

AMENDED IN ASSEMBLY APRIL 28, 2010

AMENDED IN ASSEMBLY APRIL 5, 2010

CALIFORNIA LEGISLATURE—2009–10 REGULAR SESSION

ASSEMBLY BILL

No. 2307

Introduced by Assembly Member Carter

February 19, 2010

An act to add Section 52052.7 to the Education Code, relating to academic performance.

LEGISLATIVE COUNSEL'S DIGEST

AB 2307, as amended, Carter. Education: academic performance.

Existing law requires the Superintendent of Public Instruction, with approval of the state board, to develop an Academic Performance Index (API). The API primarily measures student academic achievement and is used in determining a school's adequate yearly progress under the federal No Child Left Behind Act of 2001.

Existing law requires the Superintendent, with approval of the state board, to develop an alternative accountability system for specified schools. ~~These~~ Existing law allows these schools ~~may~~ to receive an API score, but ~~shall not be~~ prohibits them from being included in the API rankings of schools.

This bill would provide that, as part of the alternative accountability system for schools, the Superintendent and the state board shall allow a dropout recovery high school, as defined, to use an individual pupil growth model that ~~meets~~ is proposed by the school and certified by the Superintendent pursuant to specified criteria.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

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

SECTION 1. The Legislature finds and declares all of the following:

(a) Dropout recovery high schools provide significant social, economic, and academic ~~benefit to their students~~ *benefits to their pupils* and to California's population as a whole.

(b) Research by the Alliance for Excellent Education demonstrates that if only one-half of the dropouts were recovered in California's six largest metropolitan areas, the economic benefits to California would be staggering: those recovered dropouts would invest an additional \$247 million a year; increase home sales by \$2.92 billion during their careers; support an additional 6,800 jobs to the midpoint of their careers; and increase state and local tax revenues by \$129 million every year.

(c) Research further demonstrates that reengaged learners demonstrate higher civic engagement, contribute to the cultural strengths of their communities, and are significantly less likely to be unemployed, on public assistance, or arrested for a violent crime.

(d) Research further demonstrates that dropout recovery high schools face a number of challenges in reengaging students into academic endeavors, including:

(1) Dropouts who reenter high school are significantly below grade level.

(2) Students who drop out display a gradual process of disengagement from school that encompasses years of academic and behavioral difficulties, absenteeism, and stressful life circumstances.

(3) Reengagement into a high school setting can be difficult and take a significant amount of time.

(4) Students who have dropped out once are significantly more likely to drop out again. Research by WestEd found that one-half of the dropouts who return to school stay for one year or less and that one-third of returning dropouts fail to complete even one course after they reenroll. The school district WestEd studied had a graduate rate of 18 percent for recovered dropouts.

(e) Successful dropout recovery high schools utilize multiple strategies including state-of-the-art technology and career technical

1 education to reach the variety of learning modalities of the
2 population that they serve.

3 (f) Successful dropout recovery schools typically enroll students
4 for less than four years, provide competency-based rather than seat
5 time-based instruction, and operate with open entry or open exit
6 enrollment.

7 (g) Standardized testing depends on all students being present
8 on a fixed schedule with learning competencies within a narrower
9 band of averages than represented by dropouts. Research by the
10 National Governor's Association recognizes that seat time
11 education in the dropout recovery context is a substantial and
12 unnecessary barrier. The use of competency-based and open entry
13 strategies result in dropout recovery students not being in school
14 at the time that standardized tests are administered.

15 (h) Support for successful dropout recovery high schools should
16 include an alternative assessment mechanism that measures the
17 individual growth in students which can be administered at the
18 school level when students are available.

19 SEC. 2. Section 52052.7 is added to the Education Code, to
20 read:

21 52052.7. (a) As part of the alternative accountability system
22 for schools developed pursuant to subdivision (h) of Section 52052,
23 the Superintendent and the state board shall allow a dropout
24 recovery high school, as defined in subdivision (b), to use an
25 individual pupil growth model that ~~meets the criteria described in~~
26 *is proposed by the school and certified by the Superintendent*
27 *pursuant to subdivision (c).*

28 (b) For purposes of this section, "dropout recovery high school"
29 means a high school in which 50 percent or more of its pupils are
30 designated as dropouts pursuant to the exit and withdrawal codes
31 developed by the department and the school provides instruction
32 in partnership with any of the following:

33 (1) The federal Workforce Investment Act of 1998 (29 U.S.C.
34 Sec. 2801 et seq.).

35 (2) Federally affiliated Youthbuild programs (42 U.S.C. Sec.
36 12899 et seq.).

37 (3) Federal job corps training or instruction provided pursuant
38 to a memorandum of understanding with the federal provider.

39 (4) The California Conservation Corps or local conservation
40 corps certified by the California Conservation Corps pursuant to

1 Section ~~14507.5 or 14406~~ 14406 or 14507.5 of the Public
2 Resources Code.

3 (c) The Superintendent shall ~~certify that~~ review the individual
4 pupil growth model *proposed by the dropout recovery high school*
5 *and certify that model if it* meets all of the following criteria:

6 (1) The model measures learning based on valid and reliable
7 nationally normed *or criterion-referenced* reading and mathematics
8 performance tests.

9 (2) The model measures ~~instruction of~~ skills and knowledge
10 aligned with state standards.

11 (3) The model measures the extent to which a pupil scored above
12 an expected amount of growth based on the individual pupil's
13 initial achievement score.

14 (4) The model demonstrates the extent to which a school is able
15 to accelerate learning on an annual basis.