

Proposed Trailer Bill

The May Revision proposes the following trailer bill language changes. Incremental changes to the Governor's Budget proposal are highlighted in bold font.

Statewide System of Support

Education Code Section 2575.2 is amended to read:

2575.2. (a) Commencing with the 2018–19 fiscal year, the Superintendent shall add to the amount to be apportioned pursuant to Section 2575, the sum of two hundred thousand dollars (\$200,000) and the following:

(1) For the 2018–19 fiscal year, the fiscal year allowance calculated pursuant to subdivision (b) using the 2018 local control funding formula assistance status report plus the allowance calculated pursuant to subdivision (b) using the 2017 local control funding formula assistance status report, divided by two.

(2) For the 2019–20 fiscal year and each fiscal year thereafter, the allowance calculated pursuant to subdivision (b) for the current year local control funding formula assistance status report plus the allowance calculated pursuant to subdivision (b) for the prior two years' local control funding formula assistance status reports, divided by three.

(b) The allowance for each fiscal year shall be equal to the sum of the following: one hundred thousand dollars (\$100,000) multiplied by the number of small school districts; two hundred thousand dollars (\$200,000) multiplied by the number of medium school districts; and three hundred thousand dollars (\$300,000) multiplied by the number of large school districts for which the county superintendent of schools has jurisdiction pursuant to Sections 1240 and 1253 that are also determined to be in need of differentiated assistance pursuant to subparagraph (1) of subdivision (c) of Section 52071.

(c) For purposes of this section, a small school district is any school district with average daily attendance of 2,499 or less, a medium school district is any school district with an average daily attendance of at least 2,500 but not more than 9,999, and a large school district is any school district with an average daily attendance of 10,000 or more.

(d) Average daily attendance for purposes of this section shall be the annual period average daily attendance as reported by the school district for the prior fiscal year.

(e) For purposes of this section, a school district in need of differentiated assistance is a school district identified pursuant to subparagraph (1) of subdivision (c) of Section 52071.

(f) This section shall not apply to a county superintendent of schools in a county where the county board of education serves as the governing board of any school district under its jurisdiction, **except if the school district is identified for differentiated assistance pursuant to subdivision (c) of Section 52071, in which case the amount calculated pursuant to subdivision (b) shall be allocated to the lead agency identified pursuant to Section 52073 of the region in which the county office of education is located. Funds allocated pursuant to this subdivision shall be used by either the lead agency to whom the funds were allocated or another county office of education identified by the county office of education that generated the funds to provide the technical assistance described in subdivision (c) of Section 52071 to the county office of education that generated the funds.**

(g) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriations described in subdivision (a) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202.

Education Code Section 52052 is amended to read:

52052. (a) (1) The single multiple measures public school accountability system authorized by Article 4.5 (commencing with Section 52060) shall measure the overall performance of numerically significant pupil subgroups in schools, including charter schools, school districts, and county offices of education.

(2) For purposes of this section, numerically significant pupil subgroups include all of the following:

- (A) Ethnic subgroups.
- (B) Socioeconomically disadvantaged pupils.
- (C) English learners.
- (D) Pupils with disabilities.
- (E) Foster youth.
- (F) Homeless youth.

(3) (A) For purposes of this section, a numerically significant pupil subgroup is one that consists of at least 30 pupils.

(B) Notwithstanding subparagraph (A), for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils.

(b) To complement the multiple measures system, the Superintendent, with the approval of the state board, may develop and implement a program of school quality review that features locally convened panels to visit schools, observe teachers, interview pupils, and examine pupil work.

(c) The Superintendent shall annually provide to local educational agencies and the public a transparent and understandable explanation of the individual components of the multiple measures system.

(d) ~~(1) The Superintendent, with the approval of the state board, shall develop an alternative accountability system for~~ **For purposes of the K-12 Accountability and State System of Support established pursuant to Article 4.5, or any successor system, alternative schools include** schools under the jurisdiction of a county board of education or a county superintendent of schools, community day schools, nonpublic, nonsectarian schools pursuant to Section 56366, and alternative schools serving high-risk pupils, including continuation high schools and opportunity schools.

