

**Zaragoza-Diaz & Associates**  
**Martha Zaragoza-Diaz**

**MEMORANDUM**

**To:** CABE Board Members

**From:** Martha Zaragoza Diaz, Lobbyist

**Subject:** Update on Governor's Proposed 2015-16 Budget:  
K-12 Public Education

**Date:** June 1, 2015

**Cc:** Jan Gustafson Corea, Executive Director

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The Legislature must pass a new budget bill to the Governor on June 15<sup>th</sup>, midnight. If they don't submit a budget bill on June 15<sup>th</sup> the Legislators will work without pay until they do. The legislative Budget Conference Committee begins its work in earnest in formulating an agreed upon 2015-16 budget that can be sent to the Assembly and the Senate for approval.

The 2015 Conference Committee members have been selected. They are Senator Mark Leno, Chairperson, Assembly Member Shirley Weber, Vice-Chairperson and members Senator Ricardo Lara and Jim Nielsen and Assembly Members Richard Bloom and Melissa Melinda.

Democratic legislative leaders on May 26, 2015 released their budget "plans". Both proposals assume the state will collect more revenue than what was projected in the Governor's budget, approximately \$2.5 billion more. Needless to say the Senate and the Assembly have different approaches as to how to spend this money.

Senate President Pro Tem Kevin de Leon would like to see investments in economic growth. For the fiscal year beginning July 1<sup>st</sup>, Assembly Democratic leaders want to spend \$605 million to create 20,000 new child care slots for low-income families while their Senate counterparts want to spend half as much and open up fewer slots.

Senate Democrats want to increase funding for CSU by \$163.5 million but that would require eliminating the scholarship program for middle class pupils that Assembly Democrats wish to expand. UC would receive an additional \$35 million under the Assembly Democrats' plan.

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## Martha Zaragoza-Diaz

There is agreement by both houses on the spending plan in the following areas:

- Budget surplus must be dedicated to the rainy day fund and to K-12 public schools and community colleges
- \$228 million GF to restore a 7% cut to in-Home Supportive service recipient hours
- \$228 million to repeal a provision of CalWorks that prevents recipients (low income mothers) from receiving any extra cash aid when they give birth while participating in the program.

### May Revision K-12 Public Education

Significant Senate or Assembly Budget Committee actions:

- The Senate Budget Committee proposals include but are not limited to the following:
  - An additional \$276 million in Prop 98 resources in order to provide LEAs additional support for various program needs. Additionally, the Senate Budget Committee proposes to count the additional property taxes in "basic aid" school districts towards the LCFF calculation, resulting in approximately \$100 million in GF savings.
  - \$50 million in ongoing Prop 98 funding as an installment towards equalizing school transportation funding across K-12 educational entities.
  - \$800 million in one-time 2014-15 Prop 98 funds to support the development of a high-quality educator work force. The funds could be utilized for professional development for implementation of state-adopted content standards, BTSA, educator quality support, such as mentoring, coaching and training and support for struggling teachers
  - Appropriates almost \$3billion toward the K-12 mandate backlog
  - Maintain the Governor's proposed 3 year CTE incentive grant program and funding of \$400, \$300 and \$200 million for 2015-16, 2016-17, and 2017-18 respectively, but allocates the funding on a per high school average daily attendance basis, subject to a recipient meeting the requirements of providing a high quality CTE program. This differs from the Governor's proposal of providing funds through a competitive grant with specific input and outcome requirements.

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- The Assembly Budget Committee proposals included but are not limited to the following:
  - Provides a Prop 98 funding guarantee level of \$69.1 billion in 2015-16 due to the assumption of the LAO revenue forecast. This is higher than the Governor's \$68.4 billion at the May Revision.
  - Provides \$6.3 billion in LCFF funding to accelerate the implementation of the LCFF. The Governor's amount is \$6.1 billion.
  - Provides \$3.7 billion to pay down the mandate backlog, reflecting an additional \$133.1 million from the Governor's May Revision amount proposed for the same purpose.
  - Approves the \$400 million for CTE but would allocate the funds on an ADA basis with no matching funds, with a requirement of development plans.
  - Approves the Governor's \$64 million Special Education May Revision Plan with the LAO recommendation to make the funding for the Office of Administrative Hearings one-time.
  - Provides one million for LAUSD for an evaluation through UCLA of the English Master Program with associated budget bill language.
  - Adopted language to require CDE to report on LCFF distribution annually.
  - Approves the Governor's proposals regarding the Commission on Teacher Credentialing, including the increase of teacher credential fees to \$100.
  - Proposes to increase Early Education and Child Development slots by 20,000:
    - 10,500 full day preschool slots with wrap-around care starting March 1, 2016
    - 10,000 Alternative Payment vouchered childcare slots starting Jan 1, 2016.

