

# **2018-19 CISI Resource Guide**

**CALIFORNIA INSTITUTE FOR SCHOOL IMPROVEMENT**

*Working together to improve schools since 1982.*

**FALL 2018: PART ONE**

# Table of Contents

<b>INTRODUCTION — HOW TO READ THIS GUIDE</b>	<b>4</b>
<b>EDUCATION POLICY AND CALIFORNIA STATE BUDGET 2018-19</b>	<b>5</b>
Continuous Improvement in Practice	6
Getting Down to Facts II	7
Fullan Report on California's Education System: State is on Track to Improve	
Education Recommended Strategies for Improvement by Michael Fullan	7
Building Instructional Capacity Ann Jaquith: A Research Brief	9
Silent Recession: Why California School Districts are Underwater Despite Increases in Funding	9
<b>New Education Policy Legislation</b>	<b>11</b>
<b>SBE &amp; CDE Update</b>	<b>19</b>
<b>California State Budget &amp; School Finance</b>	<b>21</b>
Budget Information from <i>EdSource</i>	21
Budget Summaries	22
Budget Resources	22
Budget History	22
Federal Funds	23
Local Control Funding Formula (LCFF)	23
LCFF Reports	25
LCFF Resources	25
LCFF State Resources	25
LCFF Legislation and Regulations	26
Local Control Accountability Plan (LCAP)	27
LCAP Reports	27
LCAP Resources	27
LCAP State Resources	29
LCAP Funding	29
Aligning Common Core Standards and Professional Development Programs	30
<b>Accountability and County Office Support</b>	<b>30</b>
<b>Cross-Cutting Issues</b>	<b>31</b>
Quality Schooling Framework	31
<b>SCHOOL CLIMATE &amp; EQUITY</b>	<b>33</b>
Diversity & Inclusion Resources	34
Culturally Responsive Education: A Primer for Policy and Practice	35
CDE Information on rights of immigrant students and their families	36
Education Law Pertaining to Immigrant Students	37
Excerpts from the Attorney General's Immigration Guide for School Administrators	40
Know Your Educational Rights	40

California Department of Education's School Climate Work Group Report	42
School Conditions and Climate Definition and Features	43
What Teachers and Administrators Can Do About Cyberbullying	43
The Community College “segregation machine”	45
Enacting Social-Emotional Learning: Practices and Supports Employed in CORE Districts and Schools	45
Trends in Student Social-Emotional Learning: Evidence from the CORE Districts SEL Report from Six CORE Districts	48
One School’s Innovative Approach to Prevent Bullying of Low-Income Students	49
School Needs Assessment Toolkit	50
<b>New School Climate Legislation</b>	<b>51</b>
<b>School Climate and Equity</b>	<b>61</b>
Safety	62
Positive Relationships	62
Teaching and Learning	62
Institutional Environment	62
The School Improvement Process	63
School Climate Resources	63
LCAP Resources for School Climate	64
Additional School Climate Resources	64
Mental Health	64
<b>LEADERSHIP – PRINCIPALS, TEACHERS, &amp; CENTRAL OFFICE LEADERSHIP –</b>	
<b>PRINCIPALS, TEACHERS, &amp; CENTRAL OFFICE</b>	<b>67</b>
CISI Colleagues Visit Highline Public Schools in Seattle, WA	68
What It Takes to Operate and Maintain Principal Pipelines: Costs and Other Resources	68
Good Leaders Make Good Schools	69
The School Principal as Leader Guiding Schools to Better Teaching and Learning	69
<b>New School Leadership Legislation</b>	<b>70</b>
<b>Teacher Recruitment and Retention: History and Background</b>	<b>73</b>
ESSA Replacement of NCLB’s “Highly Qualified Teachers”	74
<b>Evaluation, Assessment, &amp; Credentialing</b>	<b>75</b>
Principal Evaluation	75
Teacher Performance Assessment	76
Professional Development	76
Special Education in the General Ed Classroom	81
Teacher Credentials	89
Administrative Credential	90
Teacher Interns – Alternative Certification Programs	91
Paraprofessionals	91
Paraprofessional Teacher Training Program (PTTP)	91
Reading Instruction Competence Assessment (RICA)	92
CBEST and CSET	92

<b>Central Office – How Data Can Inform Education</b>	<b>93</b>
The Data Imperative for Educational Leaders	93
Defining Common Data Concepts	94
Data Driven Decision Making	94
Mindset Kit	101
New Rand Report on Personalized Learning	101
<b>New Curriculum &amp; Instruction Legislation</b>	<b>101</b>
<b>Assessment</b>	<b>110</b>
Formative Assessment Research	110
EdSource Database of California Smarter Balanced Test Results Spring 2017	110
California’s English and Math Testing Program — CAASPP (Smarter Balanced)	111
Smarter Balanced Assessment System (Summative)	111
Formative Assessment	111
Interim Assessments	112
<b>Collaboration in Education Through Technology</b>	<b>112</b>
EdTech Resources	112
<b>English Language Development Standards</b>	<b>113</b>
English Language Arts Frameworks	113
State Resources	113
<b>Mathematics</b>	<b>114</b>
Math Frameworks Selected Citations	114
Next Generation Science Standards	115
Common Core State Standards (CCSS) Science	115
<b>Standards and Frameworks</b>	<b>116</b>
English Language Arts (ELA)/English Language Development (ELD)	116
ELA/ELD Frameworks Selected Citations	116
English Language Arts Resources	117
Subject Matter Projects	117
Common Core State Standards (CCSS)	117
CCSS Reports	118
CCSS Resources	119
CCSS State Resources	120
Common Core Curriculum Resources	120
Common Core en Español	120
<b>California Department of Education Contacts Directory</b>	<b>121</b>
<b>ABOUT THE CALIFORNIA INSTITUTE FOR SCHOOL IMPROVEMENT</b>	<b>122</b>
<b>History of CISI</b>	<b>123</b>
<b>CISI Membership</b>	<b>124</b>
Membership Fees	124

## Introduction — How to Read this Guide

Each year the CISI team connects school and district professionals with current and meaningful education policy news, tools, research, and workshops. Like the monthly [CISI E-Bulletins](#), this annual resource guide covers the important issues relevant to school and district leadership and practice. These topics include: funding and accountability, curriculum and instruction, assessment, legislation and policy, and current research findings.

