

AMENDED IN ASSEMBLY MARCH 28, 2012

CALIFORNIA LEGISLATURE—2011–12 REGULAR SESSION

ASSEMBLY BILL

No. 2001

Introduced by Assembly Member Bonilla

February 23, 2012

An act to add Section 60604.6 to the Education Code, relating to pupil assessment.

LEGISLATIVE COUNSEL'S DIGEST

AB 2001, as amended, Bonilla. Pupil assessment.

The Leroy Greene California Assessment of Academic Achievement Act states the intent of the Legislature to provide a system of individual assessment of pupils that has the primary purpose of assisting teachers, administrators, and pupils and their parents to improve teaching and learning. Existing law establishes the Standardized Testing and Reporting Program pursuant to which each school district, charter school, and county office of education is required to administer to each of its pupils in grades 2 to 11, inclusive, the standards-based achievement tests. These provisions are inoperative on July 1, 2014, and as of January 1, 2015, are repealed.

This bill would state the intent of the Legislature that the reauthorization of the statewide pupil assessment program include specified plans to reform that program as it relates to grades 7 to 12, inclusive. The bill would require the Superintendent of Public Instruction, in consultation with various groups of individuals and entities, to develop and present to the State Board of Education, by May 30, 2013, recommendations to effectuate those reforms. The bill would require the state board to adopt, or modify and adopt, the recommendations by September 30, 2013. The bill would require *the*

Superintendent and the state board to present to the Governor and the appropriate policy and fiscal committees of the Legislature a schedule and implementation plan. The bill would authorize the State Department of Education to use specified federal carryover funds and any other available state and federal funds to implement these provisions.

Vote: majority. Appropriation: no. Fiscal committee: yes.

State-mandated local program: no.

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

1 SECTION 1. It is the intent of the Legislature that the
2 reauthorization of the statewide pupil assessment program pursuant
3 to Section 60604.5 of the Education Code include all of the
4 following:

5 (a) A plan to streamline and reduce state-mandated middle and
6 high school testing, including, but not limited to, eliminating
7 redundant assessments, reducing or minimizing testing time for
8 pupils, teachers, and administrators in order to restore instructional
9 time, and minimizing assessments that are not directly connected
10 to teaching and learning in the classroom.

11 (b) A plan to bring together elementary and secondary school
12 policy leaders, the community colleges, the California State
13 University, the University of California, private colleges and
14 universities, and postsecondary career technical and vocational
15 programs to develop criteria and create pathways in which
16 assessments taken by middle and high school pupils are aligned
17 with college and career readiness and are recognized as one of a
18 number of multiple measures for entry into college and career
19 training.

20 (c) A plan for transitioning to a system of high-quality
21 assessments that has tangible meaning to individual middle and
22 high school pupils, including, but not limited to, recognition and
23 rewards for demonstrating mastery of subject matter and progress
24 toward mastery of subject matter.

25 SEC. 2. Section 60604.6 is added to the Education Code, to
26 read:

27 60604.6. (a) For purposes of developing a plan to streamline
28 and reduce pupil time devoted to pupil testing and to restore
29 instructional time to pupils, the Superintendent, in consultation
30 with the state board, school administrators, teachers, members of

1 the governing board of school districts, *pupil representatives*, and
2 parents, shall develop and recommend a plan to the state board
3 that accomplishes all of the following:

4 (1) Reduces the number of minutes annually devoted to the
5 administration of state assessments in schools serving pupils in
6 grades 7 to 12, inclusive, and greater balances the time spent on
7 assessment across grade levels.

8 (2) Eliminates redundant or overlapping assessments.

9 (3) Eliminates assessments used solely for the purpose of federal
10 or state accountability that do not assess the content learned in that
11 school year by the pupil.

12 (4) Eliminates the current state practice of assigning a failing
13 score to pupils who do not take particular courses and, therefore,
14 do not take the end-of-course assessment.

