

# Senate Bill 871– California Collaborative for Educational Excellence

Senators Liu and De León

Introduced January 14, 2016

## BACKGROUND

In 2013, California implemented the K-12 Local Control Funding Formula (LCFF), which allocates funding to LEAs with additional funding provided for “unduplicated pupils” – low income, English learner and/or foster youths. As part of the implementation of LCFF, LEAs must adopt a Local Control and Accountability Plan (LCAP), developed in consultation with local stakeholders. The LCAP is intended to support improvement in pupil outcomes and other factors believed to affect school quality and student success. The plan details an LEA’s goals for each of the state’s educational priorities and the actions, services and funding that supports these goals. In addition, a new accountability and support system is being developed to assess LEA performance in each of the state’s educational priorities and to assist the LEA when they need improvement. The CCEE is an integral part of this system as it is required to provide technical assistance to struggling LEAs, as determined by the Superintendent of Public Instruction. Likewise, the State Board of Education, by October 2016, is required to develop evaluation rubrics for the evaluation and identification of LEAs in need of improvement. In general, a rubric is a simple tool that defines levels of performance for a set of criteria and identifies standards of performance and/or growth considered acceptable or desirable.

While the exact details of the state’s new accountability system have not been finalized, major themes have been determined, including ensuring the new system emphasizes a culture of continuous support and on-going learning. According to a recent PACE report, “The cornerstone of California’s new accountability

system is the CCEE...”<sup>1</sup> The report further suggests the CCEE is the body to determine the appropriate “learning supports” it can help schools implement, such as professional development. According to PACE, “[the design of the CCEE’s infrastructure] should be scalable to enable [it] to respond to new expectations and growing demand for assistance over time with a thoughtful phase-in process.”<sup>2</sup>

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. This includes recognizing the importance of the evaluation rubrics and how they affect LCAP development and designing a meaningful system of support and assistance that improves student achievement.

## SOLUTION

This bill:

- Establishes a statewide system of professional development to LEAs on the evaluation rubrics. Specifically, the focus of the training will be how the evaluation rubrics inform LCAP development and improve student achievement, with a focus on closing achievement gaps.
- Establishes a pilot program, administered by the CCEE, to provide technical assistance and support to volunteering LEAs to improve instructional practice that will lead to better outcomes for students. This program will help inform CCEE’s development of a statewide system of support and assistance.

<sup>1</sup> *Supporting Continuous Improvement in California’s Education System*, Linda Darling-Hammond and David N. Plank, PACE (January 2015).

<sup>2</sup> *ibid.*

**SUPPORT**

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**OPPOSITION**

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