

# Zaragoza-Diaz & Associates

Martha Zaragoza-Diaz

## MEMORANDUM

**Date:** September 8, 2013  
**To:** CABE Board Members  
**From:** Martha Zaragoza Diaz, Lobbyist  
**Subject:** Bills Still Proceeding Through the Legislative Process  
**Cc:**

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### **I, Assembly Bills**

**AB 484 (Bonilla) Pupils Assessment: Measurement of Academic Performance & Progress Amended:** September 6, 2013

**Status:** Second Reading, Senate Floor

**Position:** Support

**Summary:** The bill as amended, would delete the provisions establishing the STAR Program, and instead establish the Measurement of Academic Performance and Progress (MAPP), commencing with the 2013-14 school year, for the assessment of certain elementary and secondary pupils. The bill keeps in place the CAPP, EAP and the STS assessments. Districts would have to pay the costs for administering the STS.

The bill would specify that the MAPP would be composed of: a consortium summative assessment in English language arts and mathematics for grades 3 to 8, inclusive, and grade 11, as specified; science grade level assessments in grades 5, 8, and 10, measuring specified content standards; the California Alternate Performance Assessment in grades 2 to 11, inclusive, in English language arts and mathematics and science in grades 5, 8, and 10, as specified; and the Early Assessment Program. The bill also requires a primary language assessment.

The bill would specify numerous policies and procedures with respect to the development and the implementation of the MAPP by the Superintendent, the state board, and affected local educational agencies.

The bill would, for the 2013-14 and 2014-15 school years, upon approval of the state board, authorize the Superintendent to not provide an API score to a school or school district due to a determination by the Superintendent that a transition to new standards-based assessments would compromise comparability of results across schools or school districts. The bill would authorize the SPI upon approval of the SBE, to submit a waiver to the federal government seeking approval to this change.

This bill would incorporate additional changes in Section 52052 of the Education Code, proposed by SB 344, to be operative only if SB 344 and this bill are chaptered and become effective on or before January 1, 2014, and this bill is chaptered last.

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# Zaragoza-Diaz & Associates

Martha Zaragoza-Diaz

## MEMORANDUM

**Date:** September 10, 2013  
**To:** CAFE Board Members  
**From:** Martha Zaragoza Diaz, Lobbyist  
**Subject:** Legislative Report  
**Cc:** Jan Gustafson Corea, Executive Director

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### **I. Implementation of Local Control Funding Formula (LCFF)**

#### **A. Stakeholders & Public Input**

The State Board of Education has taken several steps to gather input to inform the development of the LCFF regulations, templates and resources to support local implementation. These steps include convening an implementation working group comprised of representatives from approximately 20 statewide organizations. I am representing CAFE at these meetings and Xilonin Curz Gonzalez is representing Californians Together. Other stakeholders include California Rural Legal Assistance Foundation, CTA, CFT, CSBA, ACSA, SEIU, CASBO, CESSA, Charter Schools, Public Advocates, ACLU, EdTrust West, EdVoice and Students First.

There have been two meetings thus far, with two more scheduled for September 19, 2014 and October 24, 2014.

The stakeholder input process has been structured around guiding principles, which include the following:

- ❖ Implement and not advocate, focusing on implementation of the current law and abiding by the legislative direction and intent
- ❖ Simple and transparent, creating a funding mechanism that is focused on the needs of students and is equitable and easy to understand.
- ❖ Local flexibility, allowing local educational agencies, maximum flexibility in allocating resources to meet local needs.

Work groups were asked to answer several questions including what direction/standards should be in place to ensure LEAs "increase or improves services for unduplicated pupils", what should be the baseline, etc. Needless to say working groups were unable to reach consensus on these and other issues

In addition to this working group, three regional input sessions were convened throughout the state on August 8, 12<sup>th</sup>, and 13<sup>th</sup> 2013. Locations have not been decided.

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Guiding Questions were presented to those attending these regional input sessions. These questions include:

- ❖ What are the concerns and messaging needs to support effective 2013-14 implementation requirements associated with the LCFF?
- ❖ What type of information and support do LEAs need to prepare for LCFF information?

Per the West Ed consultant, 800 people attended in person and another 100 participated online in the Internet broadcast option. Individuals speaking on behalf of CAFE and Californians Together spoke at the regional input sessions held in Los Angeles and in Sacramento. An additional 3 more regional input sessions will be held in October and co-hosted by the California Endowment.

