

Zaragoza-Diaz & Associates

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MEMORANDUM

Date: September 11, 2018
To: CAFE Board of Directors
From: Martha Zaragoza Diaz, Lobbyist
Subject: Legislative Report
Cc: Jan Gustafson Corea, Chief Executive Officer

I. Legislation Update

Final recess of the second year of the two-year 2017-2018 legislative session began upon adjournment August 31, 2018. The two-year 2019-2020 regular legislative session will begin December 3, 2018. The last day for the Governor to sign or veto bills passed by the legislature and in his possession is September 30, 2018

Co-Sponsored Bills:

CAFE is a co-sponsor, along with the Californians Together Coalition, of two bills this year. One bill has been signed and I am waiting to see whether the other bill will get signed by the Governor.

AB 2573 (O'Donnell) EL Participation in Standard Instructional Program Chapter 304, Statutes of 2018-September 7, 2018

Summary: Commencing with the 2019–20 school year, the bill (now law) prohibits a middle school or high school pupil, as defined, who is classified as an English learner, except as specified, from being denied participation in a school's standard instructional program, as defined, courses required for graduation and college admission. I would like to thank those of you who sent letters requesting the Governor to sign the bill!

AB 2514 (Thurmond) Pathways to Success Grant Program

Status: Not signed yet.

Summary: The bill essentially provides "seed" funding to LEAs or consortia interested in expanding existing or establishing new dual language immersion programs, developmental bilingual programs or early learning bilingual programs. The bill would require the State Department of Education to administer the Pathways to Success program and, commencing September 1, 2019, would require the department to award a minimum of 10 one-time grants of up to \$300,000 per grant, to school districts and consortia of school districts in partnership with other specified entities. The provisions of the

Zaragoza-Diaz & Associates

Martha Zaragoza-Diaz

bill will not be implemented because funding was not appropriated for these purposes. If signed, funding will be sought next year through the budget process.

For those of you who have not sent letters to the Governor requesting his signature on the bill, please do so now! Go to Californians Together website and sign on to their Action Alert: <https://www.californianstogether.org/legislative-updates/>. Every letter counts!! Thank you.

A final bill report will be forwarded after September 30, 2018.

II. State Board of Education

The State Board of Education convened its 2-day meeting last week. Several agenda items impacted English Learners and our advocacy efforts. Please read below.

a. Agenda Item 1: Approval of the New Measures for the College Career Indicator.

Success!! We were successful in opposing including mathematics as part of the “prepared” designation of the State Seal of Biliteracy!!

This item is an update on the ongoing development of the California School Dashboard (Dashboard). Among its recommendations, the California Department of Education (CDE) proposed changes to prepare for the inclusion of two new measures for the 2018 Dashboard, one of them being the College/Career Indicator (CCI). For the CCI, CDE was recommending inclusion of three measures, the State Seal of Biliteracy (SSB), the Golden State Merit Diploma and the Leadership/Military Science: ROTC. Based on analyses of the SSB, the CCI Work Group recommended that scores on mathematics be included in the “Prepared” level for the State Seal of Biliteracy. Per CDE, the requirements to obtain an SSB does not change however for purposes of the CCI, mathematics would be required. CABE & Californians Together opposed this recommendation.

The basis of our opposition included the following:

- The SSB reflects the attainment of high levels of language and literacy in English and a second language. Mathematics does not. It is unrelated to the proficiency goals of the SSB.
- The SSB is not easily obtainable. An impression was given that the SSB is not as rigorous as the other CCI measures. We know this is not true. If anything, the SSB requirements are as rigorous, if not more rigorous, than the other CCI measures, the Golden State Seal Merit Diploma and the Leadership/Military Science: ROTC.

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Martha Zaragoza-Diaz

- Inconsistency in applying the mathematics measure to other CCI Indicators, such as the Dual Enrollment, creating a double standard.

Approximately four hours of quality discussion took place on this issue. The Board members questioned the need to add the math requirement as well as voicing their concerns on the other two proposed measures. Myself and Jan Gustafson Corea, CEO, testified in opposition to this recommendation at the meeting.

A three-part motion was unanimously passed by the SBE. The motion was made by Ilene Straus and seconded by Sue Burr:

1. To include the State Seal of Biliteracy as a CCI measure *without* the Mathematics requirement in the “Prepared” level of the SSB.
2. Remove the Golden State Seal Merit Diploma from the CCI. More work needs to be done on this measure.
3. Modify language in the Leadership/Military Science: ROTC. Mr. Halladay had some specific concerns one of which was the title of this indicator.

This was a victory for us! Stay tuned for more updates on this.

b. Agenda Item 2: Update on the Development of California’s System of Support for LEAs and Schools.

This item is an update on the development of California’s system of support for LEAs and schools. The Budget Act of 2018-19 invests nearly \$80 million ongoing state funding and \$30 million in one-time state funding to build the infrastructure and capacity within the statewide system of support. The state budget includes several provisions that provide important clarity around roles, responsibilities, and expectations within the system of support.

