

## UNDER THE DOME! —NEWS FROM SACRAMENTO—

September 17, 2018

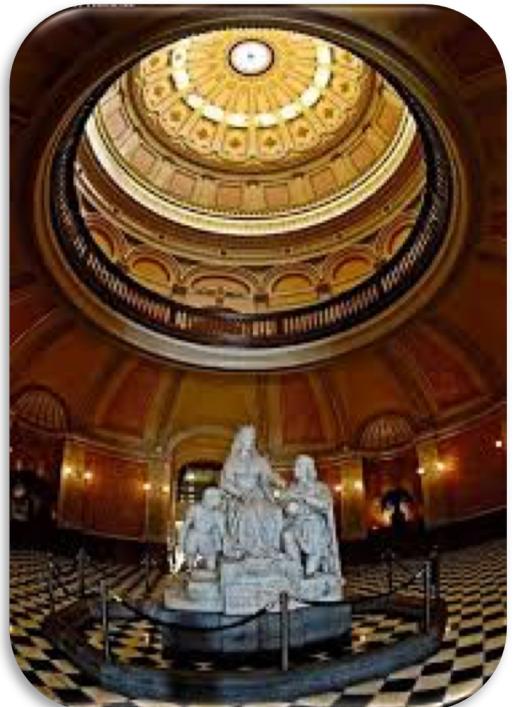
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### Final Recess of 2017-2018 Legislative Session

California's 2017-2018 legislative session has come to an end. Lawmakers debated hundreds of bills this past week, sending hundreds of measures to Governor Jerry Brown's desk. Governor Brown has until September 30<sup>th</sup> to veto the bills or sign them into law. Some of these measures include state net neutrality and the delaying of school start times.

This being his last legislative session, the Governor stopped by the Senate and Assembly as the 2017-18 legislative session wrapped up Friday night. A complete list of signed and veto education bills will be reported after September 30, 2018, the last day for the Governor to decide the fate of bills before him.



### Status of Co-Sponsored Bills

Monitoring the legislative process and advocating for laws that achieve gains for bilingual education, biliteracy and for our students who are English Learners has been an important component of CABE's vision and mission since its inception. This year, CABE co-sponsored two pieces of legislation along with Californians Together. Thanks to the support received by you, our members, both bills are now on the Governor's desk. The Governor has twelve days to decide whether to sign the bills or veto them.

Below is a description of our co-sponsored bills:

#### [\*\*AB 2514 \(Thurmond\) Pupil Instruction: Dual Immersion Grant Programs.\*\*](#)

**Amended July 3, 2018.**

**Status:** To engrossing and enrolling, August 29, 2018.

**Summary:** Would establish the Pathways to Success Grant Program with the goal of providing pupils in preschool, transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, with dual language immersion programs, developmental bilingual programs for English learners, or early learning dual language learners programs, as those terms are defined. The bill would require the State Department of Education to administer the program and, commencing September 1, 2019, would require the department to award a minimum of 10 one-time grants of up to \$300,000 per grant to school districts and consortia of school districts in partnership with other specified entities.

Funding is not in the bill nor in the 2018-2019 state budget for the provisions of this bill, so the bill does not become operative until funding is appropriated for these provisions. It is our intent, should the Governor sign the bill, to pursue funding through the budget process in 2019.

## AB 2735 (O'Donnell) English Learners: Participation in a Standard Instructional Program.

Amended August 13, 2018.

**Status:** Enrolled and presented to the Governor on August 29, 2018

**Summary:** This bill would, commencing with the 2019–2020 school year, prohibit a middle school or high school pupil, as defined, who is classified as an English learner, except as specified, from being denied participation in a school's standard instructional program, as defined, by being denied enrollment in specified courses, including, among others, courses required for graduation and college admission (such as honors and advanced courses). By imposing additional duties on local educational agencies, the bill would impose a state-mandated local program. A standard instructional program means, at a minimum, core curriculum courses of reading/language arts, mathematics, science and history/social science.

Please be on the alert to send letters to the Governor asking for his signature on these bills via Action Alerts sent by Californians Together! The Governor needs to see overwhelming support from educators and parents on the importance of these bills.

Additionally, as stated previously, a more comprehensive report as to which bills got signed by the Governor and which were voted will be available after September 30, 2018.

### Global California: 2030. Speak. Learn. Read!

An Initiative by State Superintendent of Public Instruction Tom Torlakson

State Superintendent of Public Instruction Tom Torlakson recently released his initiative, ***“Global California 2030”***. The intent of this initiative is to vastly expand the teaching and learning of world languages and to increase the number of students proficient in more than one language over the next 12 years.

The initiative aims to better prepare California students for the 21<sup>st</sup> century global economy, broaden their perspective and understanding of the world, and strengthen the diversity of backgrounds and languages that make California a vibrant and dynamic state! **Global California 2030** is a call to action and includes, but is not limited to, the following goals:

- By 2030, half of all K–12 students participate in programs leading to proficiency in two or more languages, either through a class, a program, or an experience.
- The number of students who receive the State Seal of Biliteracy, which is nationally recognized for college admissions and career opportunities, more than triples from 46,952 in 2017 to more than 150,000 in 2030. By 2040, three out of four graduating seniors earn the Seal of Biliteracy. The Seal is earned by demonstrating proficiency in a language in addition to English.
- The number of dual immersion programs that teach languages besides English quadruples from about 400 in 2017 to 1,600 in 2030.
- The number of new bilingual teachers authorized in world language classes more than doubles from 2017 to 2030.

The initiative builds on views expressed by voters last year when they overwhelmingly approved Proposition 58, that they want more dual language immersion programs and the expanded teaching of languages. At his press conference, State Superintendent of Public Instruction Tom Torlakson called on educators, parents, legislators, community members, and business leaders to help create a multilingual California. Widespread support will be needed to expand access to world language classes, programs, and experiences; train more bilingual teachers; and improve the quality and availability of advanced language classes.

***Global California 2030*** can be found on CDE's website:

<https://www.cde.ca.gov/eo/in/documents/globalca2030report.pdf>