Please note there are other proposals specific to Early Education & Child development, including increased funding.

So the Legislative Budget Conference Committee will have to discuss and reach agreement as to which actions will be included in the Budget Bill sent to them for a vote on their floor.

Stay tuned for further information.



## **Dr. Feliza I. Ortiz-Licon**

Contact:

State Board of Education  
1430 N Street, Room 5111  
Sacramento, CA 95814  
916-319-0827

Takes Office: May 6, 2015

Dr. Feliza I. Ortiz-Licon has invested 15 years in the field of education working in various capacities including teaching, research, operations, policy, program development and college access. Despite a wide gamut of experiences at the local and national level, Feliza has predominately focused on issues of access and equity, specifically as it relates to Latino students and English learners.

A champion of equitable education and opportunities for all students, Feliza currently serves as the Senior Director of K-16 Education at the National Council of La Raza (NCLR). As Senior Director, Feliza leads and coaches the national Youth Leadership team to develop a common vision and practice for high quality education programs including culturally relevant service-learning, college and career-readiness, STEM initiatives, and post-secondary programs geared at first-generation college students.

Feliza holds a bachelor's degree from the University of California, Los Angeles in Political Science, a master's degree from the University of California, Berkeley in City and Regional Planning, and a doctoral degree in Education Leadership from the University of California, Irvine. Feliza resides in the great City of Long Beach with her husband, a veteran teacher at Long Beach Unified School District, and their two young children.

## **Dr. Ting L. Sun**

Contact:

State Board of Education  
1430 N Street, Room 5111  
Sacramento, CA 95814  
916-319-0827

Takes Office: May 6, 2015

Ting Lan Sun is the co-founder and Executive Director of the Sacramento-based Natomas Charter School (NCS). She has more than 28 years' experience in the

field of education and has been actively involved in educational policy for over 23 years as a teacher, administrator, and charter school operator.

Prior to her tenure as Executive Director of NCS, Ting served as the Educational Programs Director, leading curriculum, instruction, staff development, and professional growth. From 1997–2000, she was an Educational Programs Consultant in the California Department of Education's Charter Schools Unit where she participated in the development of charter school administrative policies and regulations, and the administration of the federal public charter schools grant program. She has also served as a senior consultant for Cambridge Education, an international school quality review and educational consulting firm.

Ting was Vice President of Leadership and Quality for the California Charter Schools Association from 2003-2006 where she developed and implemented the Association's quality assurance strategy and initiatives, including standards articulation, quality site visits, and program reviews. Ting was also responsible for technical assistance publications, knowledge briefs, reports and articles published by the organization. In addition she has created, directed and implemented effective leadership training programs in all aspects of charter school administration and served as a mentor for the Leadership for Educational Entrepreneur (LEE) program at Arizona State University. Ting served on California's Commission on Teacher Credentialing (CTC) from 2007-2011 and as chair of the CTC from 2009-2011. Ting also co-chaired the state's Public Schools Accountability Act (PSAA) Advisory Committee from 2011-2015.

Ting received her bachelor's degree in Latin and English from Austin College, a master's degree in education from Stanford University, and a doctorate of education from the University of California at Davis.

<b>NCLR Title III NCLB and ECAA Comparison</b>			
<b>Subject</b>	<b>Section</b>	<b>NCLB</b>	<b>ECAA</b>
<b>Authorization</b>		\$750,000,000 for FY 2002 and as such sums as may be necessary for each of the 5 succeeding years.	As such sums FY 2016 through 2021.
<b>Purposes</b>	3102	To help educate limited English proficient students, to hold states accountable, etc.	Added capacity building for early childhood educators. Changes accountability section to "provide incentives"
<b>Formula Grants to States</b>	Subpart 1 Sec 3111	95% awarded as subgrants to carry out activities, may not reserve more than 5% for the agency's allotment for PD, planning, eval, admin, etc.	Removes continuation awards
	State Activities	Professional development, planning evaluation, providing technical assistance and other forms of assistance—identifying and implementing language instruction educational programs	Establishes statewide entrance and exit procedures including a requirement that all students who may be ELs are assessed within 30 days. Principal and teacher prof. development
	Continuation Awards	An amount based on 80% of the remainder as the number of ELs in the state bears to the number of such children in all States and an amount that bears	





NCLR Title III NCLB and ECAA Comparison			
Subject	Section	NCLB	ECAA
			30 days of enrollment
		Contain assurance that agency developed Annual measurable achievement objectives.	Eliminated
		Must annually assess children that have been in the US 3 or more years.	same
		Annually assesses all children participating in a program under title (3) consistent with section 1111b7	
		Describe how the agency will be responsible for meeting all AMAOs	Deleted.
		Must describe how they will meet AYP as described in Sec. 1111b2B	Eliminated. Describe how the agency will assist entities in meeting annual timelines and goals for progress established under 1111c1J based on the states English Language proficiency assessment.
			Describe how the SEA will decrease the # of EIs that have not yet acquired English proficiency within 5 years of their initial classification.