The following funding has been provided in the 2018-19 state budget:

- **Ongoing funding for differentiated assistance.** Approximately \$53,800,000 in ongoing state funding for COEs to provide differentiated assistance to school districts. A formula provides base funding for each COE with two or more districts, plus additional funding based on the number of school districts identified for differentiated assistance each year.
- **Ongoing funding for the CCEE.** Approximately \$11,500,000 in ongoing annual funding for the CCEE. The CCEE had previously been funded only on a one-time basis since its creation in 2013. In conjunction with the ongoing funding, the budget provided greater detail around the CCEE’s activities, which include ongoing statewide trainings, support of geographic lead agencies (described below), and direct technical assistance to local educational agencies (LEAs).

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- **Geographic lead agencies.** Requires that the California Department of Education (CDE) and CCEE jointly select between 6 and 10 COEs to serve as geographic lead agencies. The geographic lead agencies receive a total of \$4,000,000 ongoing annual funding and have the following responsibilities: building the capacity of other COEs in their area, coordinating and calibrating differentiated assistance across their area, providing differentiated assistance to a school district if its own COE is unable to, and identifying existing resources and developing new resources in response to emerging needs identified within the system of support. The CCEE, in consultation with the CDE, will support the geographic lead agencies in fulfilling their responsibilities.
- **Expert lead agencies.** Authorizes selection of expert lead agencies to provide support on a specified statewide issue within the system of support, to the extent funding is included in the Budget Act in any given year. The Budget Act of 2018 included funding for one expert lead agency through the Community Engagement Initiative. This initiative provides \$13,274,000 in one-time funding through 2023–24. The initiative is designed to build the capacity of communities, school districts, and COEs statewide to engage each other more meaningfully in the local control and accountability plan development process, have difficult conversations, build trusting relationships, and to identify effective models of community engagement and metrics to evaluate those models.
- **Special education resource leads.** The budget requires that the CDE and CCEE jointly select between 6 and 10 Special Education Local Plan Areas (SELPA) to serve as special education resource leads. The resource leads receive a total of \$10,000,000 ongoing annual funding to work with COEs to improve outcomes for students with disabilities. The budget explicitly incorporates special education resource leads into the system of support and specifies that at least three resource leads must focus directly on building SELPA capacity statewide to work with COEs.
- **Early Math Initiative.** The budget requires that the CDE develop and administer a one-time grant of approximately \$11,122,000 in federal funds for a statewide early math initiative focused on students in pre-Kindergarten through grade three. The initiative will include development, identification, and distribution of early math resources; professional learning and coaching for educators; and mathematical learning opportunities for children. It must be developed and implemented within the system of support.

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- **Required formal communication process.** The budget requires the CDE and CCEE to establish a formal communication process to ensure that the CDE, CCEE, and the geographic lead agencies communicate with each other regularly. The state budget also provides the CDE and CCEE discretion to include the expert lead agencies and special education resource leads in this formal
- **Required stakeholder process.** Requires the CDE and CCEE to establish a process for the CDE, CCEE, and the geographic lead agencies to engage with stakeholders to inform each entity's work within the statewide system of support. The budget also provides the CDE and CCEE discretion to include the expert lead agencies and special education resource leads in this process.
- **Linking existing initiatives to the system of support.** Several provisions explicitly require the integration of existing initiatives within the system of support:
 - The budget provides \$15,000,000 to expand the state's Multi-Tiered System of Support framework to foster a positive school climate in both academic and behavioral areas and expressly requires that the implementation plan align to the system of support.
 - The budget requires that the 11 COEs that receive federal Title III funding to provide technical assistance on English Learner programs designate one of their members to participate in the formal communication process to promote alignment of their activities with the system of support.
 - California was required to adopt a state plan to implement the federal Every Student Succeeds Act. The state plan was approved in July 2018 and includes sections that address federal requirements around school improvement, specifically by using performance on the Dashboard to identify schools consistent with federal law. The State Board of Education and CDE are working to align implementation of the school improvement provisions within the system of support.

The following Table, provided CDE, is helpful in viewing the funding provided for the various purposes of the System of Support.

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Martha Zaragoza-Diaz

Table 1: 2018–19 System of Support Funding

Amount in Dollars	Purpose
\$4,000,000	Geographic Lead Agencies (6-10 lead agencies)
\$13,274,000	Community Engagement Lead Agency (1 lead agency)
\$15,000,000	Improving School Climate Lead Agency (Multi-tiered System of Support) (1 lead agency)
\$2,000,000	Regional COEs to provide technical assistance on federal requirements related to English Learners (11 COEs)
\$10,000,000	Special Education Resource Lead Agencies (up to 10 leads)
\$11,122,000	Early Math Initiative (1 COE)
\$10,000,000	Formula funds to COEs based on schools identified for school improvement under Every Student Succeeds Act
\$53,800,000	Technical assistance funding for COEs to support identified LEAs

Per CDE, these provisions ensure that there is: (1) a clear point of contact for a school district or COE to seek support responsive to a locally identified need, (2) a clear process and responsibility for agencies within the system of support to work together to connect the school district or COE with relevant resources or avenues for assistance, and (3) improved visibility of the resources, expertise, and services available across the state through various agencies and state-funded initiatives to support success in accomplishing (2) above.

c. Agenda Item 3: Update on Program Activities Related to the CAASPP System. Please note, Electronic Student Score Reports will be available in Mandarin, Vietnamese and Tagalog in addition to English and Spanish.