(2) For purposes of this subdivision, “dropout recovery high school” means a school offering instruction in any of grades 9 to 12, inclusive, in which 50 percent or more of its pupils are either designated as dropouts pursuant to the exit and withdrawal codes developed by the department or left a school and were not otherwise enrolled in a school for a period of at least 180 days and the school provides instruction in partnership with any of the following:

(A) The federal Workforce Innovation and Opportunity Act (Public Law 113-128);

(B) Federally affiliated Youthbuild programs (29 U.S.C. 3226 et seq.);

(C) Federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider; or

(D) The California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to Section 14406 or 14507.5 of the Public Resources Code.

(e) For purposes of this section, “homeless youth” has the same meaning as in Section 11434a(2) of Title 42 of the United States Code.

(f) For any program identified in law that utilized a calculation pursuant to the former Academic Performance Index established pursuant to this section, as this section read on January 1, 2018, the 2013 growth calculation shall be applied for those purposes. For purposes of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant pupil subgroups may also be used.

Article 4.2 of Chapter 6.1 of Part 28 of Division 4 of Title 2 of the Education Code is repealed.

(New for May Revision)

Article 4.5 of Chapter 6.1 of Part 28 of Division 4 of Title 2 of the Education Code is amended to read: (New for May Revision)

ARTICLE 4.5. Local Control and Accountability Plans and the Statewide System of Support
~~[5206052059.5 - 52077]~~

Section 52059.5 of the Education Code is added to read: (New for May Revision)

52059.5. (a) A single system for providing support to local educational agencies and schools pursuant to this article and for federal programs pursuant to the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.) is hereby established.

(b) The purpose of this statewide system of support is to build the capacity of local educational agencies to do all of the following:

(1) Support the continuous improvement of pupil performance within the state priorities as described in Sections 52060 and 52066.

(2) Address the gaps in achievement between pupil subgroups as described in Section 52052.

(3) Improve outreach and collaboration with stakeholders to ensure that goals, actions, and services as described in school district and county office of education local control and accountability plans reflect the needs of pupils and the community, especially for historically underrepresented or low-achieving populations.

Section 52064.5 of the Education Code is amended to read:

52064.5. (a) On or before October 1, 2016, the state board shall adopt evaluation rubrics for all of the following purposes:

(1) To assist a school district, county office of education, or charter school in evaluating its strengths, weaknesses, and areas that require improvement.

(2) To assist a county superintendent of schools in identifying school districts and charter schools in need of technical assistance pursuant to Section 52071 or 47607.3, as applicable, and the specific priorities upon which the technical assistance should be focused.

(3) To assist the Superintendent in identifying school districts for which intervention pursuant to Section 52072 is warranted.

(b) The evaluation rubrics shall reflect a holistic, multidimensional assessment of school district and individual schoolsite performance and shall include all of the state priorities described in subdivision (d) of Section 52060.

(c) As part of the evaluation rubrics, the state board shall adopt state and local indicators to measure school district and individual schoolsite performance in regard to each of the state priorities described in subdivision (d) of Section 52060.

(d) The state board may adopt alternate methods for calculating the state and local indicators described in subdivision (c) for alternative schools, as defined in Section 52052(d), if appropriate to more fairly evaluate the performance of such schools or of a specific category of such schools. Such alternate methods may include an individual pupil growth model.

~~(e)~~**(e)** As part of the evaluation rubrics, the state board shall adopt standards for school district and individual schoolsite performance and expectations for improvement in regard to each of the state priorities described in subdivision (d) of Section 52060. The standards shall be based on the state and local indicators specified in subdivision (c).

~~(e)~~**(f)** The department, in collaboration with, and subject to the approval of, the executive director of the state board, shall develop and maintain the California School Dashboard, a Web-based system for publicly reporting performance data on the state and local indicators included in the evaluation rubrics.

