

Date of Hearing: April 9, 2019

ASSEMBLY COMMITTEE ON HIGHER EDUCATION

Jose Medina, Chair

AB 1173 (O'Donnell) – As Amended March 25, 2019

**[Note: This bill is doubled referred to the Assembly Education Committee and will be heard by that Committee as it relates to issues under its jurisdiction.]**

**SUBJECT:** California State University: Center to Close Achievement Gaps.

**SUMMARY:** Requires, within one year of an appropriation by the Legislature, the Center to Close Achievement Gaps (CCAG) to be established at a campus of the California State University (CSU) or at the CSU Chancellor's Office. Specifically, **this bill:**

- 1) Establishes the CCAG and specifies that CCAG be located at a CSU campus as selected by the CSU Chancellor, or at the CSU Chancellor's Office.
- 2) Requires, if the CSU Chancellor opts to have CCAG at a CSU campus, to consider all of the following criteria when selecting a CSU campus:
  - a) Its graduation rates for both undergraduate and preservice preparation of educators programs;
  - b) Its capacity to establish and maintain the center; and,
  - c) Its capacity to operate in partnership with the California Department of Education (CDE), the State Board of Education (SBE), the California Collaborative for Education Excellence, each county office of education engaged in assisting schools as part of the statewide system of support, and the University of California (UC).
- 3) Stipulates that the mission of CCAG is to eliminate gaps in academic achievement between subgroups of pupils enrolled in kindergarten and grades 1 to 12 inclusive, as identified on the California School Dashboard, through both of the following:
  - a) Providing preservice preparation of educators in the CSU system; and,
  - b) Serving as a resource for local educational agencies (LEAs) on strategies for closing achievement gaps.
- 4) Requires CCAG to fulfill its mission and improve the capacity of teachers, education specialists, and school administrators to close gaps in academic achievement through both of the following:
  - a) Strengthening preservice preparation on effective instructional practices, effective school leadership practices, effective school district leadership practices, and the use of data and continuous improvement strategies; and,
  - b) Serving LEAs as a clearinghouse for evidence-based strategies and promising practices for closing academic achievement gaps.

- 5) Requires CCAG, in addition to (4) above, to do all of the following:
  - a) Engage in and disseminate research on evidence-based strategies and promising practices to close academic achievement gaps;
  - b) Develop and disseminate tools and resources to implement evidence-based strategies for closing academic achievement gaps; and,
  - c) Document and promote effective practices used in higher-performing, high poverty schools and school districts.
- 6) Requires that CCAG operate in partnership with CDE, the SBE, the California Collaborative for Education Excellence, each county office of education engaged in assisting schools as part of the statewide system of support, and the UC.
- 7) Requires CCAG, on or before January 30 or the year following the first full year of operation, and on or before January 30 annually thereafter, to submit a report to the Legislature.
- 8) Requires the report, per (7), to be prepared by a third party evaluating the support provided to LEAs by CCAG during the previous year.
- 9) Requires CCAG to be established no later than one year after an appropriation is made for the sole purposes of the creation of CCAG by the Legislature and that this measure shall only become operative upon appropriation by the Legislature in the annual Budget Act or in another statute seeking to create CCAG.

**EXISTING LAW:** Establishes the CSU administered by the Board of Trustees, and confers upon the CSU Trustees the powers, duties, and functions with respect to the management, administration, and control of the CSU system (Education Code Sections 66606 and 89030, et seq.).

**FISCAL EFFECT:** Unknown

**COMMENTS:** *Background.* According to information provided by the author, achievement gaps begin as early as birth, particularly among students with different socioeconomic backgrounds. Pupil achievement on standardized test results in the state demonstrate achievement gaps exist between different race and ethnic groups, students with various disabilities and students without various disabilities, and socioeconomic status.

According to the 2018 California Assessment of Student Performance and Progress results for grade eight pupils: 17.7% of Black pupils and 23.9% of Latinx pupils met or exceed targeted benchmarks for math, compared to 51.8% of White pupils, and 74.4% for Asian pupils.

Multiple state and national efforts have sought to close the achievement gap in kindergarten through grade 12, yet few reforms have led to significant changes in performance between student groups.

*Need for the measure.* According to the author, “The achievement gap is a significant and persistent disparity in student performance and educational attainment between student groups”. The author contends that, “Since the creation of the Local Control Funding Formula (LCFF) and

the related accountability measures in 2013, California had developed the ‘Statewide System of Support’ for all local educational agencies”.

The author argues that, “California currently lacks a ‘one stop shop’ targeted to, and available to all school leaders and educators for resources that will help to close the persistent gaps in student achievement and educational attainment”.

This measure creates CCAG, which, in part, will provide educators with necessary evidence-based strategies and promising practices for closing academic achievement gaps among pupils in grades K-12 inclusive.

*Prior CSU center to close the achievement gap.* The CSU launched the CSU Center to Close the Achievement Gap on July 14, 2009 at CSU, Los Angeles. The center, jointly governed by the CSU and the California Business for Education Excellence foundation, aligned the lessons-learned with the teachers and school administrator preparation efforts that occur at CSU colleges of education. Additionally, the center, in partnership with business and public higher education, responded to both the economic and civil rights aspects of the achievement gap.

The permanent offices for the center were located at CSU Sacramento, with participating CSU campuses at Dominguez Hills, Fresno, Fullerton, Long Beach, Los Angeles, Northridge, Pomona, San Bernardino, San Diego, San Francisco, and the Cal State TEACH program.

Committee Staff understands that for various reasons, including a lack of agreement between program partners, the center has been closed. It is presently unclear as to when exactly the center closed.

To note, the focus of the aforementioned center appears to be more broad than what a new CCAG would be charged to accomplish under this measure.

*Committee comments.* As outlined in the “Prior CSU center to close the achievement gap” section of this analysis, in a perceived relatively short period of time the CSU launched and closed a center that, in part, was tasked, with various partners, to provide guidance to various stakeholders in closing the achievement gap.

While the initial CSU center appears to have had a broader scope in its mission, when compared to the requirements this measure establishes, *the author may wish to examine the feasibility of CSU being able to implement this measure.*

Additionally, part of UC’s mission is to conduct research. The UC has a variety of research centers covering various topics at many UC campuses and within the UC Office of the President. The UC may have more capacity to implement the provisions contained in this measure.

*Moving forward, the author may wish to consider requesting the UC to create the CCAG.*

Further, as currently drafted, this measure would only have one center, either at a CSU campus, or within the CSU Chancellor’s Office. The 23 campuses that comprise the CSU system vary from campus to campus and from region to region; the needs of K-12 educators and the pupils they serve in the various regions vary. To ensure more K-12 educators have the access to the resources CCAG will provide, *the author may wish to make this measure a pilot, ensuring that at least one CCAG is operating in the various regions of the state.*

Finally, as presently drafted, this measure requires, in part, that preservice preparation is included in the CCAG's mission. Preservice could have many definitions.

*Moving forward, the author may wish to provide a definition of preservice.*

**REGISTERED SUPPORT / OPPOSITION:**

**Support**

None on file.

**Opposition**

None on file.

**Analysis Prepared by:** Jeanice Warden / HIGHER ED. / (916) 319-3960