NCLR Title III NCLB and ECAA Comparison			
Subject	Section	NCLB	ECAA
			Describe how the agency will ensure the unique needs of the State's population of EIs and immigrant children and youth.
			Describe how they will monitor progress.
<b>Within State Allocations</b>	3114	Awards to subgrants in the state.	Technical changes.
<b>Subgrants to Eligible entities</b>	3115 Purposes of Subgrants	Can only issue subgrants if they agree to expend funds to improve education of EIs. Subgrants for: developing and implementing new language instruction educational programs, carrying out highly focused innovative activities, implementing school wide programs, implementing the entire jurisdiction of an LEA programs for EIs	same
	Administrative expenses	Can't use more than 2% of funds for this.	same
	Required subgrantee activities	To increase the English language proficiency and student academic achievement	Eliminates words "in core subjects" after academic achievement. Adds to provide effective parental, family and community engagement

NCLR Title III NCLB and ECAA Comparison			
Subject	Section	NCLB	ECAA
			activities in order to enhance or supplement language instruction program for EIs.
	Authorized subgrantee activities	Can use funds for 1 or more activities: upgrading program objectives, improving the instruction program for EIs, providing to EIs tutorials and intensified instruction, developing and implementing effective preschool, elementary school or secondary school language instruction, improving the EL proficiency, improving the instruction of EIs, and carrying out other activities that are consistent with the purpose.	Same.
	Activities by agencies experiencing substantial increases in immigrant children and youth		
Subgrants to Eligible entities	3115	SEA may make a subgrant to entities for the purposes of: Developing new language instruction programs, Carrying out	



NCLR Title III NCLB and ECAA Comparison			
Subject	Section	NCLB	ECAA
			proposed plan on quality teaching, and it consulted with stakeholders, and will coordinate with head start agencies.
	(c) Teacher English Fluency	Must include in plan a certification that all teachers are certified to teach ELLs are fluent in English	same
	(d) Other requirements for approval	Each local plan must contain an insurance that each LEA is complying with section 3302 (parental notification), the entity will <b>annually assess the English Language proficiency of all children with limited English proficiency participating in this program</b> , has a proposed plan on reach on teaching ELLS, the entity will ensure children can speak, read, write and comprehend English language, entity is not in violation of state law.	Eliminated but added into section (b) under the state plan.
Subpart 2- Accountability and Administration			
Evaluations	3121	Evaluation that includes a description of the	<b>3121. Reporting</b>

**NCLR Title III NCLB and ECAA Comparison**

Subject	Section	NCLB	ECAA
		<p>programs, progress of EIs, number and percentage of EIs meeting state academic standards, number and percentage of EIs after 2 years of leaving the programs. Use of evaluation: for improvement of programs, to determine effectiveness of program, in determining whether or not to continue program.</p>	
	<p>(c) Evaluation components</p>	<p>An entity shall: provide an evaluation of children enrolled in a program or activity, including the percentage who a) Are making progress of attaining proficiency including those that have attained proficiency, b) have transitioned into classes for non- EIs, c) are meeting challenging state academic content, d) are not receiving waivers for reading or language arts assessment.</p>	<p>Each SEA is responsible for a report every two years that includes: a) description of the programs and activities conducted, b) the number and percentage of EL who meet state determined goals disaggregated by long term EIs and EIs with disability, c) the number and percentage of EIs reaching proficiency based on state ELP standards, d) the number and percentage of EIs exiting the program based on their English proficiency, d) the number and</p>

NCLR Title III NCLB and ECAA Comparison			
Subject	Section	NCLB	ECAA
			percentage of EIs meeting standards including 2 years after leaving the program, disaggregated by long term EIs and EL with disability, the number and percentage of EIs that have not reached proficiency within 5 years, must provide a report.
	(d) evaluation measures	A state shall approve evaluation that asses 1) the progress of children in attaining English proficiency including a level of comprehension, student attainment of challenging academic standards, progress toward meeting AMAOs,	
	(e) special rule to Qualified Special Agencies 3122	Subject to same requirements as LEA	Under section 3121 (Reporting) same.
Achievement Objectives and Accountability		AMAOs must increase the number and percentage of children making progress in learning English, annual increase, the number and percentage of children attaining English proficiency each year, and those making AYP for EIs	Eliminated