~~(f)~~**(g)** As part of the evaluation rubrics, the state board shall adopt performance criteria for local educational agency assistance and intervention pursuant to Sections 47607.3, 52071, 52071.5, 52072, and 52072.5. The criteria shall be based on performance by pupil subgroups either

across two or more of the state and local indicators specified in subdivision (c) or across two or more of the state priorities described in subdivision (d) of Section 52060 and subdivision (d) of Section 52066.

Section 52066 of the Education Code is amended to read:

52066. (a) On or before July 1, 2014, each county superintendent of schools shall develop, and present to the county board of education for adoption, a local control and accountability plan using a template adopted by the state board.

(b) A local control and accountability plan adopted by a county board of education shall be effective for a period of three years, and shall be updated on or before July 1 of each year.

(c) A local control and accountability plan adopted by a county board of education shall include, for each school or program operated by the county superintendent of schools, both of the following:

(1) A description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to Section 52052, to be achieved for each of the state priorities identified in subdivision (d), as applicable to the pupils served, and for any additional local priorities identified by the county board of education.

(2) A description of the specific actions the county superintendent of schools will take during each year of the local control and accountability plan to achieve the goals identified in paragraph (1), including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state priorities listed in paragraph (1) of subdivision (d). The specific actions shall not supersede the provisions of existing local collective bargaining agreements within the jurisdiction of the county superintendent of schools.

(d) All of the following are state priorities:

(1) The degree to which the teachers in the schools or programs operated by the county superintendent of schools are appropriately assigned in accordance with Section 44258.9 and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the schools or programs operated by the county superintendent of schools has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair as specified in subdivision (d) of Section 17002.

(2) Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to Section 60811.3 for purposes of gaining academic content knowledge and English language proficiency.

(3) Parental involvement, including efforts the county superintendent of schools makes to seek parent input in making decisions for each individual schoolsite and program operated by a county superintendent of schools, and including how the county superintendent of schools will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

(4) Pupil achievement, as measured by all of the following, as applicable:

(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.

(B) The Academic Performance Index, as described in Section 52052.

(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.

(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.

- (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, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.
- (5) Pupil engagement, as measured by all of the following, as applicable:
 - (A) School attendance rates.
 - (B) Chronic absenteeism rates.
 - (C) Middle school dropout rates, ~~as described in paragraph (3) of subdivision (a) of Section 52052.4.~~
 - (D) High school dropout rates.
 - (E) High school graduation rates.
- (6) School climate, as measured by all of the following, as applicable:
 - (A) Pupil suspension rates.
 - (B) Pupil expulsion rates.
 - (C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
- (7) The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03.
- (8) Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.
- (9) How the county superintendent of schools will coordinate instruction of expelled pupils pursuant to Section 48926.
- (10) How the county superintendent of schools will coordinate services for foster children, including, but not limited to, all of the following:
 - (A) Working with the county child welfare agency to minimize changes in school placement.
 - (B) Providing education-related information to the county child welfare agency to assist the county child welfare agency in the delivery of services to foster children, including, but not limited to, educational status and progress information that is required to be included in court reports.
 - (C) Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services.
 - (D) Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.
 - (e) For purposes of the descriptions required by subdivision (c), a county board of education may consider qualitative information, including, but not limited to, findings that result from school quality reviews conducted pursuant to ~~subparagraph (J) of paragraph (4) of subdivision (a)~~ (b) of Section 52052 or any other reviews.
 - (f) To the extent practicable, data reported in a local control and accountability plan shall be reported in a manner consistent with how information is reported on a school accountability report card.
 - (g) The county superintendent of schools shall consult with teachers, principals, administrators, other school personnel, local bargaining units of the county office of education, parents, and pupils in developing a local control and accountability plan.
 - (h) A county board of education may identify local priorities, goals in regard to the local priorities, and the method for measuring the county office of education's progress toward achieving those goals.

