

Introduced by Senator Ochoa Bogh

February 21, 2025

An act to amend Sections 44671, 49600, 51461, 52060, 52066, 53023, and 53071 of, and to add Chapter 8 (commencing with Section 52210) to Part 28 of Division 4 of Title 2 of, the Education Code, relating to pupil instruction, and making an appropriation therefor.

LEGISLATIVE COUNSEL'S DIGEST

SB 835, as introduced, Ochoa Bogh. Pupil instruction: Cambridge International Education programs.

(1) Existing law authorizes a school district to evaluate a principal annually for the principal's first and 2nd year of employment as a new principal and authorizes additional evaluations, as specified. Existing law authorizes the criteria for school principal evaluations to be based upon the California Professional Standards for Educational Leaders and to include evidence of, among other things, pupil academic growth. Existing law authorizes pupil academic growth to be evaluated pursuant to local and state academic assessments, including, among others, state standardized assessments and performance assessments.

This bill would explicitly add the Cambridge International Level examinations to the list of authorized assessments that may be used to measure pupil academic growth for a principal evaluation.

(2) Existing law authorizes the governing board of a school district to provide access to a comprehensive educational counseling program for all pupils enrolled in the school district. For schools that enroll pupils in grades 6 to 12, inclusive, existing law defines educational counseling to include, among other things, counseling to encourage participation in advanced placement and international baccalaureate programs.

This bill would expand the definition of an educational counseling program to explicitly include encouraging participation in Cambridge International programs.

(3) Existing law establishes that the State Seal of Biliteracy certifies attainment of a high level of proficiency by a graduating high school pupil in one or more languages, in addition to English, and certifies that the graduate meets certain criteria for being proficient in English and one or more languages other than English. For purposes of the State Seal of Biliteracy, proficiency in one or more languages other than English can be demonstrated through at least one of specified methods, including passing a world language Advanced Placement examination with a score of 3 or higher, passing a world language International Baccalaureate examination with a score of 4 or higher, or passing a world language ACTFL Writing Proficiency Test (WPT) and an Oral Proficiency Interview (OPI) with scores of Intermediate Mid or higher.

This bill would include passing a Cambridge International A Level examination with a score of E or higher or a Cambridge International AS Level examination with a score of e or higher as another method to demonstrate language proficiency in one or more languages other than English for purposes of the State Seal of Biliteracy.

(4) Existing law requires the governing board of each school district and county board of education to adopt a local control and accountability plan and to update its respective local control and accountability plan before July 1 of each year. Existing law requires a local control and accountability plan to include, among other things, a description of the annual goals to be achieved for each state priority, as specified, for all pupils and certain subgroups of pupils. The state's delineated priorities include, among others, pupil achievement as measured by, and as applicable, among other things, the percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

This bill would require pupil achievement to also be measured by the percentage of pupils who have passed a Cambridge International A Level examination with a score of E or higher or a Cambridge International AS Level examination with a score of e or higher. To the extent this bill would impose additional duties on school districts and county boards of education in regard to local control and accountability plans, the bill would impose a state-mandated local program.

(5) Existing law establishes the Golden State Pathways Program to promote pathways in high-wage, high-skill, high-growth areas, including technology, health care, education, and climate-related fields that, among

other things, allow pupils to advance seamlessly from high school to college and career and provide the workforce needed for economic growth. Existing law appropriates \$500,000,000 from the General Fund to the State Department of Education to competitively award grant funds to school districts, charter schools, county offices of education, or regional occupational centers or programs operated by a joint powers authority or county office of education for purposes of the program, and makes these funds available for encumbrance until June 30, 2029. Existing law requires Golden State Pathways Program recipients to commit to providing participating pupils with, among other commitments, the opportunity to earn at least 12 postsecondary credits that are applicable toward the completion of a degree, certificate, or credential through various methods.

This bill would include Cambridge International Education courses as one of methods pupils can use to earn those postsecondary credits. By expanding the purposes for which appropriated funds may be spent, the bill would make an appropriation.

(6) Existing law requires an applicant for the California Career Technical Education Incentive Grant Program to demonstrate, among other requirements, that the applicant's career technical education program offers high quality curriculum and instruction that offers the opportunity for participants to earn postsecondary credits through Advanced Placement courses and International Baccalaureate courses or by formal agreement with a postsecondary partner to provide dual enrollment opportunities.

This bill would authorize an applicant to use Cambridge International Education courses to demonstrate that the applicant has met the above-described requirement.

(7) The bill would authorize a school district that offers Cambridge International General Certificate of Secondary Education (IGCSE), or AS or A level courses and examinations, to help pay the test fees for pupils in need of financial assistance.

(8) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

(9) Funds appropriated by this bill would be applied toward the minimum funding requirements for school districts and community college districts imposed by Section 8 of Article XVI of the California Constitution.

Vote: majority. Appropriation: yes. Fiscal committee: yes.
State-mandated local program: yes.

