

CABE Bill Calendar 2024

Oppose

[AB 2222](#) ([Rubio, Blanca D](#)) **Science of Reading: accreditation: professional development: instructional materials.**

Introduced: 2/7/2024

Last Amend: 3/18/2024

Status: 4/25/2024-Failed Deadline pursuant to Rule 61(b)(5). (Last location was ED. on 2/26/2024)

Location: 4/25/2024-A. DEAD

Summary: Would, among other things, require the Commission on Teacher Credentialing, on or before January 1, 2027, to update its literacy standards of program quality and effectiveness, literacy teaching performance expectations, and literacy instruction preconditions for program sponsors offering Reading and Literacy Leadership Specialist Credentials and Reading and Literacy Added Authorizations, or any other reading- or literacy-specific credential, certification, or authorization developed by the commission, in order to ensure compliance with effective means of teaching literacy, as defined, and adherence to the science reading, as provided.

Organization	Position Office	Assigned	Subject
CABE	Oppose	JB	

Notes : Letter Submitted

Assembly Education Committee - 03/11/24

Assembly Higher Education Committee - 03/11/24

Oppose Unless Amended

[SB 1115](#) ([Limón D](#)) **Professional learning: mathematics and literacy.**

Introduced: 2/13/2024

Last Amend: 3/19/2024

Status: 5/16/2024-Failed Deadline pursuant to Rule 61(b)(8). (Last location was APPR. SUSPENSE FILE on 5/6/2024)

Location: 5/16/2024-S. DEAD

Summary: Current law requires the State Department of Education to issue a request for proposals to contract for the development of standards for professional development for educators and instructional leaders. This bill would require the department, on or before January 1, 2026, to identify and recommend high-quality professional learning programs for certificated and classified staff that support pupil development in mathematics and literacy and that meet specified requirements. The bill would, among other things, appropriate an unspecified amount from the General Fund to the Superintendent for allocation to school districts, county offices of education, charter schools, and the state special schools for these purposes, and would authorize those local educational agencies to use those allocated funds for any high-quality professional learning programs for certificated and classified staff that support pupil development in mathematics and literacy, including, but not limited to, those identified and recommended by the department, if they comply with the specified requirements. The bill would authorize the department to, among other things, establish, where appropriate, project partnerships with other public and private agencies, to support the use of high-quality professional learning programs for certificated and classified staff that support pupil development in mathematics and literacy, as specified.

Organization	Position Office	Assigned	Subject
CABE	Oppose Unless Amended	JB	

Notes : Letter Sent:

04/30/2024 - Sen. Appropriations Committee

Sponsor Support

[AB 2071](#) ([Carrillo, Juan D](#)) **Pupil instruction: English Learner Roadmap: grant program: parent toolkit.**

Introduced: 2/5/2024

Last Amend: 5/30/2024

Status: 6/12/2024-From committee: Do pass and re-refer to Com. on APPR. (Ayes 7. Noes 0.) (June 12). Re-referred to Com. on APPR.

Location: 6/12/2024-S. APPR.

Summary: Would require the State Board of Education to, on or before March 15, 2026, develop and adopt a "California English Learner Roadmap: Parent Toolkit" that will be made available to families served by school districts, county offices of education, and charter schools that are implementing the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners. The bill would require the state board to convene a workgroup to assist in the development of the parent toolkit, as provided. The bill would require the department to develop forms that may be used by parents of English learner pupils to request services from the pupil's teacher or administrator as it relates to the parent toolkit.

Organization	Position Office	Assigned	Subject
CABE	Sponsor Support	JB	

Notes : Letter Submitted:

06/03/2024 - Sen. Education - CABE/CalTog CoSponsor

05/30/24 - Sen. Education - CABE/CalTog CoSponsor

03/25/24 - Asm Approps- CABE/CalTog CoSponsor

AB 2074 (Muratsuchi D) Pupil instruction: English Learner Roadmap Policy: statewide implementation plan.