(i) (1) Beginning with the 2018–19 fiscal year and in each fiscal year thereafter, a county superintendent of schools shall prepare a summary of how the county superintendent of schools plans to support school districts and schools within the county in implementing the provisions of this article and present the summary to the county board of education at the same public meeting required under paragraph (2) of subdivision (b) of Section 52068. The summary shall include, but is not necessarily limited to, all of the following:

(A) A description of how the county superintendent of schools will support the continuous improvement of all school districts within the county, **including steps that the county superintendent of schools plans to take to collaborate with the California Collaborative for Educational Excellence, the department, the lead agencies specified in Sections 52073 and 52073.1, and other county superintendents of schools to support school districts and schools within the county in implementing the provisions of this article.**

(B) A description of how the county superintendent of schools will assist each school district identified for technical assistance pursuant to subdivision (c) of Section 52071 in improving pupil outcomes, **including, at a minimum, a clear identification of the activities being performed by the county office of education and the source of funding for those activities.** This description **may** include the actions the school district will take independent of the county superintendent of schools to improve pupil outcomes, **pursuant to paragraph (3) subdivision (c) of 52071.**

~~(A)(C)~~ One or more goals for each of the following:

(i) Completing the review of local control and accountability plans submitted by school districts pursuant to Section 52070.

(ii) Providing technical assistance to school districts pursuant to ~~subdivisions (a) and (b) of~~ Section 52071.

(iii) Providing any other support to school districts and schools within the county in implementing the provisions of this article.

~~(B)(D)~~ One or more metrics to assess progress toward each goal identified in subparagraph ~~(A)(C)~~.

~~(C)(E)~~ Specific actions and related expenditures to achieve each goal identified in subparagraph ~~(A)(C)~~, to the extent this information is not provided pursuant to subparagraph ~~(B)~~. The specific actions shall not supersede the provisions of existing local collective bargaining agreements within the jurisdiction of the county superintendent of schools.

~~(2) The summary required by paragraph (1) shall identify steps that the county superintendent of schools plans to take to collaborate with the California Collaborative for Educational Excellence, the department, and other county superintendents of schools to support school districts and schools within the county in implementing the provisions of this article.~~

(2) Beginning **in 2019 with the 2019-20 fiscal year and in each fiscal year thereafter**, the county superintendent of schools shall submit the summary described in this subdivision with its local control and accountability plan pursuant to subdivision (a) of Section 52070.5.

(3) This subdivision shall not apply to a county superintendent of schools with jurisdiction over a single school district.

(4) On or before November 1 of each year, the department shall compile the information provided by county superintendents of schools pursuant to subparagraphs (A) and (B) of paragraph (1) into a single document and shall make this report available to the public on the department's Internet Web site.

Section 52071 of the Education Code is amended to read:

(a) If the governing board of a school district requests technical assistance, the county superintendent of schools shall provide technical assistance **consistent with paragraphs (1) or (2) of subdivision (c). If a school district has not been identified for technical assistance pursuant to subdivision (c) or for state intervention pursuant to subdivisions (b) and (c) of Section 52072, and if the service requested creates an unreasonable or**

~~untenable cost burden for the county superintendent of schools, the~~The county superintendent of schools may assess the school district a fee not to exceed the cost of the service. ~~To the extent practicable, the county superintendent of schools shall provide technical assistance requested by a school district in its service region at low or no cost.~~ This section shall not preclude a school district from soliciting technical assistance from entities other than its county superintendent of schools at its own cost.

(b) If a county superintendent of schools does not approve a local control and accountability plan or annual update to the local control and accountability plan approved by a governing board of a school district, the county superintendent of schools shall provide technical assistance **focused on revising the local control and accountability plan or annual update such that it can be approved.**

~~(4)(c)~~ For any school district for which one or more pupil subgroups identified pursuant to Section 52052 meets the criteria established pursuant to subdivision (f) of Section 52064.5, the county superintendent of schools shall provide technical assistance **focused on building the school district's capacity to develop and implement actions and services responsive to pupil and community needs, including-**

~~(2) A lead agency identified pursuant to Section 52073 may provide the technical assistance required by this subdivision on behalf of a county superintendent of schools at the request of the county superintendent of schools.~~

