Zaragoza-Diaz & Associates
Martha Zaragoza-Diaz

MEMORANDUM

To: CABE Board Members

From: Martha Zaragoza Diaz, Lobbyist

Subject: Legislative Report

Date: November 16, 2015

Cc: Jan Gustafson Corea, Executive Director
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I.   California Legislature: Interim Hearings

Two Committees of the Legislature will convene two interim hearings specific to English Learners during the month of December 2015.

They are:

State Senate, Thursday, December 1, 2015
Select Committee on Biliteracy and Dual Immersion
Senator Mendoza, Chairperson
9 a.m. to 11 a.m.
Excelsior Auditorium
Excelsior High School
Norwalk Adult School
15711 Pioneer Blvd.
Norwalk
Subject: Biliteracy and Effective Learning Strategies in an Internationalized California

State Assembly, Monday, December 14, 2015
Assembly Education Committee
Assembly Member O'Donnell, Chairperson
1:30 p.m. to 3:30 p.m.
CalState Long Beach (specific location TBA)
Subject: Best Instructional Practices for English Learners

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Jan Gustafson Corea, Shelly Spiegel Coleman and myself were requested to provide input specific to the content and potential speakers for the two interim hearings. CABE President Karling Aguilera Fort has been requested to speak on what is biliteracy and what is hoped to be accomplished by promoting biliteracy.

Agendas reflecting speakers for both interim hearings are not yet available. I will forward to the members the agendas as soon as I receive them.

II. California Ed.G.E. Initiative (Education for a Global Economy)
Progress is being made in the development of a campaign on the California Ed.G.E. Initiative. The initiative still does not have an initiative number or summary written by the Attorney General. However we do know the following per Jesse Melgar, campaign consultant.
- Polling on the Initiative will be conducted in early 2016.
- Opinion research for ballot arguments will be done sometime in May/June 2016, followed by polling for a final campaign message and targeting
- Fundraising goals are: $200,00 in 2015 and $6 million in 2016.
- Two campaign committees are being established: Executive Committee (primarily responsible for fundraising and executive decisions) and Steering Committee (providing support in campaign implementation).

Our Executive Director, Jan Gustafson Corea has been recommended to serve on the Executive Committee. Those of you interested in serving on either committee should contact **Jesse Melgar:**
> **(909) 800-3840**
> **jessemelgar@gmail.com**

III. State Board of Education (SBE)

A. Approval of English Language Arts/English Language Development Instructional Materials
On November 4, 2015, the State Board of Education approved instructional materials for kindergarten through grade eight. These instructional materials are aligned to the California Standards for English Language Arts & Literacy in Science, History-Social Studies and Technical subjects based on the Common Core and the California & English Language Development Standards.

California is the first state to integrate English language arts/literacy (ELA) and English Language Development (ELD) resulting in making the language development for ELs a core part of the curriculum and not a separate isolated part of the school day! These instructional materials should help those of you who are teachers develop the language skills of ELs throughout the school day.

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SBE approved 25 instructional materials programs. Among the 25 adopted programs, 17 are intervention programs. Local school districts may now begin their own process of reviewing the materials to determine which of the adopted programs best meet the needs of their students.

For those of you who are interested, the approved programs can be reviewed at **Learning Resources Display Centers** located throughout the state, primarily at County Offices of Education. Use this link to get a listing of these Centers: http://www.cde.ca.gov/ci/cr/cf/lrdc.asp.

Approved programs **include:**
Program 2 Basic ELA/ELD: Amplify Education Inc-*Amplify ELA:California Edition, Amplify ELD: California Edition.*
 Program 3: Basic Biliteracy: Benchmark Education Company-*Benchmark Adelante* (k – 6th grade) & McGraw-Hill School Education- *Lectura Maravillas* (k-6th grade)
Program 5: Specialized ELD: Houghton Mifflin Harcourt-*Houghton- Mifflin Harcourt California Escalate English copyright 2017* (4-8 grade)*,* Pearson Education Inc, p.a. Scott Foresman & Prentice Hall-*CA Pearson iLit ELL* (4-8 grade) & Scholastic Inc.-*California English 3D Course A and Course I System* (4-8 grades).

B. New Accountability System
The SBE continues it discussion regarding the development of a new accountability system for California. The discussion continues to focus on shifting from an accountability system based solely on test scores to a system that includes multiple state and local measures that reflect more clearly what students need in order to be prepared for college, careers, citizenship and life!

The LCFF continues to be the proposed foundation of the new accountability system. The purposes of the new accountability system are to prepare students to be college and career ready, increase district and school capacity and drive continuous improvement.

