Points

Executive Summary: This agenda item provides the Commission with a summary of feedback received from Local Education Agency (LEA) partners related to identifying appropriate calculation methods and thresholds for sanctions for assignment monitoring and provides various options for the Commission to consider for identifying LEAs subject to sanctions.

Recommended Action: Staff recommends that the Commission approve the recommendations related to calculating and imposing sanctions.

Presenters: Erin Henderson, Deputy Director, Ann Harris, Assignment Monitoring Program Manager, and Gianna Barlupi, Assignment Monitoring Analyst, Division of Licensure Certification

Strategic Plan Goal

Professional Licensure

Goal 5. Educators are appropriately licensed based on the preparation they completed and the services they will provide.

Assignment Monitoring Sanction Program Decision Points

Introduction

This agenda item continues the conversation started during the December 2025 Commission Meeting in item [3A: Certificated Education Assignment Monitoring Sanctions](#). That item presented the broad outline of a plan to impose sanctions on Local Education Agencies (LEAs) who continually misassigned certificated educators. To administrate the sanctions program that was approved, the Commission needs to decide on sanction thresholds, training models, and potential additional penalties for noncompliance. The intention of this item is to present these decision points, explore potential courses of action, and extrapolate what the impact of each would be through analysis of existing statewide assignment data and new survey data provided by educational partners.

Background

The catalyst for exploring sanctions was a recommendation from the State Auditor's office that requires the Commission to explore sanctions for LEAs that consistently misassign educators, in response to the [2024-106 Highlands Community Charter and Technical Schools Report](#).

At the December Commission meeting, staff proposed a sanction plan that eschews punitive measures and focuses on supporting LEAs through training. The training will focus on both how to appropriately assign educators and how to use various correction methods to maintain compliance. The latter is especially important during a time of teacher shortages, when fully prepared educators are not always available.

This training plan would be required for those legally responsible for educator assignments, including the principal administrator and the district superintendent. District Board members also shoulder legal responsibility, but the level of their involvement is a decision point discussed later in this item. These individuals may also nominate their delegate Human Resource representatives and credential analysts at the LEA to take the training. The intention is to support the entire assignment apparatus of a school site if they are identified as needing assignment support.

Furthermore, this training will be offered online on an ad hoc basis to all in the field who desire to take it. Therefore, these sanctions are targeted at LEAs that have met the thresholds for sanctions but will be leveraged for the benefit of all LEAs.

Supporting Data

In an effort to ensure the proposed sanction plan is administered in alignment with the goals of the auditor, and in concert with what is happening in the educator workforce, staff did research and data analysis to provide valuable context, including the below analysis of statewide LEA misassignment proportions to establish a baseline for determining sanction threshold decisions and an introduction of a survey the Commission released in order to gauge public opinion on

various decision points. Specific results from either source will be interwoven through the item when they are relevant.

Statewide Assignment Data

To determine appropriate misassignment thresholds for triggering sanctions, a picture of what California's misassignment landscape is must be established. Staff analyzed the past five years of assignment data, determined the percentage proportion of uncorrected misassignments to appropriately assigned for all schools¹ and mapped plotted percentages to establish a distribution for the state. What was found was that 75% of Local Education Agencies (LEAs) have less than 2% proportion of misassignments. On the upper end of the distribution, approximately 90% of LEAs have less than 5% proportion of misassignments (See Addendum A). This means that three-quarters of schools had 98% of their assignments legal and correct, while nine in ten schools had 95% of their total assignments legal and correct.

However, that data included schools with no misassignments, which was more than half of all schools. This throws off the data calculations by skewing the averages. If only this data was considered it would be tempting to set sanction thresholds low. Staff engaged with the data further and isolated only LEAs with misassignments to understand that range, which reduced the number of LEAs by 65% (3,342 LEAs). When data was manipulated this way, it showed that of the schools with misassignments, 75% of them have under 7.3% percent of total misassignments, and the distribution ended at 15.8% (See [Addendum A](#)). This means that, when comparing only schools that had one or more misassignments, three-quarters of schools have nearly 93% of their assignments legal and correct, and the lower performing schools have approximately 84% of their assignments legal and correct. Every LEA with a misassignment proportion above that range is an outlier (305 of 3,342 LEAs).

In summary, in the previous five years the majority of LEAs have misassignment proportions of under 5%. If we filter out LEAs with no misassignments for the 2024-25 school year, we can see the distribution shift so that most LEAs, around 91%, have a misassignment proportion rate of 15.8% or less. This first demonstrates that at baseline, most California's LEAs are striving for and achieving excellence in educator assignments, even during staffing shortages. However, the data filtered to only include LEAs with misassignments shows that all LEAs cannot be held to a 5% standard because the result would be that most all schools with any misassignments would ultimately be sanctioned, which is not the intent of the program.

The data analysis referenced above may be found in [Addendum A](#) of the item.

