2020 Governor’s Budget and Draft Trailer Bill Language Related to the CCEE

Governor’s Proposed State Budget Act of 2020
(AB 1917, as of January 10, 2020)

CCEE Budget Item
6100-106-0001—For local assistance, State Department of Education (Proposition 98), Marin County Office of Education, California Collaborative for Educational Excellence ........................ 12,287,000

Schedule:

(1) 5205220-California Collaborative for Educational Excellence ....................... 5,787,000
(2) 5205222-State System of Support ....................... 7,000,000
(3) Reimbursements to 5205222-State System of Support ........................ −500,000

Provisions:

1. The agent selected pursuant to Section 52074 of the Education Code shall develop and administer the operating budget of the California Collaborative for Educational Excellence, with approval of the Department of Finance.

2. The agent selected pursuant to Section 52074 of the Education Code shall use existing funds pursuant to Section 46 of Chapter 29 and Section 9 of Chapter 319 of the Statutes of 2016, before expending funds appropriated in this item.

3. Of the funds appropriated in Schedule (1), $1,287,000 shall be allocated by the Controller directly to the agent selected
pursuant to Section 52074 of the Education Code to oversee California Collaborative for Educational Excellence responsibilities with respect to these funds and to meet the costs of participation pursuant to Section 52074 of the Education Code. The funds appropriated to the agent shall be reassessed annually to consider changes in the cost of administering the collaborative.

4. Upon liquidation of funds by the administrative agent selected pursuant to Section 52074, any interest earned by the administrative agent shall be used to support operational costs of the collaborative.

5. The amount appropriated in Schedule (2) shall be available for activities to build the capacity of local educational agencies consistent with subdivision (b) of Section 52059.5 of the Education Code, with activities focused on the following:

(a) County offices of education providing technical assistance pursuant to Section 52071 of the Education Code. Activities may include, but are not limited to, facilitation of technical assistance between county offices of education and school districts and county office of education-focused professional learning networks.

(b) Geographic lead agencies that are providing technical assistance pursuant to Sections 52073 and 52073.1 of the Education Code, and special education resource leads selected pursuant to Section 52073.2.

(c) Other activities pursuant to Sections 52073 and 52073.1 of the Education Code.
(d) Staff and resource development for local educational agency personnel to ensure timely delivery of technical assistance pursuant to Section 52071 of the Education Code. The California Collaborative for Educational Excellence shall use state professional associations, private organizations, and public agencies to provide guidance, support, and the delivery of training services.

(e) Systemic reviews of school districts, pursuant to Section 52074 of the Education Code, that have received an emergency apportionment.

6. The agent shall provide the Department of Finance, the Legislative Analyst’s Office, and the appropriate legislative fiscal committees a detailed expenditure report upon request. This report shall include an accounting of all revenues, including funds not appropriated by the Legislature, expenditures, and any anticipated revenues and proposed expenditures for the period specified in the request.

7. Notwithstanding any other provision of law, funds appropriated in Schedules (1), (2), and (3), to an administrative agent selected pursuant to Section 52074 of the Education Code to oversee the California Collaborative for Educational Excellence, shall be allocated by the Controller directly to that administrative agent as soon as possible, but no later than 60 days after the enactment of this act. Funds appropriated in this item shall not be subject to grant allocation or review processes by the State Department of Education or the Superintendent of Public Instruction.
21st Century California School Leadership Academy (CSLA) Item

6100-195-0890—For local assistance, State Department of Education, Part A of Title II of the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6621 et seq.; Preparing, Training, and Recruiting High Quality Teachers, Principals or Other School Leaders), payable from the Federal Trust Fund

.......................... 228,724,000

Schedule:

(1) 5205168-Supporting Effective Instruction Local Grants

.......................... 211,535,000

(2) 5205150-California Subject Matter Projects

.......................... 3,410,000

(3) 5205180-Supporting Effective Instruction State Level Activity Grants

.......................... 13,779,000

Provisions:

1. The funds appropriated in Schedule (2) shall be transferred to the University of California, which shall use the funds for the subject matter projects pursuant to Article 1 (commencing with Section 99200) of Chapter 5 of Part 65 of Division 14 of Title 3 of the Education Code.

2. Of the funds appropriated in Schedule (3), $13,779,000 in ongoing federal funds shall be used to establish the 21st Century California School Leadership Academy pursuant to Section 44690 of Chapter 3.16 of Article 4 of Title 2 of the Education Code. Specifically, this amount reflects $8,474,000 in ongoing federal Title II funds, and $5,305,000 in ongoing federal Title IV funds, transferred to Title II, consistent with the State Plan adopted by the State Board of Education.
pursuant to the Every Student Succeeds Act. This program shall be implemented pursuant to Title II of the federal Every Student Succeeds Act (20 U.S.C. Sec. 6601 et seq.) and consistent with the statewide system of support pursuant to Article 4.5 (commencing with Section 52059.5) of Chapter 6.1 of Part 28 of Division 4 of Title 2 of the Education Code.