This guide is laid out so that you can quickly skim any section or identify a topic to scan for relevant tools. We survey the landscape of educational resources, tools, and research and provide links and summaries to provide you a deep dive into each topic. We curate the highest quality tools and reports to connect you to the resources you need.

# Education Policy and California State Budget 2018-19



# Education Policy and California State Budget 2018-19

Covers California Legislation

## Continuous Improvement in Practice

(Policy Analysis for California Education)

This policy brief presents research-based information on “continuous improvement” and identifies characteristics present in organizations that are successful in building a culture of continuous improvement. It also identifies some areas that district and school administrators have identified as challenging within the current context.

While acknowledging that continuous improvement holds promise as a means for improving educational outcomes, the brief states,

“However, the education leaders interviewed for the brief also identified several barriers to the implementation of continuous improvement. Three barriers include 1) a lack of clarity about the what continuous improvement looks like in practice and how to get there, 2) insufficient strategies and supports to grow internal capacity for continuous improvement, 3) difficulty prioritizing continuous improvement in a resource-constrained environment, and 4) variation in the availability and use of data to support continuous improvement.”

The brief goes on to identify key features of a continuous improvement approach:

- Taking a systems perspective. Continuous improvement assumes that it is the system and not individuals that produces current outcomes and accordingly focuses attention on system design and operation. It also assumes that systems can be reengineered to address inequities in educational outcomes.
- Being process-oriented. Improvement efforts focus on the processes that produce the outcomes as opposed to focusing exclusive attention on the outcomes themselves.
- Using a disciplined methodology to solve problems. Assumptions about cause and effect are made explicit and tested in practice.
- Engaging the “front line.” Those directly responsible for implementation (e.g., classroom teachers) are actively involved in experimentation).

While the brief consistently identifies the intent of recent state education policy to move away from punitive accountability toward a growth-oriented system, one with greater capacity to innovate, collaborate and respond appropriately to student-level data through collective inquiry, better understanding of how the state, county offices of education, and support providers can effectively support continuous improvement is needed.

Access the full report HERE:

<https://edpolicyinca.org/sites/default/files/CI%20in%20Pratice.pdf>

## Getting Down to Facts II

“The research evidence suggests that state leaders should focus on:

### **Building on current reforms:**

During the past decade, California’s education system has undergone major reforms that have resulted in improvements, but the system is still in need of capacity building.

### **Addressing achievement gaps:**

Large achievement gaps by race, ethnicity, income and English learner status persist in California and need a continued focus through multiple approaches, including enhanced early childhood education.

### **Increasing funding and fixing systems:**

Funding for schools in California has improved but remains short of adequate levels given the goals of state policies. Moreover, funding reforms left critical issues unresolved.”

“The science of learning means that quality education and integrated health and social services supports can mitigate and even undo the impact of poverty, trauma, and other adverse conditions (Osher, Cantor, Berg, Strayer, & Rose, 2018; Cantor, Osher, Berg, Strayer, & Rose, 2018).”

“Recent research in neuroscience and human development should inform efforts to more effectively serve each and every child. Science tells us that the process of human development relies on relationships and interactions between an individual’s biology and one’s context and culture (Osher et al., 2018). These reciprocal interactions can function as either risks or assets depending on the nature of the relationships.”

“To this end, the recent passage of the California English Learner Roadmap policy (California Department of Education, 2017) is a step in the right direction.”

Access the full report [HERE](#).

<http://gettingdowntofacts.com/>

## **Fullan Report on California's Education System: State is on Track to Improve Education Recommended Strategies for Improvement by Michael Fullan**

(September 2017)

In a recent report on policy changes in California since LCFF, LCAP, SBAC and CCSS, Michael Fullan,



with colleague Santiago Rincón-Gallardo, writes of promising developments in the state's education system. The 30-page report outlines positive shifts in the system and makes recommendations for "staying the course" in order to see positive outcomes for students. Following are excerpts from the report:

Fullan's right drivers are now a focus of California's education system.

**Wrong and Right Drivers of Education Reform**

Wrong Drivers	Right Drivers
Punitive Accountability	Capacity Building
Technology	Pedagogy
Individualistic Solutions	Collaboration
Ad Hoc Initiatives	Systemness

Further, Fullan emphasizes the importance of capacity building. The report states, "Capacity building is about developing individual and collective skills, competencies and dispositions in four interrelated areas:

1. Relationship building with individuals and groups from all backgrounds.
2. Pedagogical skills relative to nurturing and deepening the learning of diverse individuals and groups.
3. Assessment with respect to defining, measuring, and using evidence for diagnostic, monitoring and action taking purposes.
4. Change leadership in relation to motivating diverse people, addressing conflict, problem-solving, while attending to developing individuals and groups daily and for the future (developing leaders on a continuous basis)."

The report makes the following recommendations to further the work:

"Our recommendations are based on the above analysis, and are designed to move the system forward in a direction that seems to have widespread support, but has not yet been realized. These six recommendations should be treated as an interrelated set.

**Recommendation One:** Establish a Clear Directional Vision Linked to Capacity Building

**Recommendation Two:** Clarify and Update CCEE's Role

**Recommendation Three:** Redefine the Role and Build the Capacity of County Offices.

1. Shift from compliance to mutual capacity building related to student learning and achievement
2. Foster systematic collaboration to improve student outcomes
3. Build a culture of co-learning that leads to sustainable change
4. Promote a climate of candor, evidence, and urgency for action

**Recommendation Four:** Leverage the Capacity of Successful Districts

**Recommendation Five:** Create Coordination and Coherence

**Recommendation Six:** Secure the Sustainability of the California Way

To access the full report, click [HERE](#)

## **Building Instructional Capacity Ann Jaquith: A Research Brief**

Following is the abstract and excerpts from the research brief.

### **ABSTRACT**

The ideas in this brief were initially developed in *The Creation and Use of Instructional Resources: The Puzzle of Professional Development* (2009). This research brief presents a conceptual framework to illuminate the conditions that enable professional development resources to get used by teachers and schools. A theory of instructional capacity building is proposed that extends Martha Feldman's (2004) work on resourcing by specifying what instructional resources are and by situating resource use in a specific context. Data is drawn from a comparative, embedded case study of two middle schools (Jaquith, 2009) and from a state-level case study of teacher professional learning (Jaquith, Mindich, Wei & Darling-Hammond, 2010).