Sanction Survey

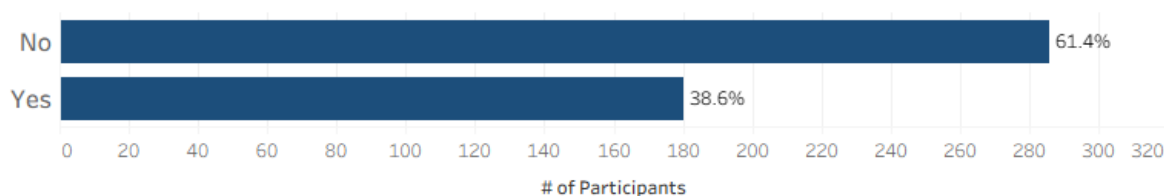
In addition to analyzing statewide workforce data, the Assignment Monitoring Program (AMP) released a survey to the field in February 2026 with the intention of making recommendations informed by stakeholder feedback. The survey was available from February 6-17 and was distributed through multiple avenues including the Commission's Assignment Monitoring mailing list which has 1,133 subscribers, through the California Statewide Assignment

¹ There are 11,263 Traditional and Charter Schools in California

Accountability System (CalSAAS), and sent directly to education partner organizations, including the California School Boards Association (CSBA), Association of California School Administrators (ACSA), County Superintendents, California Association of School Business Officials (CASBO), California School Employees Association (CSEA), California Teachers Association (CTA), California Federation of Teachers (CFT), California State Parent-Teacher Association (CA PTA), California Charter Schools Association (CCSA), EdVoice, Small School District’s Association (SSDA), and Public Advocates for distribution among their members.

The survey had 466 responses. Of those respondents, the majority represented District Offices (69.5%), followed by County Offices of Education (14.4%), and Charter Schools (13.9%). Of those responding, 96.4% participated in assignment monitoring, and 55.4% of those individuals reported acting as a monitoring authority. A monitoring authority oversees certificated educator assignments for LEAs under their authority and collaboratively works with the LEAs to complete assignment monitoring annually. Furthermore, 38.6% of those responding said they were either currently or formerly in a position legally responsible for the certificated assignment of educators (see **Figure 1**). As well, it garnered responses from 53 of California’s 58 counties. In this way, the survey was successful in capturing feedback from various vantage points of those who are knowledgeable in and responsible for assignment monitoring.

Figure 1: Are you currently or formerly in any position that is legally responsible for the certificated assignment of educators? This includes any of the following: 1) Principal Administrator, 2) District Superintendent, or 3) District Governing Board Member.



The survey gauged opinions on several different decision points of the sanction program. It asked questions about what thresholds should draw sanctions, how LEAs should be targeted, and some other questions that were a topic of discussion during the previous presentation to the Commission in December 2025. The full results are located in [Addendum B](#) of this item, but survey results will henceforth be threaded into discussions of their relevant decision points.

Decisions on Sanction Program Facets

The following sections frame decisions for the Commission to make in order to administer the sanctions program — some of which are listed because of the vital nature of the decision, and others are available because the Commission requested further discussion. They are divided into categories, including how the training should be delivered, how to determine sanction thresholds, the finer details of applying penalties, and some miscellaneous decision points that apply to the broader assignment monitoring program.

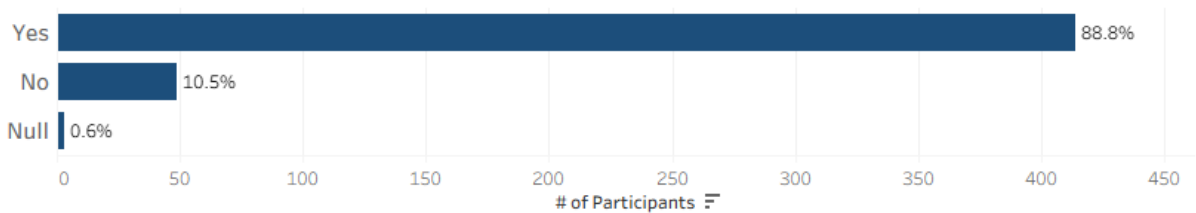
Program Components

The following decision points involve how the training is administered and the consequences of being sanctioned. This section considers 1) targeting training to school levels (e.g. Elementary, High School, Middle), 2) how to treat sanctioned LEAs that do not comply, and 3) the removal of the ability to issue emergency permits from LEAs as an additional sanction option.

Training Targeted to School Levels

At the December 2025 meeting, the Commission discussed the possibility of offering targeted training for sanctioned LEAs. With this approach, training would be targeted to provide a complete picture of assignments and cover every aspect of legally assigning educators. Though training development would be holistic, it does not need to be delivered this way. This model would allow staff to develop training in a segmented way so that information related to settings, subject matter, and population types can be packaged in their own modules. This would allow for accessible direct training when desired by those who want it. In this way, the training program would support the onboarding of new credential analysts or administrators and provide on-demand topic specific resources to support staffing decisions year-round. It would also allow the Commission to provide assignment monitoring personnel in sanctioned LEAs with customized training pertinent to the type of LEA in which they work and other specifics of their monitoring outcomes.

Figure 2: Should the training provided be targeted to the type of LEA identified for sanctions? (e.g. Elementary, Middle School, High School)



This option was presented to survey respondents, and they were overwhelmingly in favor of this approach (see **Figure 2**), with 88.8% indicating that they would like sanctioned individuals to receive training targeted at the LEA in question. Based on this feedback, staff recommend that the training be targeted to the type of LEA that is being sanctioned. This would mean, for example, that sanctioned elementary schools might receive training on assignments pertaining to self-contained classrooms, Team Teaching and Regrouping, English Learner services, Special Education, Transitional Kindergarten, and correction options relevant to the setting, as opposed to a training focused on assignment requirements for unrelated settings. The proposed topics for each school level may be found in **Table 1** below.