The information provided in this item provides a summary of recent events and developments related to the CAASPP system, including but not limited to, the Standards Based Tests in Spanish and the field test of the California Spanish Assessment.

The following was reported by CDE staff:

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Martha Zaragoza-Diaz

Standards-based Tests in Spanish

The administration window for the STS opened on February 28, 2018 and closed on July 16, 2018. By the end of the window, approximately 7,000 students' tests were submitted. This was the final administration of the STS; the CSA will be operational in spring 2019.

California Spanish Assessment

California educators participated in a review of the CSA content-specific achievement level descriptors (ALDs) July 18–19, 2018, in preparation for standard setting scheduled for August 2019. The CSA field test administration window opens on September 19, 2018, and closes on October 12, 2018. Over 50 LEAs have agreed to participate in the field test.

California educators will meet in November 2018 to review item statistics obtained from the field test to determine whether there are any items that should be set aside for revision and/or excluded from the operational assessment. In addition, approved items will be included in the item bank for future operational forms.

Electronic Student Score Reports

The CDE continues its transition to electronic CAASPP student score reports (SSRs), which are being phased in over a three-year period to provide LEAs with the necessary information and time to make the transition successfully. The transition is taking place in the following phases:

- Phase 1—Pilot (2017–18)
- Phase 2—Initial Implementation (2018–19)
- Phase 3—Full Implementation (2019–20)

Electronic SSRs provide LEAs with the flexibility to determine the delivery method of the SSRs to parents and guardians. For example, LEAs can make SSRs available through their student information system (SIS) parent portal instead of printing and mailing them. This new electronic option will reduce the turnaround time for delivering SSRs to LEAs and the costs associated with the handling and mailing them to parents/guardians. In addition, contractual cost savings from the electronic delivery of reports allows for the expansion of translations to several languages (Mandarin, Vietnamese and Tagalog) beyond English and Spanish. CDE staff states these reports offer more flexibility to expand the amount of information in the SSR and its presentation (e.g., color, spacing, format) in order to increase parent/guardian understanding and family engagement. A brief presentation by pilot partners was provided at the September SBE meeting and the new SSR template will be presented in an October Memorandum. LEAs can choose which student information system

Zaragoza-Diaz & Associates

Martha Zaragoza-Diaz

(SIS) vendors they will use. Currently available are Aeries, Infinite Campus or they can develop their own. Each SIS has a parent portal for parents to access.

I along with Jan Gustafson Corea, CEO, testified in support of the Electronic Student Score Reports and its availability in other languages in addition to English and Spanish. Additionally, I reminded the Board that the inclusion of the CSA in California's accountability system continues to be a priority for us and we look forward to continued discussions on this issue with CDE and SBE staff.

III. California Department of Education

This may have been reported at the last board meeting, so please forgive me if I am presenting this item again. This report and initiative is very important to our work that I want to make sure you are aware of it.

The State Superintendent of Public Instruction, announced in May 2018, his new initiative, ***Global California: 2030. Speak. Learn. Lead.*** The initiative seeks to vastly expand the teaching and learning of world languages and the number of students proficient in more than one language over the next 12 years. It aims to better prepare California students for the 21st century economy, broaden their perspective and understanding of the world, and strengthen the diversity of backgrounds and languages that make California's culture and economy vibrant and dynamic.

Global California 2030 is a call to action. Here are some of the goals of the report:

- By 2030, half of all K–12 students participate in programs leading to proficiency in two or more languages, either through a class, a program, or an experience.
- The number of students who receive the State Seal of Biliteracy, which is nationally recognized for college admissions and career opportunities, more than triples from 46,952 in 2017 to more than 150,000 in 2030. By 2040, three out of four graduating seniors earn the Seal of Biliteracy. The Seal is earned by demonstrating proficiency in a language in addition to English.
- The number of dual immersion programs that teach languages besides English quadruples from about 400 in 2017 to 1,600 in 2030.
- The number of new bilingual teachers authorized in world language classes more than doubles from 2017 to 2030.

I will be using this report to support our advocacy/legislative efforts regarding increasing the number of bilingual teachers, expansion of dual immersion and developmental bilingual programs as well as increasing the number of districts

Zaragoza-Diaz & Associates

Martha Zaragoza-Diaz

offering the State Seal of Biliteracy. As Board members of CAFE, this report can be used in your efforts at the local level.

To read the report, please go to Global California 2030 Web Page:
<https://www.cde.ca.gov/eo/in/>.