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MEMORANDUM

To: CABE Board Members
From: Martha Zaragoza Diaz, Lobbyist
Subject: Legislative Report
Date: November 4, 2014
Cc: Jan Gustafson Corea, Executive Director

I. November 4, 2014 General Elections

November 4, 2014 General Elections will determine who will serve in the various statewide elected offices. Significant state races include but are not limited to the state offices of Governor, Lt. Governor, State Superintendent of Public Instruction, and the Secretary of State. Additionally, there are fifty-eight (out of 80) Assembly races and fifteen (out of 40) Senate races. Election results will determine whether the Democrats can pull off another “super majority” in the Legislature. Additionally voters will decide whether to support the Governor in his push for a water bond and an increased state reserve fund.

Again, we will have many new “members” in the California Legislature. It is important therefore that as Board members we establish relationships with the newly elected members at the local level and introduce them to CABE as an organization and how CABE can serve as a resource to them on issues such as professional development, curriculum etc in addition to English learner issues. An update on the election results will be provided at the CABE Board meeting.

II. New Legislative Leadership

A Swearing-In Ceremony was held for Senator Kevin de Leon-D22 (D) on October 15, 2014 where he was officially sworn in as the President pro Tempore of the Senate. Senator de Leon is now officially the “leader” of the Senate. He represents District 22, which includes the cities of Alhambra, Los Angeles, Maywood, San Marino, South Pasadena and Vernon. His priorities include economic development via “green jobs” and fiscal stability by reducing the “wall of debt” and in “investing in our youth” and ensuring that opportunities be made available so they can achieve their California Dream.

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Assembly Member Toni Atkins-D78 (D) is the Speaker of the Assembly. She represents District 78, which includes the cities of Coronado, Del Mar, Imperial Beach, La Jolla, San Diego and Solana Beach. Her priorities also include economic development and fiscal stability as well as investing in social and human services.

So why is this significant? As leaders of their respective houses, they establish the legislative and budget agendas, select members to serve as Caucus officers (such as Majority Floor Leader and Majority Whip), and they select chairpersons and vice-chairpersons to the policy and fiscal committees. A new chairperson needs to be appointed to serve as the chairperson of the Assembly Education Committee since the current chair, Assembly Member Buchanan, is termed out this year.

Stay tuned for further updates regarding the California Legislature.

III. Implementation of SB 1174 (Lara) English Language Education

As was reported previously SB 1174 (Lara) English Language Education was signed by Governor Brown, Chapter 753, Statutes of 2014. SB 1174 repeals and revises specific provisions of Proposition 227. The bill now applies to all students, not just English Learners, it repeals the English only presumptive placement for EL students (eliminates the waiver requirements), requires the development of EL programs through the LCAP process, establishes a trigger for multilingual programs (30 or more pupils per school or 20 pupils or more in any grade). However the provisions of SB 1174 still needs to be approved by the voters of California and as such will be placed on the 2016 General Election as an initiative. The development and implementation of a comprehensive statewide campaign to garner public support on the provisions of SB 1174 will need to happen. Senator Lara was requested to attend the November 10, 2014 meeting of the Californians Together Coalition in order to provide his vision regarding this campaign, necessary “next steps” and the role(s) of Californians Together and its members in this campaign. Senator Lara is unable to attend this meeting because he will be in Australia however an appropriate designee will attend on behalf of the Senator. Stay tuned for further information.

IV. Update on LCFF

A. California Longitudinal Pupil Achievement Data System and Foster Youth Data

Per the California Department of Education (CDE), the testing phase is nearing completion and LEAs have been notified that foster youth data and related

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reports are to be loaded into CALPADS beginning October 31, 2014. The CDE anticipates that authorized LEA staff will be able to access foster youth reports for the first time during the week of November 3, 2014. CDE staff will continue to work with the California Department of Social Services (CDSS) to ensure that, to the extent possible, complete and accurate data about foster youth is available in CALPADS.

The CDE is also developing a self-paced training module for the CALPADS foster functionality, which will be accessible to LEAs online. The training is to include information about the security role required for staff to access the foster information as well as other considerations for appropriate use of foster youth information to best serve their needs in a manner consistent with student privacy protections. Additionally, the CDE's Coordinated Student Support Division is prepared to reach out to Foster Youth Services Coordinators in each county to assist with resources and support to enable them to design more effective services and programs for foster youth.