The people of the State of California do enact as follows:

1 SECTION 1. Section 44671 of the Education Code is amended
2 to read:
3 44671. (a) Criteria for effective school principal evaluations
4 may be based upon the California Professional Standards for
5 Educational Leaders. These standards identify a school
6 administrator as being an educational leader who promotes the
7 success of all pupils through leadership that fosters all of the
8 following:
9 (1) A shared vision.
10 (2) Effective teaching and learning.
11 (3) Management and safety.
12 (4) Parent, family, and community involvement.
13 (5) Professional and ethical leadership.
14 (6) Contextual awareness.
15 (b) A school principal evaluation may include, but not be limited
16 to, evidence of all of the following:
17 (1) Academic growth of pupils based on multiple measures that
18 may include pupil work as well as pupil and school longitudinal
19 data that demonstrates pupil academic growth over time.
20 Assessments used for this purpose must be valid and reliable and
21 used for the purposes intended and for the appropriate pupil
22 populations. ~~Local and state academic~~ *Academic* assessments
23 include, but are not limited to, state standardized assessments,
24 formative, summative, benchmark, end of chapter, end of course,
25 ~~advanced placement, international baccalaureate,~~ college entrance,
26 ~~and performance assessments.~~ *assessments, Advanced Placement*
27 ~~examinations, International Baccalaureate examinations, and the~~
28 ~~Cambridge International examinations.~~ For career and technical
29 education, authentic performance assessment is a strong indicator
30 of effective teaching and learning.

1 (2) Effective and comprehensive teacher evaluations, including,
2 but not limited to, curricular and management leadership, ongoing
3 professional development, teacher-principal teamwork, and
4 professional learning communities.

5 (3) Culturally responsive instructional strategies to address and
6 eliminate the achievement gap.

7 (4) The ability to analyze quality instructional strategies and
8 provide effective feedback that leads to instructional improvement.

9 (5) High expectations for all pupils and leadership to ensure
10 active pupil engagement and learning.

11 (6) Collaborative professional practices for improving
12 instructional strategies.

13 (7) Effective school management, including personnel and
14 resource management, organizational leadership, sound fiscal
15 practices, a safe campus environment, and appropriate pupil
16 behavior.

17 (8) Meaningful self-assessment to improve as a professional
18 educator. Self-assessment may include, but not be limited to, a
19 self-assessment on state professional standards for educational
20 leaders and the identification of areas of strengths and areas for
21 professional growth to engage in activities to foster professional
22 growth.

23 (9) Consistent and effective relationships with pupils, parents,
24 teachers, staff, and other administrators.

25 SEC. 2. Section 49600 of the Education Code is amended to
26 read:

27 49600. (a) The governing board of a school district may, and
28 is urged to, provide access to a comprehensive educational
29 counseling program for all pupils enrolled in the school district.
30 It is the intent of the Legislature that a school district that provides
31 educational counseling to its pupils implement a structured and
32 coherent counseling program within a Multi-Tiered Systems of
33 Support framework.

34 (b) For purposes of this section, “educational counseling” means
35 specialized services provided by a school counselor possessing a
36 valid credential with a specialization in pupil personnel services
37 who directly counsels pupils and implements equitable school
38 programs and services that support pupils in their academic
39 development, social emotional development, and college and career
40 readiness.

1 (c) It is the intent of the Legislature that school counselors do
2 all of the following:

3 (1) Engage with, advocate for, and provide both of the following
4 services for all pupils:

5 (A) Direct services, including, but not limited to, individual
6 counseling, group counseling, risk assessment, crisis response,
7 and instructional services, including, but not limited to, mental
8 health, behavioral, academic, and postsecondary educational
9 services.

10 (B) Indirect services, including, but not limited to, positive
11 school climate strategies, teacher and parent consultations, and
12 referrals to public and private community services.

13 (2) Plan, implement, and evaluate comprehensive school
14 counseling programs.

15 (3) Work within multi-tiered systems of support that use multiple
16 data sources to monitor and improve pupil behavior, attendance,
17 engagement, and achievement.

18 (4) Develop, coordinate, and supervise comprehensive pupil
19 support systems in collaboration with teachers, administrators,
20 other pupil personnel services professionals, families, community
21 partners, and community agencies, including county mental health
22 agencies.

23 (5) Promote and maintain a safe learning environment for all
24 pupils by providing restorative practices, positive behavior
25 interventions, and support services, and by developing and
26 responding with a variety of intervention strategies to meet
27 individual, group, and school community needs before, during,
28 and after crisis response.

29 (6) Intervene to ameliorate school-related problems, including
30 problems related to chronic absences and retention.

31 (7) Use research-based strategies to promote mental wellness,
32 reduce mental health stigma, and identify characteristics, risk
33 factors, and warning signs of pupils who develop, or are at risk of
34 developing, mental health and behavioral disorders and who
35 experience, or are at risk of experiencing, mistreatment, including
36 mistreatment related to any form of conflict or bullying.

37 (8) Improve school climate and pupil well-being by, including,
38 but not limited to, addressing the mental and behavioral health
39 needs of pupils during their times of transition, separation,

1 heightened stress, and critical changes, and accessing community
2 programs and services to meet those needs.

3 (9) Enhance pupils' social and emotional competence, character,
4 health, civic engagement, cultural literacy, and commitment to
5 lifelong learning and the pursuit of high-quality educational
6 programs.

7 (10) Provide counseling services for unduplicated pupils who
8 are classified as English learners, eligible for free or reduced-price
9 meals, or foster youth in a manner that promotes equity and access
10 to appropriate education systems and public and private services.

11 (11) Engage in continued development as a professional school
12 counselor.

13 (d) Educational counseling shall include academic counseling
14 and postsecondary services, in the following areas:

15 (1) Development and implementation, with parental
16 involvement, of the pupil's immediate and long-range educational
17 plans.