### **Instructional capacity: What is it?**

Broadly conceived, instructional capacity is the collection of resources for teaching needed to provide high quality instruction to groups of students in a specific context. Four types of instructional resources are needed in order for a school or district to provide high quality instruction to all students:

- 1) Instructional knowledge (including knowledge of content, pedagogy, and students);
- 2) Instructional materials (e.g. curriculum, instructional tools, textbooks, teaching materials, assessments — and know-how to use these materials);
- 3) Instructional relationships that are characterized by trust, mutual respect, a recognition of instructional expertise and an openness to interpersonal learning;
- 4) Organizational structures that support the identification, development and use of instructional resources (e.g. common learning time for subject and/or grade-level teachers; formal instructional leadership roles and organizational mechanisms that foster teacher collaboration, learning from peers and communication patterns that develop a shared understanding of teaching practices that are linked to student learning). These four types of instructional resources are multi-faceted and interdependent.

Access the full research brief [HERE](#)

## **Silent Recession: Why California School Districts are Underwater Despite Increases in Funding**

(WestEd)

Citing fiscal challenges such as large increases in pension contribution rates, special education costs, health care costs and declining enrollment, among others, this recent report examines the fiscal challenges facing California school districts despite increases in overall funding through LCFF. The report suggests strategies including increasing effectiveness, increasing efficiency,

servicing high needs students, responding to change and using data and communication as tools and states, “School district leaders must continue to engage in discussions internally and externally about how to most effectively and efficiently leverage their resources in order to realize their goals for improving student outcomes.”

**Examples of these strategies** (excerpts follow):

district leaders may need to continue eliminating silos that separate the budget office and program offices to ensure collection of the right data to measure ROI, as well as continuing to ensure appropriate monitoring and response to the data.

a focus on marketing the district to the community to increase enrollment, as well as closer budget monitoring, particularly as it relates to staffing and eliminating unfilled positions that do not support core classroom functions.

strategies may include investments in programs and supports from a school district’s base and supplemental/concentration resources as well as strategically including state and federal resources to target support to lower-performing student groups.

School districts are subject to collective bargaining rules that may make it difficult to make expedient changes in staffing during periods of declining enrollment. In addition, reductions in enrollment may necessitate school mergers or even the sale of school district property, both of which can take considerable time and may be politically difficult as well as painful for the community.

despite the complexity of communicating with the public about employee pensions, it will likely become increasingly important for district leaders to intentionally bring the public into these conversations and build understanding about the importance of pension costs to district finances. The report states,

“Under the LCFF, funding for school districts in California is directly tied to enrollment as measured by average daily attendance (ADA). Over the last 20 years, California has had a relatively flat level of student enrollment, and the Department of Finance projects a decline of 181,000 students over the next decade. While the overall enrollment is declining in the majority of California school districts, there are some areas with more significant declines in student enrollment.

The Department of Finance projects that enrollment will decline in 28 of 58 counties by 2026/27, including 18 counties that will lose 5 percent or more of their enrollment. Ventura and Santa Cruz Counties are each projected to lose over 10 percent of their K–12 enrollment by 2026/27. In the same time period, Orange County and Sonoma County are each projected to lose over 14,000 students, while Los Angeles County is projected to lose nearly 120,000 students.”

For more on California Public School Enrollment from the Department of Finance: [http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public\\_K-12\\_Graded\\_Enrollment/](http://www.dof.ca.gov/Forecasting/Demographics/Projections/Public_K-12_Graded_Enrollment/)

Access the full report [HERE](#)

## New Education Policy Legislation

---

Following are excerpts from summaries provided by the California School Boards Association.

**AB 2022 (Chu-D)** - Pupil mental health services: school notification

Requires a school of a school district or county office of education and a charter school to notify pupils and parents or guardians of pupils no less than twice during the school year how to initiate access to available pupil mental health services on campus or in the community, or both, as provided. By imposing an additional requirement on schools of school districts and county offices of education and charter schools, the bill imposes a state-mandated local program.

CSBA Position: Neutral

Sample Policies Impacted: 5145.6 Parental Notifications; 5141.6 School Health Services

Policy Pillar: Achievement for All Chapter #: 484 Effective: 1/1/19

**AB 2291 (Chiu-D)** - School safety: bullying

Requires local educational agencies, as defined, to adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying. By imposing additional duties on local educational agencies, the bill imposes a state-mandated local program.

CSBA Position: Support

Sample Policies Impacted: 5131.2 Bullying

Policy Pillar: Conditions of Children Chapter #: 491 Effective: 1/1/19

**AB 2302 (Baker-R)** - Child abuse: sexual assault: mandated reporters: statute of limitations

Under current law, mandated reporters are required to report whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Failure by a mandated reporter to report an incident of known or reasonably suspected child abuse or neglect is a misdemeanor. This bill allows a case involving the failure to report an incident known or reasonably suspected by the mandated reporter to be sexual assault, as defined, to be filed at any time within 5 years from the date of occurrence of the offense.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Achievement for All, Local Governance Chapter #: Effective: 1/1/19

**AB 2580 (Cunningham-R)** - Special education: due process hearings: extension of hearings: good cause

Current law enumerates the requirements for state hearings regarding whether an individual with exceptional needs received a free appropriate public education, including the requirement that upon completion of the hearing, a written, reasoned decision be mailed to all parties to the hearing, as provided. Current law authorizes either party to the hearing to request that the hearing officer grant an extension and requires the extension to be granted upon a showing of good cause. This bill requires the hearing officer to apply a certain rule of court in making a determination of what

constitutes good cause and authorizes a 2nd or subsequent extension to be granted for good cause or any other purpose at the discretion of the hearing officer.