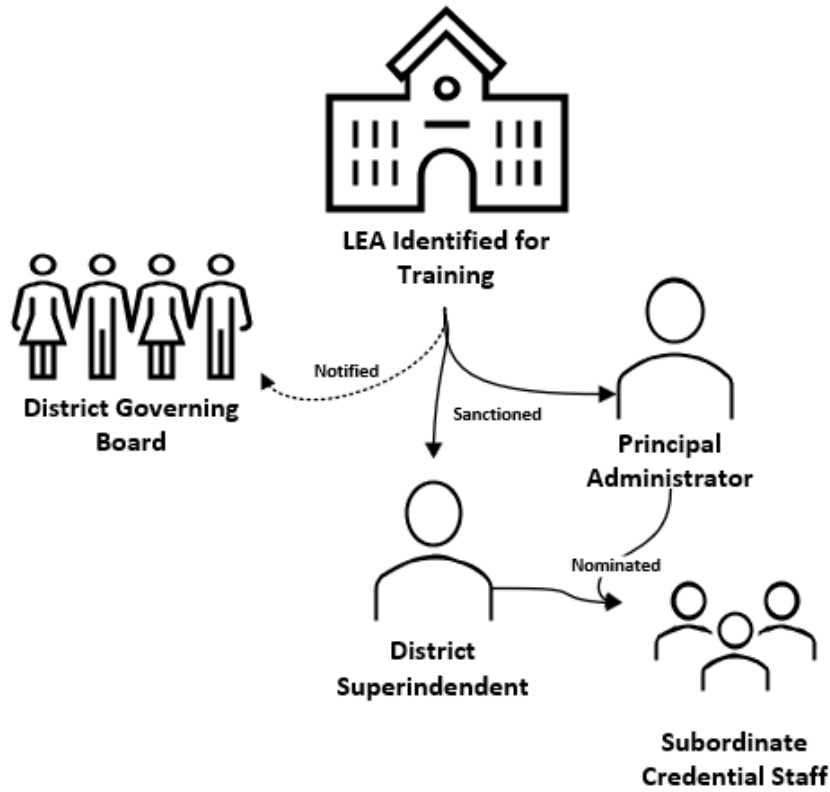
Table 1: Relevant Training Topics for School Level

<i>Elementary School</i>	Self-contained classrooms, Team Teaching and Regrouping, English Learner services, Special Education, Transitional Kindergarten, relevant Local Assignment Options, Program Coordination and Staff Development, Pupil Personnel Services, and correction options relevant to these settings.
<i>Middle School</i>	Core Assignments, Departmentalized classrooms, English Learner services, Special Education, Supplementary and Subject Matter Authorizations, Career Technical Education, relevant Local Assignment Options, Wheel Elective Courses, Program Coordination and Staff Development, Pupil Personnel Services, and correction options relevant to these settings.
<i>High School</i>	Departmentalized classrooms, English Learner services, Special Education, Supplementary and Subject Matter Authorizations, Career Technical Education, relevant Local Assignment Options, Online Delivery Models, dual enrollment programs, Program Coordination and Staff Development, Pupil Personnel Services, and correction options relevant to these settings.
<i>Alternative School</i>	English Learner services, Online Delivery Models, Special Education, dual enrollment programs, Career Technical Education, relevant Local Assignment Options (EC 44865), and correction options relevant to these settings.
<i>K-12 Schools</i>	Self-Contained Classrooms, Core Assignments, Wheel Elective courses, Departmentalized Classrooms, English Learner services, Special Education, Career Technical Education, relevant Local Assignment Options, and correction options relevant to these settings.
<i>Special Education Schools</i>	Special Education, English Learner services, Speech Language Pathology and Clinical or Rehabilitative Services, and correction options relevant to these settings.

Additional Actions for Specific Personnel in Sanctioned LEAs

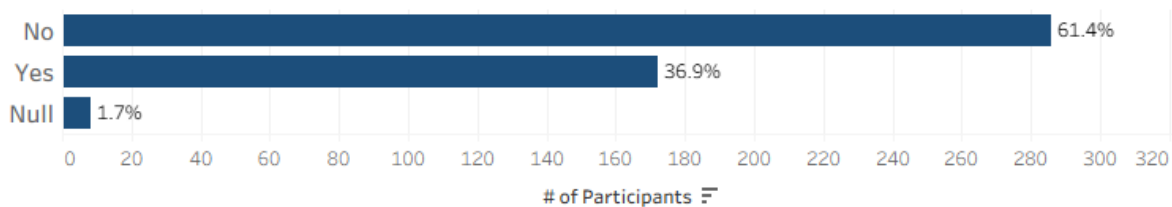
The initial item describing the sanction plan proposed a system in which the Principal Administrator and District Superintendent of a sanctioned LEA were responsible for taking the training, but the governing board members, who also bear legal responsibility for assignments, were only notified. See **Figure 3** below for a visualization of the original proposal.

Figure 3: Parties Involved in Sanctions



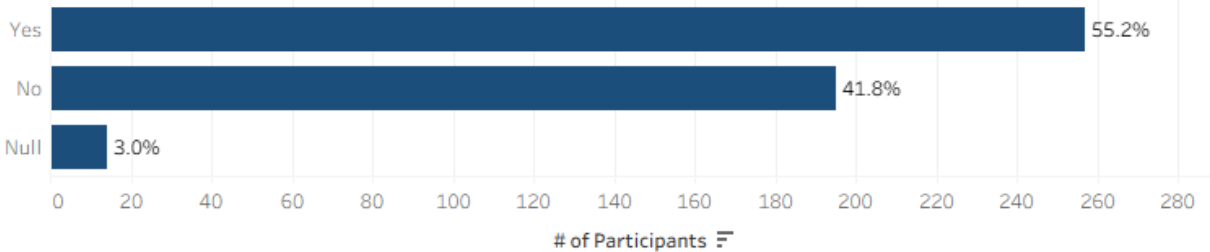
During that meeting there was debate over whether board members should also be required to complete training. To help the Commission make an informed decision, staff asked survey respondents if school board members of sanctioned LEAs should be required to take the training. The results are in **Figure 4** below. Most participants (61.4%) disagreed with that course of action.