18 (2) Optimizing progress towards achievement of proficiency
19 standards and competencies.

20 (3) Completion of the required curriculum in accordance with
21 the pupil's needs, abilities, interests, and aptitudes.

22 (4) Academic planning for access and success in higher
23 education programs, including advisement on courses needed for
24 admission to colleges and universities, standardized admissions
25 tests, and financial aid.

26 (5) Provide high-quality career programs at all grade levels for
27 pupils, in which pupils are assisted in doing all of the following:

28 (A) Planning for the future, including, but not limited to,
29 identifying personal interests, skills, and abilities, career planning,
30 course selection, and career transition.

31 (B) Becoming aware of personal preferences and interests that
32 influence educational and occupational exploration, career choice,
33 and career success.

34 (C) Developing work self-efficacy for the ever-changing work
35 environment, the changing needs of the workforce, and the effects
36 of work on the quality of life.

37 (D) Understanding the relationship between academic
38 achievement and career success, and the importance of maximizing
39 career options.

(E) Understanding the value of participating in career technical education pathways, programs, and certifications, including, but not limited to, those related to regional occupational programs and centers, the federal program administered by the United States Department of Labor offering free education and vocational training to pupils, known as “Job Corps,” the California Conservation Corps, work-based learning, industry certifications, college preparation and credit, and employment opportunities.

(F) Understanding the need to develop essential employable skills and work habits.

(G) Understanding entrance requirements to the Armed Forces of the United States, including the benefits of the Armed Services Vocational Aptitude Battery (ASVAB) test.

(e) Educational counseling may also include counseling in any of the following:

(1) Individualized review of the academic and deportment records of a pupil.

(2) Advising pupils, in consultation with their parents and legal guardians when at all possible, who are at risk of not promoting or graduating with the rest of their class.

(3) Developing a list of coursework and experience necessary to assist each pupil in middle school to successfully transition to high school and meet all graduation requirements.

(4) In schools that enroll pupils in grades 6 to 12, inclusive, developing a list of coursework and experience necessary to assist and counsel each pupil to begin to satisfy the A–G requirements for admission to the University of California and the California State University and encourage participation in college preparation programs, including, but not limited to, the Advancement Via Individual Determination (AVID) program, and early college, dual enrollment, advanced placement, *international baccalaureate*, and ~~international baccalaureate~~ *Cambridge International* programs.

(5) Developing pupil knowledge of financial aid planning for postsecondary education by providing pupils with financial aid information, including, but not limited to, information on the Free Application for Federal Student Aid (FAFSA), the California Dream Act application (CADAA), the Cal Grant Program established pursuant to Chapter 1.7 (commencing with Section 69430) of Part 42 of Division 5 of Title 3, local and national scholarship programs, financial aid programs and resources for

1 foster and homeless youth, fee waiver programs, and other financial
2 aid programs and options, and net college cost.

3 (6) Providing a copy of the lists developed pursuant to paragraph
4 (4) to a pupil and the pupil's parent or legal guardian, ensuring
5 that the list of coursework and experience is part of the pupil's
6 cumulative record.

7 (7) Developing a list of coursework and experience for a pupil
8 enrolled in grade 12, including options for continuing the pupil's
9 education if the pupil fails to meet graduation requirements. These
10 options shall include, but are not limited to, all of the following:

11 (A) Enrolling in an adult education program.

12 (B) Enrolling in a community college.

13 (C) Continuing enrollment in the pupil's current school district.

14 (8) Providing a copy of the list of coursework and experiences
15 developed pursuant to paragraph (7) to the pupil and the pupil's
16 parent or legal guardian, ensuring that the list of coursework and
17 experience is part of the cumulative records of a pupil.

18 (9) Offering and scheduling an individual conference with each
19 pupil in grades 10 and 12 who has not satisfied, or is not on track
20 to satisfy, the curricular requirements for admission to the
21 University of California and the California State University and
22 to successfully transition to postsecondary education or
23 employment, and providing the following information to the pupil
24 and the pupil's parent or legal guardian:

25 (A) The score of the pupil on the English language arts or
26 mathematics portion of the California Assessment of Student
27 Performance and Progress, established pursuant to Article 4
28 (commencing with Section 60640) of Chapter 5 of Part 33,
29 administered in grade 6, as applicable.

30 (B) The availability of financial aid for postsecondary education.

31 (10) Providing mental and behavioral health services to which
32 pupils receive prevention, early intervention, and short-term
33 counseling services and receive classroom instruction in mental
34 health to reduce stigma and increase awareness of counseling
35 support services.

36 (11) Providing training to school staff to recognize mental health
37 warning signs.

38 (f) This section does not prohibit persons participating in an
39 organized advisory program approved by the governing board of

1 a school district, and supervised by a school district counselor,
2 from advising pupils pursuant to the organized advisory program.

3 SEC. 3. Section 51461 of the Education Code is amended to
4 read:

5 51461. (a) The State Seal of Biliteracy certifies attainment of
6 a high level of proficiency by a graduating high school pupil in
7 one or more languages, in addition to English, and certifies that
8 the graduate meets the following criteria for being proficient in
9 English and one or more languages other than English:

10 (1) Proficiency in English shall be demonstrated through one
11 of the following requirements:

12 (A) Completion of all English language arts requirements for
13 graduation with an overall grade point average of 3.0 or above in
14 those classes. Completion of one or more English language arts
15 courses at a public higher education institution or an independent
16 institution of higher education, as described in subdivisions (a)
17 and (b) of Section 66010, with a grade equivalent to a grade point
18 average of 3.0 or above may also be used to satisfy one or more
19 course requirements of this subparagraph.