CSBA Position: Support

Sample Policies Impacted: 6159.1 Procedural Safeguards and Complaints for Special Education

Policy Pillar: Conditions of Children Chapter #: 874 Effective: 1/1/19

**SB 1053** (Beall-D) - Presentation of claims: local public entities: childhood sexual abuse

The Government Claims Act exempts certain claims against local public entities from the presentation procedures of the act, including, but not limited to, claims made pursuant to a specific provision of the Code of Civil Procedure for the recovery of damages suffered as a result of childhood sexual abuse and arising out of conduct occurring on or after January 1, 2009. Under the act, claims against a local public entity for money or damages that are exempted and that are not governed by any other statutes or regulations expressly relating thereto, are authorized to be governed by the procedure prescribed in an enactment adopted by the local public entity. This bill specifically exempts from that authorization for procedures prescribed by local enactment claims against a local public entity made pursuant to the above-described existing law for the recovery of damages suffered as a result of childhood sexual abuse.

CSBA Position: Disapprove

Sample Policies Impacted: 3320 Claims and Actions Against the District

Policy Pillar: Local Governance Chapter #: 153 Effective: 1/1/19

**SB 1205** (Hill-D) - Fire protection services: inspections: compliance reporting

Current law requires the chief of any city or county fire department or district providing fire protection services and his or her authorized representatives to inspect every building used as a public or private school within his or her jurisdiction, for the purpose of enforcing specified building standards, not less than once each year, as provided. Current law requires every city or county fire department or district providing fire protection services that is required to enforce specified building standards to annually inspect certain structures, including hotels, motels, lodging houses, and apartment houses, for compliance with building standards, as provided. This bill requires every city or county fire department, city and county fire department, or district required to perform the above-described inspections to report annually to its administering authority, as defined, on the department's, or district's, compliance with the above-described inspection requirements, as provided.

CSBA Position: Support

Sample Policies Impacted: None

Policy Pillar: Conditions of Children Chapter #: 854 Effective: 1/1/19

**SB 1300** (Jackson-D) - Unlawful employment practices: discrimination and harassment

The California Fair Employment and Housing Act makes it an unlawful employment practice for an employer, labor organization, employment agency, apprenticeship training program, or any training program leading to employment, to engage in harassment of an employee or other specified person. FEHA also makes harassment of those persons by an employee, other than an agent or supervisor, unlawful if the entity, or its agents or supervisors, knows or should have

known of this conduct and fails to take immediate and appropriate corrective action. This bill specifies that an employer may be responsible for the acts of nonemployees with respect to other harassment activity.

CSBA Position: No Official Position

Sample Policies Impacted: 4119.11/4219.11/4319.11 Sexual Harassment

Policy Pillar: Local Governance Chapter #: 955 Effective: 1/1/19

**SB 1343 (Mitchell-D) - Employers: sexual harassment training: requirements**

Requires an employer who employs 5 or more employees, including temporary or seasonal employees, to provide at least 2 hours of sexual harassment training to all supervisory employees and at least one hour of sexual harassment training to all nonsupervisory employees by January 1, 2020, and once every 2 years thereafter, as specified. The bill requires the Department of Fair Employment and Housing to develop or obtain 1-hour and 2-hour online training courses on the prevention of sexual harassment in the workplace, as specified, and to post the courses on the department's Internet Web site.

CSBA Position: No Official Position

Sample Policies Impacted: 4119.11/4219.11/4319.11 Sexual Harassment

Policy Pillar: Local Governance Chapter #: 956 Effective: 1/1/19

Facilities:

**AB 1406 (Gloria-D) - School facilities: leases of real property**

Current law authorizes a school district to enter into leases and agreements relating to real property and buildings to be used by the school district pursuant to specified provisions of law, and provides that the term of any lease or agreement entered into pursuant to those provisions shall not exceed 40 years. This bill increases the maximum term of a lease or agreement entered into pursuant to these provisions to 99 years.

CSBA Position: Support

Sample Policies Impacted: 3311.2 Lease-Leaseback Contracts

Policy Pillar: Fair Funding Chapter #: 204 Effective: 1/1/19

**AB 2031 (O'Donnell-D) -Public contracts: school facility projects: bidding requirements**

Current law requires a prospective bidder for a construction contract for certain school facility projects to submit a prequalification questionnaire and financial statement, under oath, as part of the bidding process and requires each prospective bidder to submit a bid by completing and executing a standardized proposal form. Current law requires the Director of Industrial Relations to submit a report to the Legislature, by January 1, 2018, on whether violations of the Labor Code on school district projects have decreased during the years these provisions are applicable to contracts. Existing law makes all of the above-specified provisions inoperative on January 1, 2019, and repeals them on July 1, 2019. This bill extends the operation of the bill's provisions indefinitely and eliminates the reporting requirement.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Fair funding Chapter #: 534 Effective: 1/1/19

**AB 2453** (*Garcia, Eduardo-D*) - Air pollution: schools

The Leroy F. Greene School Facilities Act of 1998 requires the State Allocation Board to allocate to applicant school districts prescribed per-unhoused-pupil state funding for the construction and modernization of school facilities, including hardship funding, and supplemental funding for site development and acquisition. This bill authorizes a grant for modernization under the act to be used to limit pupil exposure to harmful air pollutants by updating air filtration systems and specifies that this is declaratory of existing law.

CSBA Position: No Official Position

Sample Policies Impacted: 3514 Environmental Safety

Policy Pillar: Fair Funding Chapter #: 714 Effective: 1/1/19

**AB 3205** (*O'Donnell-D*) -School facilities: modernization projects: door locks

Requires the governing board of a school district, if the governing board of the school district applies for state funding pursuant to the Greene Act for a school modernization project for a school facility constructed before January 1, 2012, to include, as part of the modernization project, locks that allow doors to classrooms and any room with an occupancy of 5 or more persons to be locked from the inside of the room, except as provided. The bill provides that these provisions apply only to those projects seeking funding on or after January 1, 2019, and that were submitted to the Division of the State Architect for approval on or after January 1, 2019.