~~(d) For purposes of this section, technical assistance includes,~~ but is not limited to, any of the following:

(1) ~~Identification of the school district's~~ **Assisting the school district to identify its** strengths and weaknesses in regard to the state priorities described in subdivision (d) of Section 52060, ~~communicated in writing to the school district.~~ This ~~identification~~ shall include a **working collaboratively with the school district to** review **performance data on the state and local indicators included in the California School Dashboard authorized by subdivision (e) of Section 52064.5 and other relevant local data and to identify** ~~of~~ effective, evidence-based programs **or practices** that **address apply to the school district's goals any areas of weakness.**

(2) ~~Assignment of~~ **Working collaboratively with the school district to secure assistance from** an academic, **programmatic, or fiscal** expert or team of ~~academic~~ experts to **assist the school district in** identifying and implementing effective programs **and practices** that are designed to improve **performance in any areas of weakness identified by the school district** ~~the outcomes for all pupil subgroups identified pursuant to Section 52052.~~ The county superintendent of schools may ~~also~~ solicit another **service provider, which may include a** school district, ~~within the county or another~~ a county office of education, **or a charter school,** to act as a partner to the school district in need of technical assistance.

(3) ~~Receipt~~ **Obtaining** from the school district ~~of~~ timely documentation demonstrating that it has completed the activities described in paragraphs (1) and (2) ~~of subdivision (a),~~ or substantially similar activities, **or has selected another service provider to work with the school district to complete the activities described in paragraphs (1) and (2), or substantially similar activities,** and ongoing communication with the school district to assess the school district's progress in improving pupil outcomes.

(4) Requesting that the California Collaborative for Educational Excellence provide advice and assistance to the school district, pursuant to subdivision (g) of Section 52074.

(d) A lead agency identified pursuant to Section 52073 may provide the technical assistance required by subdivision (c) on behalf of a county superintendent of schools at the request of a county superintendent of schools.

(e) Upon request of a county superintendent of schools or a school district, a lead agency identified pursuant to Section 52073 may provide assistance including, but not limited to, the identification of strengths and weaknesses, the identification of effective, evidence-based programs or practices that address any areas of weakness, or securing assistance from an academic, programmatic, or fiscal expert or team of experts. A lead

agency identified pursuant to Section 52073 may request that another lead agency or the California Collaborative for Educational Excellence provide such assistance.

~~(e)(f)~~ A school district shall accept the technical assistance provided by the county superintendent of schools pursuant to subdivisions (b) and (c).

Section 52071.5 of the Education Code is amended to read:

52071.5. (a) If the Superintendent does not approve a local control and accountability plan or annual update to the local control and accountability plan approved by a county board of education, or if the county board of education requests technical assistance, the Superintendent shall provide technical assistance **focused on revising the local control and accountability plan or annual update such that it can be approved., including, but not limited to, any of the following:**

~~(1) Identification of the county board of education's strengths and weaknesses in regard to the state priorities described in subdivision (d) of Section 52066, communicated in writing to the county board of education. This identification shall include a review of effective, evidence-based programs that apply to the board's goals.~~

~~(2) Assignment of an academic expert or team of academic experts, or request the California Collaborative for Educational Excellence established pursuant to Section 52074, to assist the county board of education in identifying and implementing effective programs that are designed to improve the outcomes for all pupil subgroups identified pursuant to Section 52052. The Superintendent may also solicit another county office of education to act as a partner to the county office of education in need of technical assistance.~~

(b) Using an evaluation rubric adopted by the state board pursuant to Section 52064.5, ~~t~~**The Superintendent shall provide the technical assistance described in subdivision (a) to any county office of education that fails to improve pupil achievement in regard to more than one state priority described in subdivision (d) of Section 52066. For any county office of education for which one or more pupil subgroups identified pursuant to Section 52052 meets the criteria established pursuant to subdivision (f) of Section 52064.5, the Superintendent shall provide technical assistance focused on building the county office of education's capacity to develop and implement actions and services responsive to student and community needs, including, among other things, any of the following:**

(1) Assisting the county office of education to identify its strengths and weaknesses in regard to the state priorities described in subdivision (d) of Section 52062. This shall include working collaboratively with the county office of education to review performance data on the state and local indicators included in the California School Dashboard authorized by subdivision (e) of Section 52064.5 and other relevant local data and to identify effective, evidence-based programs or practices that address any areas of weakness.