Introduced: 2/5/2024

Last Amend: 6/6/2024

Status: 6/6/2024-From committee chair, with author's amendments: Amend, and re-refer to committee. Read second time, amended, and re-referred to Com. on ED.

Location: 6/5/2024-S. ED.

Calendar: 6/19/2024 9 a.m. - 1021 O Street, Room 2100 SENATE EDUCATION, NEWMAN, JOSH, Chair

Summary: Current law establishes the State Board of Education, and requires the state board to adopt rules and regulations, not inconsistent with the laws of the state, to govern the public elementary and secondary schools of the state. Current law requires the state board to determine all questions of policy within its powers. Pursuant to these powers, the state board has adopted a policy known as the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners, also known as the EL Roadmap Policy, for the stated purpose of assisting the State Department of Education in providing guidance to local educational agencies with respect to educating English learners attending California public schools. This bill would require the department to develop a statewide implementation plan for the EL Roadmap Policy. In developing the plan, the bill would require the department to establish 3 positions within the department, as provided, to develop the plan and to subsequently support school districts, county offices of education, and charter schools in implementing the plan. The bill would require the department to include in the plan, among other things, clear and measurable statewide goals of implementation and a system of monitoring and accountability of the implementation of the department's plan. The bill would require the department to, on or before November 1, 2026, submit a report with the statewide implementation plan for the EL Roadmap Policy to the appropriate policy and fiscal committees of the Legislature.

Organization	Position Office	Assigned	Subject
CABE	Sponsor Support	JB	

AB 2268 (Muratsuchi D) English learners: initial identification: English language proficiency assessment.

Introduced: 2/8/2024

Last Amend: 5/8/2024

Status: 6/6/2024-Read third time. Urgency clause adopted. Passed. Ordered to the Assembly. (Ayes 32. Noes 0.). In Assembly. Concurrence in Senate amendments pending. May be considered on or after June 8 pursuant to Assembly Rule 77.

Location: 6/6/2024-A. CONCURRENCE

Calendar: 6/13/2024 #13 ASSEMBLY CONCURRENCE IN SENATE AMENDMENTS

Summary: Current law requires each school district that has one or more pupils who are English learners, and, to the extent required by federal law, each county office of education and each charter school, to assess the English language development of each pupil in order to determine the pupil's level of proficiency, as specified. Current law requires the State Department of Education, with the approval of the State Board of Education, to establish procedures for conducting the assessment and for the reclassification of a pupil from English learner to English proficient. Current law requires those reclassification procedures to utilize multiple criteria in determining whether to reclassify a pupil as

proficient in English, including, among other things, an assessment of language proficiency using the English language development test that is developed or acquired by the Superintendent of Public Instruction, as provided. Current law requires the assessment for initial identification to be conducted upon the initial enrollment of a pupil, as provided. Current law requires the English language development test to assess pupils in kindergarten and grade 1 in English listening and speaking, as provided. This bill would define "initial enrollment" for the purposes of the above-described provision regarding initial identification to exclude enrollment in a transitional kindergarten program.

Organization	Position Office	Assigned	Subject
CABE	Sponsor Support	JB	

Notes : Letter Sent:
04/09/2024 - Assembly Floor Alert - hand delivered

Support

[AB 1805](#) (Ta R) Instructional materials: history-social science: Mendez v. Westminster School District of Orange County.

Introduced: 1/8/2024

Last Amend: 6/5/2024

Status: 6/11/2024-Read second time. Ordered to Consent Calendar.

Location: 6/10/2024-S. CONSENT CALENDAR

Calendar: 6/13/2024 #132 SENATE CONSENT CALENDAR SECOND LEGISLATIVE DAY

Summary: Current law requires the State Board of Education to adopt at least 5 basic instructional materials in specified subject areas, including, among others, social science, for use in kindergarten and grades 1 to 8, inclusive, as specified. This bill would require the Instructional Quality Commission, when the state board adopts new instructional materials for history-social science on or after January 1, 2025, to consider providing for inclusion, in its evaluation criteria, content on the case of Mendez v. Westminster School District of Orange County.