CSBA Position: Support if Amended

Sample Policies Impacted: 3515 Campus Security

Policy Pillar: Fair Funding Chapter #: 401 Effective: 1/1/19

Finance:

**AB 108** (*Committee on Budget*) - Education: Child care: individualized county child care subsidy plans: the Every Kid Counts Act

Current law requires the Superintendent of Public Instruction to develop standards for the implementation of quality child care programs. Current law authorizes the Counties of Alameda, Contra Costa, Fresno, Marin, Monterey, San Benito, San Diego, Santa Clara, Santa Cruz, Solano, and Sonoma, as individual pilot projects, to develop an individualized county child care subsidy plan, as provided. Current law repeals each of these pilot programs on specified dates. This bill repeals, recasts, and revises the law relating to the above-specified counties' individualized subsidy plans and make related conforming changes, as provided. The bill extends the operative dates of the individualized pilot programs by 6 months.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Fair Funding Chapter #: 7 Effective: 3/13/18

**AB 716** (*O'Donnell-D*) -Public elementary and secondary schools: consolidated applications for funding: school plans for student achievement: schoolsite councils

Current law authorizes school districts that apply for state funding for any of numerous specified state categorical programs to submit to the State Department of Education, for approval by the State Board of Education, a single consolidated application for approval or continuance of their funding for those programs. This bill deletes the provision authorizing the single consolidated application for state categorical programs, and instead authorize local educational agencies, as defined to include school districts, county offices of education, and charter schools, to submit to the department for approval by the state board a single consolidated application for approval or continuance of certain federal categorical programs.

CSBA Position: Support

Sample Policies Impacted: 0420 School Plans/Site Councils

Policy Pillar: Achievement for All Chapter #: 471 Effective: 1/1/19

**AB 1840** (*Committee on Budget*) - Education finance

CSBA Position: No Official Position

Sample Policies Impacted: 0460 Local Control and Accountability Plan; 3543 Transportation Safety and Emergencies

Policy Pillar: Fair Funding Chapter #: 426 Effective: 1/1/19

**AB 1962** (*Wood-D*) - Education finance: local control funding formula: unduplicated pupils: foster youth: dependent child of a tribal court

Current law includes among unduplicated pupils, a pupil who is classified as an English learner, eligible for a free or reduced-price meal, or a foster youth, as defined, and requires county superintendents of schools, school districts, and charter schools to submit and report data relating to these pupils. This bill, no later than the 2020–21 fiscal year, includes in that definition of “foster youth” a dependent child of a court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court in accordance with the tribe’s law, provided the child would also meet one of the descriptions of specified existing law describing when a child may be adjudged a dependent child of the juvenile court.

CSBA Position: Support

Sample Policies Impacted: None

Policy Pillar: Fair Funding Chapter #: 748 Effective: 1/1/19

**AB 1974** (*Gonzalez Fletcher-D*) - Pupils: collection of debt

Enacts the Public School Fair Debt Collection Act. The act provides that a pupil or former pupil, unless emancipated at the time the debt is incurred, can never owe or be billed for a debt owed to a public school or school district, county office of education, charter school, or state special school. The act prohibits those educational entities from taking negative actions against a pupil or former pupil because of a debt owed to the educational entity, including, among other things, denying or withholding grades or transcripts, or denying or withholding a diploma.

CSBA Position: Neutral

Sample Policies Impacted: 3260 Fees and Charges; 5125.2 Withholding Grades, Diploma or Transcripts

Policy Pillar: Fair Funding, Local Governance Chapter #: 577 Effective: 1/1/19



**AB 2068 (Chu-D) - Electricity: rates: public schools**

Requires the Public Utilities Commission to direct all electrical and gas corporations to evaluate, and report findings to the commission on, the feasibility and economic impacts of establishing a public school electric and gas rate that would reflect a discount from the current rate structure. This bill requires the commission to compile these reports and submit this compilation to the Legislature, by January 1, 2020. Because a violation of the commission's directions would be a crime, this bill imposes a state-mandated local program.

CSBA Position: Support

Sample Policies Impacted: None

Policy Pillar: Fair Funding Chapter #: 208 Effective: 1/1/19

**AB 2235 (Quirk-Silva-D) - County community schools: funding**

This bill requires the Superintendent of Public Instruction, commencing with the 2019–20 fiscal year, to transfer to the county, wherein a pupil is enrolled, the amount calculated for the school district of residence, as provided, for each unit of average daily attendance credited to the school district of residence. The bill authorizes the Superintendent to transfer an alternative amount for each unit of average daily attendance credited to the school district of residence if the school district of residence and the county superintendent of schools agree to the alternative amount and report it to the Superintendent under procedures and timeframes established by the Superintendent.

CSBA Position: Approve

Sample Policies Impacted: None

Policy Pillar: Fair Funding Chapter #: 99 Effective: 1/1/19

**AB 2458 (Weber-D) - Qualified special taxes: exemption: information**

Current law authorizes school districts to impose qualified special taxes, subject to specified constitutional and statutory provisions. Current law defines "qualified special taxes" for those purposes. Existing law authorizes a school district to enter into an agreement with the county to collect any special tax on behalf of the district. This bill, commencing on January 1, 2020, requires a school district that provides for an exemption from a qualified special tax as specified, and contracts or enters into an agreement with the county to collect the qualified special tax within the district, to annually provide specified information relating to that exemption to the county tax collector.

CSBA Position: No Official Position

Sample Policies Impacted: 7210 Facilities Financing

Policy Pillar: Fair Funding Chapter #: 391 Effective: 1/1/19

**AB 2944 (Jones-Sawyer-D) - Personal income taxes: voluntary contributions: Schools Not Prisons Voluntary Tax Contribution Fund**

Allows an individual to designate on his or her tax return that a specified amount in excess of his or her personal income tax liability be transferred to the Schools Not Prisons California Voluntary Tax Contribution Fund, which is created by this bill. The bill conforms with those aforementioned

administrative requirements by continuously appropriating those funds to the Franchise Tax Board, the Controller, and the State Department of Education for administrative costs and to the State Department of Education for the distribution of grants to nonprofit public charities in California to fund academic and career readiness programs that seek to break the school-to-prison pipeline, as specified.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Achievement for All Chapter #: 441 Effective: 1/1/19

**AB 2954 (Bonta-D)** - School districts: special taxes: uniformity requirement: unimproved property  
Current law authorizes school districts to impose qualified special taxes, subject to specified constitutional and statutory provisions. Current law defines “qualified special taxes” as taxes that apply uniformly to all taxpayers or all real property within a school district and may include taxes that provide for an exemption from those taxes for specified persons. This bill provides an exception to the requirement that the qualified taxes apply uniformly by authorizing unimproved property to be taxed at a lower rate than improved property.