Several themes did emerge from these preliminary feedback sessions, including the following:

- ❖ Clear and consistent messages to direct and guide implementation are needed.
- ❖ LCFF is a major shift/change for LEAs from a categorical mindset to performance based and priority focused budgeting and planning process; training is needed at all levels to support this shift approach.
- ❖ An understanding of the “baseline” or starting point for the LCFF is necessary to support LCFF shifts and identify how services are to be improved and increased for “unduplicated pupils”.
- ❖ The LCFF process should build and increase public trust of the educational system and this needs to begin with and include building meaningful parent and community engagement opportunities to inform the development and adoption of LCFF budget and plans.
- ❖ Common and clear definitions would help with the LCFF, especially with new terms that are specific to LCFF changes.
- ❖ LEAs need support to crosswalk pre-LCFF operations to the post-LCFF world. This includes assistance with technical aspects as well as performance –oriented activities.

What is not mentioned that many advocates that spoke at these regional meetings expressed the need for ensuring that supplemental and concentration funds be spent on pupils generating these funds, that expenditures reported by LEAs clearly show expenditures spent on ELs, LI and foster youth and the need for a mechanism to review and monitor programs established for ELs.

Ongoing communication with the filed is a priority of CDE and SBE staff with support from WestEd. This includes the development of “Frequently Asked Questions (FAQS) posted to the CDE Website and a series of communications intended to support the filed in implementing the LCFF

(<http://www.cde.ca.gov/nr/el/le/yr13ltr0807.asp>) The online posting of resources specific to the LCFF information and implementation is located on the CDE LCFF Web page at: (<http://www.cde.ca.gov/fq/aa/lc/index.asp>).

Additionally, WestEd has launched an LCFF website where it is posting the LCFF Channel (so far consisting of three 3-5 minute videos): <http://lcff.wested.org/>. Lastly, if you would like to receive updates on the LCFF you can subscribe to this list serve: [join-LCFF-list@mlist.cde.ca.gov](mailto:join-LCFF-list@mlist.cde.ca.gov).

### **B. State Board of Education (SBE) Responsibilities Specific to LCFF Implementation**

The SBE has several important responsibilities regarding the implementation of the LCFF. However these two are most immediate.

On or before January 31, 2014, the state board is to adopt regulations that govern the expenditure of funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to Section 2574, 2575, 42238.02 and 42238.03. (Please refer to Appendix A)

On or before March 31, 2014, the state board shall adopt templates for specific purposes, including, completion of a single local control and accountability plan (LCAP). (See Appendix B)

This past Wednesday, at its September 4, 2013 meeting the SBE heard from CDE staff and the WestEd consultant, Janelle Kubinec provided an update as to the feedback received from the regional input sessions and from the working group. Two school superintendents then spoke on what they are doing now regarding the implementation of the LCFF. After these presentations approximately 32 speakers weighed in on the LCFF implementation. I spoke on behalf of CAFE and Californians Together and Cynthia Rice spoke on behalf of the California Rural Legal Aid Foundation.

Concerns expressed ranged from LEAs and administrators advocating for maximum flexibility and asking that the LCAP not be “burdened by requirements”. Advocates for students spoke the necessity to be clear about parent and student engagement, transparency of spending to the school site level and clarity about size reduction funds. I spoke to the need for inclusion of description of programs/services provided to ELs as a component of the base grant and the need for clear definition of the supplemental and concentration funding so that these funds will be used for “unduplicated pupils”.

It was clear that the Board members were not prepared to communicate their intent around the LCFF implementation, except to say they were constrained by the law. Dr. Kirst, president of the board did state that the board needs a legal analysis to determine its mandate and ability to act. He suggested that some testimony suggested legislative changes the board could not make.

Board member Sue Bur made two points: 1) this is not an either/or conversation (flexibility or equity) and 2) everyone needs to read section 52060 and commit it to memory because this section includes the state priorities which LEAs need to address as they pertain to LEAs and student subgroups.

It is anticipated that their November 6-7, 2013 meeting, the SBE will be considering concrete regulatory options as this is the only meeting between now and the adoption of the regulations at the January 15- 16 2014 meeting.

As CAFE Board members please jot down these SBE meeting dates and be prepared to testify at the November and January meetings. CAFE will be working with Californians Together in developing recommendations to the LCFF regulations as well as strategies around the LCFF. However I would like to hear from you as to what should be included in the regulations.

Also attached to this report is a chart provided by the WestEd consultant showing key 2014-15 LEA planning events. (See Appendix C).

