



California Association for Bilingual Education



Martha Zaragoza-Díaz,
CABE Lobbyist



Wow! A lot is happening right now. The California Legislature has returned from its summer recess and is back at work meeting legislative deadlines.

STATE LEGISLATION

The following bills are continuing to move forward through the legislative process:

SB 614 (Rubio) Teacher credentialing: reading instruction. (A-7/27/2020)

Status: Assembly Education Committee. Hearing: August 3, 2020.

Summary: The Assembly Education Committee provided amendments to SB 614, if the bill is to be heard in committee. The committee amendments do the following:

- Maintain the RICA as a requirement until July 1, 2024. Make the authorizing statute inoperative as of that date and repealed as of January 1, 2025.
- Permit candidates to meet the requirement to pass the RICA through a combination of the two currently-authorized assessment models.
- Require that, by July 1, 2024, the CTC ensure that all approved teaching performance assessments assess candidates for multiple subject and education specialist credentials for competence in instruction in literacy, including, but not limited to, foundational reading skills, as specified in section 44259, in a manner aligned to the CTC's current teaching performance expectations and to the current English Language Arts/English Language Development curriculum framework adopted by the board.
- Permit a candidate for a multiple subject credential or an education specialist credential who, prior or subsequent to January 1, 2021, takes and fails passage of the reading instruction competence assessment, to meet the requirement by successfully completing coursework that meets the commission's standards and that addresses the content of the subtest of the assessment which the candidate did not pass.



- Authorize a holder of a preliminary multiple subject credential or a preliminary education specialist credential who was unable to take the reading instruction competence assessment pursuant to Section 44283 as it read on January 1, 2020, due to the closure of assessment centers during the COVID 19 pandemic, and who must complete this requirement in order to earn a professional clear credential, and, if the reading instruction competence assessment is no longer being administered, to complete this requirement through successful completion of coursework in reading instruction that meets the CTC's standards.



- Delete proposed changes to Section 44283, including the proposed requirement that the CTC ensure that teacher preparation programs reliably assess candidates in reading instruction (this is no longer necessary given the above amendment to maintain the RICA and later assess foundational reading instruction competence in the TPA), to adopt a separate reading assessment, to provide guidance to preparation programs on performance-based assessment, as well as the requirement that all single subject credential candidates take a course and pass an assessment of primary grades reading instruction skills.
- Reinstate the requirement that ECO interns complete a reading competence assessment.
- Revise the definition of the reading instruction to mean the study of effective means of teaching literacy, including, but not limited to, evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, including English learners and pupils with exceptional needs, in accordance with the commission's standards of program quality and effectiveness, current teaching performance expectations, and the current English Language Arts/English Language Development curriculum framework adopted by the board.

CABE is in support of SB 614 (Rubio) because it is time to eliminate the Reading Instruction Competency Assessment (RICA) for candidates pursuing a teaching credential. The RICA is an outdated assessment, not aligned with current reading and literacy standards, and is a barrier to new teachers entering the profession. Additionally, the RICA pass rates reveal the disparity of this assessment on the diverse teacher candidates California desperately needs.

The Assembly Education Committee will be hearing and taking action on SB 614(Rubio) on August 3, 2020. Stay tuned for the outcome.



AB 1835 (Weber) Education finance: local control funding formula: supplemental and concentration grants. (I-1/6/2020)

Status: Senate Appropriations Committee

Summary: The bill would require each school district, county office of education, and charter school to identify unspent supplemental and concentration grant funds by annually reconciling and reporting to the department its estimated and actual spending of those moneys. The bill would require unspent funds identified pursuant to these provisions to continue to be required to be expended to increase and improve services for unduplicated pupils, and would require each local educational agency to report the amounts of unspent funds identified in its local control and accountability plan.

The bill successfully passed out of the Senate Education Committee and will now be heard in the Senate Appropriations Committee.



CABE is in support of AB 1835 (Weber). In the aftermath of COVID-19, California students are facing a learning loss as a result of COVID-19. During this critical time, it is critical that funding meant to support our most vulnerable students will be used for that purpose. In a state where only 31.3% of black students and 37.3% percent of Latino students meet standards in English, we must make sure that the supplemental and concentration funds meant to assist these students and other vulnerable students continue to be available for these students. AB 1835 will provide the safeguards necessary to protect the critical educational resources and support that these funds provide.



FEDERAL LEGISLATION

Biliteracy Education Seal and Teaching (BEST) Act

The House of Representatives passed Congresswoman Julia Brownley's (D-CA) **Biliteracy Education Seal and Teaching (BEST) Act**, as part of the William M. (Mac) Thornberry National Defense Authorization Act for Fiscal Year 2021 (H.R. 6395).



This legislation creates a federal grant program to help states create and implement a Seal of Biliteracy program that encourages and recognizes high school students who achieve proficiency in both English and at least one other language, to better enable young people to compete in the global workforce.

California's State Seal of Biliteracy legislation was authored by then-Assemblywoman Brownley and signed into law in 2011. California was the first state in the nation to establish a State Seal of Biliteracy and since then approximately 39 states and the District of Columbia have approved and established their own statewide Seal of Biliteracy. Over 250,000 high school students have graduated with this seal in California.



Go to this link for the text of H.R. 6395: <https://www.congress.gov/bill/116th-congress/house-bill/6395/text>. Information will follow on how to support H.R. 6395