Six SBE Guiding Principles have been established for the new accountability system:

- SBE Guiding Principle: Articulate the state's expectations for districts, charter schools and county offices of education.
- SBE Guiding Principle: Foster equity.

- SBE Guiding Principle: Provide useful information that helps parents, districts, charter schools, county offices of education and policymakers make important decisions.
- SBE Guiding Principle: Build capacity and increase support for districts, charter schools and county offices.
- SBE Guiding Principle: Encourage continuous improvement focused on student-level outcomes, using multiple measures for state and local priorities.
- SBE Guiding Principle: Promote system-wide integration and innovation.

Board members were informed that implementing a new accountability system is complex and will need to be phased in over time and the development of the evaluation rubrics is a central component as well as the focus on continuous improvement. Identified tasks, actions and timelines in the plan need to be elaborated more fully. Some of the tasks identified by CDE staff include:

- Review existing Legislation to identify the obsolete and outdated references to the API that need to be removed in order to support Legislation that will eliminate the API.
- Define the process to support LEAs and programs impacted by the elimination of the API. Align charter petitions, LCAPs, and Annual Updates. For example, the suspension of the API, has impacted the charter renewal process.
- Define college and career readiness.
- Define growth expectations for Smarter Balanced assessments.
- Ensure the incorporation of and alignment across programs of effective student, family, and community engagement strategies
- Include additional indicators and metrics for elementary and middle grades, charter schools, and alternative education programs in the LCAP and evaluation rubrics to build capacity and increase support for LEAs.
- Determine how to best share UCP tools, resources and training modules with multiple audiences.
- Develop a Parent Information page on the CDE Web site to explain how to use the UCP.
- Define status and growth measures.
- Include additional assessments, such as performance-based assessments, portfolio, capstones, and digital badges.
- Use formative and summative assessments (state and local).
- Provide support through the evaluation rubrics on the use of the data metric selection tool to promote equity-focused actions at the district level.
- **Include the State Seal of Biliteracy as a measure of college and career readiness**

- Identify innovative ways to align and consolidate reports and plans for local (e.g., strategic plan), state (e.g., Western Association of Schools and Colleges, SARC) and federal (e.g., Title I LEA Plan/SPSA, Title II, Title III, Consolidated Application, Special Education) requirements. For example, through the electronic submission processes of the LCAP e-template, create an appendix to support LEA Plan submission
- Use lessons learned from LCAP implementation to improve the accountability system on an ongoing basis

Additionally CDE staff informed SBE that there may be at least four legislative proposals they will be considering as part of the development of the new accountability system; 1) development of a single plan for student achievement, 2) revise the SARC to reflect current state priorities (new data elements) and either delete obsolete data or placement of data elsewhere in the education code, 3) identify all API references in the education code and determine whether references can be eliminated or placed elsewhere in the education code and 4) meet with USDOE to the LCAPs can meet federal requirements.

Some SBE members emphasized that the new accountability should show student progress and address the achievement gap, be cohesive and coherent and the development of a comprehensive communication plan to various audiences is necessary in order for everyone to accept and understand the new system.

Stay tuned for further updates.

C. The eTemplate Log-On
At the January 2014 State Board of Education (SBE) meeting, the board requested the California Department of Education (CDE) staff development of an electronic version of the LCAP template included in the emergency regulations adopted by the SBE on January 16, 2014, and approved by the Office of Administrative Law (OAL) on February 6, 2014.
CDE staff subsequently began to consult with the SBE on the early stages of the creation of an electronic template (eTemplate) and an online process for Local Control and Accountability Plans (LCAP) submissions. CDE is now at the field-testing phase of the eTemplate before making it available to all LEAs. The field test version of the eTemplate was released on June 2, 2015, and the anticipated full release of the eTemplate will be **February 1, 2016**, in time to be used by any interested LEA for the development of their 2016-17 LCAP

D. Update on the LCFF Evaluation Rubrics

The evaluation rubrics are an integral part of the LCFF performance and accountability system. The rubrics will direct attention to areas in need of additional support to meet the adopted standards for district and school performance relative to the state priorities (e.g., pupil achievement,

parental involvement, and other pupil outcomes). The evaluation rubrics will: (1) assist LEAs in evaluating their strengths, weaknesses, and areas that require improvement; (2) assist county superintendents of schools in identifying Local Educational Agencies (LEAs) in need of technical assistance and providing resources for technical assistance; and (3) assist the Superintendent of Public Instruction in identifying LEAs for which technical support and/or intervention is warranted. The SBE must adopt the evaluation rubrics by October 1, 2016.

The rubrics will include key and associated indicators to help determine LEA strengths and weaknesses in meeting local goals into three policy areas: (1) *Access and Opportunity*, (2) *Graduation*, and (3) *College and Career Readiness*. These categories provide the conceptual framework for analyzing progress relative to the standards and state priorities.