3. Of the funds appropriated in Schedule (3), $200,000 is available from federal Title II funds for the State Department of Education (SDE) to contract with the California Collaboration for Educational Excellence to assist the SDE in administering the 21st Century California School Leadership Academy. Of these funds, $25,000 shall be for the Marin County Office of Education and $175,000 shall be for the California Collaborative for Educational Excellence to assist the SDE in administering the 21st Century California School Leadership Academy. The Collaborative shall participate in selecting grantees, determining allocation of funding, and managing and directing grantees to ensure that grant activities are provided consistent with the statewide system of support pursuant to Article 4.5 (commencing with Section 52059.5) of Chapter 6.1 of Part 28 of Division 4 of Title 2 of the Education Code. Pursuant to subdivision (e) of Section 52074 of the Education Code, the SDE, with the support of General Services, shall enter into a contract with the Marin County Office of Education as the administrative agent no later than August 31, of each year, and complete the transfer of funds to the California Collaborative for Educational Excellence no later than December 15, of each year.
Educator Workforce Investment Grant (Adds Education Code Section 44655)

SEC 20. 44655 (a) The Legislature finds and declares all of the following:

(1) A critical component of an effective statewide system of support for local educational agencies and schools is a strong and coherent professional learning infrastructure to ensure that there is an adequate supply of high-quality, standards-aligned, professional development offerings available to all local educational agencies and schools interested in improving practice and student performance across the state priorities identified pursuant to Sections 52060 and 52066, and especially those represented on the California School Dashboard established pursuant to Section 52064.5.

(2) In addition to training in subject matter pedagogy, educators need opportunities to learn how to teach California’s diverse students well, how to engage families and caregivers in their education, and how to support social-emotional learning, restorative practices, and a positive school climate.

(3) Designing professional learning opportunities to include early educators will increase the alignment between early education and K-12 education and help prepare California’s early learners for academic success.

(4) Developing a centralized capacity to organize and leverage high-quality professional learning opportunities for teachers and paraprofessionals on a statewide basis will maximize the return on state and local investments in professional learning opportunities for teachers and paraprofessionals.

(b) (1) Subject to an appropriation provided for this purpose, the department and the California Collaborative for Educational Excellence, shall establish a competitive grant process to be administered by the department and subject to approval by the executive director of the State Board of Education, to select providers of high-quality professional learning opportunities specified in subdivision and (d) for school staff as part of the statewide system of support pursuant to Article 4.5 (commencing with Section 52059.5) of Chapter 6.1 of Part 28 of Division 4.

(2) Subject to an appropriation by the Legislature to provide professional learning opportunities pursuant to this section on topics in addition to those specified in subdivision (d), the department and the California Collaborative for Educational Excellence, shall select one or more grantees to provide professional learning opportunities consistent with subdivision (c) and shall ensure that the delivery of professional learning opportunities on those topics is aligned with the other professional learning opportunities delivered pursuant to this section.
(3) At the conclusion of each grant term, the department may, subject to approval by the executive director of the State Board of Education, renew the selection of the grantee or grantees or reopen the selection process.

(4) Before renewing a grant, the department and the California Collaborative for Education Excellence, shall evaluate the grantee’s or grantees’ performance relative to the requirements and criteria identified pursuant to subdivision (c) and (d) and other metrics identified by the grantee or grantees.

(5) Grants awarded pursuant to this section shall be:

(A) Awarded for a term not to exceed five years.

(B) Administered by the department.

(c) The department and the California Collaborative for Education Excellence, shall ensure that the selected grantee or grantees:

(1) Develop, and deliver free of charge to local educational agencies statewide, professional development and professional learning opportunities that, at a minimum, are content focused, standards and research-based, incorporate active learning, support and promote collaboration, use models of effective practice, provide coaching and expert support, offer feedback and reflection, and are of sustained duration.

(2) Leverage and utilize expertise and resources already identified, developed, and available including, but not limited to, expert leads established pursuant to Section 52073.1 and the special education resource leads established pursuant to Section 52073.2, to advance the goals of this section.

(3) Provide professional learning opportunities in a manner that is consistent with the statewide system of support pursuant to Article 4.5 (commencing with Section 52059.5) of Chapter 6.1 of Part 28 of Division 4.

(4) Provide ongoing coaching and training for school staff that supports the professional learning opportunities provided pursuant to this section.

(5) Design and develop professional learning opportunities to include early educators.

(6) Work within the statewide system of support to provide professional development and professional learning opportunities.

(7) Provide ongoing training to develop mentors and coaches that support school staff in high-need settings.

(8) Review professional learning opportunities offered pursuant to this section to ensure they are high-quality.
(9) In consultation with the department and the California collaborative for Educational Excellence, evaluate the professional learning opportunities offered or funded pursuant to this section for their effectiveness. The grantee or grantees shall participate in development of the evaluation.