20 (B) Passing the California Assessment of Student Performance
21 and Progress for English language arts, or any successor test,
22 administered in grade 11, at or above the “standard met”
23 achievement level, or at the achievement level determined by the
24 Superintendent for any successor test.

25 (C) (i) Passing an English Advanced Placement examination
26 with a score of 3 or higher or an English International
27 Baccalaureate examination with a score of 4 or higher.

28 (ii) For purposes of clause (i), “English Advanced Placement”
29 means Advanced Placement English Language and Composition,
30 Advanced Placement English Literature and Composition, or
31 Advanced Placement Seminar.

32 (D) Achieving a score of 480 or higher on the Evidence-Based
33 Reading and Writing section of the SAT.

34 (2) Proficiency in one or more languages other than English
35 shall be demonstrated through one of the following requirements:

36 (A) Passing a world language Advanced Placement examination
37 with a score of 3 or higher, passing a world language International
38 Baccalaureate examination with a score of 4 or higher, *passing a*
39 *Cambridge International A Level examination with a score of E*
40 *or higher*, passing a *Cambridge International AS Level examination*

1 *with a score of e or higher, or passing a world language ACTFL*
2 *Writing Proficiency Test (WPT) and an Oral Proficiency Interview*
3 *(OPI) with scores of Intermediate Mid or higher.*

4 (B) Successful completion of a four-year course of study of
5 content in a world language at a high school or higher level
6 attaining an overall grade point average of 3.0 or above in that
7 course of study, and oral proficiency in the language comparable
8 to that required pursuant to subparagraph (A). Pupils may also
9 satisfy the requirements of this subparagraph by either or both of
10 the following:

11 (i) Successful completion of high school level courses completed
12 in another country in a language other than English with the
13 equivalent of an overall grade point average of 3.0 or above, as
14 verified through a transcript.

15 (ii) Completion of one or more world language courses at a
16 public higher education institution or an independent institution
17 of higher education, as described in subdivisions (a) and (b) of
18 Section 66010, with a grade equivalent to a grade point average
19 of 3.0 or above and oral proficiency in the language comparable
20 to that required pursuant to subparagraph (A), as verified through
21 a transcript.

22 (C) (i) If no Advanced Placement examination or off-the-shelf
23 language test exists and the school district can certify to the
24 Superintendent that the test meets the rigor of a four-year high
25 school course of study in that world language, passing a school
26 district language examination that, at a minimum, assesses
27 speaking, reading, and writing in a language other than English at
28 the proficient level or higher. If a school district offers a language
29 examination in a language in which an Advanced Placement
30 examination or off-the-shelf language test exists, the school district
31 language examination shall be approved by the Superintendent for
32 the purpose of determining proficiency in a language other than
33 English.

34 (ii) Notwithstanding clause (i), a pupil who seeks to qualify for
35 the State Seal of Biliteracy through a language that is not
36 characterized by listening, speaking, or reading, or for which there
37 is no written system, shall pass an assessment on the modalities
38 that characterize communication in that language at the proficient
39 level or higher.

(b) If a pupil in any of grades 9 to 12, inclusive, is an English learner, the pupil shall meet both of the following criteria in order to qualify for the State Seal of Biliteracy:

(1) Attain an Oral Language composite score of level 4 on the English Language Proficiency Assessments for California, or any successor English oral language proficiency assessment, in transitional kindergarten, kindergarten, or any of grades 1 to 12, inclusive.

(2) Demonstrate proficiency in English through one of the accomplishments listed in paragraph (1) of subdivision (a) and demonstrate proficiency in one or more languages other than English through one of the accomplishments listed in paragraph (2) of subdivision (a).

(c) For languages in which an Advanced Placement test is not available, the Superintendent may provide a listing of equivalent summative tests that school districts may use in place of an Advanced Placement test for purposes of subparagraph (A) of paragraph (2) of subdivision (a). A school district may provide the Superintendent with a list of equivalent summative tests that the school district uses in place of an Advanced Placement test for purposes of subparagraph (A) of paragraph (2) of subdivision (a). The Superintendent may use lists received from school districts in developing the Superintendent's list of equivalent summative tests.

(d) For purposes of this article, "world language" has the same meaning as defined in Section 91.

(e) Notwithstanding subdivision (a), for those pupils on track to graduate in 2022 and who were unable to take the assessment identified in subparagraph (B) of paragraph (1) of subdivision (a), the Superintendent may use the assessments identified in Section 121 of Chapter 44 of the Statutes of 2021 to determine whether a pupil obtained the achievement level on a grade 11 English language arts assessment for the purposes of subparagraph (B) of paragraph (1) of subdivision (a).

SEC. 4. Section 52060 of the Education Code is amended to read:

52060. (a) On or before July 1, 2014, the governing board of each school district shall adopt a local control and accountability plan using a template adopted by the state board.

1 (b) A local control and accountability plan adopted by the
2 governing board of a school district shall be effective for a period
3 of three years, and shall be updated on or before July 1 of each
4 year.