B. County Offices of Education

Once the permanent LCFF regulations are finalized and approved by the State Board of Education, it is anticipated that CDE program staff will be able to dedicate resources during the remainder of this school year to providing technical assistance to all local educational agencies (LEAs) and to the County Offices of Education (COEs) for the development of the 2015–16 LCAP. Current plans include:

- Sharing LCAP review guidelines well in advance with COE staff
- Collecting sample segments of 2014 LCAPs that conveyed information clearly
- Providing small group or individual coaching sessions to COEs beginning in late winter

C. Additional Guidance Regarding Charter Authorizers

The CDE has received requests for clarification about the process of charter LCAP development and submission. CDE has posted FAQs that address many issues concerning charter school LCAPs at <http://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp>.

Included in the FAQs is information clarifying that the charter authorizer does not approve a charter LCAP, but does review the LCAP as part of its regular oversight duties in accordance with statute. In addition, the LCAP template specifies that a charter school LCAP description of goals for the state priorities may be modified to meet the grade levels served and the nature of the program provided by the charter, including any modifications to reflect only California *Education Code (EC)* requirements specifically applicable to charter schools.

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Finally, CDE and SBE staff are currently working together to draft additional guidance for authorizers to address the responsibility of the authorizer receiving the charter LCAP as well as in approving charter petitions.

D. Plan Alignment Update

In October 2014, the SBE received a memo providing a status update on the work to align plans. The first work the Plan Alignment and Coordination Project (PACP) completed was an initial identification and analysis of planning requirements for districts receiving state or federal funding. More than 45 plans were associated with various mandated plans, reports, and other grant-related requirements. The PACP narrowed its focus to those plans mandated by *EC*, federal law, and state and federal regulations, a decision, which was supported by feedback from LEAs and other stakeholders.

As a result of its analysis, the PACP selected four key plans for continued work: the LCAP; the LEA Plan, including Program Improvement plans and Title III Years 2 and 4 plans; the Single Plan for Student Achievement; and the Single School District Plan. The PACP then turned its attention to identifying each plan's state and/or federal requirements.

At the same time, the PACP distributed a survey in August 2014 to approximately 2,500 recipients, including all district and county office superintendents, charter school administrators, and state and federal program directors. Approximately 650 respondents provided feedback validating the selection of the four plans identified by the PACP for its initial work. The survey also asked respondents to identify priorities for streamlining the planning process; the three most commonly identified priorities were sensitivity to the time constraints of meeting annual timelines, clarity of state and federal laws, and usability of the template.

E. Electronic Template Development for the LCAP

CDE Program and technology staff worked together to create a mockup of the data entry portion of an electronic LCAP template that was developed based on the proposed versions of the LCAP template adopted by the SBE in July 2014 and modified in September 2014 as part of the permanent regulations process.

Additionally, there is a statutory requirement to develop a template that will allow an LEA to complete an LCAP that also meets the requirements of the LEA Plan. SBE and CDE staff has discussed similarities and differences between the LCAP and the LEA Plan in anticipation of the recommendations from the Plan Alignment and Coordination Project work group. The outcome of that analysis and any decisions that result are likely to further influence the design of the electronic template.

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Once the final regulations governing the template are adopted by the SBE and approved by the Office of Administrative Law, the initial draft version of the electronic template can be finalized. The next phase of development is to field test the template before making it available to all LEAs. It is anticipated that the field test will make the template available to a number of LEAs in time for the 2015-16 annual update cycle. Staff will continue to develop a detailed plan for field testing, including the release of a field test version, support to LEAs involved in field testing, and collection of feedback to inform modifications to the electronic version of the template.

F. Evaluation Rubrics Development

California *Education Code (EC)* Section 52064.5 requires that the State Board of Education (SBE) adopt evaluation rubrics on or before October 1, 2015. The evaluation rubrics will allow local educational agencies (LEAs) to evaluate their strengths, weaknesses, and areas that require improvement; assist county superintendents of schools to identify needs and focus technical assistance; and assist the Superintendent of Public Instruction to direct interventions when warranted. Furthermore, the rubrics should provide standards for school districts and individual school site performance and expectations for improvement as related to the identified Local Control Funding Formula (LCFF) priorities.