(10) Identify any existing gaps in capacity to deliver high-quality professional learning opportunities on a statewide basis and work with professional learning providers selected pursuant to this section and other partners to address those gaps.

(d) Professional learning opportunities offered pursuant to this section shall address one or more of the following topics:

(1) Literacy: Support effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including science, technology, engineering, and mathematics fields and computer science.

(2) Mental Health Supports: Strategies to support social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve student well-being.

(3) School Climate: Strategies to create a positive school climate including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multi-tiered systems of support, and preventing discrimination, harassment, bullying and intimidation based on actual or perceived characteristics including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

(4) Supports for Students with Disabilities:

(A) Universal design for learning to improve inclusive practices for all students, including students with disabilities, in general education settings.

(B) Best practices for early identification of individuals with exceptional needs and develop appropriate individualized education programs for these pupils.

(5) English Learners: Implement effective language acquisition programs for English learners, which may include integrated language development within and across content areas, building and strengthening capacity to implement the English Learner Roadmap adopted by the State Board of Education in July 2017, and bilingual and biliterate proficiency.

(6) Science, Technology, Engineering, Mathematics, and Computer Science:

(A) Leverage existing resources, curriculum, and best practices, and identify new resources as needed, to support the effective implementation of computer science, science, technology, engineering, and math instruction in both an interdisciplinary and applied approach at all grades levels.
(B) Align instructional practices to the Computer Science Content Standards and Next Generation Science Standards, with particular emphasis on how instruction and learning experiences can be delivered through either an interdisciplinary or applied approach at all grades levels.

(C) Identify practices and strategies to support instruction, assessment, and learning experiences aligned to the standards that incorporate scientific inquiry and can be delivered through interdisciplinary and applied approaches at all grades levels.

(e) Priority for professional learning opportunities provided pursuant to this section may be given to school districts and county offices of education eligible to receive differentiated assistance pursuant to Sections 52071 and 52071.5, charter schools eligible to receive differentiated assistance pursuant to Section 47607.3, and schools identified for comprehensive support as described in Section 1003(e)(1)(B) of the federal Every Student Succeeds Act.

(f) The grantee or grantees shall provide program information to, and as needed by, the department, as a condition of receiving funds pursuant to this section.

(g) The department and the California Collaborative for Educational Excellence shall evaluate the professional learning opportunities provided pursuant to this section for their effectiveness. The process for selecting grantees shall ensure that grantees identify metrics to measure the effectiveness of the professional learning provided and under which the grantees will be evaluated in performing the duties specified in this section.

California Collaborative for Educational Excellence Technical Clean-Up (Amends Education Code Section 52074)

SEC 26. 52074. (a) The California Collaborative for Educational Excellence is hereby established.

(b) The purpose of the California Collaborative for Educational Excellence is to advise and assist school districts, county superintendents of schools, and charter schools in achieving the goals set forth in a local control and accountability plan adopted pursuant to this article. The California Collaborative for Educational Excellence shall achieve this purpose by facilitating continuous improvement for local educational agencies within California’s system of public school support.

(c) The California Collaborative for Educational Excellence shall be governed by a board consisting of the following five members:

(1) The Superintendent or his or her designee.

(2) The president of the state board or his or her designee.

(3) A county superintendent of schools appointed by the Senate Committee on Rules.
(4) A teacher appointed by the Speaker of the Assembly.

(5) A superintendent of a school district appointed by the Governor.

(d) The governing board of the California Collaborative for Educational Excellence shall select, and direct the administrative agent provided for in subdivision (e) to hire, the executive director of the California Collaborative for Educational Excellence and provide policy and program direction.

(e) The department, in consultation with the executive director of the state board and with the approval of the Department of Finance, shall contract with a local educational agency, or consortium of local educational agencies, to serve as the administrative agent for the California Collaborative for Educational Excellence. The administrative agent shall operate all aspects of the California Collaborative for Educational Excellence in accordance with the terms of its contract or contracts with the State of California, applicable statutes, and the policy and program direction of the governing board of the California Collaborative for Educational Excellence. The Superintendent shall apportion funds appropriated for the California Collaborative for Educational Excellence to the administrative agent.

(f) Pursuant to the policy and program direction of the governing board of the California Collaborative for Educational Excellence, the administrative agent shall contract with individuals, local educational agencies, or organizations with the expertise, experience, and a record of success to carry out the purposes of this article. The areas of expertise, experience, and record of success shall include, but are not limited to, all of the following:

(1) State priorities as described in subdivision (d) of Section 52060, including the state and local indicators developed for the California School Dashboard pursuant to Section 52064.5.

(2) Improving the quality of teaching.

(3) Improving the quality of school district and schoolsite leadership.

