

Zaragoza-Diaz & Associates

Martha Zaragoza-Diaz

MEMORANDUM

Date: December 10, 2019

To: CABE Board of Directors

Subject: Legislative Report

From: Martha Zaragoza Diaz, Lobbyist

Cc: Jan Gustafson Corea, Chief Executive Officer

I. Proposed Legislation

a. BTPD Grant Program & Professional Learning for Child Care Providers specific to Dual Language Learners.

CABE is co-sponsoring legislation with Early Edge, Advancement Project and Californians together on establishing a second cohort of grantees for the Bilingual Teacher Professional Development Grant Program and professional learning for child care providers specific to dual language learners. \$5 million dollars for each component is requested. The author of the bill is Assembly Member Eloise Gomez Reyes (D-47) Grand Terrace. A bill number is not yet available.

b. Postsecondary Badge of Biliteracy

CABE is co-sponsoring legislation with Californians Together seeking to establish an Advisory Committee to the State Superintendent of Public Instruction Thurmond for the purpose of providing recommendations on:

- pathways for college students to obtain a Badge of Biliteracy
- pathways for high school students with a Seal of Biliteracy and attending college to obtain a Badge of Biliteracy.
- pathways for students pursuing a Badge of Biliteracy to obtain a teaching credential and bilingual authorization.
- Creating career technical education pathways for students with a Badge of Biliteracy.

The author of the bill is Assembly Member Reginald Jones Sawyer (D-59) Los Angeles. A bill number is not yet available.

II. Support of the proposed federal legislation, “Diversify Act”.

CABE has been requested to take a support position on the proposed federal legislation, “Diversify Act” by the Learning Policy Institute. (Please refer to Draft

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H.R. and the fact sheet.) The bill has been introduced by Representative Garcia of Illinois in the House of Representatives. Essentially, the bill proposes to increase the current **Teacher Education Assistance for College and Higher Education (TEACH)** Grant Award amounts. The intent of TEACH is to provide sufficient financial incentive to successfully recruit and retain high quality professionals in fields and communities where they are most needed. The bill proposes to:

- Increase the annual TEACH Grant Program award amount from \$4,000 to \$8,000 per year for 4 years in order to align with the current cost of attending college and
- Exempt the TEACH Grant Program from cuts under the Budget Control Act to maintain the statutorily authorized award amounts and guarantee a stable award.

The TEACH Grant program was enacted in 2007 and the grant award has not increased since its inception. Per the Learning Policy Institute, the proposed changes to the TEACH statute will help ensure a well-prepared and diverse educator work force, in turn providing students in the highest need schools continued access to well-prepared and diverse educators.

Recommendation: Support the “Diversify Act”.

III. State Board of Education (SBE) January 8, 2020 Meeting

The State Board of Education is scheduled to meet January 8th and 9th, 2020. One of the agenda items that will be presented by the staff of the California Department of Education is the approval of the revised LCAP template.

The proposed revised LCAP template still does not fully address the following:

- **Stakeholder Engagement (pages 3 & 11)** LEAs are still not required to list stakeholder input that was accepted and included in the LCAP.
- **Goals and Actions-Actions (page 4)** LEAs are not required to describe how the action(s) contributed to increased or improved services. As proposed, LEAs **may include** a description.
- **Goals and Actions-Actions for English Learners (page 15)** While LEAs are required to include specific actions in the LCAP related to at a minimum, the language acquisition programs provided to pupils and professional development activities specific to English learners, these specific actions are not required to be listed or shown in either the Plan Summary, Measuring and Reporting Results or in the Increased or Improved Services section.
- Absence of differentiated growth targets for each pupil subgroup.

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It is important that a significant number of persons testify on these points at the January 8th SBE meeting. Let me know if you are interested in attending this meeting.

IV. State Auditor Report on the LCFF- Supplemental & Concentration Funds

The State Auditor Elaine M. Howle released her audit report on determining whether the State's approach regarding the supplemental and concentration funds of the LCFF was benefitting students as intended, for the purpose of closing the achievement gap. They reviewed the effectiveness of this funding approach at three unified school districts in Clovis, Oakland and San Diego. Attached is the

November 5, 2019 Report 2019-10, **Fact Sheet** summarizing their key findings and key recommendations. The key findings include, but are not limited to:

- The State's approach to LCFF **has not ensured** that supplemental and concentration funds are benefitting students as intended and closing achievement gaps.
- The State does not require districts to spend all those funds on the intended sub-groups or track how they spend those funds.
- Districts can treat any unspent supplemental and concentration funds in a given year as base funds in the following year and therefore can use those funds for general purposes that do not directly serve intended sub-groups.

Key recommendations proposed by the State Auditor, include but are not limited to:

- amend state law to require districts and other local educational agencies to identify those unspent funds by annually reconciling and reporting on estimated and actual spending and
- require the State to develop a tracking mechanism for districts and other local educational agencies to report the types of services on which they spend their supplemental and concentration funds.

To read the full State Auditors report go to:

<https://www.auditor.ca.gov/reports/2019-101/index.html>.

You will find the response from the State Board of Education to the Auditor's report and the Auditor's response to the State Board of Education. Essentially, the State Board states implementing the recommendations of the State Auditor will lead to the creation of a categorical program and the response of the State Auditor is no it will not. Implementation of their recommendations lead to necessary accountability of LEAs on the use of these funds. Very interesting reading!