Figure 4: Should School Board members be required to take mandatory training if a school under their purview is identified for sanctions?



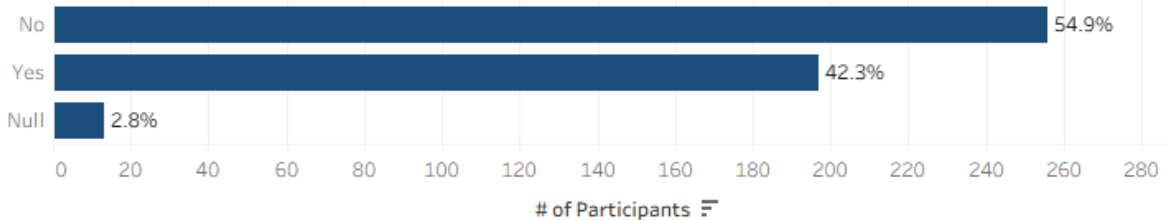
However, staff noted the Commissioners’ concerns and considered other avenues, besides mandatory training, to involve sanctioned schools’ governing boards, one of which was to require a sanctioned LEA to report on their sanctioned status at a public meeting of the governing board. This would ensure board members are well enough informed to execute their legal responsibility and would give them a platform to make decisions on how LEAs proceed in these circumstances. This was also presented to survey participants, and was received more favorably, with 13.4% more respondents indicating yes than no (see **Figure 5**).

Figure 5: Should sanctioned individuals have to report to their governing board?



During the December 2025 presentation, Commissioners also briefly discussed additional consequences for those individuals that do not comply and refuse to take training. The Commission has limited ability to impose consequences, aside from training and making the information publicly available. One possible additional sanction that was discussed at the December meeting was the possibility of suspending credentials of those administrators and/or superintendents responsible for assigning educators. Survey respondents disagreed with that proposal by a margin of 12.6% points.

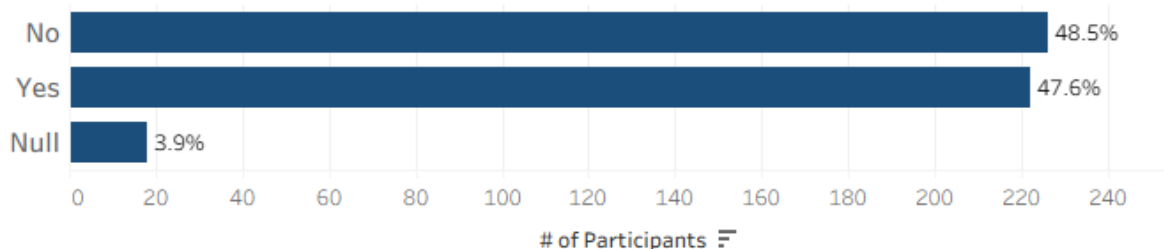
Figure 6: Should additional action be taken on sanctioned individuals that do not complete mandatory training?



This would also be difficult to administer equitably across school types because charter schools are not legally required to have credentialed administrators. As such, this additional sanction could not be applied to them.

Survey respondents were also asked about LEAs that show a lack of improvement after being sanctioned. They also were not in favor of this, with a very slight majority being against (48.5%). You can see responses in **Figure 7**.

Figure 7: Should additional action be taken on sanctioned individuals if the sanctioned LEAs show no improvement during following monitoring cycles?

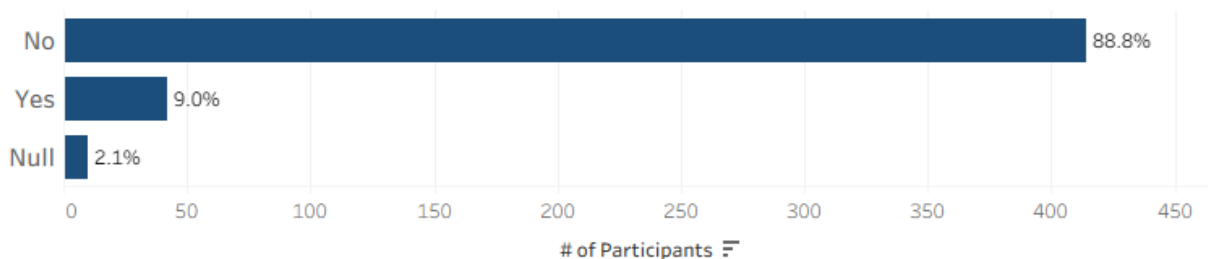


Based on this feedback, staff recommend that the Commission pursue neither additional consequences for lack of training completion or improvement and instead require LEAs to report to their governing board on these items. As such, decisions on how to proceed in either scenario can be addressed at the local level as well as by the governing board members, who share legal assignment responsibility.

Restricting Sanctioned LEAs' Ability to Issue Emergency Permits and Waivers

Commissioners also discussed removing the ability of sanctioned LEAs to issue emergency permits and waivers. Survey respondents overwhelmingly rejected this option, with almost 90% opposed (see **Figure 8**). Staff also recommend against this course of action as it removes a valuable tool for LEAs to come into compliance and legally assign educators. During staffing shortages, emergency permits are not only a way to avoid misassignments, but a bridge for potential educators to enter the workforce. Finally, proposed training courses to be developed will focus heavily on using correction options that include these permits. The sanction-related training is intended to be supportive, and removing this option would work against that intent.