The evaluation rubrics are an integral part of the LCFF performance and accountability system. Once developed, the rubrics will serve as tools to ensure LEAs are able to align resources to implement strategies that result in meaningful student outcomes. The rubrics will also direct attention to areas in need of additional support to meet the adopted standards for district and school performance relative to the state and local priorities.

On behalf of the SBE, WestEd organized four regional input sessions to gather insights to inform the development of evaluation rubrics (September 15, Sacramento; September 16, Redwood Shores, September 22, Fresno and Downey). In addition to the in-person sessions, WestEd also facilitated an online web dialogue from September 18-22. A total of 137 people participated in one of the in person regional input sessions, with an additional 55 people registering for the web dialogue, of which approximately 21 actively contributed to the dialogue.

Participants were asked to offer input regarding the purpose, expectations, and value of the evaluation rubrics. Major themes from the input gathered included, evaluation rubrics should provide:

- Tools to help LEAs assess whether they are meeting state and local priorities and goals
- Identification of best practices to guide continuous improvement
- Transparency and accessibility of plans

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- Clarification regarding indicators of quality and performance
- Outcomes that are measurable for all students and significant subgroups
- Information that is accessible, transparent, and easy to navigate by multiple audiences (parents, students, teachers, community members, etc.)
- A basis for comparison between districts
- A tool that fits for all LEAs that allows for variation in size, type, location, demographics, etc.

Additional regional input opportunities are planned for January and April 2015, with targeted opportunities to gather input from parents and students.

F1. Policy Stakeholder Input Session

On October 10, 2014, approximately 60 representatives from statewide and community-based organizations participated in an input session held in Sacramento. Representatives of CAFE and Californians Together attended this input session.

The input sought from the policy group built upon feedback received from the regional input sessions. Participants were asked to share feedback regarding how the evaluation rubrics could help reinforce promising practices and improve weaker practices, how the evaluation rubrics complement existing work to support equity, and how to develop evaluation rubrics that are simple and complete. There was broad agreement across several themes:

- The evaluation rubrics should focus on growth, student needs, impact for all subgroups, resource alignment, and the state priorities.
- The evaluation rubrics should distinguish between assessing and providing resources that support effective process, implementation, and outcomes.
- There could be options for a simple display as well as supporting details to balance simple with complete.
- The evaluation rubrics and related tools should be accessible, which would include being in parent friendly language as well as multiple languages to ensure broad access.
- The evaluation rubrics should not check for compliance, but should support positive changes; furthermore, the evaluation rubrics may complement, but are not a substitute, for the state accountability system.

Additional policy stakeholder input opportunities are planned for January and April 2015.

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F2. Evaluation Rubric Design Group

Per CDE staff, the Evaluation Rubric Design Group (RDG) was formed to process and reflect on feedback from stakeholders. The RDG consists of leaders from districts, charter schools, county offices of education, and school sites. The RDG met on October 2, 2014, and reflected on research regarding indicators, dashboards, and rubrics used by educational agencies to inform continuous improvement. The RDG will be working to develop options that will be vetted as part of future regional and policy stakeholder input sessions.

Below is a timeline developed by WestEd regarding the development of the Evaluation Rubrics. This is a working timeline and is subject to change, with additional meetings scheduled if needed. As reflected on the timeline, the RDG will present a first draft of the evaluation rubric to the SBE in Spring 2015.

Rubric Creation Timeline	
August 2014	WestEd commences facilitation and outreach for participation in the RDG and develops a plan to engage and gather input from working groups. Update below.
Summer/Fall 2014	WestEd convenes the RDG to plan a timeline for future meetings and establish working principles, and organizes and facilitates sessions with various working groups for preliminary input.
Spring 2015	The RDG completes a first draft of evaluation rubrics to include as part of an update to the SBE.
Spring/Summer 2015	WestEd organizes and facilitates follow-up sessions with various working groups regarding draft evaluation rubrics.
July 2015	WestEd presents an updated draft of the evaluation rubrics for review and comment by the SBE prior to adoption.
September 2015	Evaluation rubrics adopted by the SBE.

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