



## APRIL 2022 LEGISLATIVE ADVOCATE REPORT PREPARED BY JENNIFER BAKER, CABE LEGISLATIVE ADVOCATE

### Governor's May Revise Budget

The Governor will be releasing his May revision of the budget the week of May 9<sup>th</sup>, which will reflect the April tax receipts. These tax receipts will determine the availability and use of excess funds that will determine what will be included in the final budget, which must be passed by June 15<sup>th</sup>. The positive news is that the fiscal environment for California is looking quite promising. The California [Department of Finance](#) recently issued their April Finance Bulletin, reflecting continued Gross Domestic Product (GDP) growth and improved labor market conditions.



With GDP growth up by 7.8% in 2021, boosted by U.S. GDP growth of 5.7%, California has continued to pivot our economy upwards. While cash receipts for the first nine months of the 2021-22 fiscal year were significantly higher than the 2022-23 Governor's budget forecast, this increase of \$17.35 billion is likely to be reduced by up to one third due to a complex formula regarding corporation taxes.

The first nine months of the fiscal year have yielded personal income tax cash receipts \$10.362 billion above the forecast, sales and use tax cash receipts were \$992 million above forecast, and corporation tax cash receipts were \$8.124 billion above forecast.

This positive growth will provide a fiscal environment in Sacramento that will better enable CABE to advocate in support for our budget priorities, as they collectively cost upwards of \$80 million in total. Stay tuned in May for the release of the Governor's May Revise Budget.

### CABE/Californians Together-Sponsored Legislation

CABE/Californians Together-Sponsored Legislation has moved to the Appropriations Committees.



**AB 1701 (Medina)** — would create a grant program within the CSU to increase full-time faculty its Colleges of Education in bilingual authorization programs to create more teachers with bilingual authorizations. This bill is currently on the Assembly Appropriations Committee Suspense File, which will likely be taken up on May 19<sup>th</sup>.

**AB 1868 (Rivas)** — would require local education agencies with specified numbers of long-term English learners to delineate goals and strategies for serving the needs of these students within their Local Control and Accountability Plan. The bill is being heard on May 4<sup>th</sup> in the Assembly Appropriations Committee and will likely be sent to the Suspense File.

**SB 952 (Limón)** — would expand the number of schoolwide dual language immersion programs in California. This measure received full bipartisan support in the Senate Education Committee and is now located in the Senate Appropriations Committee's Suspense File, which will likely be taken up on May 19<sup>th</sup>.

## CABE/Californians Together Leadership Lobby Day

CABE, along with Californians Together, will be holding a Leadership Lobby Day in early May to hold a series of strategic budget meetings to advance our priorities, which include:



- **Bilingual Teacher Professional Development Grant** — \$10 million appropriation to implement over five years to continue the “grow your own” work to address the bilingual teacher shortage
- **Educator Workforce Investment Program English Learner Roadmap Policy Implementation** — \$20 million appropriation over five years to continue the professional learning established in the last grant
- **California State University (CSU) Jump Start Program** — \$25 million appropriation to provide funding for AB 1701 (Medina) to increase student enrollment in bilingual authorization programs through the recruitment and retention of full-time faculty through its Colleges of Education
- **Disaggregation of Data: Long-Term English Learners (LTELs)** — We are seeking an appropriation to provide funding for AB 1868 (Rivas) to disaggregate data to strengthen California’s guidance and resources to ensure Long Term English Learner students are correctly identified and provided with targeted interventions that best meet their needs.

The following CABE Board and Staff will be participating in Leadership Lobby Day:

- Dr. Bárbara Flores, Board President
- Dr. Marlene Batista, Board Director of Legislative Affairs
- Jan Gustafson, CEO
- María Villa, Deputy Director
- Jennifer Baker, Legislative Advocate
- Sally Fox, Education Policy Analyst
- Dr. Alma Castro, Director of the Multilingual California Project (M<sup>CAP</sup>)



## CABE-Supported Legislation Moves Forward

The CABE Board Legislative Committee has decided to support several legislative priorities. The following CABE-supported bills have all moved out of the Assembly Education Committee and are now located in the Assembly Appropriations Committee:

**AB 1703 (Ramos)** – Would encourage school districts, county offices of education, and charter schools to form California Indian education task forces with California Tribes local to their region, or historically located in their region. The bill would also encourage task force participants to discuss issues of mutual concern and requires these task forces to submit information annually to the CDE.