Figure 8: Should LEAs identified for sanctions lose the ability to issue emergency permits and waivers?



Summary Recommendations

Staff recommend that the Commission approve the following aspects of the sanctions plan:

- Design training with a tailored and targeted approach to training delivery;
- Require that sanctioned LEAs report sanction status to their governing board; and
- Allow sanctioned LEAs to retain the ability to issue emergency permits and waivers.

Determining Sanction Thresholds

The most consequential decision points for the Commission to consider deal with how to identify which LEAs should be sanctioned. There are several dimensions of this decision to

consider, including which monitoring outcomes (i.e. “determinations”) count towards sanctions, how to determine sanctions, and what thresholds should be applicable.

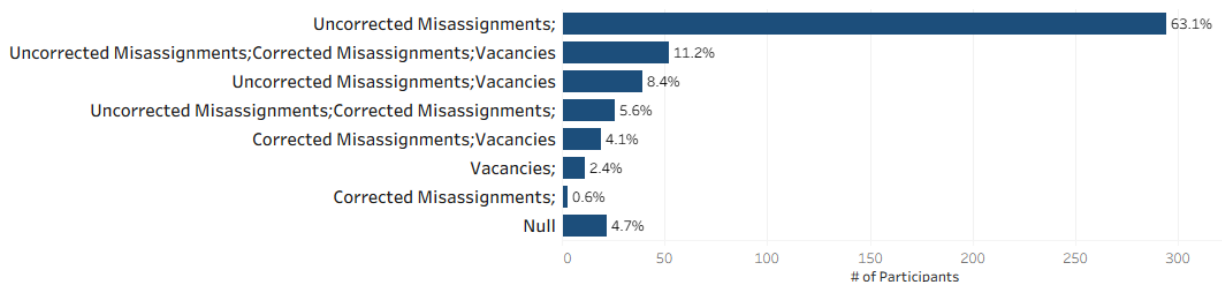
Determinations That Count Towards the Sanction Calculation

Misassignments are instances in which an individual is not legally authorized for their certificated educator assignment. During monitoring, the LEA and its monitoring authority identify misassigned educators within the following three categories:

1. **Misassigned:** The educator was placed in the assignment and misassigned during the entirety of the assignment.
2. **Corrected Misassignment:** The educator in the assignment was misassigned on census day, but it was corrected during the school year via the educator becoming legally authorized, or an appropriately assigned educator replacing them.
3. **Vacancy:** The educator was serving as a substitute for an assignment in which an appropriately assigned educator was not found by census day.

A question to consider when deciding on thresholds is which of these three misassignment categories resulting from monitoring should require sanctions. This question was posed in the survey and over half the respondents preferred only uncorrected misassignments to be counted towards the threshold. The next preferred choice was all three, though with a fraction of the support (11.2%) (See **Figure 9**).

Figure 9: What Determinations should count towards sanctions?



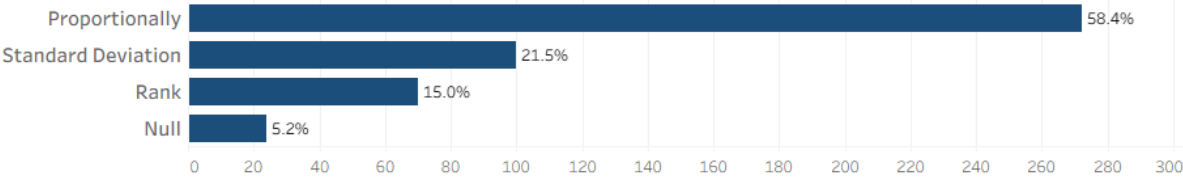
Staff agree that only uncorrected misassignments should be considered when determining sanction thresholds. The intent of creating the corrected misassignment determination was to show and encourage the good faith efforts of LEAs to make continual improvements in their assignments, which demonstrate LEA efforts in educator recruitment, certification, and a commitment to improvement. Also, vacancies do not automatically indicate a disregard for assignment rules and regulations. For these reasons, staff recommend that only misassignments that are legally inappropriate and unresolved should be considered toward sanctions.

Basis for Calculation of Thresholds

The most consequential decision for the Commission is how to calculate the threshold for sanctions. Survey respondents were presented with a few options, and they showed a clear preference for one of them (see **Figure 10**). Respondents favored a proportional threshold. This method, described above in the *Statewide Assignment Data* section of this item, entails

identifying schools that reach a certain percentage of misassignments as compared to all their educator assignments. If they cross that yet to be determined threshold, they would be considered for sanctions.

Figure 10: What is your preferred way to calculate a threshold for sanctions



Besides public favorability, the benefit of this method is that it is not limited to considering the number of individual misassignments an LEA has. Instead, proportionality considers the school wholistically and reflects all the schools’ appropriate assignments as well as those determined as misassigned. As well, in this method, the proportion selected can serve as a standard that an LEA can be expected to uphold versus rank or standard deviation calculations in which the threshold is arbitrary.