(2) Working collaboratively with the county office of education to secure assistance from an academic expert or team of academic experts to identify and implement effective programs that are designed to improve performance in any areas of weakness identified by the county office of education. The Superintendent may solicit another service provider, which may include a school district, a county office of education, or a charter school, to act as a partner to the county office of education in need of technical assistance.

(3) Obtaining from the county office of education timely documentation demonstrating that it has completed the activities described in paragraphs (1) and (2), or substantially similar activities, and ongoing communication with the county office of education to assess the county office of education's progress in improving pupil outcomes.

(4) Requesting that the California Collaborative for Educational Excellence provide advice and assistance to the county office of education, pursuant to subdivision (g) of Section 52074.

(c) Technical assistance provided pursuant to this section at the request of a county board of education shall be paid for by the county board of education receiving assistance.

Section 52073 of the Education Code is amended to read:

52073. (a) (1) ~~The~~ By September 1, 2018, the California Collaborative for Educational Excellence and the department shall establish a process, administered by the department, to select, subject to approval by the executive director of the state board and the Director of Finance, county offices of education to serve as lead agencies to conduct the activities required pursuant to this section.

(2) (A) The department, the California Collaborative for Educational Excellence, and the lead agencies work collaboratively to advance the purpose of the statewide system of support specified in subdivision (b) Section 52059.5.

(B) The department and the California Collaborative for Educational Excellence shall establish a formal process to ensure that the department, the California Collaborative for Educational Excellence, and the lead agencies communicate with each other regularly.

(C) The department and the California Collaborative for Educational Excellence shall establish a process for the department, the California Collaborative for Educational Excellence, and the lead agencies to engage with stakeholders to inform each agency's work within the statewide system of support established by Section 52059.5.

~~(2)(3)~~ The process to select lead agencies shall ensure that no fewer than six and no more than 10 lead agencies are selected in a manner to ensure statewide coverage. Lead agencies shall be selected for a term not to exceed five years.

~~(3)(4)~~ The process to select lead agencies shall, at a minimum, specify that a county office of education applying to be a lead agency demonstrate all of the following:

(A) Appropriate expertise with the state priorities identified in subdivision (d) of Section 52060 and subdivision (d) of Section 52066 and with federal programs, which may include a plan to partner or subcontract, as appropriate, with county offices of education or other entities for that expertise.

(B) Ability to build the capacity of county offices of education within a defined geographic area to provide effective assistance and support to school districts under the state priorities identified in subdivision (d) of Section 52060 and federal programs.

(C) Capacity and willingness to provide necessary assistance and support to other county offices of education.

(D) Ability to coordinate and calibrate assistance and support provided to local educational agencies within a defined geographic area and with other lead agencies, the California Collaborative for Educational Excellence, and the department.

(E) Willingness to establish goals and be held accountable for improved performance across multiple measures within a defined geographic area.

~~(4)(5)~~ A county office of education may partner as a consortium with other local educational agencies, institutions of higher education, or nonprofit educational services providers to submit a proposal to serve as a lead agency.

(b) (1) A lead agency shall have all of the following responsibilities:

(A) Assist in building the capacity of county offices of education within the lead agency's defined geographic area to provide effective assistance and support to school districts under the state priorities identified in subdivision (d) of Section 52060 and federal programs.

(B) Coordinate and calibrate assistance and support provided to local educational agencies within its defined geographic area and with other lead agencies, the California Collaborative for Educational Excellence, and the department.

(C) Provide assistance and support if another county office of education within the lead agency's defined geographic area is unable to provide appropriate assistance and support to one or more school districts in that county office of education's boundaries.