**NCLR Title III NCLB and ECAA Comparison**

Subject	Section	NCLB	ECAA
	Accountability	SEA must hold LEAs and other accountable for meeting AMAOs	
Reporting Requirements	3123	States submit every 2 years on activities and effectiveness of programs. Secretary reports on programs and effectiveness types of language instruction, synthesis of state data, certification of teachers of ELs and estimates of teachers needed in the next 5 years, major findings of scientifically based research under this part, number of programs terminated, number of ELs served and those transitioned to non EL classes and any other metrics.	3122. "Reports"  Same.
Coordination with Related programs	3124	Secretary shall coordinate with programs serving language- minority and ELs	3123. same
Rules of Construction	3125	Nothing shall be construed from educating ELs with children with similar needs	3124. same
Legal Authority under state law	3126	Nothing here negates or supersedes state law	3125. same
Civil Rights	3127	Nothing here shall be	3126. Same



NCLR Title III NCLB and ECAA Comparison			
Subject	Section	NCLB	ECAA
National Professional Development Project	3121	construed in a manner inconsistent with state law Competitive grants for institutions of higher education in conjunction with SEAs for professional development for instruction of ELs	Same. Adds public or private entities to qualifying entities. Adds in-service professional development as allowable activity, Adds support strategies to strengthen parent and community engagement, adds to develop, share and disseminate effective practices, adds to promote school readiness of ELs in transition from early ed to elementary school
Definitions	3141	Eligible entity means 1 or more LEA or one or more LEA in collaboration with an IHE	Same. Adds definition for Long term EL- student who has been in EL services for a minimum of 5 years, adds definition for EL with a disability as EL who is a child with a disability as described in Section 602 of IDEA.
<b>Part B Improving Language Instruction Programs</b>			<b>Eliminated Entire Section</b>
Improving Language Instruction for Academic Achievement	3201/ 3202	To promote improvement of accountability systems for ELs	Eliminated
	3203	Native American Children in	Eliminated

<b>NCLR Title III NCLB and ECAA Comparison</b>			
<b>Subject</b>	<b>Section</b>	<b>NCLB</b>	<b>ECAA</b>
		School	
	3204	Native American Children in School	Eliminated
<b>Subpart 1-Program Development and Enhancement</b>	3211	Financial Assistance for language instruction education programs	Eliminated
	3212	Program Enhancement Activities for innovative instruction	Eliminated
	3213	Comprehensive school and systemwide activities- to develop and implement activities that serve a significant number of EIs	Eliminated
	3214	Applicants- for subgrants under this part	Eliminated
	3215	Capacity Building	Eliminated
	3216	Programs for Native Americans and Puerto Ricans	Eliminated
	3217	Evaluations	Eliminated
<b>Subpart 2- Research Evaluation and Dissemination</b>	3221-3225	<b>Research Evaluation and Dissemination</b>	Eliminated
<b>Subpart 3- Professional Development</b>	3231	Professional Development Grants	Eliminated
<b>Subpart 4- Emergency Immigrant Education Program</b>	3241	For districts that experience large influxes of immigrant children and youth	Eliminated
<b>Part C- General Provisions</b>			<b>New Part B in ECAA</b>





May 1, 2015

Dr. Michael Kirst  
President  
State Board of Education  
1430 N Street, Room 5111  
Sacramento, CA 95814

Via email only (sbe@cde.ca.gov)

*Re: SBE May 2015 Agenda Items # 1,2, 10 and 14*

Dear President Kirst,

Californians Together is a coalition of 25 parent, professional and civil rights organizations focused on improving policy and practice for California's English Learners. The California Association for Bilingual Education represents over 4,000 educators and parents supporting high quality programs for English Learners. As you and the board members prepare for the State Board meeting next week, we would like to take this opportunity to provide input on several of the items on the agenda. We hope our suggestions can support the ongoing thoughtful work of board.

**Agenda Item #1:** *California Assessment of Student Performance and Progress: Approval of the Proposed Contract with the Educational Testing Service for the Administration of the California Assessment of Student Performance and Progress*

Attachment 1: We are grateful for the development and inclusion of a primary language test for New Generation Science Standards in the stacked format to parallel the new math assessment. However, at several district and county level meetings where the stacked version has been discussed, the issue of the format with two languages, one on top of the other, has been raised. The current format makes it difficult for students to decipher quickly on which language to focus. It has been suggested that a different color font, bolding or italicizing one language be considered. The current format is most problematic in the lower grades where more of our students would be using the stacked format. Including directions for distinguishing the separate languages in the contract would be very helpful.

The inclusion of the Individual Student Reporting (IRS) template being available in Spanish is very helpful. However, we are wondering why the guides for ISRs will be available in five languages (referenced in task 9.1) but the forms only in Spanish. If the parents are using the guides in their home language to understand the report

Rm. 4315

10:45 am

Knowledge of the research on successful program and practices for English Learners, low-income students, foster youth and other student subgroups.

