

Zaragoza-Diaz & Associates

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MEMORANDUM

Date: June 25, 2012
To: CABE Board Members
Subject: Legislative Update
Cc:

I. Highlights 2013-14 State Budget; K-12 Component

- ❖ My memo of June 17, 2013 highlighting the important facts in the 2013-14 State Budget; K-12 Component should be in the June 2013 Board package. Below are some of the more significant elements of the 2013-14 public education component.
- ❖ AB 110 is the 2013-14 State Budget Bill and AB 86 & AB 97 are the budget trailer bills specific to K-12 public education.
- ❖ The Legislature passed the budget bill and its budget trailer bills before the constitution deadline date of June 15th.
- ❖ The budget and budget trailer bills are now on the Governor's desk waiting for his approval. The governor can "blue pencil" appropriations in the budget bill he disagrees with. He has 12 days upon receiving the budget bill to act.
- ❖ Significant elements of the K-12 public education budget include:
 - \$56.5 billion in Prop 98 funding for 2012-13 & \$55.3 billion in 2013-14.
 - \$1.2 billion for implementation of common core standards. One time Prop 98 funds provided on a per ADA basis for 2 years. Funds can be used for instructional materials, professional development, technology costs associated with the implementation of the common core standards instruction and assessments.
 - \$250 million for Career & Technical Education Pathway Grants. Funds are one time funds for competitive grants to school districts, county offices of education, charter schools and community college districts for 2 years.

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- ❖ Significant elements of the K-12 public education budget include (cont'd):
 - **\$2.1 billion for implementation of the Local Control Funding Formula; the new school finance system.**
 - ❖ 8 year implementation period ending in 2020-21.
 - ❖ Provides for a “hold harmless” provision in which no district would receive less money in the budget year than they do currently.
 - ❖ 3 elements: a) **Base Grant:** statewide average of \$7,640 depending on grade level, add-ons, and whether a high school. b) **Supplemental Grant:** Funding on top of the base grant. 20% of the base grant based on number of students who are English Learners and low-income students. Approximately \$1,470. c) **Concentration Grant:** Funding on top of base grant and supplemental grant. 35% of base grant in which 55% of students in district are English Learners or low income. Approximately \$3,676.
 - ❖ Local governing boards must approve a Local Control Accountability Plan that includes specific requirements, including but not limited to, implementation of the common core standards, parental involvement, and pupil achievement.
 - ❖ School districts must submit an approved budget to the COE Superintendent aligned to the approved Local Control Accountability Plan.

II. Legislation

AB 484 (Bonilla) Pupil Assessments: Temporary Suspensions, Amended June 17, 2013

Status: Senate Education Committee-Hearing Date June 26, 2013

Summary: Would provide that, notwithstanding any other laws, commencing with the 2013-14 school year, the administration of assessments required as part of the STAR Program would be suspended, except for those assessments in the core subjects necessary to satisfy the adequate yearly progress requirements of the federal No Child Left Behind Act of 2001 in grades 3 to 8, inclusive, and grade 10 and those assessments augmented

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for use as part of the Early Assessment Program in grade 11, until new assessments addressing the common core state standards are developed and implemented. Establishes the new assessment system, the California Measurement of Academic Performance and Progress for the 21st Century (CalMAPP21) as specified.

AB 899 (Weber) Academic Content Standards: English Learners Amended May 24, 2013

Status: Senate Education Committee, Hearing date July 3, 2013

Summary: This bill would require the Superintendent, on or before January 1, 2015, to recommend modifications to the English language development standards to align with the state board-approved academic content standards for mathematics, and would also require the Superintendent to recommend modifications to the English language development standards to align with the state board-approved science content standards, for adoption to the state board. The bill would require the Superintendent, in consultation with the state board, to convene a group of experts in English language instruction, curriculum, and assessment, as provided, to meet those requirements. The bill would require the Superintendent to hold a minimum of 2 public meetings in order for the public to provide input regarding any modifications to the English language development standards. This bill would require that funding be provided in the annual Budget Act or another statute before these provisions could be implemented. The bill would make its provisions inoperative on July 1, 2016.

SB 5 (Padilla) Teacher Credentialing, Amended April 24, 2013

Status: Assembly Appropriations Committee

Summary: This bill would authorize a program of professional preparation to include up to 2 years, or the equivalent of 2/5 of a 5-year program, of professional preparation. The bill would update begin cross-references and would make other technical, nonsubstantive changes.

SB 192 (Liu) Child Care: Early Learning and School support Resources, Amended June 14, 2013

Status: Assembly Education Committee-Hearing Date Not Set

Summary: This bill would reorganize and recast those provisions as the Early Learning and Educational Support Act, and would require the Superintendent to develop standards for the implementation of high-quality early learning and educational support programs based on certain indicia of quality, including, but not limited to, program activities and services that meet the needs of children with exceptional needs and diverse abilities. The bill would require certain information to be given to parents who receive services from resource and referral programs and alternative payment programs. The bill would delete obsolete provisions, make other related and conforming changes, and make nonsubstantive changes.