(4) Successfully addressing the needs of special pupil populations, including, but not limited to, English learners, pupils eligible to receive a free or reduced-price meal, pupils in foster care, and individuals with exceptional needs.

(g) (1) The California Collaborative for Educational Excellence may accept a request or referral to advise and assist a school district, county superintendent of schools, or charter school pursuant to paragraph (2) or in either of the following circumstances:

(A) If the county superintendent of schools of the county in which the school district or charter school is located determines, following the provision of technical assistance pursuant to Section 52071 or 47607.3, as applicable, and the geographic lead agency of that county identified pursuant to Section 52073 agrees, that the advice and assistance of the California Collaborative for Educational Excellence is necessary to help the school district or charter school accomplish the goals described in the local control and accountability plan adopted pursuant to this article.
(B) If the Superintendent determines that the advice and assistance of the California Collaborative for Educational Excellence is necessary to help the school district, county superintendent of schools, or charter school accomplish the goals set forth in the local control and accountability plan adopted pursuant to this article.

(2) (A) If a school district receives an emergency apportionment pursuant to Article 2 (commencing with Section 41320) of Chapter 3 of Part 24 of Division 3, the school district shall be deemed to have been referred to the California Collaborative for Educational Excellence.

(B) If the California Collaborative for Educational Excellence provides assistance to a school district referred pursuant to this paragraph, the California Collaborative for Educational Excellence shall conduct a systemic review of the school district to identify needs and strategies to improve pupil academic achievement, including, but not limited to, needs identified pursuant to Sections 52052, 52064.5, and 52071. Based on the results of the systemic review, the California Collaborative for Educational Excellence shall coordinate and facilitate the assistance provided to the school district by governmental agencies to provide coherent and effective support consistent with the purpose of the statewide system of support specified in Section 52059.5. The governmental agencies may include, among others, the department, the local county superintendent, the applicable geographic lead agency, and the County Office Fiscal Crisis and Management Assistance Team. It is the intent of the Legislature that no single governmental agency providing assistance in partnership with other governmental agencies bear the full cost of assistance.

(3) Outside of the processes described in paragraphs (1) and (2), a school district, county office of education, or charter school that requests the advice and assistance of the California Collaborative for Educational Excellence shall reimburse the California Collaborative for Educational Excellence for the cost of those services pursuant to authority provided in the annual Budget Act.

(h) To the extent authority is provided in the annual Budget Act, a school district at risk of qualifying for state intervention pursuant to subdivision (b) of Section 52072 shall have priority for direct technical assistance from the California Collaborative for Educational Excellence.

(i) In addition to the functions described in subdivision (g), the California Collaborative for Educational Excellence shall do both of the following:

(1) Facilitate professional development activities that increase the capacity of local educational agencies to improve pupil outcomes in alignment with state priorities pursuant to Section 52060 and to improve performance on the state and local indicators developed for the California School Dashboard pursuant to Section 52064.5. The California Collaborative for Educational Excellence shall provide professional development in partnership with state professional associations, nonprofit organizations, and public agencies. The governing board of the California Collaborative for Educational Excellence shall determine the extent of the training that is necessary to comply with this paragraph.
(2) Produce a professional development training calendar, to be posted on the California Collaborative for Educational Excellence’s Internet Web site, that publicizes all of the professional development activities offered pursuant to paragraph (1) at the local, regional, and state levels.

(j) The individuals with whom the administrative agent enters into employment contracts to carry out the purposes of this article shall be deemed employees of the administrative agent and eligible for participation in either the State Teachers’ Retirement System or the Public Employees’ Retirement System, as appropriate to the nature of the work to be performed by the employees.

(k) Receipt of any revenues not appropriated by the Legislature to the California Collaborative for Educational Excellence shall be subject to approval by the governing board of the California Collaborative for Educational Excellence. The governing board of the California Collaborative for Educational Excellence shall ensure that all activities, regardless of fund source, are aligned with the purpose of the California Collaborative for Educational Excellence, as described in subdivision (b).

**County Outreach Funding (Adds Uncodified Section)**

**SEC 40.** (a) The sum of eighteen million dollars ($18,000,000) is hereby appropriated from the General Fund to be allocated by the Controller to an administrative agent selected pursuant to Section 52074 of the Education Code to oversee the California Collaborative for Educational Excellence. With the funds provided in this section, the California Collaborative for Educational Excellence shall provide funding, in the form of grants, to county offices of education based on a methodology determined by the California Collaborative for Educational Excellence, subject to approval by the Executive Director of the State Board of Education. All funds appropriated pursuant to this subdivision shall be available for encumbrance until June 30, 2025.

(b) County Offices of Education that receive a grant pursuant to subdivision (a) shall be required to improve coordination efforts with county and municipal service providers to ensure that high need pupil populations have access to wraparound services as defined in Section __________ of the Education Code. (California Community Schools Partnership Grants)

(c) In completing the work specified under subdivision (b), County Offices of Education shall be required to consult with:

(1) The California Collaborative for Educational Excellence.