5 (c) A local control and accountability plan adopted by the
6 governing board of a school district shall include, for the school
7 district and each school within the school district, all of the
8 information specified in the template adopted by the state board
9 pursuant to Section 52064.

10 (d) All of the following are state priorities for purposes of a
11 school district's local control and accountability plan:

12 (1) The degree to which the teachers of the school district are
13 appropriately assigned in accordance with Section 44258.9, and
14 fully credentialed in the subject areas, and, for the pupils they are
15 teaching, every pupil in the school district has sufficient access to
16 the standards-aligned instructional materials as determined pursuant
17 to Section 60119, and school facilities are maintained in good
18 repair, as defined in subdivision (d) of Section 17002.

19 (2) Implementation of the academic content and performance
20 standards adopted by the state board, including how the programs
21 and services will enable English learners to access the common
22 core academic content standards adopted pursuant to Section
23 60605.8 and the English language development standards adopted
24 pursuant to former Section 60811.3, as that section read on June
25 30, 2013, or former Section 60811.4, as that section read on June
26 30, 2016, for purposes of gaining academic content knowledge
27 and English language proficiency.

28 (3) (A) Parental involvement and family engagement, including
29 efforts the school district makes to seek parent input in making
30 decisions for the school district and each individual schoolsite,
31 and including how the school district will promote parental
32 participation in programs for unduplicated pupils and *pupils who*
33 *are* individuals with exceptional needs.

34 (B) Family engagement may include, but need not be limited
35 to, efforts by the school district and each individual schoolsite to
36 apply research-based practices, such as welcoming all families
37 into the school community, engaging in effective two-way
38 communication, supporting pupil success, and empowering families
39 to advocate for equity and access. Family engagement may include,
40 but need not be limited to, treating families as partners to inform,

1 influence, and create practices and programs that support pupil
2 success and collaboration with families and the broader community,
3 expand pupil learning opportunities and community services, and
4 promote civic participation.

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

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

10 (B) The percentage of pupils who have successfully completed
11 courses that satisfy the requirements for entrance to the University
12 of California and the California State University.

13 (C) The percentage of pupils who have successfully completed
14 courses that satisfy the requirements for career technical education
15 sequences or programs of study that align with state
16 board-approved career technical education standards and
17 frameworks, including, but not limited to, those described in
18 subdivision (a) of Section 52302, subdivision (a) of Section
19 52372.5, or paragraph (2) of subdivision (e) of Section 54692.

20 (D) The percentage of pupils who have successfully completed
21 both types of courses described in subparagraphs (B) and (C).

22 (E) The percentage of English learner pupils who make progress
23 toward English proficiency as measured by the English Language
24 Proficiency Assessments for California or any subsequent
25 assessment of English proficiency, as certified by the state board.

26 (F) The English learner reclassification rate.

27 (G) The percentage of pupils who have passed an advanced
28 placement examination with a score of 3 or *higher, a Cambridge*
29 *International A Level examination with a score of E or higher, or*
30 *a Cambridge International AS Level examination with a score of*
31 *e or higher.*

32 (H) The percentage of pupils who demonstrate college
33 preparedness pursuant to the Early Assessment Program, as
34 described in Chapter 6 (commencing with Section 99300) of Part
35 65 of Division 14 of Title 3, or any subsequent assessment of
36 college preparedness.

37 (5) Pupil engagement, as measured by all of the following, as
38 applicable:

39 (A) School attendance rates.

40 (B) Chronic absenteeism rates.

1 (C) Middle school dropout rates.

2 (D) High school dropout rates.

3 (E) High school graduation rates.

4 (6) School climate, as measured by all of the following, as
5 applicable:

6 (A) Pupil suspension rates.

7 (B) Pupil expulsion rates.

8 (C) Other local measures, including surveys of pupils, parents,
9 and teachers on the sense of safety and school connectedness.

10 (7) The extent to which pupils have access to, and are enrolled
11 in, a broad course of study that includes all of the subject areas
12 described in Section 51210 and subdivisions (a) to (i), inclusive,
13 of Section 51220, as applicable, including the programs and
14 services developed and provided to unduplicated pupils and
15 individuals with exceptional needs, and the programs and services
16 that are provided to benefit these pupils as a result of the funding
17 received pursuant to Section 42238.02, as implemented by Section
18 42238.03.

19 (8) Pupil outcomes, if available, in the subject areas described
20 in Section 51210 and subdivisions (a) to (i), inclusive, of Section
21 51220, as applicable.

22 (e) For purposes of the descriptions required by subdivision (b)
23 of Section 52064, the governing board of a school district may
24 consider qualitative information, including, but not limited to,
25 findings that result from school quality reviews conducted pursuant
26 to subdivision (b) of Section 52052 or any other reviews.

27 (f) To the extent practicable, data reported in a local control and
28 accountability plan shall be reported in a manner consistent with
29 how information is reported on the California School Dashboard
30 maintained by the department pursuant to Section 52064.5.

31 (g) The governing board of a school district shall consult with
32 teachers, principals, administrators, other school personnel, local
33 bargaining units of the school district, parents, and pupils in
34 developing a local control and accountability plan.

35 (h) A school district may identify local priorities, goals in regard
36 to the local priorities, and the method for measuring the school
37 district's progress toward achieving those goals.

38 SEC. 5. Section 52066 of the Education Code is amended to
39 read:

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

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

8 (c) A local control and accountability plan adopted by a county
9 board of education shall include, for each school or program
10 operated by the county superintendent of schools, all of the
11 information specified in the template adopted by the state board
12 pursuant to Section 52064.