(D) Identify existing resources, professional development activities, and other efforts currently available within their designated geographic area to assist ~~county offices of education and~~

school districts **and county offices of education** to improve outcomes under the state priorities identified in subdivision (d) of Section 52060 and subdivision (d) of Section 52066, and upon request, share information about these existing resources.

(E) Upon request by the department and the California Collaborative for Educational Excellence, develop new resources and activities, designed to build capacity within school districts and county offices of education across the state under the state priorities identified in subdivision (d) of Section 52060 and subdivision (d) of Section 52066 or other areas of identified need.

(F) Other duties as specified by the department and the California Collaborative for Educational Excellence as part of the process to select lead agencies.

(2) A lead agency may enter into subcontracts with one or more local educational agencies, institutions of higher education, or nonprofit educational services providers to assist in fulfilling the responsibilities described in this subdivision.

(c) The California Collaborative for Educational Excellence, in consultation with the department, shall assist the lead agencies in fulfilling the responsibilities described in subdivision (b).

(d) (1) At the conclusion of the term for each selected lead agency, the department and the California Collaborative for Educational Excellence may renew the selection of the existing lead agency or reopen the selection of a lead agency in a manner consistent with subdivision (a).

(2) Before renewing the selection of an existing lead agency, the department and the California Collaborative for Educational Excellence shall evaluate the lead agency's success in doing both of the following:

(A) Meeting the goals established pursuant to subparagraph (E) of paragraph ~~(3)~~(4) of subdivision (a); and

(B) Fulfilling the responsibilities described in subdivision (b), **including, but not limited to, progress in building the capacity of county offices of education within the lead agency's defined geographic area as demonstrated by trends within the lead agency's defined geographic area in the number of school districts receiving technical assistance pursuant to subdivision (c) of Section 52071 and the number of school districts that stopped receiving technical assistance pursuant to subdivision (c) of Section 52071 due to improved performance on the state and local indicators developed for the California School Dashboard pursuant to Section 52064.5.**

(e) Commencing with the 2018-19 fiscal year, the sum of four million dollars (\$4,000,000) shall be appropriated annually to the department from the General Fund to be awarded to county offices of education serving as lead agencies pursuant to this section.

(f) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the amount appropriated in subdivision (e) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, 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.

Section 52073.2 of the Education Code is added to read:

(New for May Revision)

52073.2. (a) The California Collaborative for Educational Excellence and the department shall establish a process, administered by the department, to select, subject to approval by the executive director of the state board in consultation with the Department of Finance, special education local plan areas or consortium of special education local plan areas to serve as special education resource leads to work with lead agencies selected pursuant to Sections 52073 and 52073.1, and other county offices of education to improve pupil outcomes as part of the statewide system of support pursuant to this chapter.

(b) The process to select special education resource leads shall ensure that no more than 10 resource leads are selected to provide specific expertise on special education issues within the system of support. At least three resource leads shall be selected in a manner to ensure statewide representation and focus directly on building special education local plan area capacity to support local educational agencies in achieving the goals, actions, and services

identified in their Local Control and Accountability Plans. Special education resource leads shall be selected for a term not to exceed five years.

(c) Commencing with the 2018-19 fiscal year, the sum of ten million dollars (\$10,000,000) is included in the annual Budget Act, Schedule (1) of the Item 6100-161-0001, for support of the special education resource leads selected pursuant to this section.

Section 52074 of the Education Code is amended to read:

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 governing board of the California Collaborative for Educational Excellence shall, with the approval of the Department of Finance, contract with a local educational agency, or consortium of local educational agencies, to serve as the fiscal agent for the California Collaborative for Educational Excellence. The Superintendent shall apportion funds appropriated for the California Collaborative for Educational Excellence to the fiscal agent.~~

~~(d)~~(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 of Education 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.

~~(e)~~(f) At the Pursuant to the policy and program direction of the governing board of the California Collaborative for Educational Excellence, the ~~fiscal~~ 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.