(2) A public institution of higher education.

(d) County Offices of Education that receive a grant pursuant to subdivision (a) shall prioritize and align activities pursuant to this Section with the activities of local educational agencies in their jurisdiction that receive funds pursuant to the program established in Section __________ of
the Education Code (California Community Schools Partnership Grants) and Section ________ (Opportunity Grants).

(e) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, thirteen million dollars ($13,000,000) of the appropriation made by subdivision (e) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (a) of Section 41202 of the Education Code, for the 2020-21 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202 of the Education Code, for the 2020-21 fiscal year.

(f) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, five million dollars ($5,000,000) of the appropriation made by subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202 of the Education Code, for the 2019-20 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202 of the Education Code, for the 2019-20 fiscal year.

Computer Science Resource Lead (Adds Uncodified Section)

SEC 41. (a) For the 2020-21 fiscal year, the sum of two million five hundred thousand dollars ($2,500,000) is hereby appropriated from the General Fund to the State Department of Education to, in collaboration with the California Collaborative for Educational Excellence, to select a county office of education to serve as an expert lead in computer science within the statewide system of support, consistent with Section 52073.1 of the Education Code.

(b) The expert lead in computer science shall have all of the following responsibilities:

(1) Collaborate with the California Computer Science Coordinator, the recipients of Educator Workforce Investment Grants in computer science, science, technology, engineering, and mathematics pursuant to section ________ of this act, the University of California Subject Matter Projects in computer science, the State Department of Education, and the California Collaborative for Educational Excellence.

(2) Support and build capacity within local educational agencies and the statewide system of support to promote computer science instruction in California’s public schools.

(3) Collect, review, and make available materials for educators to integrate computer science into a cohesive learning model based on real-world applications that enhance access to science learning experiences at all grades levels.

(4) Identify existing curriculum, resources, professional development and professional learning opportunities, including the California Computer Science Strategic Implementation Plan,
other efforts currently available at the local, state, and federal levels, as well as develop new resources and activities, designed to support and build capacity within school districts, county offices of education, and charter schools.

(5) Identify the alignment of curriculum to the California Computer Science Standards, the Common Core State Standards, and the Next Generation Science Standards.

(6) Identify existing free and fee-based computer science curriculum, instructional resources, and collaboration opportunities.

(7) Identify instructional experiences that can be delivered through courses in addition to specialty computer science courses.

(8) Detail how the resources and opportunities described in this subdivision will be made available to local educational agencies through the statewide system of support.

(c) The expert lead in computer science shall identify and develop the resources and activities described in subdivision (b) with the goal of maximizing their usage across the state. To achieve this goal, the expert lead in computer science shall employ strategies that may include the following:

(1) Identify and provide statewide professional development and professional learning opportunities free of charge to educators.

(2) Collect and disseminate information on effective practices.

(3) Develop train-the-trainer models and online training modules, or other tools and resources, to support the purposes of this section.

(4) Offer regional conferences and workshops.

(5) Provide ongoing coaching and training to educators at school districts, county offices of education, and charter schools.

(6) Utilize existing networks of educators to provide coaching and training to other school districts, county offices of education, and charter schools.

(d) The California Collaborative for Educational Excellence, in collaboration with the grantee and in consultation with the department, shall evaluate the collaboration, resources, and professional learning opportunities offered or funded pursuant to this section for their effectiveness in increasing computer science instruction.

(e) Of the funds appropriated in this section, the department shall allocate up to two hundred fifty thousand dollars ($250,000) to the California Collaborative for Educational Excellence for the purposes of this section.
(f) A grantee receiving funds pursuant to this section shall provide program information to, and as needed by, the California Collaborative for Educational Excellence and the department as a condition of receiving grant funds.

(g) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202 of the Education Code, for the 2020–21 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202 of the Education Code, for the 2020–21 fiscal year.

**Educator Workforce Investment Grant (Adds Uncodified Section):**

SEC 43. (a) For the 2020-21 fiscal year, the sum of three hundred fifty million dollars ($350,000,000) is hereby appropriated from the General Fund to the State Department of Education to administer multi-year competitive grants to one or more local educational agencies to provide professional learning opportunities for school staff pursuant to Section 44655 of the Education Code. These funds shall be available for encumbrance through June 30, 2025.

(b) By November 30, 2023, and November 30, 2025, the State Department of Education shall report to the appropriate policy and fiscal committees of the Legislature and the Department of Finance on the process for awarding grants, the name of each grant recipient, the amount awarded to each grant recipient, the activities provided with grant funds, and, if available, the number of schools served, and the number of educators served.

(c) The funds appropriated in this section shall be allocated as follows:

(1) (A) Seventy-five million dollars ($75,000,000) for grants pursuant to paragraph (1) of subdivision (d) of Section 44655 of the Education Code.