13 (d) All of the following are state priorities for purposes of a
14 county board of education's local control and accountability plan:

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

24 (2) Implementation of the academic content and performance
25 standards adopted by the state board, including how the programs
26 and services will enable English learners to access the common
27 core academic content standards adopted pursuant to Section
28 60605.8 and the English language development standards adopted
29 pursuant to former Section 60811.3, as that section read on June
30 30, 2013, or former Section 60811.4, as that section read on June
31 30, 2016, for purposes of gaining academic content knowledge
32 and English language proficiency.

33 (3) (A) Parental involvement and family engagement, including
34 efforts the county superintendent of schools makes to seek parent
35 input in making decisions for each individual schoolsite and
36 program operated by a county superintendent of schools, and
37 including how the county superintendent of schools will promote
38 parental participation in programs for unduplicated pupils and
39 *pupils who are* individuals with exceptional needs.

(B) Family engagement may include, but need not be limited to, efforts by the county superintendent of schools and each individual schoolsite to apply research-based practices, such as welcoming all families into the school community, engaging in effective two-way communication, supporting pupil success, and empowering families to advocate for equity and access. Family engagement may include, but need not be limited to, treating families as partners to inform, influence, and create practices and programs that support pupil success and collaboration with families and the broader community, expand pupil learning opportunities and community services, and promote civic participation.

(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 percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University.

(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for 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 pupils who have successfully completed both types of courses described in subparagraphs (B) and (C).

(E) The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California or any subsequent assessment of English proficiency, as certified by the state board.

(F) The English learner reclassification rate.

(G) The percentage of pupils who have passed an advanced placement examination with a score of 3 or *higher*, a *Cambridge International A Level examination with a score of E or higher*, or a *Cambridge International AS Level examination with a score of e or higher*.

(H) The percentage of pupils who 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.

(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 programs 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.

1 (C) Responding to requests from the juvenile court for
2 information and working with the juvenile court to ensure the
3 delivery and coordination of necessary educational services.

4 (D) Establishing a mechanism for the efficient expeditious
5 transfer of health and education records and the health and
6 education passport.

7 (e) For purposes of the descriptions required by subdivision (b)
8 of Section 52064, a county board of education may consider
9 qualitative information, including, but not limited to, findings that
10 result from school quality reviews conducted pursuant to
11 subdivision (b) of Section 52052 or any other reviews.

12 (f) To the extent practicable, data reported in a local control and
13 accountability plan shall be reported in a manner consistent with
14 how information is reported on the California School Dashboard
15 maintained by the department pursuant to Section 52064.5.

16 (g) The county superintendent of schools shall consult with
17 teachers, principals, administrators, other school personnel, local
18 bargaining units of the county office of education, parents, and
19 pupils in developing a local control and accountability plan.

20 (h) A county board of education may identify local priorities,
21 goals in regard to the local priorities, and the method for measuring
22 the county office of education's progress toward achieving those
23 goals.

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

32 (A) A description of how the county superintendent of schools
33 will support the continuous improvement of all school districts
34 within the county, including steps that the county superintendent
35 of schools plans to take to collaborate with the California
36 Collaborative for Educational Excellence, the department, the lead
37 agencies specified in Sections 52073 and 52073.1, and other county
38 superintendents of schools to support school districts and schools
39 within the county in implementing 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 and each charter school identified for technical assistance pursuant to subdivision (a) of Section 47607.3 in improving pupil outcomes, including, at a minimum, clearly identifying the activities being performed by the county office of education and the source of funding for those activities. This description shall include the actions the school district and charter school will take independent of the county superintendent of schools to improve pupil outcomes pursuant to subparagraph (C) of paragraph (1) of subdivision (c) of Section 52071 or paragraph (3) of subdivision (a) of Section 47607.3.

(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 and charter schools pursuant to subdivision (a) of Section 47607.3. ~~52071.~~

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

(iv) Providing support to school districts in developing and implementing the addendum specified in Section 52064.3.

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

(E) Specific actions and related expenditures to achieve each goal identified in subparagraph (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) Commencing 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) 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 website.

1 SEC. 6. Chapter 8 (commencing with Section 52210) is added
2 to Part 28 of Division 4 of Title 2 of the Education Code, to read:

3
4 CHAPTER 8. CAMBRIDGE INTERNATIONAL EDUCATION
5 PROGRAMS
6

7 52210. The Legislature hereby finds and declares all of the
8 following:

9 (a) Cambridge International Education is a part of Cambridge
10 University Press & Assessment, the world's largest provider of
11 international education programs for children and pupils who are
12 3 to 19 years of age, inclusive, and is part of the University of
13 Cambridge. The Cambridge Pathway brings together a globally
14 recognized instructional approach that aligns curriculum, teaching,
15 and learning with meaningful assessments that measure mastery.
16 Its objectives are to provide pupils with deep subject knowledge
17 and skills in critical thinking, problem solving, research, analysis
18 of arguments, communication, and collaboration via inquiry-based
19 learning that leads to examinations for high school pupils.

20 (b) Cambridge Advanced program participants pursue a specific,
21 intensive, balanced liberal arts course of study and must pass seven
22 rigorous examinations in four curricula areas in order to qualify
23 for the Advanced International Certificate of Education (AICE)
24 diploma.