Knowledge of the different profiles (typologies) of English learners and their specific language and academic needs.

Knowledge of research on professional development that targets the diverse needs and capacity of teachers and leaders.

Knowledge of research and successful practices on parent engagement for parents of unduplicated students and other subgroups.

Knowledge of valid and reliable growth measures/metrics for English Learners.

Having a track record of scaling up innovations and reform that accelerated the language development and academic achievement of the unduplicated students and other student subgroups

Experience with designing and implementing programs and services for the different typologies (profiles) of English learners.

Experience with implementing multiple pathways to biliteracy Prek - 12th grade leading to the State Seal of Biliteracy.

Implementation of professional development that builds capacity and confidence with high leverage practices for language development and academic achievement of the student subgroups.

and then they refer to their child's report form and it is all in English – that presents a problem. We request that the IRS forms match the language of the translated guides.

Attachment 2 – Task 5- Accessibility and Accommodations – We appreciate the language on development of the primary language – language arts assessment paralleling but not translating the SBAC English Language Arts assessment. This assessment will be an important tool for California's students and serve as a model for the nation.

Task 9 Reporting – 9.6 Other Analysis and Reports – In order to determine the implementation and impact of and the designated supports and accommodations, we are requesting that a report be added to those listed that would delineate the number and percentage of ELs that took the assessments with designated supports or accommodations and which designated supports and accommodations were most used by EL students disaggregated by EL proficiency levels. This information would be very helpful to districts across the state when they are making decisions for each individual EL student about which designated supports and/or accommodations to offer. In addition, the state would be able to determine if more technical assistance is needed for districts in implementing these supports.

**Item 2:** *California Assessment of Student Performance and Progress: Update on Program Activities, including, but not limited to, Smarter Balanced Assessments (Summative, Interim, and Digital Library Resources), California Alternate Assessment Field Test, Development of the New Primary Language Development Test, and California Next Generation Science Standards for Public Schools.*

The Guides to Student Reports, the Student Score Report Video, and the reference to the Star Parent Information Guides on the California Department of Education website are important tools for parents and for parent education sessions. However, these materials are only available in English. There is a very large group of parents who do not speak or read English who have no understanding of the new testing system and what it means for their students. We recommend that a timeline and tasks be established to make these materials available in the top 5-10 languages spoken by the students in California.

**Item 10:** *Developing a New Accountability System: Discussion on System Coherence to Support Continuous Improvement in California's New Accountability System; Update on the Local Control Funding Formula including Evaluation Rubrics as specified in California Education Code Section 52064.5*

To compliment the input from the broad coalition of education advocates of which we belong, we want to suggest the addition of very specific metrics pertaining to English learners. Most of the student outcome and achievement metrics are end of year, summative measures and targeted for fluent English proficient students. There is a need for metrics to be able to show growth that are sensitive to the learning of and in a second language.

#### Pupil Achievement (4)

- For all LEAs - % of English learners making progress towards English proficiency (AMAO 1)
- For all LEAs - % of English learners attaining English language proficiency (AMAO 2) (Note: the current proposed description of this metric referenced to AMAO 2 is incorrect)
- For all LEAs - % of English learners reclassified as English proficient
- For secondary - % of seniors eligible for the State Seal of Biliteracy
- For all LEAs - % of 3<sup>rd</sup> grade students reading on grade level in English and/or their primary language

#### Other Pupil Outcomes (8)

- For all LEAs - % of ELs in US schools for 4-5 years who are at risk of becoming a Long Term English Learner (state data and yearly reporting is available for each district and each school)
- For secondary - % of ELs in grades 6-12 who are Long Term English Learners (state data and yearly reporting is available for each district and school)

#### Pupil Engagement (5)

- For all LEAs - % of students involved in extracurricular activities

#### Course Access (7)

- (modification) Course access *and instruction (for elementary schools)* in all core academic areas K-12 including the arts (We are assuming this includes ELD or it might need to be named separately)

#### LCFF Evaluation Rubrics Practice Guides and Other Complementary Resources (page 17 – attachment 3)

We would like to offer our publication, *Does Your Local Control Accountability Plan Deliver on the Promise of Increased or Improved Services for English Learner? 10 Research Aligned Rubrics to Help Answer the Question and Guide Your Programs* as a resource. It is currently posted for free download on the California Department of Education website at <http://www.cde.ca.gov/qs/ea/index.asp> and our website, [www.californianstogether.org](http://www.californianstogether.org).

#### **Item 14:** *California Educator Equity Plan: Proposed Response to the U.S. Department of Education Request for a New Plan*

The State Educator Equity Plan does address unqualified and out-of-field teachers through various state procedures and the LCFF and LCAP. However, the plan does not include a definition for inexperienced teacher not is there a defined procedure or mechanism to report the equitable distributions of inexperienced teachers. In addition, there is no calculation of the required equity gap for unqualified, out-of-



field and inexperienced teachers. We urge the SBE to address both the issue of the calculation of the equity gaps and the reporting of the equitable distribution of inexperienced teachers.