Appropriate Proportional Threshold

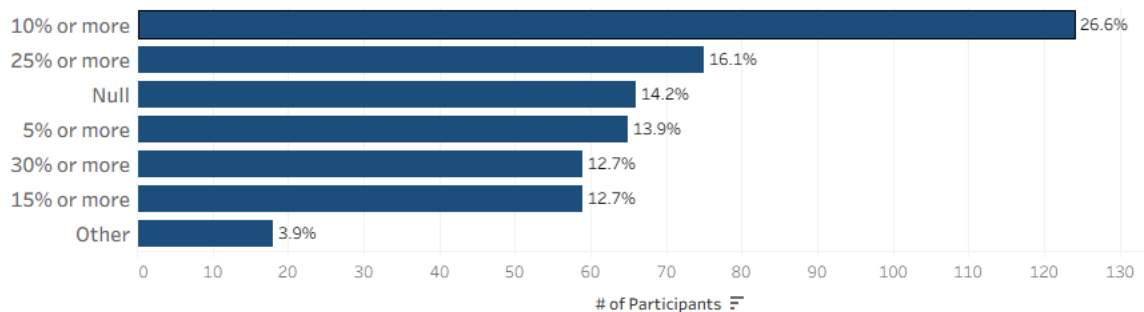
The proportion distribution across all LEAs was established in the initial description of statewide assignment data. In that section, it was established that roughly 90% of schools with misassignments have under 15% of their total assignments misassigned. This is a good frame of reference when considering where to place the threshold. Another thing to consider is how many schools would be affected by the threshold. **Table 2** below provides the number and percentage of schools affected by various thresholds.

Table 2: How thresholds affect California Schools (2023-24)

THRESHOLD PERCENTAGE	NUMBER OF LEAS SANCTIONED	% OF TOTAL SCHOOLS EFFECTED
5% OR MORE	1201	10.7%
10% OR MORE	568	5.0%
15% OR MORE	335	3.0%
20% OR MORE	217	1.9%
25% OR MORE	162	1.4%
30%	114	1.0%

Survey respondents were asked about the appropriate proportional threshold (see **Figure 11** below). Over a quarter of respondents preferred it to be set at “10% or more,” with the next most popular option being “25% or more” and the remainder of options being split relatively evenly.

Figure 11: If proportionality is chosen, at what percentage of misassignments should the threshold start?



As such, staff recommend that the Commission set a threshold of 25% or higher for initiating sanctions to ensure that only LEAs with the most significant misassignment numbers be sanctioned.

Summary Recommendations

For sanction thresholds, staff recommend that:

- Only uncorrected misassignments be counted towards sanctions;
- Sanctions be considered based on the proportion of misassignments to assignments; and
- The threshold is set at 25% or more misassignments to all assignments per LEA, proportionally.

Staff Recommendation

Staff recommend that the Commission approve the following program administration options:

- Program Components
 - Staff design trainings with a tailored and targeted approach to training delivery;
 - Require sanctioned LEAs to report sanction status to their governing board; and
 - Allow sanctioned LEAs to retain the ability to issue emergency permits and waivers.
- Sanction Thresholds
 - Only uncorrected misassignments be counted towards sanctions;
 - Sanctions be considered based on the proportion of misassignments to assignments;
 - The base threshold is set at 25% or more misassignments to all assignments per LEA.

Next Steps

Should the Commission approve the proposed program administration items, staff would move forward with the following actions.

Create a Regulatory Article Dedicated to Assignment Monitoring to Clarify Existing Law

The potential of sanctions being imposed on an LEA based on the outcomes of assignment monitoring necessitates clarifying assignment monitoring related law in regulations. The guiding statute related to monitoring of certificated educator assignments and associated data sharing agreement with the California Department of Education (CDE) are provided in Education Code section 44258.9. While this provides the statutory requirements regarding

assignment monitoring and related data, the finer details of assignment monitoring are not currently clarified in the Commission's sections of Title 5, California Code of Regulation. When drafting proposed regulations to implement the new sanctions rules, Assignment Monitoring Program staff will include language that clarifies and makes specific assignment definitions and terms that are commonly used within the context of educator assignments and are authorized in statute. Commission action related to the decision points identified in this item will be clearly defined within the proposed regulatory article, in addition to associated assignment related clarification, and will be drafted for the Commission's review.

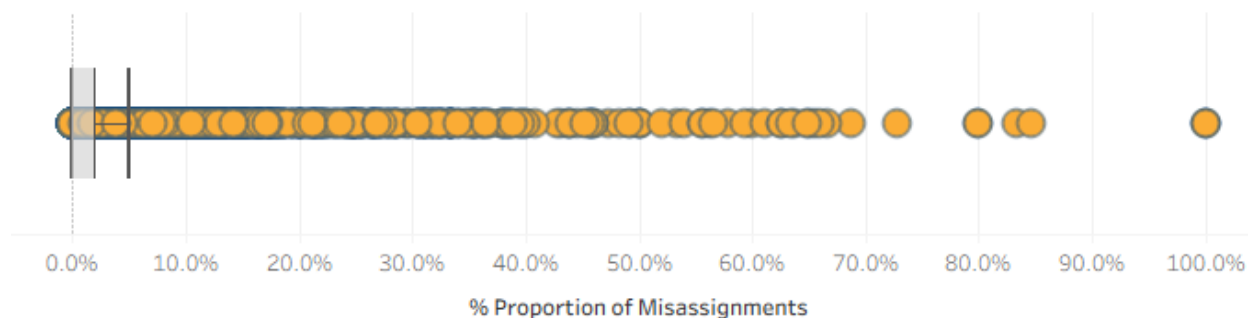
Draft Proposed Regulations and Present to Commission for Approval

Staff will prepare draft proposed regulations based on Commission action for the Commission's review at the June 2026 meeting to include both the approved sanctions plan and new assignment article with additional language to clarify existing related statute and codify aspects of assignment monitoring practice that are absent from regulations. If approved by the Commission at the June meeting, staff will then start the rulemaking process to add this article to Title 5 of the CCR by beginning the 45-day comment period, and, if no credible or objectionable comments are submitted during that period, staff will move forward with submitting the final statement of reasons to the Office of Administrative Law. Program funding, anticipated in July 2026, will provide the agency with resources to move forward with acquiring software and onboarding staff to oversee the program. Program development is anticipated to begin in August 2026, and staff will use the following year to build the program and provide statewide outreach in advance of the sanctions being operational. The approved sanction plan is proposed to be implemented following the assignment monitoring cycle for the 2026-27 school year, in November 2027.