(B) To ensure consistent and coherent delivery of literacy professional development and professional learning opportunities the grantee or grantees selected to deliver the activities pursuant to this subdivision shall collaborate with:

(i) The University of California subject Matter Projects pursuant to Section 99200 of the Education Code.

(ii) The California Collaborative for Educational Excellence.

(2) (A) Seventy-five million ($75,000,000) for grants pursuant to paragraphs (2) and (3) of subdivision (d) of Section 44655 of the Education Code.
(B) To ensure consistent and coherent delivery of mental health and school climate-related professional development and professional learning opportunities the grantee or grantees selected to deliver the activities pursuant to this subdivision shall collaborate, consult, and coordinate with:

(i) The regional lead in the statewide system of support responsible for development and delivery of multi-tiered systems of support.

(ii) The California Collaborative for Educational Excellence.

(iii) The State Department of Education.

(3) (A) fifty million dollars ($50,000,000) for grants pursuant to paragraph (4) of subdivision (d) of Section 44655 of the Education Code.

(B) To ensure consistent and coherent delivery of special education-related professional development and professional learning opportunities the grantee or grantees selected to deliver the activities pursuant to this subdivision shall collaborate, consult, and coordinate with:

(i) The regional lead in the statewide system of support responsible for development and delivery of multi-tiered systems of support.

(ii) The California Collaborative for Educational Excellence.

(iii) The State Department of Education.

(4) (A) fifty million dollars ($50,000,000) for grants pursuant to paragraph (5) of subdivision (d) of Section 44655 of the Education Code.

(B) To ensure consistent and coherent delivery of English learner-related professional development and professional learning opportunities the grantee or grantees selected to deliver the activities pursuant to this subdivision shall collaborate, consult, and coordinate with:

(i) The Regional County Office of Education English Learner Specialists.

(ii) The Commission on Teacher Credentialing.

(iii) The State Department of Education.

(iv) The University of California Subject Matter Projects pursuant to Section 99200 of the Education Code.

(v) The recipient of the English learner-related Educator Workforce Investment Grant, pursuant to Chapter 51, Statutes of 2019.

(5) (A) one hundred million dollars ($100,000,000) for grants, pursuant to paragraph (6) of subdivision (d) of Section 44655 of the Education Code.
(B) To ensure consistent and coherent delivery of professional development and professional learning opportunities in computer science, science, technology, engineering, and math pursuant to this subdivision the selected grantee or grantees shall collaborate, consult, and coordinate with:

(i) The grantee or grantees selected pursuant to Section 84 of Chapter 51, Statutes of 2019 to deliver professional learning opportunities in computer science.

(ii) The California Computer Science Coordinator at the State Department of Education authorized by Section 84 of Chapter 51, Statutes of 2019.

(iii) The Computer Science Resource Lead authorized by section XX of this act.

(iv) The University of California Subject Matter Projects in computer science, science, and math pursuant to Section 99200 of the Education Code.

(v) The California Collaborative for Educational Excellence.

(e) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202 of the Education Code, for the 2020-21 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202 of the Education Code, for the 2020-21 fiscal year.

**Opportunity Grants (Adds Uncodified Section)**

**SEC 46.** (a) The Legislature finds and declares all of the following:

(1) While significant targeted investments have led to a narrowing of achievement gaps, achievement gaps for students with exceptional needs and students living in deep poverty persists. The state intends to provide struggling school districts, county offices of education, and charter schools with the systemic changes necessary to help eliminate the achievement gap and improve outcomes for all children.

(2) Intensive interventions in resources and evidence-based practices at the state level will help to build up sustainable school improvement models, targeted towards the education of pupils attending schools in high poverty areas.

(b) The Opportunity Grant program is hereby established as an education funding initiative with the goal of providing grant funds and state technical assistance to the state’s highest poverty and lowest performing schools, school districts, county offices of education, and charter schools selected pursuant to the provisions in subdivision (d) of this section.
(c) Prior to November 30, 2020, the California Collaborative for Educational Excellence shall, in consultation with the Department of Education, develop a plan for the administration of the Opportunity Grant program, subject to the approval of the executive director of the State Board of Education. The CCEE will provide the administration plan to the Department of Education, the Department of Finance, the appropriate policy and fiscal committees of the Legislature, and the Governor. The administration plan shall be revised annually to reflect adjustments needed, to attain the greatest improvement in the grant recipient schools and school districts, track outcomes, and to successfully apply the knowledge and practices derived from schools statewide. At a minimum, this plan shall include:

(1) The grant selection process, including the timeline and acceptance criteria.

(2) The low-performance school criteria to be used in the selection process.

(3) The vision and scope of the Opportunity Grants.

(4) The roles of and requirements for the county offices of education and grant recipients.

(4) A description of the required instructional review process or processes, implementation plans, or other evaluation methods to be used.