We will be available at the State Board of Education meeting to answer any questions about the content of this letter and appreciate the opportunity to work with staff and you on these important issues.

Sincerely,



Shelly Spiegel-Coleman  
Executive Director



Jan Gustafson Corea  
Chief Executive Officer

Cc: Members, California State Board of Education  
Karen Stapf Walters, Executive Director, California State Board of Education  
Judy Cias, Chief Counsel, California State Board of Education  
Brooks Allen, Deputy Policy Director and Assistant Legal Counsel, California State Board of Education  
Nancy Brownell, Senior Fellow, Local Control and Accountability  
Michelle Magyar, Local Control Funding Formula  
Jeff Bell, Program Budget Manager, Education, Department of Finance  
Cathy McBride, Governor's Office  
Jannelle Kubinec, Director of National, State and Special Projects, WestEd



# State Legislative Update

As of ~~May 27, 2015~~ *June 3, 2015*

Sue Vang, Legislative Representative  
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<b>ENGLISH LEARNERS/MIGRANT EDUCATION</b>
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2015- 2016 Legislative Session Bill No./Topic	Status
<p><b>SB 409 (de Leon): English Learners: Reclassification</b></p> <p>This bill would require the CDE, by January 1, 2017, to contract with an outside research organization to review and analyze the criteria, policies, and practices that a sampling of school districts that represent the geographic, socioeconomic, and demographic diversity of school districts in the state use to reclassify English learners (ELs) and to meet the eight state priorities, as related to ELs. The bill requires the CDE to recommend to the Legislature and the State Board of Education (SBE) any guideline, regulatory, or statutory changes that the CDE determines are necessary to identify when ELs are prepared for the successful transition to classrooms and curricula that require English proficiency and how implementation of the eight priorities support this transition. The bill requires the CDE to issue a report by January 1, 2017 as well as an updated report by 2018.</p>	<p><b>Amended April 9, 2015</b></p> <p><b>Senate Appropriations Committee</b></p> <p><b>Suspense File</b></p> <p><i>held in appropriations</i></p>
<p><b>AB 491 (Gonzalez): English Learners: Reclassification</b></p> <p>Current law requires the CDE, by January 1, 2014, to review and analyze specified information relating to reclassification from a sampling of school districts and requires the CDE to provide recommendations on any changes to guidelines, regulations, or statutes that the CDE determines are necessary to identify when ELs are prepared for the successful transition to classrooms and curricula that require English proficiency.</p> <p>This bill would change the issue date of the initial report to January 1, 2019, and would remove the updated report requirement. The bill requires the CDE to recommend, and the SBE to adopt by July 1, 2022, the department's recommendations and best practices pursuant to the department's recommendations in the report.</p>	<p><b>Amended April 30, 2015</b></p> <p><b>Assembly Appropriations Committee</b></p> <p><b>Suspense File</b></p> <p><i>pending referral to Senate</i></p>
<p><b>SB 750 (Mendoza): English Language Education: State Seal of Biliteracy</b></p> <p>This bill would make technical and clarifying changes to current law. Specifically, the bill 1) clarifies the definition of "long-term English learner" to include a student who has been enrolled in schools for <i>six years or more</i> and has remained at the same proficiency level for two or more consecutive years <i>or has regressed to a lower English language proficiency level</i> as determined by the English language development test, and 2) expands the definition of "English learner at risk of becoming a long-term English learner" to include a student enrolled in any grades 3-12, inclusive, who scores at the</p>	<p><b>Amended May 12, 2015</b></p> <p><b>Pending Referral in Assembly</b></p> <p><b>SSPI co-sponsored</b></p> <p><i>Assembly Ed.</i></p>