CSBA Position: No Official Position

Sample Policies Impacted: 7210 Facilities Financing

Policy Pillar: Fair Funding Chapter #: 305 Effective: 1/1/19

**SB 1321 (Monning-D)** - School finance: necessary small schools

Includes in the definition of “necessary small school” an elementary school with an average daily attendance of less than 97 pupils, excluding pupils attending the 7th and 8th grades of a junior high school, maintained by a school district with more than 2,500 and fewer than 5,001 units of second principal apportionment average daily attendance in which as many as 15 pupils residing in the school district and attending kindergarten and grades 1 to 8, inclusive, excluding pupils attending the 7th and 8th grades of a junior high school, in the elementary school with an average daily attendance of less than 97 pupils would be required to travel more than 30 miles one way from a point on a well-traveled road nearest their home to the nearest other public elementary school.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Fair Funding Chapter #: 664 Effective: 1/1/19

**SB 1413 (Nielsen-R)** - Public employees’ retirement: pension prefunding

Enacts the California Employers’ Pension Prefunding Trust Program and establish the California Employers’ Pension Prefunding Trust Fund to allow state and local public agency employers that provide a defined benefit pension plan to their employees to prefund their required pension contributions.

CSBA Position: No Official Position

Sample Policies Impacted: 3100 Budget

Policy Pillar: Fair Funding Chapter #: 665 Effective: 1/1/19

**SJR 19** (*Wilk-R*) - Special education funding

This measure respectfully memorializes the Congress and the President of the United States to enact H.R. 2902 pending before Congress that would fully fund the federal Individuals with Disabilities Education Act. Relative to special education funding.

CSBA Position: Support

Sample Policies Impacted: None

Policy Pillar: Achievement for All, Fair Funding Chapter #: 126 Effective: 1/1/19

Grants:

**AB 2098** (*McCarty-D*) - Adult Education Block Grant Program: immigration integration

Current law establishes the Statewide Director of Immigrant Integration in the Governor's Office of Planning and Research, appointed by the Governor, for the purpose of developing a comprehensive statewide report on programs and services that serve immigrants and programs and services currently managed by a state agency or department to support California immigrants. This bill requires the reports prepared by the chancellor and the Superintendent to be additionally provided to the director. The bill requires those reports to also include any recommendations related to delivery of immigrant integration for adults.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Achievement for All Chapter #: 751 Effective: 1/1/19

**AB 2271** (*Quirk-Silva-D*) - School food authorities: federal equipment assistance grants: matching state grants

Requires, upon appropriation by the Legislature, and contingent upon allocations provided by the federal Consolidated Appropriations Act, the State Department of Education to provide a matching state grant of up to \$100,000 to a school food authority participating in the federal National School Lunch Program that applies for and is awarded a federal Equipment Assistance Grant for School Food Authorities from the department in its administration of the National School Lunch Program, as prescribed.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Conditions of Children Chapter #: 711 Effective: 1/1/19

**AB 2514** (*Thurmond-D*) - Pupil instruction: dual language programs: grant program

Establishes 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 requires the State Department of Education to administer the program and, commencing September 1, 2019, requires 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.

CSBA Position: Support

Sample Policies Impacted: None

Policy Pillar: Achievement for All Chapter #: 763 Effective: 1/1/19

**SB 816** (*Committee on Education*) - Elementary and secondary education: omnibus revisions  
Current law establishes the 21st Century High School After School Safety and Enrichment for Teens program as a grant program, under the administration of the State Department of Education, for high school after school programs. Existing law authorizes not more than 15% of each annual grant amount awarded pursuant to these provisions to be used by a grantee for administrative costs. Current law requires all state funding awarded pursuant to these provisions that remains after subtracting administrative costs and other specified costs to be allocated to the high school after school program site for direct services to pupils. This bill authorizes the cost of a high school after school program site supervisor to be included as direct services, provided that at least 85% of the site supervisor's time is spent at the program site.

CSBA Position: No Official Position

Sample Policies Impacted: 5113 Absences and Excuses; others

Policy Pillar: Achievement for All Chapter #: 507 Effective: 1/1/19

## SBE & CDE Update

State board update regarding education, including budget issues.

- [Greatness By Design](#) (PDF) The California Department of Education (CDE) and the Commission on Teacher Credentialing (CTC) convened the California Educator Excellence Task Force, which published the report, *Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State (GbD)*. The recommendations in this report call for the development of a coherent and stable system of professional learning, a critical factor in improving educator capacity so that all students learn and thrive.
- [Quality Professional Learning Standards \(QPLS\)](#) (PDF) Quality professional learning standards identify characteristics of professional learning that are most likely to support educators in building individual and collective capacity to meet professional, school, and student performance expectations.
- Updated website for all [CDE News in 2018](#).
- [2018 Instructional Quality Commission](#) goals from the SBE outline. The schedule for the 2019 Instructional Quality Commission is available [here](#).

## California College and Career Readiness Measures Update (Cabinet Report)

A recent Cabinet Report article provided insight into California’s College and Career Readiness Measures. Excerpts follow:

“There is a tension between local control and the desire locally to have clear guidance,” said Venezia. “When we have big goals and big aims, and college and career readiness is an endpoint for common core. It’s the hallmark of where we are right now with the reforms in K-12 and yet, there’s not a lot of clarity in schools.

“As currently structured, the state’s indicators for college and career readiness are weighted toward academics and calls on schools to report:

- Results from the Smarter Balanced Summative Assessments;
- Results from the Advanced Placement (AP) exams;
- Results from the International Baccalaureate (IB) exams;
- Completion of the a-g course requirements for admission to the University of California and the California State University;
- Completion of a CTE pathway; and
- Completion of dual enrollment courses.

The state board has also said that they intend on adding measures over the next three years that could include work-based learning, internships, and industry certifications.