## **II. Implementation of the Common Core Standards**

Schools received \$622 million in new state funding earlier this month to support the shift to the Common Core academic standards. School districts can decide for themselves how to use their share of the funds to train teachers, buy new materials, and/or purchase technology to help schools adapt to the new Common Core State Standards (CCSS). The funding release represents the first half of \$1.25 billion allocated for this purpose, which was included in the state budget by Governor Brown and the Legislature at SPI Torlakson's urging. The second half of the funding will be released in October. The total amounts to \$200 per student. A [district-by-district list of funding](#) is available on the California Department of Education Web site.

A new online tool is now available to help school districts develop plans to implement the Common Core standards. Developed by the California Department of Education, the [CCSS Systems Implementation Guide](#) includes suggestions and resources for local implementation organized by the seven guiding strategies in the *CCSS Systems Implementation Plan for California*. The *Guide* is to assist in the implementation of a local plan, so teachers and schools can concentrate on their first priority: their students.

The guiding strategies address:

- ❖ High-quality professional development for educators;
- ❖ CCSS-aligned instructional resources designed to meet the needs of all students;
- ❖ CCSS-aligned assessment systems;
- ❖ Working with families and the broader community to integrate Common Core into programs and activities beyond the regular school day;
- ❖ Working with higher education and business communities;
- ❖ Sharing ideas and resources as CCSS implementation moves forward; and
- ❖ Sharing information with all stakeholders.

The *Guide* also links users to publications, videos, learning modules, and other resources to help districts implement the CCSS and will be updated regularly as new resources become available. The Guide is available on the CDE CCSS Web page at <http://www.cde.ca.gov/re/cc/>. For more information on this and other Common Core resources available from the California Department of Education, please visit [Common Core State Standards](#).

### **III. English Language Development Standards Implementation Plan**

At its September meeting the SBE was given an update on the process and development of the implementation plan of the California English Language Development Standards (ELD). The implementation plan was posted for public review and comment on the CDE Web site at

<http://www/cde/ca.gov/sp/el/er/eldstandards.asp>. CAFE and Californians

Together provided feedback on the plan, including ensuring that the ELD standards are an integral part of the implementation of the common core standards and that their implementation be parallel to that of the common core standard. The SBE approved forwarding to the Legislature the CA ELD Standards Implementation Plan as required by Education Code Section 60811.3(e). Additionally the SBE designated two Board liaisons to this policy area; Aida Molina and Ilene Schwartz.

# State Board of Education LCFF Implementation Tasks

APPENDIX A

- ▶ Adopt regulations governing the expenditure of funds
  - ▶ “Increase or improve services” for English learners, low-income, and foster youth
  - ▶ Provide “schoowide, districtwide, countywide” flexibility similar to that allowed under Title I

42238.07. (a) On or before January 31, 2014, the state board shall adopt regulations that govern the expenditure of funds apportioned on the basis of the number and concentration of unduplicated pupils pursuant to Sections 2574, 2575, 42238.02, and 42238.03. The regulations shall include, but are not limited to, provisions that do all of the following:

- (1) Require a school district, county office of education, or charter school to increase or improve services for unduplicated pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils in the school district, county office of education, or charter school.
- (2) Authorize a school district, county office of education, or charter school to use funds apportioned on the basis of the number of unduplicated pupils for schoolwide purposes, or, for school districts, districtwide purposes, for county offices of education, countywide purposes, or for charter schools, charterwide purposes, in a manner that is no more restrictive than the restrictions provided for in Title I of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301, et seq.).

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# State Board of Education LCFF Implementation Tasks

- ▶ Adopt templates for the Local Control Accountability Plan
- ▶ Address eight state priorities identified for LCFF
- ▶ Minimize duplication of effort with federally required local educational agency plans

52064 (a) On or before March 31, 2014, the state board shall adopt templates for the following purposes:

(1) For use by school districts to meet the requirements of Sections 52060 to 52063, inclusive.  
(2) For use by county superintendents of schools to meet the requirements of Sections 52066 to 52069, inclusive.