<p>intermediate level or below on the English language development test for four to five years. The bill requires the CDE to post on its website the number of LTEL and English learners at risk of becoming long-term English learners in the state.</p> <p>The bill updates the criteria for the State Seal of Biliteracy by adding the requirement that a student score a level 3 or higher on the California Assessment of Student Performance and Progress (CAASPP) in English language arts (ELA).</p>	
<p><b>AB 600 (Alejo): Migrant Education</b></p> <p>This bill would require the SSPI in consultation with the statewide parent advisory council (SPAC) to develop and revise the state master plan for services to migratory children for the SBE to adopt. This bill requires the state master plan to include additional services and information:</p> <ul style="list-style-type: none"> <li>• Active involvement of parents, teachers, school representatives, and community representatives in the local planning, implementation, review and improvement of migrant education programs.</li> <li>• An evaluation and monitoring component for oversight and evaluation.</li> <li>• Collection of individual and aggregate data for migratory students, as specified.</li> </ul> <p>AB 600 would require the SSPI to develop a monitoring instrument and procedure, and require annual monitoring of each LEA and region receiving funds for services to migratory children. As a condition of receiving funds, a LEA or region must include an evaluation of the overall effectiveness of the program using specified criteria. The SSPI would be required to submit a performance report triannually to the SBE, the Governor, and the Legislature.</p>	<p><b>Amended March 26, 2015</b></p> <p><b>Assembly Education Committee</b></p> <p><b>2 Year Bill</b></p>
<p><b>SB 460 (Allen): Pupils redesignated as fluent English proficient: LCFF: LCAPs.</b></p> <p>Until statewide pupil redesignation standards are adopted after January 1, 2016, by statute or regulation, or until July 1, 2019, whichever occurs first, this bill would include a student who is redesignated as fluent English proficient as an unduplicated student and authorize a county superintendent of schools, school district, or charter school to receive supplemental and concentration grant add-ons for students redesignated as fluent English proficient for two consecutive fiscal years following redesignation. SB 460 would require that a local control and accountability plan (LCAP) include a description of the annual goals to be achieved for each state priority for pupils redesignated as fluent English proficient.</p>	<p><b>Amended April 6, 2015</b></p> <p><b>Senate Appropriations Committee</b></p> <p><b>Suspense File</b></p> <p><i>Senate Floor</i></p>
<p><b>SB 416 (Huff): Public schools: repeal of funding programs.</b></p> <p>This bill would repeal numerous provisions of the Education Code for categorical programs that are considered obsolete or unnecessary in light of the passage of the Local Control Funding Formula (LCFF).</p>	<p><b>Amended April 20, 2015</b></p> <p><b>Pending Referral in the Assembly</b></p> <p><i>Assembly Ed</i></p>

**ASSESSMENTS**

**SB 172 (Liu): Pupil Testing: High School Exit Examination: Suspension.**

This bill would suspend the administration of the California High School Exit Examination (CAHSEE) for the 2016-17, 2017-18, and 2018-19 school years or when the examination is no longer available. The bill requires the SSPI to convene an advisory panel to make a recommendation on the continuation of a high school exit examination and provide recommendations on alternative pathways to demonstrate competency of state standards by March 1, 2016.

Amended  
April 6, 2015

Senate Appropriations  
Committee

Suspense File

SSPI Sponsored

*pending referral to Assembly,*

**STUDENT SUPPORT**

**SB 247 (Lara): Dream Centers: Educational Support Services**

This bill would authorize the governing board of each school district or county office of education (COE) that maintains any of grades 9 to 12, the governing board of each community college district, and the Trustees of the California State University to establish, and would encourage the Regents of the University of California to establish, undocumented student support services to include, but not necessarily be limited to, state and institutional financial aid assistance, academic counseling, referral services, and on-campus Dream Centers.

Amended  
April 7, 2015

Senate Appropriations  
Committee

Suspense File

*held in Senate  
Appropriations*

**OTHER BILLS OF INTEREST**

**SB 62 (Pavley): Student Financial Aid: Assumption Program of Loans for Education.**

SB 62 would reinstate and improve both the APLE and Governor's Teacher Fellowship programs. Under SB 62 new APLE participants would be required to teach for four years at a Title I School—a specific school site in which at least 40 percent of its students participate in the free-and-reduced lunch price program. The new participants also would need to teach in a declared shortage area and demonstrate financial need. And with the Governor's Teacher Fellowship program, new participants would need to teach at a Title I school and go through a rigorous selection process.

Amended  
April 7, 2015

Senate Appropriations  
Committee

Suspense File

SSPI Sponsored

*passed Sen. floor*

**AB 141 (Bonilla): Teacher Credentialing: Beginning Teacher Induction Programs**

This bill would, commencing with hiring for the 2016-17 school year, require anlocal educational agency (LEA) that hires a beginning teacher to provide that teacher with an induction program (Marian Bergeson Beginning Teacher