(d) The sum of three hundred million dollars ($300,000,000) is hereby appropriated from the General Fund to the California Collaborative for Educational Excellence (CCEE) to establish the Opportunity Grant program to be administered and allocated in the manner and for the purposes set forth in this section.

(e) (1) The CCEE shall allocate at least 90 percent of the amount appropriated in subdivision (d) for this program to grant recipients, which shall be selected from the following entities:

(A) A single school, in partnership with their local school district, or a consortia of schools within a district.

(B) A school district with numerous high-poverty schools.

(C) A charter school, in consultation with its charter school authorizer.

(D) A county office of education with one or more high-poverty schools in its jurisdiction.

(2) The size of the grant for each recipient shall be determined by the CCEE, subject to the approval of the executive director of the State Board of Education, pursuant to the process specified in subdivision (c), and shall, at a minimum, take into consideration the following:

(A) The number of pupils in the recipient school.

(B) The need for resources and technical assistance as determined by the instructional review process, and plans developed pursuant to subdivision (c).
(C) The size and scope of other awards and grants the award recipients have already received or will receive.

(f) The CCEE may set aside up to 10 percent of the total amount appropriated for this program in subdivision (d) as follows:

(1) An amount to be specified in the annual expenditure plan required pursuant to subdivision (g) may be used by the CCEE, for the following purposes:

(A) Establish capacity to better support award recipients.

(B) Provide award recipients with direct supports and services.

(C) Create a school quality diagnostic review and planning process and/or tool, to assist schools and districts in determining areas of improvement and informing a plan for continuous improvement.

(D) Establish a team of distinguished educators who can support award recipients directly and assist other struggling local educational agencies.

(E) Develop training models and engage in training leadership teams from recipient schools and other high-need local educational agencies.

(2) An amount to be specified in the annual expenditure plan required pursuant to subdivision (g) shall be allocated to the county office of education in which the grant recipient is located, to assist the CCEE with the purposes specified in subdivision (h) and to develop county resources to be used by other schools in the county and throughout the statewide system of support.

(g) The CCEE shall submit an expenditure plan for the Opportunity Grant program to the Department of Finance for approval prior to the release of funds. Upon approval of the expenditure plan, the Department of Finance will notify the Joint Legislative Budget Committee of the intent to release the funds. The expenditure plan shall include, but not be limited to, the following information:

(1) The amount allocated to CCEE and the associated activities.

(2) The name of each grant recipient, the amount awarded to each recipient, and the activities provided with award funds.

(3) The amount allocated to the selected county offices of education and the associated activities.

(h) On or before, March 30, 2021, the Executive Director of the CCEE shall select the recipients of the Opportunity Grants pursuant to the process developed in subdivision (d), subject to the approval of the executive director of the State Board of Education, and shall ensure the following criteria are met when selecting award recipients:
(1) At least 90 percent of the award recipient’s pupil population, in both the 2017-18 and 2018-19 academic years, were eligible for Free or Reduced Price Meals, as determined by Section 42238.01 of the Education Code.

(2) The award recipients shall meet the lowest performing school criteria established pursuant to subdivision (c).

(3) The award recipients must be willing to meet all of the requirements specified in subdivision (j).

(i) Opportunity Grant funds allocated to award recipients pursuant to this section are available for expenditure or encumbrance through the 2024-25 fiscal year and may be used for the following:

1. Staffing improvements, including recruiting and retaining qualified and experienced teachers and mentors.

2. Integrated student supports, including health, mental health, social services, and before and after school care.

3. Extended learning time.

4. English learner development programs and multi-tiered systems of support.

5. Investments in high-quality curriculum materials and training, including English Language Arts, mathematics, and science; technology supports; and social-emotional learning and restorative justice.

6. School redesign that enables more personalized, effective instruction: Introduction of advisory systems, teaching teams that share students, looping designs, small learning communities that are known to dramatically reduce dropouts and improve climate and graduation rates.

7. Other supports, services, materials, or investments included in the plan developed pursuant to subdivision (c).

(j) As a condition of receiving these awards, the award recipients shall agree to meet all of the requirements specified by the CCEE in the plan developed pursuant to subdivision (c):

(k) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriations made by subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202, for the 2019-20 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202, for the 2019-20 fiscal year.
Special Education Reforms Trailer Bill

Dyslexia Research, Training, and Statewide Conference (Adds Uncodified Section)

SEC 14. The Legislature finds and declares both of the following:

(a) (1) Students with dyslexia and other forms of specific learning disabilities often go undiagnosed until the student is failing in school, many are never diagnosed and never receive services. Early identification and intervention with student showing signs of dyslexia are critical for improving outcomes.

The most effective treatment for students who struggle with reading and related language problems is early diagnosis and skilled teaching. For that reason, it is critical that educators receive evidenced-based practices and strategies informed by research to reduce the impact on long-term educational outcomes.