Based on the survey results, the center’s team has some recommendations for the state board as they work to refine the college and career readiness indicators:

1. There needs to be some effort to discover which students have access to high-quality college and career readiness curriculum and programs and which ones do not. Once that information has been acquired, the state should look at how to support expansion of the programs where it is needed.
2. The state should play a role in disseminating the work of districts that are already successfully carrying out readiness programs. A list of model programs, for instance, that would include descriptions of the elements that make them exemplary.
3. Incorporate readiness programs as part of the state’s data collection, the California Longitudinal Pupil Data System.
4. There should be some incentives to support greater collaboration between K-12 districts and higher education as well as the business community. There are some existing relationships within the career tech pathway programs, but it must be integrated more effectively.
5. Educators support the state board’s effort to further refine the readiness indicators, but there is concern over the use of testing. “Our interviewees questioned the accuracy of tests that measure many of the critical skills, and the knowledge and dispositions, that are needed to prepare students for college and careers,” the report said.
6. The state should strengthen the focus of school climate. Students participating in the survey “were nearly unanimous in asserting the centrality of having a caring adult guiding their educational careers.” The center team noted that measuring school climate is a separate component of the new school accountability system. “Our research suggests that a school climate measure focused on student perceptions of the existence of a faculty or staff member concerned about them at school should be central to the (readiness indicators).”

This section is focused on 2018 session California legislation that was new, not prospective legislation for the 2019 year.

### California 2018-2019 State Budget

Governor Brown has 30 days to sign most of the bills sent to him at the end of session. If the Governor doesn't act on a bill, it automatically becomes law (this rarely happens).

## California State Budget & School Finance

### **Budget Information from EdSource**

**\$78.4 billion:** The Proposition 98 minimum guarantee in 2018-19, the primary source of funding for K-12 schools, community colleges, and state preschools.

- **\$3.9 billion:** Increase in Prop. 98 minimum guarantee in 2018-19 budget compared with minimum guarantee in 2017-18 budget.
- **\$30 billion:** Total increase in Prop. 98 funding, aided by a tax increase, since 2011.

**\$68 billion:** Portion of Prop. 98 in 2018-19 going to K-12.

- **\$11,400:** Average K-12 per-student funding in 2018-19. Under the Local Control Funding Formula, district averages could be several thousand dollars per student above or below the statewide average.
- **\$424:** Average K-12 per-student funding increase (3.7 percent) over 2017-18 budget. Amounts will vary from district to district.

**\$9.2 billion:** Portion of Prop. 98 in 2018-19 going to community colleges.

- **\$8,080:** Average community college funding per full-time equivalent student in 2018-19.
- **\$447:** Increase in average community college funding per full-time equivalent student (5.8 percent) over 2017-18 budget.

### **K-12 ONE-TIME SPENDING**

- **\$300 million:** Develop strategies to raise achievement of low-performing students and report progress to the state.
- **\$125 million:** Address shortage of special education teachers through grants for innovative approaches (\$50 million) or residency training programs (\$75 million); \$25 million can be used for residencies for STEM and bilingual teachers.
- **\$100 million:** Amount outside of Prop. 98 funding to expand facilities for kindergarten and transitional kindergarten.
- **\$44 million:** Funding to jumpstart programs in visual and performing arts in underserved districts. The money can also be used to expand physical and mental health services based at schools.
- **\$15 million:** After-school programs in computer coding.
- **\$10 million:** Funding for small districts to learn how to authorize charter schools.
- **\$5 million:** Training and development for bilingual teachers.

- **\$400,000:** Funding split between hiring experts to redesign the LCAP template and to develop a budget summary under the LCFF to make it easier for parents to understand.

#### **K-12 ONGOING SPENDING**

- **\$3.7 billion:** Increase in the Local Control Funding Formula, bringing school districts to full funding of the formula.
- **\$150 million:** Funding for the Career Technical Education Incentive Grant Program, which creates partnerships between schools and local employers to prepare students for careers in high-demand fields.
- **\$54 million:** Amount for county offices of education to support school districts that need assistance, as identified by their performance on the California School Dashboard.
- **\$10 million:** Half-dozen of SELPAs, regional agencies that administer funding for special education students, to work with county offices on improving academic outcomes for special education students.

#### **Budget Summaries**

- EdSource CA [Education Budget](#) by the numbers, with great visualizations
- [Education Budget](#) - Education budgets resource and archives from the CDE
- [California 2018-19 State Budget](#)
- [2018-19 Governor’s Budget OMNIBUS EDUCATION TRAILER BIL](#)
- [CDE’s repository of current and past budgets](#)

#### **Budget Resources**

- [The State Budget and Education Funding](#), an archived webinar from PACE and EdSource with Legislative Analyst Mac Taylor, offers an information-rich discussion regarding the 2015-16 state budget and what it means for education funding under LCFF—(May 2015)
- [School District Budgets 2018-19](#) - Criteria and Standards for reviewing school district 2018-19 budgets from the CDE
- [Tom Torlakson on Governor Edmund G. Brown’s 2018 budget](#)

#### **Budget History**

The 2013-14 Budget Act enacted the Local Control Funding Formula (LCFF), which subsumed most categorical programs and funding, including the state’s professional development programs.

Under the hold-harmless provisions of LCFF, school agencies will continue to receive at least as much state funding as they received in 2012-13, but the spending and program requirements that previously existed have been eliminated. The professional development programs rolled into the LCFF include, among others:

- Professional Development Block Grant
- Mathematics and Reading Professional Development
- Administrator Training Program
- Peer Assistance and Review (PAR)

- Certificated Staff Mentoring Program (CSMP)
- Teacher Credentialing Block Grant Program / Beginning Teacher Support and Assessment Program (BTSA)
- Bilingual Teacher Training Program (BTTP)

## **Federal Funds**

Federal funds used to provide the only designated professional development funds. These funds help cover programs such as the California Subject Matter Projects. Professional development requirements are also found within the various federal ESEA programs. For example, LEAs in Program Improvement must reserve 10% of their Federal Title I dollars for professional development to address the areas that caused the district to enter Program Improvement. The money reserved for professional development can serve all schools throughout the district, not just Title I schools.

## **Local Control Funding Formula (LCFF)**

Prior to the adoption of the Local Control Funding Formula, California’s school finance system had become overly complex, administratively costly, and inequitable. There were many different funding streams, each with their own allocation formula and spending restrictions. The system was state-driven, interfering with the ability of local officials to decide how best to meet students’ needs. Further, scholarly research and practical experience both indicated that low-income students and English language learners come to school with unique challenges and often require supplemental instruction and other support services to be successful in school. Yet, the finance system did not address these issues.