25 (c) Successful Cambridge International Education pupils are
26 typically granted substantial advanced placement credit at the finest
27 colleges and universities in the nation.

28 52211. A school district that offers Cambridge International
29 General Certificate of Secondary Education (IGCSE), or AS or A
30 level courses and examinations, may help pay the test fees for
31 pupils in need of financial assistance.

32 SEC. 7. Section 53023 of the Education Code is amended to
33 read:

34 53023. Contingent upon appropriation by the Legislature in
35 the annual Budget Act or other statute, the department shall
36 administer the Golden State Pathways Program as a competitive
37 grant program. In order to be eligible to receive a grant award,
38 grant recipients shall do the following, as applicable:

39 (a) Commit to providing participating pupils with all of the
40 following:

(1) An integrated program of study that includes all of the courses to meet the A–G course requirements needed to be eligible for admission to the University of California or the California State University and at least one of the other criteria to be considered prepared for the purposes of meeting academic and career-readiness standards as defined in the College/Career Indicator associated with the California School Dashboard maintained by the department pursuant to Section 52064.5. Local educational agencies are encouraged to integrate career pathways content and applications into A–G courses. Local educational agencies may also provide or expand access to courses that satisfy A–G course requirements through existing programs such as:

(A) UC Scout, which is a University of California Student Academic Preparation and Educational Partnerships (SAPEP) program that develops and delivers A–G approved online classes and curriculum to pupils.

(B) University of California and California State University extended learning programs that offer college preparatory courses that fulfill the A–G subject requirements for admission to the University of California and the California State University.

(2) The opportunity to earn at least 12 postsecondary credits that are applicable toward the completion of a degree, certificate, or credential through any of the following:

(A) (i) Consistent with the requirements of Section 76004, College and Career Access Pathways dual enrollment courses.

(ii) To meet the requirements of clause (i), grant recipients are expected to establish, expand, or maintain a College and Career Access Pathways partnership agreement with their local community college district consistent with the requirements of Section 76004.

(B) Advanced Placement courses.

(C) International Baccalaureate courses.

(D) *Cambridge International Education* courses.

(3) Opportunities to participate in work-based learning experiences in partnership with regional businesses and industries, state and local governmental entities, and nonprofit and community-based organizations that do all of the following:

(A) Integrate career awareness and career exposure activities.

(B) Emphasize opportunities to pupils in paid internships, preapprenticeships, or apprenticeships that offer pupils the ability to learn technical and professional skills.

1 (C) Emphasize opportunities for pupils to develop social and
2 professional networks that will better enable them to launch their
3 careers.

4 (4) Integrated support services necessary to address a pupil's
5 social, emotional, and academic needs.

6 (b) Develop and integrate standards-based academics with a
7 career-relevant, sequenced curriculum following industry-themed
8 pathways that are aligned to high-skill, high-wage, or high-demand
9 jobs in their regional economy or the state economy.

10 (c) Provide articulated pathways from high school to
11 postsecondary education and training that are aligned with the
12 workforce development needs of their regional economy.

13 (d) Collaborate with other local educational agencies, institutions
14 of higher education, local and regional employers, and other
15 relevant community interest holders to develop, or expand the
16 availability of, innovative college and career pathways that align
17 with their regional labor market needs.

18 (e) Leverage available resources or in-kind contributions from
19 public, private, and philanthropic sources to sustain the ongoing
20 operation of their Golden State Pathways Program.

21 SEC. 8. Section 53071 of the Education Code is amended to
22 read:

23 53071. The department shall administer this program as a
24 competitive grant program. An applicant shall demonstrate all of
25 the following to be considered for a grant award:

26 (a) (1) A proportional dollar-for-dollar match as follows for
27 any funding that an applicant is determined to be eligible to receive
28 under the allocation formula established pursuant to Section 53076:

29 (A) For the fiscal year beginning July 1, 2015, one dollar (\$1)
30 for every one dollar (\$1) received from this program.

31 (B) For the fiscal year beginning July 1, 2016, one dollar and
32 fifty cents (\$1.50) for every one dollar (\$1) received from this
33 program.

34 (C) For the fiscal year beginning July 1, 2017, two dollars (\$2)
35 for every one dollar (\$1) received from this program.

36 (D) (i) For the fiscal year beginning July 1, 2018, and each
37 fiscal year thereafter, two dollars (\$2) for every one dollar (\$1)
38 received from this program.

1 (ii) Beginning July 1, 2021, the proportional dollar-for-dollar
2 match shall be encumbered in the fiscal year for which an applicant
3 is applying to receive a grant under the program.

4 (2) In the event an applicant is unable to fully match the amount
5 of funding that the allocation formula determines that they are
6 eligible to receive, the applicant's award shall be reduced to the
7 amount necessary for the applicant to meet the requirements of
8 this subdivision. Under no circumstances shall an applicant be
9 awarded an amount higher than the amount that the allocation
10 formula determines them to be eligible to receive under the
11 program.

12 (3) That local match may include funding from school district
13 and charter school local control funding formula apportionments
14 pursuant to Section 42238.02, the federal Strengthening Career
15 and Technical Education for the 21st Century Act (Perkins V)
16 (Public Law 115-224), the California Partnership Academies, the
17 Agricultural Career Technical Education Incentive Grant, or any
18 other allowable source except as provided in paragraph (4).

