
SENATE COMMITTEE ON EDUCATION

Senator Connie Leyva, Chair

2019 - 2020 Regular

Bill No:	AB 1240	Hearing Date:	June 5, 2019
Author:	Weber		
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Urgency:	No	Fiscal:	Yes
Consultant:	Brandon Darnell		

Subject: School accountability: local control and accountability plans: state priorities: pupil achievement.

SUMMARY

This bill revises the definition of the pupil achievement state priority for purposes of school district and charter school local control and accountability plans (LCAPs) to include the percentage of pupils who have successfully completed courses that: (1) satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU), (2) satisfy the requirements of career technical education (CTE) sequences, and (3) satisfy the requirements of both (1) and (2).

BACKGROUND

Existing law:

- 1) Requires the governing board of each school district, each county board of education, and each charter school to adopt a local control and accountability plan (LCAP) using a template adopted by the state board. (Education Code §§ 47606.5, 52060, and 52066)
- 2) Requires a LCAP to include both of the following:
 - a) A description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each of the state priorities and for any additional local priorities.
 - b) A description of the specific actions the school district will take during each year of the LCAP to achieve those goals. (EC §§ 47605, 52060, and 52066)
- 3) Identifies eight state priorities for these purposes, including the academic achievement state priority, as measured by all of the following, as applicable:
 - a) Statewide Assessments.
 - b) The Academic Performance Index.
 - c) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC and the CSU, or career

technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks.

- d) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the State Board of Education (SBE).
 - e) The English learner reclassification rate.
 - f) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.
 - g) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program or any subsequent assessment of college preparedness. (EC §§ 52060 and 52066)
- 4) Requires the SBE to adopt evaluation rubrics on or before October 1, 2016, for all of the following purposes:
- a) To assist a school district, county office of education, or charter school in evaluating its strengths, weaknesses, and areas that require improvement.
 - b) To assist a county superintendent of schools in identifying school districts and charter schools in need of technical assistance pursuant and the specific priorities upon which the technical assistance should be focused.
 - c) To assist the Superintendent of Public Instruction in identifying school districts for which intervention is warranted.
- 5) Requires the evaluation rubrics to reflect a holistic, multidimensional assessment of school district and individual schoolsite performance and to include all of the state priorities.
- 6) Requires the SBE, as part of the evaluation rubrics, to adopt standards for school district and individual schoolsite performance and expectations for improvement in regard to each of the state priorities.

ANALYSIS

This bill revises the definition of the pupil achievement state priority for purposes of school district and charter school local control and accountability plans to include the percentage of pupils who have successfully completed courses that: (1) satisfy the requirements for entrance to the University of California and the California State University, (2) satisfy the requirements of career technical education sequences, and (3) satisfy the requirements of both (1) and (2).

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “Current law requires school districts to complete a Local Control Accountability Plan (LCAP) to assess compliance with the state’s priorities regarding education, one of those priorities deals with “pupil achievement”. Currently these achievements are measured in a variety of ways, one of which is the number of “A-G” OR “CTE” courses completed while in high school. Because these two areas are separated and categorized as college-prep versus work-prep courses, existing law ignores the fact that exposure to both course sequences are beneficial to students.”

- 2) ***More revisions to the school accountability system?*** The LCAP template has been revised every year since it was adopted by the State Board of Education (SBE) for use in 2014-15, in response to concerns that the document is too long, too compliance-oriented, and difficult for parents and other members of the public to understand. For 2017-18, the template includes an executive summary, simplified instructions, and clearer formatting. Further, the State Board of Education launched the California School Dashboard in March 2017, with local educational agencies (LEAs) evaluating their strengths and weaknesses based on their test scores, graduation rates, and other measures of student success. LEAs completed their LCAPs based on their Dashboard reports for the first time in 2017-18, with student outcomes informing their goals and specific actions to be taken.

Each year the components of the state’s school accountability system change or are added, LEAs seek guidance and professional development to make sure their local accountability and engagement processes respond accordingly.