Additionally there will be two types of standards within the evaluation rubrics: (1) *Practice Standards* (qualitative narrative statements that convey research supported practices), and (2) *Quality Standards* (measurement-based data displays). These standards align to the SBE's evaluation rubrics policy areas and provide specific reference to practices and measurements against which an LEA may assess strengths, areas in need of improvement, and local performance.

In addition to practice and quality standards, the LCFF evaluation rubrics will offer customized narrative statements that will be based on data analyses, a data metric selection tool comprised of pre-populated locally defined metrics, and practice guides to function as a resource to provide a deeper inquiry into data results and define effective practices.

In May 2016, the SBE will review and finalize the evaluation rubrics and at its July 2016 will approve the evaluation rubrics.

CABE and Californians Together continue to participate in discussions with the broader Equity LCFF Coalition. We participated in the October 27, 2015 stakeholders meeting convened by West Ed where an update on the evaluation rubrics was given. Additionally we testified at the SBE September 2015 meeting on this item.

The Coalition continues to voice its concerns regarding the evaluation rubrics and its conceptual framework. A letter from the Coalition was forwarded to the SBE October 30, 2015. Specific recommendations in the letter include:

- Equity considerations should be reflected in the Summary Display of the LEA and School level.
- Restructure the SBE Policy Statements to ensure the school system drives students toward college and career readiness and not just graduations.

- Identify Key Indicators/Metrics within grade spans that prompt further inquiry through linkages to other indicators/metrics and
- Where standards are locally determined, they should be researched based, aligned with SBE approved parameters and set through community stakeholder processes.

At its October meeting, members of the Californians Together (of which CABE is a member) took on the task of identifying key indicators/metrics specific to ELs and how can that information be displayed simply and understandably.

After much discussion by the members and follow-up work by key members of the Coalition, attached is a draft **"Equity Rubric Model"** and draft display of information for your review and input.

It is our intention to have a final "**Equity Rubric Model**" by the end of the year. This draft model has been presented to the broader LCFF Coalition as well as CALSA and will be reviewed by members of the Bilingual Coordinators Network at their November meeting.

1. User Acceptance Testing (UAT)

Currently, WestED is conducting what is referred to as the *User Acceptance Testing (UAT).* A statewide sample of LEAs (county offices of education, school districts, and charter schools) will participate in a pilot test of select components of the LCFF evaluation rubrics. The pilot participants will provide information on the proposed content and user interface with the evaluation rubrics system (e.g., user access, file upload and interface with front-end data display). Recommendations from the UAT will be used to develop the technical requirements of the system. The goal will be to test portions of the developing system with the UAT so that the system as a whole (practice standards, quality standards, customized narratives, and practice guides) will be finalized based upon research and the reported usefulness by LEA users.

The UAT project is designed in the following three phases:

Phase	Topic	Schedule	Time Required
I	Content and Structure Feedback	October 12, 2015 – November 16, 2015	3-4 total hours

II	Standards and Design	December 1, 2015 - December 18, 2015	6-8 total hours
III	Acceptance Testing- Online Prototype	March 14, 2016 - March 25, 2016	6-8 total hours

Phase I: The LEA UAT representative will receive a packet of materials that includes the latest draft of the evaluation rubrics presented to the SBE at the September 2015 meeting. Will also include a review of the draft practice standards, an assessment of the alignment of the rubrics with the LCAP planning process, and feedback on the parameters and functionality needed to support the selection of local measures (e.g., parent involvement) for use in the online Web-based evaluation rubrics system.

Phase II: The LEA UAT representative will review a prototype of the display options that are available for data analysis and program effectiveness related to district goals and indicators and metrics for determining progress.

Phase III: The LEA UAT representative will receive a password and secure access to test the online Web-based evaluation rubrics system. The materials used for the UAT will be posted on the WestEd LCFF Web Portal (http://lcff.wested.org/). The information obtained from LEAs will be summarized and the group responses will be shared with the SBE and members of the public at scheduled SBE meetings.

2. Online LCFF Template

The online (Web-based) evaluation rubrics system will include, but will not be limited to, the following components: (1) data analysis and report section, (2) data metric selection tool, (3) practice standard analysis and report section, (4) quality standard analysis and report section, and (5) practice guide sections.

The San Joaquin County Office of Education has the contract to develop this online system with advice and support from the CDE and West Ed. Based on the content and design specifications provided by the SBE and WestEd, the SJCOE will build the technological infrastructure to support an online Web-based application system for the evaluation rubrics

It is anticipated that a proposed electronic LCFF template will be presented to the SBE in January 2016 for a release date of February 2016.