



THE SACRAMENTO REPORT



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I. Update on the Bilingual Teacher Professional Development Grants

As was reported in the previous newsletter, five million dollars was allocated for the purpose of establishing a Bilingual Teacher Professional Development Program Grant program (BTPDP) to be administered by the California Department of Education (CDE). The purpose of this grant program is to provide professional learning opportunities to teams of eligible teachers for the purpose of increasing the number of teachers who obtain a bilingual authorization as a result of participation in the program and increase the number of teachers with a bilingual authorization who return to teaching in a bilingual or multilingual setting. Eligible entities for this grant include local educational agencies which include county offices of education, school districts or charter schools, or a consortia of local educational agencies partnering with community colleges or IHEs.

CDE has reviewed all Requests for Applications submitted and have awarded the following entities grants of \$625,000.00 each. The BTPDP grant recipients are the Riverside Unified School District, Anaheim Union High School District, Los Angeles County Office of Education, San Bernardino County Office of Education, Sacramento County Office of Education, Patterson Joint Unified School District, Oak Grove School District and San Luis Obispo County Office of Education. Congratulations to the grant recipients!

II. State Board of Education Approves History/Social Science Instructional Materials.

At its November 9, 2017 meeting, the State Board of Education (SBE) voted to approve instructional materials for grades K-8 that align with California's groundbreaking History/Social-Science Curriculum Framework. State Superintendent of Public Instruction Tom Torlakson stated "the approved instructional materials will give students a broader, deeper, and more accurate understanding of history and the social

sciences, provide them with current research, and equip them with the critical thinking and research skills to make up their own minds about controversial issues”.

The new instructional materials follow guidelines established by the FAIR Education Act, which the Legislature approved in 2011 to require including the contributions of various groups in the history of California and the United States. California became the first state to specifically mandate study of Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups, with particular emphasis on portraying the role of these groups in contemporary society.

A total of 10 instructional programs were approved by the SBE for K–8 history and social sciences after eight hours of testimony from about 500 speakers. The new materials include:

- A new focus on civic engagement, which encourages and prepares students to be informed and involved in their local communities.
- A more complete picture of the accomplishments and challenges faced by LGBT individuals in American history and culture, such as astronaut Sally Ride and comedian Ellen DeGeneres.
- Expanded coverage of the farm labor movement that includes not only César Chávez, but also the role of Filipinos and Filipino Civil Rights Leader Larry Itliong.
- Information on the Mexican Repatriation Program, which illegally deported thousands of Mexican-Americans in the 1930s, many of whom were U.S. citizens.
- A new emphasis on the diverse, multi-cultural heritage of California and the United States and the importance of our state and nation as a place of promise for all people, especially immigrants.
- More detail on African American history, specifically the institution of slavery. Through assigned readings, students can reflect on the meaning of slavery both as a legal and economic institution and an extreme violation of human rights.
- Additional perspective on the plight of Native Americans in California’s missions, focusing on diseases from which Natives did not have immunity, hardships of forced labor, and separation from traditional ways of life.

Districts can choose to purchase the instructional materials approved by the SBE, but they can also choose other materials, if those materials teach the content standards and reflect the History/Social Science Curriculum Framework. A complete listing of approved programs can be obtained at CDE’s website, Curriculum & Instruction link:
<https://www.cde.ca.gov/ci/hs/im/hssadoptedprograms.asp>.

III. 2017 Legislation Signed by the Governor

Bills signed by the Governor take effect January 1, 2018, unless otherwise noted.

AB 23 (Ridley-Thomas) – Educational Programs: Single Gender Schools and Instructional Programs

This bill authorizes school districts with an ADA of at least 400,000 students, and charter schools authorized by a school district with at least 400,000 students, to maintain single gender schools and classes provided that the governing board of the school district and/or charter school has adopted a policy that addresses how it will ensure compliance with federal Title IX regulations. AB 23 also requires the school district and/or charter school to conduct an evaluation of the school or class at least once every two years to ensure that the single gender aspect of the school or class is based upon genuine justifications and does not rely on overly broad generalizations about the different talents, capacities, or preferences of either gender.

Status: Signed by the Governor on October 11, Chapter 654, Statutes of 2017.

AB 24 (Eggman) – Instructional Programs: State Seal of Civic Engagement

This bill requires the SSPI to recommend to the SBE criteria for awarding a State Seal of Civic Engagement (seal) by January 1, 2020. On or before January 31, 2021, the SBE shall adopt, reject, or modify the criteria recommended by the SSPI. In establishing criteria for the seal, AB 24 requires the SSPI to incorporate the Six Proven Practices for Effective Civic Learning and other best practices for civic learning and engagement. This bill also requires the SSPI to prepare and deliver an insignia to be affixed to students' diploma or transcript that denotes they have been awarded the seal and requires a participating school district to maintain appropriate records in order to identify students who have earned the seal. In establishing criteria for the seal, the SSPI shall also consult with a diverse group of credentialed, current, classroom teachers who teach the subject of history-social science, including government, in secondary schools.

Status: Signed by the Governor on October 9, Chapter 604, Statutes of 2017.

AB 37 (O'Donnell) – Pupil Instruction: Visual and Performing Arts: Content Standards in Media Arts

Current law requires the SBE to approve updates to the visual and performing arts (VAPA) content standards in dance, theater, music, and visual arts by January 31, 2019. As part of the current VAPA standards update, this bill requires the SSPI, in consultation with the Instructional Quality Commission (IQC) and experts in arts education, to recommend content standards in media arts to the SBE for their adoption by January 31, 2019. AB 37 requires the National Core Arts Standards in media arts to serve as the basis for new media arts standards. Further, the bill authorizes media arts to be included in the next VAPA content standards curriculum framework and instructional materials adoption.

