
SENATE COMMITTEE ON EDUCATION

Senator Carol Liu, Chair
2015 - 2016 Regular

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Author: Liu
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Consultant: Lynn Lorber
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Subject: California Collaborative for Educational Excellence: professional development training: pilot program

SUMMARY

This bill requires the California Collaborative for Educational Excellence to establish a statewide infrastructure to implement a pilot program of technical assistance to inform its long-term efforts to advise and assist local educational agencies (LEAs) in improving student achievement, and to provide professional development to LEAs.

BACKGROUND

Existing law:

- 1) Establishes the California Collaborative for Educational Excellence (CCEE) for the purpose of advising and assisting school districts, county superintendent of schools, and charter schools in achieving the goals set forth in a local control and accountability plan (LCAP). (Education Code § 52074)
- 2) Requires the county superintendent of schools to provide technical assistance, including any of the following, if the county superintendent does not approve a LCAP or annual update of a school district, or if the governing board of a school district requests technical assistance:
 - a) Identification of the school district's strengths and weaknesses in regard to the state priorities.
 - b) Assignment of an academic expert or team to assist the school district in identifying and implementing effective programs that are designed to improve the outcomes for all student subgroups.
 - c) Request that the Superintendent of Public Instruction (SPI) assign the CCEE to provide advice and assistance to the school district. (EC § 52071)
- 3) Requires the SPI to provide technical assistance, including any of the following, if the SPI does not approve a local control and accountability plan (LCAP) or annual update of a county office of education, or if the county board of education requests technical assistance:

- a) Identification of the county board of education's strengths and weaknesses in regard to the state priorities.
 - b) Assignment of an academic expert or team, or the California Collaborative for Educational Excellence (CCEE), to assist in identifying and implementing effective programs that are designed to improve the outcomes for all student subgroups. (EC § 52071.5)
- 4) Authorizes the Superintendent of Public Instruction (SPI) to direct the CCEE to advise and assist a school district, county superintendent of schools, or charter school in any of the following circumstances:
- a) If the governing board of a school district, county board of education, or governing body or a charter school requests the advice and assistance of the CCEE.
 - b) If the county superintendent of schools determines, following the provision of technical assistance, that the advice and assistance of the CCEE is necessary to help the district or charter school accomplish the goals described in the LCAP.
 - c) If the SPI determines that the advice and assistance of the CCEE is necessary to help the school district, county superintendent of schools, or charter school accomplish the goals set forth in the LCAP. (EC § 52074)
- 5) Requires the governing board of each school district and each county board of education to adopt an LCAP, and to update the plan annually. Existing law requires LCAPs to include both of the following:
- a) A description of the annual goals, for all students and each subgroup of students, to be achieved for each of the state priorities and for any additional local priorities identified by the governing board.
 - b) A description of the specific actions the school district will take during each year of the LCAP to achieve the goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state priorities. (EC § 52060 and § 52066)
- 6) Prohibits a school district or county board of education from denying a petition for the establishment of a charter school unless it makes certain findings, including that the petition does not contain reasonably comprehensive descriptions of, among other things, the educational program and the annual goals for the charter school for all students and for each subgroup of students to be achieved in the state priorities, and specific annual actions to achieve those goals. (EC § 47605 and § 47605.6)
- 7) Requires the State Board of Education to adopt evaluation rubrics, by 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, 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. (EC § 52064.5)
- 8) Requires the evaluation rubrics to reflect a holistic, multidimensional assessment of school districts and individual schoolsite performance and include all of the state priorities. Existing law requires, as part of the evaluation rubrics, the SBE to adopt standards for school district and individual schoolsite performance and expectations for improvement in regard to each of the state priorities. (EC § 52064.5)

ANALYSIS

This bill requires the California Collaborative for Educational Excellence (CCEE) to establish a statewide infrastructure to implement a pilot program of technical assistance to inform its long-term efforts to advise and assist local educational agencies (LEAs) in improving student achievement, and to provide professional development to LEAs. Specifically, this bill:

Pilot program

- 1) Requires the CCEE, during the 2016-17 and 2017-18 fiscal years, to implement a pilot program that will inform its long-term efforts to advise and assist school districts, county superintendents of schools, and charter schools in improving student achievement.
- 2) Requires the Superintendent of Public Instruction (SPI) to assign the CCEE to assist school districts, county offices of education, and charter schools in the pilot program. This bill requires the SPI, in making those assignments, to consider input from the CCEE and any requests from school districts, county superintendents of schools, or charter schools to participate in the pilot program.
- 3) Provides that participation by an LEA in the pilot program is voluntary and participating LEAs shall not pay for any assistance provided pursuant to the pilot program (notwithstanding existing law that requires LEAs to pay for assistance provided by the CCEE).
- 4) Requires the governing board of the CCEE, by August 15, 2016, to submit a plan for implementing the pilot program to the relevant policy and fiscal committees of the Legislature, the Director of Finance, and the Legislative Analyst's Office.

- 5) Requires the implementation plan to describe, at a minimum, all of the following:
 - a) The goals of the pilot program, including but not limited to, improving student outcomes related to the state priorities.
 - b) The major implementation activities of the pilot program and the means for assessing whether the goals are met.
 - c) An implementation timeline and a program budget, with anticipated expenditures and funding sources.
- 6) Requires the pilot program, to the extent possible, to include school districts, county offices of education, and charter schools from urban, suburban, and rural areas representing all regions of the state, as well as those with enrollment of unduplicated students and the student subgroups.
- 7) Requires the governing board of the California Collaborative for Educational Excellence (CCEE), by November 1, 2018, to report to the relevant policy and fiscal committees of the Legislature, the Department of Finance, and the Legislative Analyst's Office about lessons learned from the pilot program and its implications of the ongoing work of the CCEE.
- 8) States legislative intent that the pilot program be used to advise the governing board of the CCEE in their efforts to provide research-based, quality advice and assistance to local educational agencies (LEAs).
- 9) Provides that nothing in this bill prohibits the CCEE from continuing to meet the requirements of existing law (advising and assisting LEAs) in the 2016-17 fiscal year or in future fiscal years.

Professional development

- 10) Requires the CCEE, beginning with the 2016-17 school year, to establish a statewide infrastructure to provide professional development training to school districts, county offices of education, and charter schools.
- 11) States that the purpose of the professional development is to successfully implement the evaluation rubrics.
- 12) Requires the professional development training to include, but not be limited to, all of the following:
 - a) Information on how the evaluation rubrics are used for the development and implementation of the local control and accountability plans (LCAPs), and the related requirements for charter schools.
 - b) Information on how the evaluation rubrics will be used to increase academic achievement, with emphasis on closing the achievement gap for unduplicated students and the student subgroups.

- c) The role of statewide and local data in using the evaluation rubrics to inform the development of local control and accountability plans (LCAPs) and to communicate with stakeholders.
 - d) Information on how the evaluation rubrics will be used, in conjunction with LCAPs, to establish a system of continuous improvement.
- 13) Requires the California Collaborative for Educational Excellence (CCEE) to submit an implementation plan to the relevant policy and fiscal committees of the Legislature, the Director of Finance, and the Legislative Analyst's Office, by August 15, 2016.
 - 14) Requires the implementation plan to include relevant expenditure and provider information, and a timeline to begin training, by October 1, 2016.
 - 15) Requires the CCEE to ensure that the professional development training is provided in each region of the state and available to all school districts, county offices of education, and charter schools.
 - 16) Authorizes the CCEE to contract with one or more entities to provide the professional development training.
 - 17) Requires the CCEE to conduct a survey of school districts, county offices of education, and charter schools on how they used the evaluation rubrics to develop and implement their LCAPs, or meet the related requirements for charter schools.

Both provisions of the bill

- 18) Provides that the professional development provisions and pilot program provisions of this bill are not to be implemented unless funding is providing for those purposes in the annual Budget Act or another enacted statute.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "The exact details of the state's new accountability system have not been finalized, yet major themes have been determined, including ensuring the new system emphasizes a culture of continuous support and on-going learning. In order to build a strong accountability infrastructure, the state must make strategic investments to build local and state capacity to support a culture of continuous improvement. The CCEE is in the initial stages of organization and the evaluation rubrics are not yet completed, but some schools know they need assistance now. This is a perfect opportunity for the CCEE to pilot technical assistance delivery, which will in turn better inform development of a statewide system of technical assistance.