Addendum A: Statewide Assignment Data

The following data visualizations are referenced in the [Statewide Assignment Data](#) section of the item.

Figure 12: Distribution of Schools by Proportion of Misassignment Percentage (2024-25)



In **Figure 12**, a box and whisker plot designates the 25th, 50th, 75th percentile at segments. Any marks outside of the final segment of the box are outliers and outside of the standard distribution. The final whisker’s percentage varies based on the data set but commonly represents roughly 90-95th percentile of data. The Percentiles for the previous five years can be found in **Table 3** below. There have been variances, with the figures found 2020-21 almost doubling in 2023-24, it isn’t entirely an upswing as the last year shows decrease. That fluctuation considered, there is a relatively stable baseline that inferences can be made from. Those being that across past 5 years, the vast majority of schools have under a 4.5% misassignment proportion, and 75% have less than 1.8%.

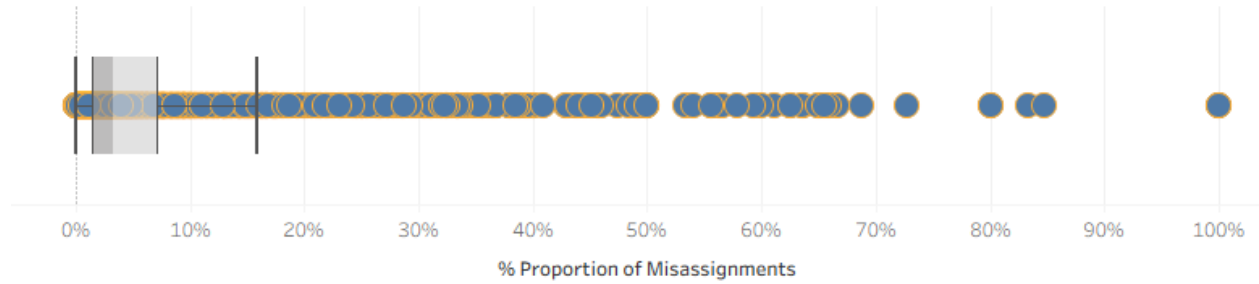
Table 3: Distributions across school years

<i>Year</i>	<i>Lower hinge (25th percentile)</i>	<i>Median (50th percentile)</i>	<i>Upper Hinge (75th percentile)</i>	<i>Upper Whisker (90-95th percentile)</i>
2020-21	0.0%	0.0%	1.3%	3.2%
2021	0.0%	0.0%	1.7%	4.2%
2022	0.0%	0.0%	1.7%	4.2%
2023	0.0%	0.0%	2.4%	6.1%
2024	0.0%	0.0%	2.0%	5.0%
Average	0.0%	0.0%	1.8%	4.5%

In **Figure 12**, the lower hinge and whisker collapsed because of the many LEAs that have no misassignments. This visualization helps to provide a complete picture of California’s LEA misassignment proportions but skews the picture of what rates are for those LEAs that are misassigned. That picture is provided below in **Figure 13** below and only considers LEAs with

misassignments. This visualization displays all the segments clearly and provides more insight into the rates of LEAs that would be eligible for sanctions. When data is filtered this way, 75% of LEAs have under 7.3% percent of total misassignments, and the vast majority have under 15.8% of total. Every LEA that falls outside of that range is an outlier.

Figure 13: Schools by Proportion of Misassignment Percentage for Schools W/ Misassignments (2024-25)



Addendum B: Assignment Sanction Survey Results

Released from 2/6/2026 through 2/17/2026

N = 466

Demographic Info

Segment Represented

- District: 69.5%
- County Office of Education: 14.4%
- Charter School: 13.9%
- Other: 1.1%
- Traditional School: 0.6%
- IHE: 0.2%
- Labor: 0.2%

Do you participate in annual assignment monitoring?

- Yes: 96.4%
- No: 3.6%

If you answered “yes”, do you serve as a monitoring authority?

- Yes: 55.4%
- No: 41.0%
- Null: 3.6%

Are you currently or formerly in any position that is legally responsible for the certificated assignment of educators? This includes any of the following: 1) Principal Administrator, 2) District Superintendent, or 3) District Governing Board Member.