The California Dyslexia Guidelines, developed by the Department of Education as required by Chapter 647, Statutes of 2015 (AB 1369) provides guidelines for educators, parents, and other stakeholders in identifying, assessing, and supporting students with dyslexia. While these guidelines created a road map for supporting students with dyslexia, it was developed prior to the establishment of the statewide system of support and is not integrated into the supports. To ensure existing research and available resources leads into improved outcomes for these students, the state must invest in a statewide effort to build upon the Dyslexia Guidelines and to disseminate the knowledge and information of best practices throughout the state system of support.

(2) The statewide system of support established pursuant to Section 52059.5 of the Education Code should include expertise and resources to help school districts improve their ability to identify signs of dyslexia and specific learning disabilities as early as possible and to provide evidenced-based supports and services to students once identified.

(b) The California Dyslexia Initiative is hereby established for the purpose of all of the following:

(1) Build capacity in the state system of support for local school districts, county offices of education, and charter schools to provide early intervention services and supports for students with specific learning disabilities, such as dyslexia, with a focus on improving outcomes for students in all education settings.

(2) Identify effective models for diagnosis and treatment of specific learning disabilities.

(3) Develop effective professional development for educators on evidenced-based instruction and strategies informed by research to reduce the impact on long-term educational outcomes.
(4) Develop effective partnerships between school districts, county offices of education, and charter schools in utilizing the state system of support structure administered by the California Collaborative for Educational Excellence and the resources of the Department of Education, to disseminate lessons learned from the XXX identified in paragraph (1) and the models identified in paragraph (2).

(5) Conduct a statewide conference to disseminate the resources, information and models identified in paragraphs (1) through (4).

(c) By September 1, 2020, the State Department of Education and the California Collaborative for Educational Excellence, with approval from the executive director of the State Board of Education, shall designate a county office of education to administer the California Dyslexia Initiative in direct consultation with the Department of Education, the California Collaborative for Educational Excellence, and the postsecondary educational institution selected pursuant to subdivision (d). The designated county office of education for this work shall demonstrate a willingness and capacity to do all of the following:

(1) Work collaboratively with the California Collaborative for Educational Excellence, the Department of Education, and the selected postsecondary education institution selected pursuant to subdivision (d) to further the purposes of the California Dyslexia Initiative identified in subdivision (b).

(2) Communicate regularly with the State Department of Education, and the California Collaborative for Educational Excellence.

(3) Document the outcomes of the activities authorized by this section through the duration of the California Dyslexia Initiative and in partnership with the California Collaborative for Educational Excellence, to ensure the resources, research, and professional development models developed are available through the state system of support and align with other statewide initiatives.

(4) Play a leadership role in the California Dyslexia Initiative.

(d) The designated county office of education shall contract with a California postsecondary educational institution, selected in consultation with the executive director of the State Board of Education, to expand the state’s dyslexia and specific learning disabilities early identification and evidenced-based best practices for supports and services in furtherance of the California Dyslexia Initiative. The postsecondary educational institution shall be selected no later than December 1, 2020.

(e) The designated county offices of education and the selected postsecondary educational
institution shall identify existing evidence-based resources, professional development activities, and other efforts currently available at the state, federal, and local levels as well as develop new evidence-based resources and activities designed to help local educational agencies across the state identify and provide services and supports to students with dyslexia or a specified learning disability as defined in Section XXX of the Education Code to do, among other things, all of the following:

(1) Develop professional development through train-the-trainer models, or online training modules.

(2) Provide technical assistance to local educational agencies.

(3) Develop a network of educators who can provide coaching and training to other local educational agencies.

(4) Provide stipends for school personnel to attend a statewide conference.

(5) Develop evaluation tools to measure the effectiveness of evidence-based strategies identified.

(g) By January 1, 2021, and using funds identified in the expenditure plan in subdivision (h) for this purpose, the designated county office of education, the selected postsecondary educational institution, and the California Collaborative for Educational Excellence shall convene a statewide conference pursuant to paragraph (5) of subdivision (b).

(h) The sum of four million dollars ($4,000,000) is hereby appropriated from the General Fund to the Superintendent of Public Instruction for allocation to the designated county office of education for the California Dyslexia Initiative create pursuant to this section. The designated county offices of education may use up to five hundred thousand dollars ($500,000) in total to administer the program. The designated county office shall submit an expenditure plan including the estimate allocation to the postsecondary educational institution and the statewide conference pursuant to subdivision (g) to the Department of Finance for approval before January, 20, 2021. The approved expenditure plan shall become operative no sooner than 30 days after notification in writing is provided to the Joint Legislative Budget Committee. The designated county offices of education shall encumber or expend the funds allocated pursuant to this subdivision by June 30, 2022.

(i) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202 of the Education Code, for the 2019-20 fiscal year, and included within the “total
allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202 of the Education Code, for the 2019-20 fiscal year.