Organization	Position Office	Assigned	Subject
CABE	Support	JB	

Notes : Letter Submitted:
06/06/24 Sen Approps Support Letter
05/23/24 Sen Education Support Letter
04/09/24 Asm Approps Support Letter
03/25/24 Asm Approps Support Letter

[AB 1821](#) (Ramos D) Pupil instruction: course of study: social sciences: treatment of Native Americans.

Introduced: 1/11/2024

Last Amend: 4/1/2024

Status: 6/11/2024-Read second time. Ordered to Consent Calendar.

Location: 6/10/2024-S. CONSENT CALENDAR

Calendar: 6/13/2024 #133 SENATE CONSENT CALENDAR SECOND LEGISLATIVE DAY

Summary: Current law requires the Instructional Quality Commission, when the history-social science curriculum framework is next revised, on or after January 1, 2024, to consider providing for inclusion, in that curriculum framework, related evaluation criteria, and accompanying instructional materials, of instruction, among other things, the historical, social, economic, and political contributions of Asian Americans, Native Hawaiians, and Pacific Islanders in the United States. This bill, with respect to the adopted course of study for grades 1 to 6, inclusive, for social sciences, would additionally require instruction that provides a foundation for understanding the Spanish colonization of California and the Gold Rush Era, including the treatment and perspectives of Native Americans during those periods. The bill, with respect to the adopted course of study for grades 7 to 12, inclusive, for social sciences, would require, to the extent instruction is provided on the Spanish colonization of California or the Gold Rush Era, instruction that provides a foundation for understanding the treatment and perspectives of Native Americans during those periods. The bill would require the commission, when the State Board of Education next revises the history-social science curriculum framework or adopts new instructional materials, on or after January 1, 2025, to consider including content on the treatment and perspectives of Native Americans during those periods in that curriculum framework or evaluation criteria for instructional materials.

Organization	Position Office	Assigned	Subject
CABE	Support	JB	

Notes : Letter Submitted:
06/03/2024 - Sen. Appropriations
05/23/24 Sen Education Support Letter
04/09/24 Asm Approps Support Letter
03/21/24 - Asm. Appropriations
02/04/2024 - Assembly Education Committee

AB 2226 (Muratsuchi D) Elementary education: kindergarten.

Introduced: 2/7/2024

Last Amend: 5/16/2024

Status: 5/29/2024-Referred to Com. on ED.

Location: 5/29/2024-S. ED.

Calendar: 6/26/2024 9 a.m. - 1021 O Street, Room 2100 SENATE EDUCATION, NEWMAN, JOSH, Chair

Summary: Under current law, a person between 6 and 18 years of age who is not exempted by law is subject to compulsory full-time education. Existing law excludes a child under 6 years of age from the public schools, subject to specified exceptions. This bill, beginning with the 2026–27 school year, would require a child to have completed one year of kindergarten before that child may be admitted to the first grade at a public elementary school, except for a child who has been lawfully admitted to a public school kindergarten or a private school kindergarten in California, but has not yet completed one school year, and is judged to be ready for first-grade work, as specified, thereby imposing a state-mandated local program.

Organization	Position Office	Assigned	Subject
CABE	Support	JB	

Notes : Letter Submitted:
05/30/2024 - Senate Education Committee
04/30/2024 - Assembly Appropriation Committee
03/04/2024 - Asm. Education
02/04/2024 - Assembly Education Committee

AB 2845 (Rivas, Robert D) Migrant education: California Mini-Corps program and currently migratory children.

Introduced: 2/15/2024

Last Amend: 5/16/2024

Status: 6/12/2024-In committee: Set, first hearing. Hearing canceled at the request of author.