~~(f)(g)~~ The California Collaborative for Educational Excellence may, ~~after consulting with the Superintendent,~~ accept a request or referral to advise and assist a school district, county superintendent of schools, or charter school in any of the following circumstances:

~~(1) If the governing board of a school district, county board of education, or governing body of a charter school requests the advice and assistance of the California Collaborative for Educational Excellence.~~

~~(2)(1) 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 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.~~

~~(3)(2) 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.~~

~~(3) Outside of the processes described in paragraphs (1) and (2), if the governing board of a school district, county superintendent of schools, or governing body of a charter school 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, the California Collaborative for Educational Excellence may request reimbursement for this purpose, 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.~~

~~(g)(i) The individuals with whom the fiscal administrative agent enters into employment contracts at the direction of the governing board of the California Collaborative for Educational Excellence pursuant to subdivision (e) to carry out the purposes of this article shall be deemed employees of the fiscal 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 board approval. The board shall ensure that all activities, regardless of fund source, are aligned with the purpose of the California Collaborative for Educational Excellence as defined in subdivision (b).

~~53203. (a) The regional consortia authorized under Section 52059, in collaboration with the department, from funds provided for this purpose pursuant to subdivision (c) of Section 53101, shall provide, at a minimum, technical assistance and support to local educational agencies with one or more persistently lowest-achieving schools to assist with the implementation of the duties specified for any of the four interventions for persistently lowest-achieving schools pursuant to Section 53202.~~

~~(b) Funds for the regional consortia shall be distributed based on the number of persistently lowest-achieving schools identified pursuant to this section and the pupil enrollment of these schools.~~

~~(c) It is the intent of the Legislature that the regional consortia coordinate the duties described in subdivision (a) with the duties performed pursuant to Section 52059 as it relates to schools and districts identified in program improvement pursuant to the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.).~~

~~(d) The areas of technical assistance and support pursuant to this section may include, but are not limited to, any of the following:~~

~~(1) Identifying strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the pupils at the school, including financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.~~

~~(2) Identifying strategies that provide increased instructional time.~~

~~(3) Implementing any of the professional development activities authorized in the state's plan or application submitted for the federal Race to the Top program.~~

~~(4) Developing a new governance structure that may include the establishment of a new turnaround office, located within the local educational agency or the department, that a school implementing the turnaround model will report to.~~

~~(5) Developing social-emotional and community-oriented services, including strategies for parental involvement and services that can be located at the schoolsite.~~

~~(6) Identifying, reviewing, and recommending quality charter school operators, charter management organizations, or education management organizations that can operate a persistently lowest-achieving school.~~

~~(7) Identifying higher-achieving schools in the school district, including charter schools, to relocate pupils attending a school that is scheduled for closure.~~

~~(8) Developing, in consultation with teachers and principals, a rigorous, transparent, and equitable evaluation system for teachers and principals that includes the use of pupil growth data and other factors such as multiple observation-based assessments that all schools implementing the turnaround or transformation model may use.~~

~~(9) Identifying strategies to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased pupil achievement and high school graduation rates and have identified and removed those, who, after ample opportunities, have been provided for them to improve their professional practice, have not done so.~~

~~(10) Identifying and approving mentor schools pursuant to subdivision (c) of Section 53202. The regional consortia shall first seek eligible mentor schools located within the district of each of the schools implementing the turnaround or transformation model.~~

~~(11) Consistent with the collective bargaining agreement, assisting a local educational agency in doing any of the following:~~

~~(A) Meeting federal guidelines under Appendix C of the Notice of Final Priorities, Requirements, Definitions, Selection Criteria for the federal Race to the Top program published in Volume 74 of Number 221 of the Federal Register on November 18, 2009, which encourages the state to ensure that persistently lowest-achieving schools are not required to accept a teacher without mutual consent of the teacher and principal, regardless of the teacher's seniority.~~

~~(B) Implementing schoolsite-based teacher hiring decisions.~~

~~(C) Giving persistently lowest-achieving schools first priority in selecting from the qualified district applicant pool, among those teachers who have specifically applied to work at the school.~~