SB 201 (Liu) Instructional Materials, As Introduced February 7, 2013

Status: Assembly Education Committee, Hearing Date Not Set

Summary: This bill would authorize the state board to adopt basic instructional materials for kindergarten and grades 1 to 8, inclusive, that are aligned to those standards for

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language arts and English language development by no later than November 30, 2015. The bill would, among other things, require the State Department of Education, before conducting an adoption of basic instructional materials for language arts and English language development, to provide notice, as specified, to all publishers or manufacturers that each publisher or manufacturer is required to pay a fee, as specified, to offset the cost of conducting the adoption process.

SB 247 (Liu) Pupil Assessment: Grade Levels Assessed, Amended May 24, 2013

Status: Assembly Committee on Education-Hearing Date June 26, 2013

Summary: Current law, the Leroy Greene California Assessment of Academic Achievement Act, requires the Superintendent of Public Instruction to design and implement a statewide pupil assessment program, and requires school districts, charter schools, and county offices of education to administer to each of its pupils in grades 2 to 11, inclusive, certain achievement tests, including a standards-based achievement test pursuant to the Standardized Testing and Reporting (STAR) Program. This bill, commencing July 1, 2014, would exclude pupils in grade 2 from the STAR Program. The bill would also require the State Department of Education, by November 1, 2014, to identify and make available to school districts information regarding existing assessments in language arts and mathematics begin, aligned to the adopted common core academic content standards, for pupils in grade 2 for diagnostic use by classroom teachers. The bill would require the savings realized from the elimination of the grade 2 standards-based achievement testing to be used by local educational agencies to administer the identified assessments.

SB 344 (Padilla) English Learners: Supplemental Funding, Amended May 24, 2013

Status: Assembly Education Committee, Hearing Date Not Set

Summary: This bill, commencing with the 2014-15 fiscal year, would require, as a condition for receiving supplemental funds for English learners under the Limited English Proficient Student Program, a school district that applies to the State Department of Education for these funds to adopt a master plan for how those supplemental funds will be spent. The bill would require the master plan to cover expenditures of these supplemental funds by the school district and at each affected school within the district. The bill would specify the information to be included in the master plans. The bill would require school districts, in developing or renewing master plans under the bill, to seek input from teachers, principals, administrators, English learner advisory committees, schoolsite councils, and parents, both districtwide and from each school.

The bill, commencing with the 2014-15 school year, would require schools and school districts receiving supplemental funding from the Limited English Proficient Student Program to establish advisory committees, with prescribed membership, to which proposed master plans would be submitted for review and approval. The bill would also require a school district that receives this supplemental funding to post certain contact information on its Internet Web site, as specified. **Please note: This bill will be significantly amended which may or may not contain the aforementioned provisions.**

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SB 524 (Lara & Steinberg) Pupil Instruction: Pathways Curriculum Task Force, Amended May 24, 2013

Status: Assembly Education Committee-Hearing Date Not Set

Summary: This bill would express the intent of the Legislature to develop a voluntary K-12 curriculum to educate pupils and their families about college and career opportunities. The bill would require the Superintendent of Public Instruction to appoint, and provide staff for, a 12-member Pathways Curriculum Task Force. The bill would specify the qualifications and duties of the members of the task force. The bill would require the task force to establish specified learning goals for pupils at elementary, middle, and high school levels and help pupils to achieve these goals. The bill would require the task force to develop a pathways curriculum that, among other things, would provide materials, resources, and information for K-12 pupils and their families to gain a comprehensive understanding of available opportunities in postsecondary educational institutions. The bill would express the intent of the Legislature that local educational agencies consider adopting all or parts of the career and college pathways curriculum, but would specify that adoption of the curriculum would not be mandatory and that local educational agencies may decline to participate.

III. State Board of Education-Implementation of the Local Control Funding Formula (LCFF)

As you know, AB 97-Budget Trailer Bill on the LCFF is on the governor's desk for action. The LCFF establishes a new school finance formula for California schools. It gives school districts great flexibility regarding the use of funding resulting from the LCFF. The State Board of Education (SBE) has an important role in the implementation of the Local Control Funding Formula. Below are some of the deadlines that the SBE must meet in order to establish parameters and guidelines to assist local school districts in implementing LCFF.

- ❖ **January 2014:** SBE must approve regulations regarding how districts must allocate resources to ensure the supplemental and concentration funding is spent to "benefit" students who are English Learners, low income and foster youth. The SBE must also adopt regulations to guide districts to develop their budgets.
- ❖ **March 2014:** The SBE must adopt the template for county offices of education, school districts and charter schools to utilize as they develop their Local Control Accountability Plans (LCAPs).

- ❖ **October 2015:** The SBE must adopt the LCAP evaluation rubric. This rubric is to outline performance expectations for school districts and

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school sites and can be used for self-review, as well as for determining technical assistance and intervention needs.

Stay tuned for more information on all of the above. The next SBE meeting is not until July 2013.