**AB 1777 (Aguiar-Curry)** – Would expand education access to migrant students in grades K-8 by ensuring at least two local education agencies can provide continuous school instruction during the summer by allowing the local education agencies to access ADA funding reflecting the enrollment of migrant students. In 2017-18, California had 81,815 migrant students, half of these were English learners. In 2016-17, 74 percent of migrant

students did not meet English Language Arts standards, compared to 53 percent of the general student population.

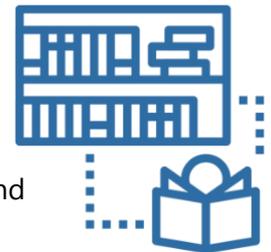
**AB 1838 (Bauer-Kahan)** – Would expand the existing requirement for schools to provide educational resources in multiple languages by requiring public and charter schools to provide materials in the families primary language if it is one of the two most commonly spoken languages at that pupil’s school, is a language spoken by 15 percent or more at a pupil’s school, or it if is a language spoken by 15 percent or more of the residents of any county that the school or school district resides in.

**AB 1948 (Ting)** – Would set new targets for the local control funding formula and require the state to re-examine the “proxy” for student need. This would essentially change the way child poverty is measured to increase school funding by revising the Local Control Funding Formula (LCFF) definition of unduplicated pupils to include: unhoused students, county poverty, foster, and homelessness status in an unduplicated way, raising the poverty threshold from federal school meals to a level closer to CA’s CalGrant eligibility levels (250 percent federal poverty or \$66,000 for a family of four), and increasing the LCFF base funding for all students by 10.66 percent, which is double the proposed COLA.



**AB 2235 (Medina)** – Would require the Commission on Teacher Credentialing to develop a supplementary authorization in ethnic studies and grant authorization to a credential holder who has met these requirements. Would also allow ethnic studies coursework meeting these requirements prior to the authorization to be grandfathered in.

**AB 2465 (Bonta)** – Contingent upon appropriation, would require the CDE to develop and implement a competitive grant program to local LEAs, library districts, and public libraries to provide a library card to every student enrolled in the LEA. Would require the SPI to encourage all residents to use state libraries, regardless of immigration status, as well as would require the CDE to provide information on its website regarding legal assistance and guidance to undocumented students, immigrants and their families. This bill would:



- Require the SPI to create an updated state plan of library standards and submit it to the SBE. The CDE would additionally be required to make public information on its website on how LEAs can update their school site libraries and access grant funds. Upon appropriation, would require the CDE to develop a grant program to help LEAs add resources to their school libraries.
- Create the Family and Community Literacy: Supporting Literacy and Biliteracy in Schools, Families, and Communities Grant Program to support the goal of students reading at grade level by the third grade and engaging families. Would require the CDE to award competitive grants from multiple grant programs.
- Appropriate \$37.5 million from the General Fund to the CDE for the CA Family Literacy Innovation Project to support community literacy and educational enrichment by creating partnerships between LEAs and community-based organizations to engage families to improve literacy and biliteracy outcomes. Would require the CDE to award grants of \$1.5 million each to 25 LEAs partnering in this program.



- Create the Sustaining Career Pathways for Multilingual and Dual Immersion Educators Program within the CTC and would appropriate \$25 million from the General Fund to develop the Next Generation Bilingual and Multilingual Educator Fellowship Grant Program to improve career mobility for bilingual

and multilingual educators. Five grants would be awarded by the CTC for \$5 million for demonstration projects to support the development of 500 new bilingual educators and bilingual credentialing and certification of at least 500 additional educators.



- Require the CTC, in collaboration with the CDE, to develop a statewide plan for teacher recruitment and retention that includes recommendations related to the Next Generation Bilingual and Multilingual Educators Fellowship Grant Program.
- Appropriate \$2.5 million from the General Fund to the CDE to create the CA READS Nuestro Estado California Outreach Program to support a statewide grassroots social media, print, and media campaign to promote statewide reading goals.

**AB 2598 (Weber)** – Would require the CDE to develop a standard model to implement restorative justice practices within public schools, as well as making that information available on their website by 2024. Would require the appointment of nine members to an advisory committee by 2023 to assist in the planning and implementation of this standard model. Further, would require school districts to use this standard model by 2024 to implement restorative justice practices to improve campus culture and climate.



## Legislative Policy Deadline Passes

April 29<sup>th</sup> was the last day for all bills that have a cost to be passed by policy committees. Any bills that have not passed all required initial policy committees will be deemed dead. Multiple committees held a series of marathon hearings over the past few weeks to hear bills. The next major deadline is May 20<sup>th</sup>, which is the final day for all fiscal committees to pass bills. After bills move out of the Appropriations Committee, they must pass the respective floor of each house by May 27 to continue moving forward.