Amended  
April 7, 2015

Assembly Appropriations  
Committee

*Assembly Floor*

<p>Support and Assessment System or an alternative program that has met state standards), except as provided. The bill would also prohibit a LEA from charging a fee to a beginning teacher to participate in an induction program.</p>	<p>Suspense File</p>
<p><b>AB 580 (O'Donnell): School employees: In-service Training: Early Identification of Pupil Mental Health Issues.</b></p> <p>This bill would require LEAs to provide in-service training every school year in grades K-12 to certified staff and to classified staff who have regular personal contact with pupils, on the early identification of pupil mental health issues, as specified.</p>	<p>Amended May 6, 2015</p> <p>Assembly Appropriations Committee</p> <p>Suspense File <i>pending referral to Senate</i></p>
<p><b>AB 713 (Weber): Kindergarten</b></p> <p>This bill, beginning with the 2017–18 school year, would require a child to have completed one year of kindergarten before he or she may be admitted to the first grade.</p>	<p>Amended March 19, 2015</p> <p>Assembly Appropriations Committee</p> <p>Suspense File <i>passed Assembly floor</i></p>
<p><b>AB 575 (O'Donnell): Teachers: Best Practices Teacher Evaluation System</b></p> <p>Commencing on July 1, 2018, this bill would require the governing board of each school district, COE, and charter school to adopt and implement a locally negotiated best practices teacher evaluation system and a school administrator evaluation system. The bill would authorize the SBE, in consultation with the SSPI and appropriate education stakeholder groups, to adopt nonregulatory guidance to support the implementation of a best practices teacher evaluation system. This bill sets forth objectives by which each teacher and administrator would be evaluated, as specified.</p>	<p>Amended May 13, 2015</p> <p>Assembly Appropriations Committee</p> <p>Suspense File <i>Assembly Floor</i></p>
<p><b>SB 499 (Liu): Teachers: Best Practices Teacher Evaluation System</b></p> <p>Commencing on July 1, 2018, this bill would require the governing board of each school district and COE to adopt and implement a locally negotiated best practices teacher evaluation system and a school administrator evaluation system. The bill would authorize the SBE, in consultation with the SSPI and appropriate education stakeholder groups, to adopt nonregulatory guidance to support the implementation of a best practices teacher evaluation system.</p>	<p>Amended April 30, 2015</p> <p>Senate Appropriations Committee</p> <p>Suspense File <i>passed Senate Floor</i></p>

## Legislative Report from Peter Schilla

June 5 was the deadline for bills to be acted upon in the house of origin. If they are not passed by then, they become two-year bills and may be acted upon early next year.

Included in your packet is an excellent STATE LEGISLATIVE UPDATE prepared by Sue Vang, who is a legislative representative of the State Department of Education (dated May 27, 2015). It includes many of the bills we are following and we will mark it up at the coalition meeting to update the status of the bills and add information regarding our involvement.

CalTog and CABE have also taken positions on the following bills which are not included in Sue Vang's document (listed by subject matter category):

### ACADEMIC CONTENT STANDARDS

1. AB 711(Santiago)(April 23 version)(Our position: support)  
Would require the State Board of Education to adopt or reject specified national standards for teaching foreign languages  
1. STATUS:
2. AB 740 (Weber)(April 23 version)(Our position: support if amended)  
Would require Superintendent of Public Instruction to recommend to State Board a regular schedule for the updating of standards in all subject for which standards have been adopted.  
1. STATUS:

### AMERICAN INDIAN LANGUAGE-CULTURE CREDENTIAL

3. AB 163 (Williams)(March 16 version)(Our position: support)  
Would require the Commission on Teacher Credentialing to issue such a credential to candidates who have met the requirements specified in the bill.  
1. STATUS:

### COMMON CORE AND ELD STANDARDS IMPLEMENTATION

4. AB 631 (Bonilla)(March 26 version)(Our position: support)  
Provides \$1billion augmentation for implementation of these standards  
STATUS:

### COUNSELING SERVICES

5. SB 451 (Lara)(April 29 version)(our position: support if amended)  
States Legislative Intent regarding services to be performed by educational counselors.  
STATUS:

### ETHNIC STUDIES

6. AB 101 (Alejo)(March 18 version)(Our position: support)  
Would require the development and State Board adoption of a model curriculum framework and other support systems to ensure quality courses in ethnic studies. Also requires State Superintendent to establish an Ethnic Studies Advisory Committee.  
STATUS:

**ILLEGAL PUPIL FEES**

7. SB 320 (Lara)(As introduced)(Our position: support)  
Would strengthen parent abilities to challenge illegal student fees charged for participation in activities, etc.

STATUS:

**INSTRUCTIONAL QUALITY COMMISSION**

8. AB 1204(Chau)(May 4 version)(Our position: support)  
This bill would add a student member to the IQC.

STATUS:

**LCFF**

9. AB 1153(Calderon)(April 20 version)(Our position: support if amended)  
Would require the State Board to consider a revision of the template to require monitoring of student progress and would require school districts and county offices of education to post their evaluation rubrics ion their websites

STATUS:

**STATE PRESCHOOL PROGRAM**

10. AB 47 (McCarty)(May 6 version)(Our position: support if amended)  
Would require on or before January 1, 2017, that all eligible children shall have access to state preschool the year before kindergarten if their parents wish to enroll them.

STATUS:

*passed out of Assembly*