19 (4) That local match shall not include funding from the K–12
20 component of the Strong Workforce Program established pursuant
21 to Section 88827 or the Career Technical Education Facilities
22 Program established pursuant to Section 17078.72.

23 (5) An applicant's matching funds shall be used to support the
24 program or programs for which the applicant was awarded a grant.

25 (b) A three-year plan for continued financial and administrative
26 support of career technical education programs that demonstrates
27 a financial commitment of no less than the amount expended on
28 those programs in the previous fiscal year. The plan, at a minimum,
29 shall include the identification of available funding within an
30 applicant's current or projected budget to continue to support career
31 technical education programs and a written commitment to do so.
32 If an applicant consisting of more than one school district, county
33 office of education, charter school, or regional occupational center
34 or program operated by a joint powers authority or county office
35 of education, or any combination of these entities, is applying for
36 grant funding from this program, identification of available funding
37 and a written commitment shall be demonstrated by each
38 participating constituent entity.

1 (c) The applicant, or the applicant's career technical education
2 program, as applicable, meets all of the following minimum
3 eligibility standards:

4 (1) Offers ~~high-quality~~ *high quality* curriculum and instruction
5 aligned with the California Career Technical Education Model
6 Curriculum Standards, including, but not limited to, providing a
7 coherent sequence of career technical education courses that enable
8 pupils to transition to postsecondary education programs that lead
9 to a career pathway or attain employment or industry certification
10 upon graduation from high school, including programs that
11 integrate academic and career technical education and that offer
12 the opportunity for participants to prepare for postsecondary
13 enrollment and to earn postsecondary credits through Advanced
14 Placement courses, International Baccalaureate courses, *Cambridge*
15 *International Education* courses, or by formal agreement with a
16 postsecondary partner to provide dual enrollment opportunities.

17 (2) Provides pupils with quality career exploration, guidance,
18 and a continuum of work-based learning opportunities aligned
19 with academic coursework, which may include paid internships.

20 (3) Provides pupil support services, including counseling and
21 leadership development, to address pupils' social, emotional,
22 career, and academic needs.

23 (4) Provides for system alignment, coherence, and articulation,
24 including ongoing and structural regional or local partnerships
25 with postsecondary educational institutions, documented through
26 formal written agreements allowing for dual enrollment
27 opportunities.

28 (5) Forms ongoing and meaningful industry and labor
29 partnerships, evidenced by written agreements and through
30 participation on advisory committees and collaboration with
31 business and labor organizations to provide opportunities for pupils
32 to gain access to preapprenticeships, internships, industry
33 certifications, and work-based learning opportunities as well as
34 opportunities for industry to provide input to the career technical
35 education programs and curriculum.

36 (6) Provides opportunities for pupils to participate in after
37 school, extended day, and out-of-school internships, competitions,
38 leadership development opportunities, career and technical
39 education student organizations, and other work-based learning
40 opportunities.

(7) Reflects regional or local labor market demands, and focuses on current or emerging high-skill, high-wage, or high-demand occupations, and is informed by the regional plan of the local Strong Workforce Program consortium.

(8) Leads to an industry-recognized credential or certificate, or appropriate postsecondary education or training, employment, or a postsecondary degree.

(9) Is staffed by skilled teachers or faculty, and provides professional development opportunities for any teachers or faculty members supporting pupils in those programs.

(10) Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.

(11) (A) Reports data to the Superintendent, no later than November 1 of each fiscal year, as a program participation requirement, to allow for an evaluation of the program.

(B) Data reported pursuant to this paragraph shall include, but not be limited to, the quality indicators described in the California State Plan for Career Technical Education required by the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V), and each of the following metrics, disaggregated by race and gender:

(i) The high school graduation rate.

(ii) The number of pupils completing career technical education coursework.

(iii) The number of pupils meeting academic and career-readiness standards as defined in the College/Career Indicator associated with the California School Dashboard.

(iv) The number of pupils obtaining an industry-recognized credential, certificate, license, or other measure of technical skill attainment.

(v) The number of former pupils employed and the types of businesses in which they are employed.

(vi) The number of former pupils enrolled in each of the following:

(I) A postsecondary educational institution.

(II) A state apprenticeship program.

(III) A form of job training other than a state apprenticeship program.

(C) No later than November 30 of each fiscal year, the California Workforce Pathways Joint Advisory Committee, established

1 pursuant to Section 12053, shall review the data metrics specified
2 in subparagraph (B) and make recommendations to the Department
3 of Finance, the Governor, and the appropriate policy and fiscal
4 committees of the Legislature as to both of the following topics:

5 (i) Whether these data metrics remain the most appropriate
6 metrics to measure and evaluate program outcomes for both new
7 and renewal applicants.

8 (ii) Whether other metrics should be included.

9 (D) The department shall make the data reported pursuant to
10 subparagraph (B) available to the office of the Chancellor of the
11 California Community Colleges, in the manner and form requested
12 by the office of the Chancellor of the California Community
13 Colleges, on or before December 30 of each fiscal year to ensure
14 that data is included in the California Community Colleges
15 LaunchBoard data platform.

16 SEC. 9. If the Commission on State Mandates determines that
17 this act contains costs mandated by the state, reimbursement to
18 local agencies and school districts for those costs shall be made
19 pursuant to Part 7 (commencing with Section 17500) of Division
20 4 of Title 2 of the Government Code.