IV. California Department of Education Activities

A. ELA/ELD Curriculum Framework & Evaluation Criteria

Committee:

The ELA/ELD CFCC will be meeting this week Thursday, June 27th and Friday the 28th to review revised Chapters 6,7,9,10, 11 & 12. The public is welcomed to comment on both days; 1:50 pm on June 27th and 2:50 on June 28th. The revised chapters are not available on CDE's website but I am informed you can call the office and ask that copies be emailed to you. Here are the phone numbers to the Office of the Curriculum Frameworks and Instructional Resources Division: 916-319-0881 or 916-319-0451. Several persons will be providing public comment including myself, Elodia Lampkin and Shelly Spiegel Coleman.

B. Implementation of Common Core Standards

With the state budget setting aside \$1.25 billion to implement new standards in California's public schools, State Superintendent of Public Instruction Tom Torlakson kicked off California's Common Core Summer with a daylong seminar to help teachers instill deeper learning of mathematics in their students.

At Superintendent Torlakson's direction, the California Department of Education (CDE) convened the first of two showcases on the common core standards to help teachers learn how to bring the new standards to life. The June 17, 2013 showcase event brought together 150 educators from across the state, focused on mathematics. An English-Language Arts CCSS Showcase was held Monday, June 24, 2013, also in Sacramento. Participants learned how to build their knowledge through content-rich information; develop strategies for reading, writing, and speaking that are grounded in text evidence; and learned how to interpret and teach complex reading materials. Both events also provided opportunities to learn how to incorporate elementary or secondary instructional strategies; hear about strategies to support English learners, students with disabilities, and

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struggling readers; and see techniques that support college and career readiness. To receive information on the implementation activities specific to the common core standards please go to <http://www.cde.ca.gov/re/cc>.

V. California Commission on Teacher Credentialing

A. June 2013 Meetings

Lauri Burnham Massey testified on behalf of CAFE and Californians Together (due to the fact that I was ill that week) on the item specific to Adoption of the proposed regulations pertaining to English Learner Authorization for California Prepared Teachers and World Language: ELD Content Authorization. Lauri made the following points: a) gratitude to the Commission and to the EL Advisory Committee for creating this new credential; b) the credential will equip secondary teachers with the preparation and skills they need to address the language and literacy needs of ELs; and c) we encourage the Commission to continue to work with the field, school districts, and professional organizations to help with the transition = especially for teachers currently teaching these classes - so they know how to qualify to continue teaching ELs. Here is the link to this CTC Agenda item if you wish to obtain more information:

<http://www.ctc.ca.gov/commission/agendas/2013-06/2013-06-2J.pdf>.

B. National Council on Teacher Quality Report, *Teacher Prep Review*

A report was recently released by a privately funded organization called the National Council on Teacher Quality (NCTQ), based in Washington, D.C. This report questions practices utilized in California's colleges and universities. Here is the link to the NCTQ report:

http://www.nctq.org/dmsStage/Teacher_Prep_Review_2013_Report.

Dr. Linda Darling Hammond, Chairperson of the California Commission on Teacher Credentialing, wrote a response to the report.

Below is her response

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Dr. Linda Darling Hammond, Chair
California Commission on Teacher Credentialing
Statement on the National Council on Teacher Quality
Teacher Prep Review

This week, the National Council on Teacher Quality (NCTQ) issued a report titled: *Teacher Prep Review*. While the report appropriately focuses on the importance of teacher education, it does not, unfortunately, accurately reflect the work of teacher education programs in California or nationally.

NCTQ's methodology is a paper review of published course requirements and course syllabi against a check list that does not consider the actual quality of instruction that the programs offer, evidence of what their students learn, or whether graduates can actually teach. Concerns about the organization's methods led most schools of education nationally and in California to decline to participate in the data collection. The ratings published in this report are, thus, based on partial and often inaccurate data, and fail to evaluate teacher education quality.

NCTQ's methods are especially out of synch with California's approach to teacher education in two ways:

- First, while the NCTQ checklist is based largely on the design of undergraduate programs (tallying subject matter courses required during the program), California moved long ago to strengthen teacher education by requiring *graduate level* programs, which require subject matter competency BEFORE entering preparation. The means by which the state ascertains teachers' competency -- through college majors, approved subject matter programs, and rigorous state-developed tests -- are ignored in the NCTQ ratings.
- Second, while NCTQ focuses on paper requirements for *inputs*, California has moved toward accountability based on stronger evidence of *outcomes*, including rigorous tests of basic skills, content knowledge, and pedagogy. These include California's Teacher Performance Assessments, required a decade ago under SB 2042, that made the state the first in the nation to judge teachers' skills and abilities in real K-12 classrooms with real students. These outcomes are also absent from the NCTQ framework.

We in California are focusing our attention on program outcomes and evidence of program quality. We are redesigning licensing and accreditation with these goals in mind. The California Commission on Teacher Credentialing is committed to comprehensive accountability and increased transparency in data about the outcomes of our programs and the opportunities to learn they provide.

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C. Commission Begins Review of Proposed Teacher Preparation Reforms

The Commission on Teacher Credentialing began reviewing 40 proposed reforms to educator preparation recommended by its Teacher Preparation Advisory Panel (TAP) at its June 13-14, 2013 meeting in Sacramento. More information is available via the following link:

<http://www.ctc.ca.gov/briefing-room/pdf/PR-2013-06-11.pdf>