15 (5) Eliminates statewide end-of-course assessments that are
16 unnecessary for the purposes of state and federal accountability
17 requirements.

18 (6) More quickly turns around assessment results so that pupils,
19 parents, teachers, and schools receive them within the same school
20 year in which the assessments are administered.

21 (b) For purposes of developing a plan to strengthen the pupil
22 relevance of assessments and to strengthen the alignment between
23 state-mandated middle and high school assessments and the entry
24 requirements of public and private colleges and universities and
25 postsecondary career and technical training institutions, the
26 Superintendent, in consultation with the state board, the segments
27 of public and private higher education, career technical and training
28 institutions, administrators of elementary and secondary schools,
29 teachers, members of the governing board of school districts, *pupil*
30 *representatives*, and parents, shall develop and recommend to the
31 state board all of the following:

32 (1) Principles among elementary and secondary schools, public
33 and private colleges and universities, and postsecondary career
34 and technical training institutions that would strengthen the
35 alignment of assessments of pupils in grades 7 to 12, inclusive, to
36 the requirements for entry into college or career opportunities.

37 (2) Options for equating, if practicable, statewide assessments
38 in grade 11 English language arts, including a strengthened writing
39 component, algebra I, algebra II, and summative mathematics to
40 college admission tests.

(3) *Options for using the grade 11 assessments in core subjects, including, but not limited to, the Early Assessment Program, to provide diagnostic information to teachers, administrators, parents, and pupils that ensures appropriate placement in courses in grade 12 that lead to stronger college and career ready preparedness.*

(4) *Options for using the grade 11 assessment results in English language arts as one tool to ensure effective placement for grade 12 English learners so they may strive for full English proficiency by the time they graduate from high school.*

(3)

(5) A plan and timeline to expand and strengthen the Early Assessment Program to provide information to postsecondary institutions, secondary schools, and pupils about pupil preparedness for all California public institutions of postsecondary education, including the community colleges, the California State University, the University of California, private colleges and universities, and postsecondary career training institutions.

(c) For purposes of developing a plan to make statewide assessments more meaningful to pupils in grades 7 to 12, inclusive, the Superintendent, in consultation with the state board, administrators, teachers, members of the governing board of school districts, *pupil representatives*, and parents, shall develop multiple methods to provide for pupil recognition, reward, and incentives that a local educational agency may adopt. These options may include, but shall not be limited to, the following:

(1) Assessment performance as one component of a pupil's ~~grade point average~~ *academic transcript*.

(2) Assessment performance as one component of a final course grade or course passage as determined by the teacher.

(3) Assessment performance as one criterion for eligibility for ~~merit-based~~ *merit-based* scholarships.

(4) The right of a pupil to be exempted from the requirement to take and pass the California high school exit examination if he or she can demonstrate proficiency on other assessments that are found to be equivalent in terms of content assessed.

(5) The right of a pupil to be exempted from other required statewide assessments if equivalent or more rigorous exams are taken and equivalent or sufficiently comparable subject matter proficiency is shown.

1 (6) Making the Early Assessment Program available to all pupils
2 at all schools.

3 (d) The Superintendent shall present recommendations to the
4 state board on or before May 30, 2013. After the Superintendent
5 presents the recommendations, two public hearings shall be held
6 during regularly scheduled state board meetings to ensure public
7 input and participation.

8 (e) On or before September 30, 2013, the state board shall adopt,
9 or modify and adopt, the recommendations.

10 (f) The Superintendent and the state board shall present to the
11 Governor and the appropriate policy and fiscal committees of the
12 Legislature a schedule and implementation plan that meets the
13 intent of this section.

14 (g) The department may use federal carryover funds received
15 pursuant to Title I of the federal No Child Left Behind Act of 2001
16 (20 U.S.C. Sec. 6301 et seq.), available funds received pursuant
17 to Title VI of the federal No Child Left Behind Act of 2001 (20
18 U.S.C. Sec. 6301 et seq.), and any other available state and federal
19 funds to implement this act.