Location: 5/29/2024-S. ED.

Summary: Current law establishes the State Department of Education under the administration of the Superintendent of Public Instruction. Existing law assigns numerous duties and responsibilities to the department, including, among others, the management of the federally funded Migrant Education Program (MEP), which includes the California Mini-Corps (CMC) program, a statewide program designed to provide direct instructional services for currently migratory children in kindergarten and grades 1 to 12, inclusive, through a cadre of trained college tutors with the goals of increasing currently migratory children's academic achievement and developing future bilingual-bicultural, credentialed teachers. This bill would codify the CMC program and would require the department to annually select one county office of education to voluntarily administer the CMC program for the next fiscal year and would require the chosen county office of education to operate not less than 20 program sites at institutions of higher education and, on or before June 1 of each year, provide the identity of tutors from the 6 prior fiscal year's cohorts to the Commission on Teacher Credentialing, as provided. The bill would require the commission to, on or before July 31 of each year, report to the department which tutors from the 6 prior fiscal year's cohorts earned a preliminary teaching credential, as provided.

Organization	Position Office	Assigned	Subject
CABE	Support	JB	

Notes : Letters Submitted:
05/31/2024 - Senate Education
04/30/24 - Asm. Apro.
04/22/24 - Asm. Ed

SB 1056 (Rubio D) Elementary education: kindergarten.

Introduced: 2/8/2024

Status: 5/16/2024-Failed Deadline pursuant to Rule 61(b)(8). (Last location was APPR. SUSPENSE FILE on 4/22/2024)

Location: 5/16/2024-S. DEAD

Summary: Current law requires a child who will have their 6th birthday on or before September 1 of the school year to be admitted to the first grade of an elementary school. Current law authorizes a child who has been lawfully admitted to a public school kindergarten or a private school kindergarten in California and who is judged by the administration of the school district to be ready for first-grade work to be admitted to the first grade, as specified. This bill, beginning with the 2026–27 school year, would require a child to have completed one year of kindergarten before that child may be admitted to the first grade at a public elementary school, except for a child who has been lawfully admitted to a public school kindergarten or a private school kindergarten in California, but has not yet completed one school year, and is judged to be ready for first-grade work, as specified, thereby imposing a state-mandated local program.

Organization	Position Office	Assigned	Subject
CABE	Support	JB	

Notes : Letter Submitted:
02/04/2024 - Senate Education Committee

SB 1078 (Min D) Language access.

Introduced: 2/12/2024

Last Amend: 5/20/2024

Status: 6/12/2024-From committee: Do pass and re-refer to Com. on HUM. S. (Ayes 16. Noes 0.) (June 11). Re-referred to Com. on HUM. S.

Location: 6/11/2024-A. HUM. S.

Calendar: 6/25/2024 1:30 p.m. - State Capitol, Room 437 ASSEMBLY HUMAN SERVICES, LEE, ALEX, Chair

Summary: Would establish the Office of Language Access, within the California Health and Human Services Agency, to ensure individuals with limited English proficiency have meaningful access to government programs and services. This bill would require the Office of Language Access to, among other things, lead the development, monitoring, and periodic updating of every Language Access Plan within the agency and coordinate with language access coordinators throughout the agency to implement each Language Access Plan. The bill would require the Office of Language Access to maintain an internet website containing specified information. The bill would require the Office of Language Access, commencing November 1, 2026, and every other year thereafter, to submit a report to the Legislature and the relevant policy committees that contains specific information, including challenges encountered while implementing Language Access Plans, lessons learned, best practices, and metrics regarding individuals with limited English proficiency who use agency services.

Organization	Position Office	Assigned	Subject
CABE	Support	JB	

Notes : Letter Submitted:
06/05/2024 - Asm. Health
04/22/2024 - Senate Approps
02/04/2024 - Senate Education Committee

Total Measures: 11

Total Tracking Forms: 11