"Some school districts and county offices of education faced challenges in developing their LCAPs. The evaluation rubrics now being developed by the State Board of Education (SBE) should be used to drive updates to LCAPs and as a basis for establishing systems of continuous improvement. Schools need

ways to capitalize on lessons learned and share best practices to accelerate learning. The State needs to provide a system of professional development for both county and school personnel to ensure they have the tools necessary to use data, the evaluation rubrics and their local control and accountability plans (LCAPs) to implement a system of continuous improvement.”

- 2) **Author’s amendments.** The author wishes to amend this bill as follows:
 - a) Change the timeline by which the CCEE is to submit an implementation plan for the professional development training from August 15, 2016, to 30 days after the SBE adopts the evaluation rubrics. (Page 3, line 33)
 - b) Require the professional development implementation plan to include information on how the CCEE will determine the appropriate sequence of which local educational agencies will receive professional development training. (Page 3, line 35)
 - c) Change the date by which the professional development training is to begin from October 1, 2016, to October 15, 2016. (Page 3, line 36)
 - d) Change “implementing the evaluation rubrics” to “utilizing the evaluation rubrics” with regard to the stated purpose of the professional development training. (Page 3, line 3)
 - e) Change “increase academic achievement” to “improve pupil outcomes” with regard information to be included in the professional development training. (Page 3, line 14)
 - f) Change “academic achievement” to “pupil outcomes” with regard to the goal of the pilot program. (Page 4, line 14)
 - g) Change “Department of Finance” to “Director of Finance.” (Page 5, line 17)
 - h) On page 3, line 7, strike “of” and insert “on.”
- 3) **Role of the Collaborative.** Existing law authorizes the Superintendent of Public Instruction (SPI) to direct the CCEE to advise and assist a school district, county superintendent of schools, or charter school in specific circumstances, including when an LEA requests the advice and assistance of the CCEE. While existing law provides that LEAs may request the advice and assistance of the CCEE, this bill establishes a pilot program to enable the CCEE to begin to assist LEAs and to inform its long-term work to provide technical assistance on a statewide basis. Existing law provides that a school district or county board of education that requests technical assistance is to be paid for by the requesting LEA. This bill provides that volunteering LEAs do not have to pay for the advice and assistance of the CCEE.
- 4) **Who will provide professional development?** This bill requires the CCEE to establish a statewide infrastructure to provide professional development training,

and specifically authorizes the CCEE to contract with one or more entities to provide the professional development training. According to the author, the goal of creating a statewide infrastructure is to ensure the professional development is high-quality, comprehensive, and calibrated across all LEAs.

- 5) ***Who will receive professional development?*** This bill requires the California Collaborative for Educational Excellence (CCEE) to ensure that the professional development training is provided in each region of the state and available to all school districts. This bill is silent with regard to which types of local educational agencies (LEAs), and which types of staff, should be first to receive professional development. Some stakeholders believe that county offices of education should receive professional development before school districts and charter schools, considering the role of county offices in approving school districts local control and accountability plans (LCAPs). The author believes that it's also crucial for school district personnel to receive professional development considering their role in developing LCAPs and to help prevent districts from needing technical assistance or intervention.

The author is proposing an amendment, specified in Comment #2(b), to require the CCEE's implementation plan for the professional development training to include information on how the CCEE will determine the appropriate sequence of which LEAs will receive professional development training.

- 6) ***Fiscal impact.*** This bill would impose unknown costs for professional development training and assistance provided via the pilot program. This bill provides that LEAs participating in the pilot program will not be required to pay for their participation in the pilot program. A trailer bill to the 2013 Budget Act appropriated \$10 million for support of the CCEE; to date, approximately \$2 million of that appropriation has been expended.
- 7) ***Related legislation.*** AB 1206 (Chu) among other things, authorizes the Superintendent of Public Instruction to direct the CCEE to advise and assist a LEA if a state-appointed trustee or administrator of a school district requests the advice and assistance of the CCEE. AB 1206 was never heard and has been returned to the Chief Clerk of the Assembly pursuant to Joint Rule 56.

SUPPORT

EdVoice

OPPOSITION

None received.

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