- No: 61.4%
- Yes: 38.6%

<i>County</i>	<i># of Participants</i>	<i>% of total Measure Values</i>
<i>Los Angeles</i>	56	12.0%
<i>San Diego</i>	36	7.7%
<i>San Bernardino</i>	29	6.2%
<i>Riverside</i>	26	5.6%
<i>Orange</i>	20	4.3%
<i>Kern</i>	19	4.1%
<i>Sacramento</i>	19	4.1%
<i>Monterey</i>	16	3.4%
<i>Santa Clara</i>	16	3.4%
<i>Contra Costa</i>	15	3.2%
<i>Null</i>	14	3.0%
<i>San Mateo</i>	14	3.0%
<i>Alameda</i>	12	2.6%
<i>Placer</i>	11	2.4%

<i>Stanislaus</i>	10	2.1%
<i>San Joaquin</i>	8	1.7%
<i>Sonoma</i>	8	1.7%
<i>Nevada</i>	7	1.5%
<i>Tehama</i>	7	1.5%
<i>Tuolumne</i>	7	1.5%
<i>Imperial</i>	6	1.3%
<i>Merced</i>	6	1.3%
<i>Shasta</i>	6	1.3%
<i>Solano</i>	6	1.3%
<i>Sutter</i>	6	1.3%
<i>Tulare</i>	6	1.3%
<i>Ventura</i>	6	1.3%
<i>Yolo</i>	6	1.3%
<i>Fresno</i>	5	1.1%
<i>Kings</i>	5	1.1%
<i>Madera</i>	5	1.1%
<i>Santa Barbara</i>	5	1.1%
<i>Butte</i>	4	0.9%
<i>Lake</i>	4	0.9%
<i>Marin</i>	4	0.9%
<i>San Francisco</i>	4	0.9%
<i>Calaveras</i>	3	0.6%
<i>El Dorado</i>	3	0.6%
<i>San Benito</i>	3	0.6%
<i>Yuba</i>	3	0.6%
<i>Humbolt</i>	2	0.4%
<i>Mendocino</i>	2	0.4%
<i>Napa</i>	2	0.4%
<i>San Luis</i>	2	0.4%
<i>Obispo</i>		
<i>Santa Cruz</i>	2	0.4%
<i>Siskiyou</i>	2	0.4%
<i>Trinity</i>	2	0.4%
<i>Amador</i>	1	0.2%
<i>Colusa</i>	1	0.2%
<i>Del Norte</i>	1	0.2%
<i>Glenn</i>	1	0.2%
<i>Mono</i>	1	0.2%
<i>Sierra</i>	1	0.2%
<i>All</i>	466	100.0%

Training Framework

During assignment monitoring, there is the ability to distinguish between Vacancies, Uncorrected Misassignments, and Misassignments that were corrected prior to monitoring. Which one of these should be considered when assessing sanctions? (Select all that apply)

- Uncorrected Misassignments: 63.1%
- Uncorrected Misassignments; Corrected Misassignments; Vacancies: 11.2%
- Uncorrected Misassignments; Vacancies: 8.4%
- Uncorrected Misassignments; Corrected Misassignments: 5.6%
- Corrected Misassignments; Vacancies: 4.1%
- Vacancies: 2.4%
- Corrected Misassignments: 0.6%
- Null: 4.7%

Should the training provided be targeted to the type of LEA identified for sanctions? (e.g. Elementary, Middle School, High School).

- Yes: 88.8%
- No: 10.5%
- Null: 0.6%

Thresholds

What is your preferred way to calculate a threshold for penalties for a single LEA?

- Proportionally (e.g. Percentage of total assignments that are misassigned): 58.4%
- Standard Deviation (e.g. any LEA that's percentage of misassignments fall more than 2 deviations from the mean): 21.5%
- Rank (e.g. represented as the LEAs with the highest total misassignments statewide): 15.0%
- Null: 5.2%

If proportionality is chosen, at what percentage of misassignments should the threshold start?

- 10% or more: 26.6%
- 25% or more: 16.1%
- Null: 14.2%
- 5% or more: 13.9%
- 30% or more: 12.7%
- 15% or more: 12.7%
- Other: 3.9%

If rank (schools highest proportion of misassignments) is chosen, what is an acceptable range?

- Top 50 schools: 23.0%
- Top 100 schools: 20.0%
- Top 1,000 schools: 10.7%
- Top 500 schools: 9.4%
- Top 250 schools: 9.4%
- Null: 27.5%

When deciding on thresholds, should the Commission consider assessing traditional and charter schools differently?

- No: 59.4%
- Yes: 37.1%
- Null: 3.4%

When applying thresholds, should the Commission compare only similar levels of school (e.g. elementary schools only to other elementary schools)?

- Yes: 84.8%
- No: 11.8%
- Null: 3.4%

When applying thresholds, should the Commission compare schools only to others within the same geographical region?

- Yes: 59.4%
- No: 37.3%
- Null: 3.2%

When applying thresholds, should the Commission compare schools only to other schools within the same County?

- No: 59.4%
- Yes: 37.1%
- Null: 3.4%

Applying Penalties

Should School Board members be required to take mandatory training if a school under their purview is identified for sanctions?

- No: 61.4%
- Yes: 36.9%
- Null: 1.7%

Should additional action be taken on sanctioned individuals that do not complete mandatory training?

- No: 54.9%
- Yes: 42.3%
- Null: 2.8%

Should additional action be taken on sanctioned individuals if the sanctioned LEAs show no improvement during following monitoring cycles?

- No: 48.5%
- Yes: 47.6%
- Null: 3.9%

Should monitoring authorities be able to nominate LEAs for training if they see recurrent patterns or evidence of misconduct in reporting?

- Yes: 80.7%
- No: 17.6%
- Null: 1.7%

Should sanctioned individuals have to report to their governing board?

- Yes: 55.2%
- No: 41.8%
- Null: 3.0%

Miscellaneous

Should CALPADS reporting errors be another avenue incurring sanctions?

- No: 71.5%
- Yes: 24.9%
- Null: 3.6%

Should LEAs identified for sanctions lose the ability to issue emergency permits and waivers?

- No: 88.8%
- Yes: 9.0%
- Null: 2.1%