Status: Signed by the Governor on July 24, Chapter 102, Statutes of 2017

AB 81 (Gonzalez) – English Learners: Identification: Notice

Current law requires a local educational agency (LEA) to provide each parent with notice of the assessment of his or her child's English language proficiency annually. This bill expands the requirements of the notice by adding the following information: whether the pupil is a long-term English learner (LTEL) or at risk of becoming an LTEL; the manner in which English language development (ELD) instruction will meet the educational strengths and needs of the pupil; and the manner in which ELD instruction will help a pupil who is an LTEL or at-risk of becoming an LTEL develop English proficiency and meet academic standards. AB 81 authorizes LEAs to use local definitions for a student who is or is at-risk of becoming a LTEL, if the definitions are broader than existing statutory definitions and the notification states that the definitions are broader than state law.

Status: Signed by the Governor on October 9, Chapter 609, Statutes of 2017.

AB 261 (Thurmond) – Governing Boards: Pupil Members Preferential Voting

This bill requires a pupil member of a local governing board of a school district to have preferential voting rights.

Status: Signed by the Governor on September 23, Chapter 257, Statutes of 2017.

AB 677 (Chiu) – Data Collection: Sexual Orientation

Current law directs specified state departments to collect voluntary self-identification information on sexual orientation and gender identity. This bill adds education and employment-related agencies, including the CDE, to the list of state entities required to collect data on sexual orientation and gender identity no later than July 1, 2019. The bill excludes the collection of this data from the California Longitudinal Pupil Achievement Data System (CALPADS). AB 677 prohibits LEAs that administer voluntary surveys that already include questions pertaining to sexual orientation and gender identity from removing those questions.

Status: Signed by the Governor on October 13, Chapter 744, Statutes of 2017.

AB 738 (Limon) – Pupil Instruction: Native American Studies: Model Curriculum

This bill requires the IQC to develop a model curriculum in Native American studies by December 31, 2021, and the SBE to adopt, modify, or revise the model curriculum by March 31, 2022. The development of the model curriculum must include participation of a faculty of Native American studies programs from institutions of higher education and representatives of LEAs, a majority of whom are K-12 teachers with experience in the study or teaching of Native American studies. AB 738 also encourages school districts and charter schools maintaining grades 9 through 12 to offer a course in Native American studies, based on the model curriculum adopted by the SBE, as an elective in the social sciences or ELA. The implementation of this bill is contingent upon funding.

Status: Signed by the Governor on October 9, Chapter 614, Statutes of 2017.

AB 830 (Kalra) – High School Exit Examination

This bill repeals the high school exit examination (HSEE) and the requirement to pass the HSEE as a condition of graduation. The bill also makes clarifying, conforming, and nonsubstantive changes.

Status: Signed by the Governor on October 10, Chapter 641, Statutes of 2017.

AB 1035 (O'Donnell) – Interim Assessments: Content Standard Reporting.

Current law requires the CDE to acquire, through the Smarter Balanced Assessment Consortium, interim, and formative assessment tools for grades K-12 and offer those tools at no cost to LEAs. AB 1035 requires the interim assessments be developed, in close consultation with current classroom teachers at each grade level assessed, to provide timely feedback to teachers for their use so that they may continually adjust instruction to improve learning. The bill ensures that teachers who administer the interim assessments have access to all functions and information designed for teacher use.

AB 1035 specifies that interim assessments offered to LEAs are intended for the purposes of improving teaching and pupil learning. The bill prohibits the use of interim assessments for any high-stakes purposes such as teacher evaluation or accountability.

Status: Signed by the Governor on October 13, Chapter 752, Statutes of 2017.

AB 1227 (Bonta) – Human Trafficking Prevention Education and Training Act

Current law, the California Healthy Youth Act, requires school districts to ensure that all pupils in grades 7 to 12 receive comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education. This bill requires that instruction additionally include information about sexual abuse and replaces information about sex trafficking with information about human trafficking.

Status: Signed by the Governor on October 7, Chapter 558, Statutes of 2017.

SB 257 (Lara) – Pupils of Deported Parents: Residency: Average Daily Attendance Apportionments

This bill requires a school district to admit a pupil who is seeking admission to a school, regardless of their current residency, if the pupil meets the following requirements:

- has a parent or guardian who departed California against his or her will and provides official documentation confirming the departure;
- the pupil moved outside of California as a result of his or her parent or guardian departing California against his or her will; and provides evidence that the pupil lived and attended school in California immediately before moving outside of California.

The bill defines “departed California against his or her will” as the following:

- The person was in custody of a government agency and was transferred to another state.

- The person was subject to a lawful order from a court or government agency that authorized the person's removal from California. The person was removed or is permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act.

In addition to the criteria above, the school district can also determine additional circumstances that are consistent with this bill. Finally, SB 257 authorizes the parent or guardian of the pupil to designate a U.S. citizen to attend school meetings and serve as an emergency contact and prohibits a school district from levying any charges or fees for admission and attendance to the school.

Status: Signed by the Governor on October 5, Chapter 498, Statutes of 2017.

SB 468 (Leyva) – Governing Boards: Pupil Members

This bill specifies that a pupil member shall receive all open meeting materials presented to the board members at the same time the materials are presented to the board members and additionally requires a pupil member to be invited to staff briefings of board members or provided a separate staff briefing within the same timeframe as the staff briefing of board members.

Status: Signed by the Governor on September 1, Chapter 192, Statutes of 2017.