- 3) ***LEAs must establish goals and actions for the state priorities.*** As noted above, as part of their adoption of an annual LCAP, LEAs must include a description of: (1) the annual goals to be achieved for each of the state priorities, and (2) the specific actions to be taken during each year of the plan to achieve the goals established. LEAs have the discretion to establish what their goals and specific actions will be, and which state priority areas those goals and actions will address. This bill would require local educational agencies to establish goals and actions to ensure that pupils complete both the California State University/University of California entrance requirements and a Career and Technical Education pathway. Previously LEAs only needed to establish goals and actions to ensure that students were achieving at least one or the other.

Moreover, existing law requires the SBE to adopt evaluation rubrics to assist a school districts, county offices of education, and charter schools in evaluating their strengths, weaknesses, and areas that require improvement and, as part of the evaluation rubrics, to adopt standards for school district and individual schoolsite performance and expectations for improvement in regard to each of the state priorities, including academic achievement.

- 4) ***College and Career Readiness indicator (CCI).*** The CCI, adopted by the SBE for state priorities 7 and 8, the extent to which pupils have access to, and are enrolled in, a broad course of study and pupil outcomes, respectively, assumes

that some schools are already doing both. There are three levels that measure postsecondary preparedness in the College and Career Readiness indicator (CCI): Prepared, Approaching Prepared, and Not Prepared. A pupil is Prepared if they meet one of several different sets of requirements, including a high school diploma and completion of courses that meet the University of California (UC) or the California State University (CSU) A-G criteria plus one of the following criteria:

- a) Career and Technical Education (CTE) Pathway completion.
 - b) Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on English Language Development or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area.
 - c) One semester/two-quarters of Dual Enrollment with a passing grade (Academic/CTE subjects).
 - d) Passing score on one AP Exam OR on one IB Exam.
- 5) ***What about county offices of education?*** Under existing law, the requirements county office of education local control and accountability plans (LCAPs) reside in a separate code section than those for school district LCAPS. Charter school LCAP requirements are spread across several sections, but make reference to the requirements specified the school district LCAP code section. ***Staff recommends that the bill be amended*** to include an analogous change to the county office of education LCAP code section (EDC § 52066).
- 6) ***Related and previous legislation.*** AB 3188 (Thurmond, 2018) has substantially similar to this bill and would have defined the pupil achievement state priority to also include, to the extent possible, the percentage of students who have successfully completed courses that satisfy the entrance requirements for the UC and the CSU and a CTE sequence or program of study. AB 3188 was vetoed by Governor Brown, who stated:

“This bill requires all local schools to report on their student population that meets both the requirements for entrance to the University of California and the California State University, which include A-G requirements and career-technical education sequences.

Local schools already have the flexibility to report this data in their Local Control Accountability Plan and a number are already doing so.”

AB 2878 (Chavez, Chapter 826, Statutes of 2018) adds family engagement to the parental involvement state priority and specifies that family engagement may include, but need not be limited to, efforts by the school district and each individual school site make to apply research-based practices, as specified, and treating families as partners to inform, influence, and create practices and programs, as specified.

SB 390 (Mendoza, 2018) would have added consideration of the Model School Library Standards for California Public Schools, including how libraries and certificated teacher librarians can help improve the critical thinking, research skills, and digital citizenship of pupils, to the state priority areas that local educational agencies (LEAs) are required to address in their local control and accountability plans (LCAPs). SB 390 was vetoed by Governor Brown, who stated:

“This bill adds the implementation of the Model School Library Standards as a new state priority area under the local control funding formula that county offices of education and school districts must address in their local control accountability plans.

I believe this bill is unnecessary. The Model School Library Standards are already considered in these plans under priority two of the local control accountability plan.”

AB 2443 (Baker, 2016) would have added the number of practicing school psychologists working on school climate issues to the indicators used to assess school climate for purposes of LCAPs. AB 2443 was held in the Assembly Appropriations Committee.

AB 1226 (Chavez, 2015) would have expanded the state priorities under the local control and accountability plans to include the degree to which the certificated instructional personnel of the school district are offered opportunities for professional development and growth. AB 1226 was held in the Assembly Appropriations Committee.

SUPPORT

California Chamber of Commerce
Los Angeles County Office of Education

OPPOSITION

None received

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