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California Legislature Bill Update

As was reported previously, September 10, 2021 marked the conclusion of the first year of the 2021-2022 Legislative Session and “Interim Study Recess” began. Legislators are now in their district offices taking care of business and addressing constituent concerns. The California Legislature is scheduled to return for its second year of the 2021-2022 Legislative Session on January 3, 2022.



October 10, 2021 is the last day for Governor Newsom to take action on approximately 800 bills on his desk. He can either sign a bill, making it law (statute), veto a bill or allow a bill to become law without a signature. Bills that become law (statutes) take effect January 1, 2022, unless they are “urgency bills” which take effect immediately.

Below is the status, as of September 29, 2021, of the most significant bills followed by CBE. A complete list will be made available after October 10th, the last day for action by Governor Newsom.

Co-Sponsored Legislation:

AB 1363 (L. Rubio) Childcare: Dual Language Learners. (A-8/26/2021)

Status: Governor’s Desk

Summary: This bill requires the Superintendent of Public Instruction (SPI) to develop procedures for State Preschool contractors to identify and report data on dual language learners and requires the SPI to develop implementation procedures and related guidance for contractors. Senate amendments include, but are not limited to, deleting the proposed definition of “dual language learner.” A definition of DLL was included in AB 131 (Budget Committee), Chapter 116, Statutes of 2021. The DLL definition is the following: “(o) “Dual language learner children” means children whose first language is a language other than English or children who are developing two or more languages, one of which may be English.”



Position: Support

Other Legislation:

AB 101 (Medina) Pupil instruction: High School Graduation Requirements: Ethnic Studies (A-8/31/2021)

Status: Governor's Desk

Summary: This bill (1) requires local educational agencies (LEAs) serving grades 9-12, commencing with the 2024-25 school year, to offer at least a one-semester course in ethnic studies; (2) commencing with the 2029-30 school year, adds a semester-long course in ethnic studies to the list of statewide graduation requirements; and (3) expressly applies all statewide graduation requirements to charter schools. An August amendment removes the provisions regarding charter school graduation requirements.



Position: Support 👍

AB 469 (Reyes) Pupil Instruction: Financial Aid Applications (A-8/26/2021)

Status: Governor's Desk

Summary: This bill requires, commencing with the 2022-23 academic year, a local educational agency (LEA) to ensure a student in grade 12 completes and submits a Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA), unless the student or the student's parent or guardian opts out. The bill requires an LEA to exempt a student who is unable to comply with the requirement, as specified. The August amendment adds Senator Portantino as a principal coauthor to the bill.

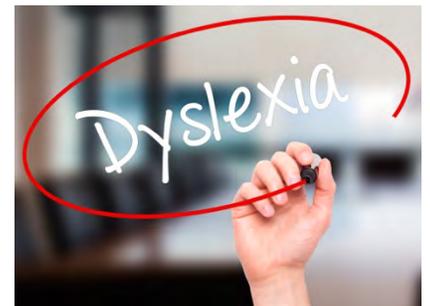


Position: Support 👍

SB 237 (Portantino) Special Education: Dyslexia Risk Screening (A-6/8/2021)

Status: 2-Year Bill

Summary: The bill would require, beginning in the 2022–23 school year, and annually thereafter, that an LEA would be required to annually screen every pupil in grades kindergarten to grade 2, inclusive, for risk of dyslexia by using the screening instrument or instruments, identified by SBE. As amended, adds the screening requirement for pupils in third grade & that appropriate instruction, progress monitoring & early intervention in the regular general education program be given to pupils identified as being at risk.



Position: Oppose 👎

SB 488 (Rubio, S) Teacher Credentialing: Reading Instruction (A-8/30/2021)

Status: Governor's Desk

Summary: Requires the Commission on Teacher Credentialing (CTC) to ensure, by July 1, 2025, that an approved teaching performance assessment (TPA) for a preliminary multiple subject credential and a preliminary education specialist credential assess all candidates for competence in instruction in literacy, revises the definition of literacy instruction for purposes of teacher preparation and requires the CTC to ensure that its standards for program quality and effectiveness align to this definition, and provides an alternate means of meeting the current reading instruction competence assessment (RICA) for some credential candidates affected by COVID-19 test center closures.

Position: Watch 