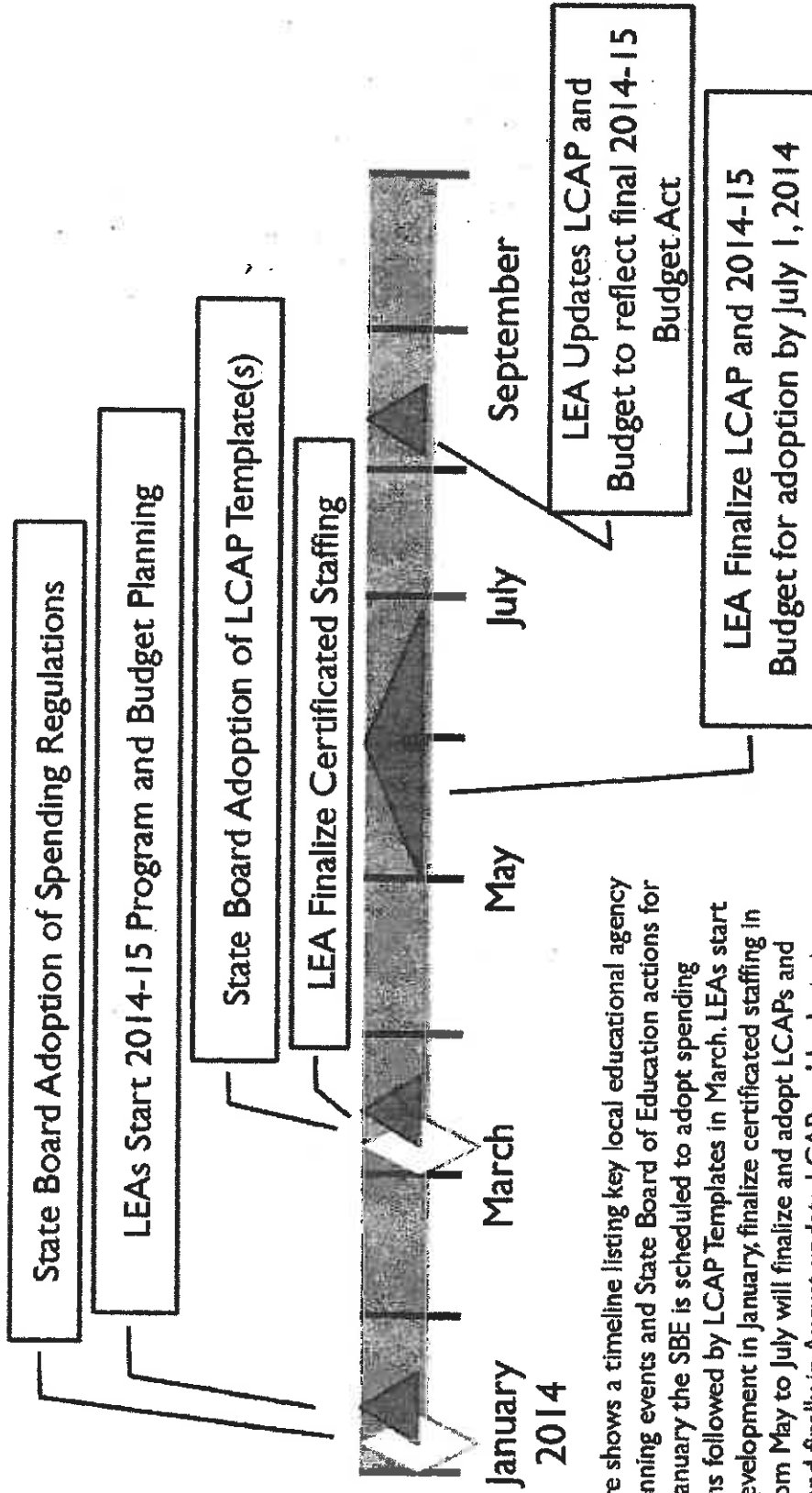
(3) For use by charter schools to meet the requirements of Section 47606.5.

**(b) The templates developed by the state board shall allow a school district, county superintendent of schools, or charter school to complete a single local control and accountability plan to meet the requirements of this article and the requirements of the federal No Child Left Behind Act of 2001 related to local educational agency plans pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110. The state board shall also take steps to minimize duplication of effort at the local level to the greatest extent possible.**





# 2014-15 Local Educational Agency (LEA) Planning Events



This figure shows a timeline listing key local educational agency (LEA) planning events and State Board of Education actions for LCFF. In January the SBE is scheduled to adopt spending regulations followed by LCAP Templates in March. LEAs start budget development in January, finalize certificated staffing in March, from May to July will finalize and adopt LCAPs and budgets, and finally in August update LCAP and budgets to reflect the 2014-15 State Budget Act.

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