

Date of Hearing: April 10, 2019

ASSEMBLY COMMITTEE ON EDUCATION
Patrick O'Donnell, Chair
AB 1240 (Weber) – As Introduced February 21, 2019

SUBJECT: School accountability: local control and accountability plans: state priorities: pupil achievement

SUMMARY: Requires school districts to include 1) the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU) as a measure of pupil achievement in their Local Control Accountability Plans (LCAPs), the 2) percentage of pupils who have successfully completed courses that satisfy the requirements of career technical education (CTE) sequences, or both. Specifically, **this bill:**

- 1) Requires governing boards of school districts to develop and adopt an LCAP, and include the percentage of pupils who have successfully completed courses:
 - a) That satisfy the requirements for entrance at the UC and the CSU in the measurement of pupil achievement
 - b) That satisfy the requirements of CTE sequences or programs of study that align with the State Board of Education (SBE) -approved CTE standards and frameworks
 - c) Or that have successfully completed both types of courses

EXISTING LAW:

- 1) Requires school districts to adopt and annually revise LCAPs.
- 2) Requires LCAPs to address how the district will address and improve in eight state priority areas, including pupil achievement as measured by, among other things, the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC and the CSU, or career. (Education Code Section 52060)

FISCAL EFFECT: Unknown.

COMMENTS:

Need for the bill. According to the author, “By treating these courses (a-g and career technical education) as an either/or option for students, we are unfairly categorizing students in a manner that has proven ineffective in our educational system. Today’s educational standards in California demand that we prepare students for both the workforce and college in a more practical way. AB 1240 supports these ideas and seeks to align reporting with a stated goal of the California public education system.”

Goals, Actions, and Services Section of the LCAP. LEAs must include in their LCAPs a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include

additional local priorities. LEAs must also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions. This bill applies to state priority 4: Pupil achievement:

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- 1) Statewide assessments
- 2) The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with SBE approved career technical educational standards and framework
- 3) The percentage of EL pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC)
- 4) The English learner reclassification rate
- 5) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher
- 6) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness

Although the percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with SBE approved CTE standards and framework is already a component of the LCAP, this bill seeks to include third measurement of college *and* career.

What state accountability measures are currently in place for high school students? The priority areas and state and local indicators are applicable to high school students and are reported both on the California School Dashboard (Dashboard) and in LCAPs. The Dashboard contains reports that display the performance of LEAs, schools, and student groups to assist in identifying strengths, challenges, and areas in need of improvement. Student performance is measured by pupil achievement on statewide assessments, as well as the College/Career Indicator (CCI).

The College/Career Indicator. The goal of the CCI is to emphasize that a high school diploma represents the completion of a broad and rigorous course of study that prepares students for success after high school. Recognizing that students pursue various options to prepare for success after high school, the model relies on both test results and course completion and allows for fair comparisons across all LEAs and schools. The CCI currently consists of six college and career measures:

- 1) CTE Pathway Completion: Completion of a sequence of CTE courses totaling at least 300 hours and completion of a capstone course with a grade of C minus or better;
- 2) Completion of courses that meet the University of California and the California State University “a-g” requirements;

- 3) Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics;
- 4) Advanced Placement (AP) Exam: Pass with a score of 3 or higher; (Note: These exams are administered by the College Board.)
- 5) International Baccalaureate (IB) Exam: Pass with a score of 4 or higher; and (Note: These exams are administered by the IB.)
- 6) Dual Enrollment: Completion of college coursework with a score of C minus or better and receipt of college credit.

High schools that provide all students with a rigorous, broad course of study that leads to likely success in postsecondary and career have a greater likelihood of a high performance level on the Dashboard (Green or Blue).

Prior and related legislation. AB 967 (Smith) of this Session requires school districts and charter schools to increase efforts to obtain stakeholder engagement while developing the LCAP, requires school districts and charter schools to establish a LCAP foster youth advisory committee, and adds requirements to the charter school LCAP development and review processes. This bill passed out of the Assembly Education Committee on March 27, 2019, and is currently pending before the Assembly Appropriations Committee.

AB 3188 (Thurmond) of the 2017-18 Session would have defined the LCAP “pupil achievement” priority to include, to the extent possible, the percentage of pupils who have successfully completed entrance requirements for the UC, the CSU, and a career technical education sequence or program of study. This bill was vetoed by the Governor with the following veto message, in pertinent part,

“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 (Chávez) Chapter 826, Statutes of 2018, added family engagement to the state priorities that must be addressed by school district, charter school, and county office of education LCAPs.

AB 1965 (Kim) of the 2015-16 Session would have required LCAPs and updates and revisions to the LCAPs to be posted on a school district's and county office of education's website in languages other than English if specified conditions are met. The bill further required charter schools to post on their website their annual update of goals and actions and requires each update to also translate these documents, as specified. Required the Superintendent of Public Instruction (SPI) to post on the CDE website links to the approved LCAP of each school district and county office of education in each language posted on the website of the district or county office of education. This bill was held in the Assembly Appropriations Committee.

REGISTERED SUPPORT / OPPOSITION:

Support

California Chamber Of Commerce

Edvoice

Opposition

None on file.

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