In recognition of the challenges that characterized this system of school finance, the 2013 Budget Act established the Local Control Funding Formula. This new formula expands local control, reduces state bureaucracy, and ensures that student needs drive the allocation of resources. The new funding formula also promises increased transparency in school funding—empowering parents and local communities to access information in a more user-friendly manner and enhancing their ability to engage with their local governing board regarding school financial matters.

The Local Control Funding Formula includes the following major components:

A base grant per unit of average daily attendance (ADA) for each local education agency. According to CDE, the 2018-19 base grant areas are as follows: (a) grades K-3 \$8,235, (b) grades 4-6 \$7,571, (c) grades 7-8 \$7,796, (d) grades 9-12 \$9,269.

A total investment of \$3.67 billion for the LCFF, with \$676 million added above the 2.71 percent statutory cost-of-living adjustment; the statutory COLA plus the additional \$676 million brings the total increase to LCFF funding to about 3.71 percent, according to the Department of Finance.



The budget proposes to fully fund LCFF two years ahead of schedule, thus reaching 100 percent of the funding targets established in 2013. To demonstrate commitment to LCFF in his last year in office, Gov. Brown proposes an additional \$166 million increase to the formula base, to increase the formula by a total of 3 percent, as well as an additional \$320 million to fund the projected statutory cost-of-living adjustment of 2.71 percent.

The Administration proposes to continuously appropriate funding for the LCFF, including the annual COLA, to provide a greater level of certainty for budget planning by local educational agencies.

In regards to fiscal transparency proposal introduced in January, the May Revision includes additional language to specify that the budget summary aligning school district expenditures to the Local Control and Accountability Plans be parent-friendly, include specific information on how supplemental grants are used to increase and improve services for high-need students, and include graphical representation of information, when possible.

[FCMAT / CSIS Course Catalog](#)

[FCMAT / CSIS Self Paced Training](#)

One of the key concepts of the Governor’s proposed Local Control Funding Formula is that school districts will receive additional funding to serve students who are identified as eligible for free- and reduced-price meals, English learners or foster youth. Based on an unduplicated count of these students, the Governor proposes that districts will receive supplemental funding equal to 35% of the base funding rate. In 2018-2019, the base grants per ADA are as follows: (a) grades K-3 \$8,235, (b) grades 4-6 \$7,571, (C) grades 7-8 \$7,796, (d) grades 9-12 \$9,269. In other words, at the highschool level, appropriately identifying a student as free- and reduced-price meal eligibility would be worth \$3,049 per student in additional funding for the district.

Further, the Governor proposes that school districts receive another adjustment of 35% as a “concentration” grant for those eligible students in excess of 50% of the district’s enrollment. For example, if a district had 60% of its students eligible as EL, free- and reduced-price meal, or foster youth, the concentration grant adjustment would apply to 10% of the students—those in addition to the 50% mark. For those students at the highschool level, a district would receive an additional \$3,244—meaning that each such student generates an additional \$6,488 (the supplemental grant plus the concentration adjustment).

These funding supplements will depend on data submitted and reported through the CalPADS system. Given the amount of funding at stake, it makes sense that school districts should work this spring to ensure that their understanding of the process, and procedures for validating and reporting data, are accurate. The California Student Information System (CSIS) encourages local district staff to take their Data Management online training sessions if they are interested in best practices.

One session is entitled, “K12 Educational Data Management Overview” and another entitled, “K12 State Reporting Overview for Administrators.” Another session is entitled, “Road Map for

the School Year” which provides a high-level description of reporting requirements for the current school year including changes in the statewide systems, lessons learned and best practices for state reporting.

The Fiscal Crisis and Management Assistance Team (FCMAT) has produced the LCFF FCMAT Calculator (Excel) with the California Department of Education to support the state’s transition to LCFF. The calculator is designed to help districts and charter schools in budget development and fiscal projections. To access the calculator, click on the link: [FCMAT LCFF Calculator](#)

### LCFF Reports

The [2020 Vision: Rethinking Budget Priorities Under the LCFF](#) report and video presentation from PACE provides research-based strategies for LCFF implementation. Their simple three key principle approach underscores long-term strategy for improvement throughout the education system.

- [EdSource LCFF Guide](#)
- [LCFF Commentary from Educational Leaders](#)
- [Legislative Analyst Office: An Overview of the Local Control Funding Formula](#)
- [Implementing the LCFF](#), a report from research findings from the University of California, Berkeley.
- [Implementing LCFF: Early Lessons from the Field](#) A policy brief from AIR.
- [Leveraging the LCFF for Early Learning: “Making the Case for Early Learning and Development in Your School District,”](#) an education primer from Ch1ldren Now

### LCFF Resources

EdSource reports compile a list of LCFF resources. This [LCFF resource archive from EdSource](#) covers topics like primers in LCFF basics tools and primers, planning checklists, and tools for engaging parents.

- A concise [interactive timeline history of school finance reform](#) in California.
- [California School Boards Association \(CSBA\) LCFF Toolkit](#)
  - School Board LCFF Study Session Checklist: [School Board Study Session Checklist](#)
- [Impact of Local Control Funding Formula on Board Policies](#) from CSBA (2013)

### LCFF State Resources

- [An Overview of the Local Control Funding Formula](#) from LAO
- [CDE LCFF main page](#)
- To receive updates regarding the LCFF via email notification, subscribe to the LCFF listserv by sending a "blank" message to [join-LCFF-list@mlist.cde.ca.gov](mailto:join-LCFF-list@mlist.cde.ca.gov). (To unsubscribe, send a "blank" message to [unsubscribe-LCFF-list@mlist.cde.ca.gov](mailto:unsubscribe-LCFF-list@mlist.cde.ca.gov).)

[Ed-Data – Online School Data Resource](#)

Fiscal, Demographic and Performance Data on California’s K-12 Schools. An Education Data Partnership with CDE, EdSource and FCMAT. Review district expenditures by object code. Quickly access 2017-2018 county, district, and school level demographic data such as % low income and % EL students. Districts FRMP eligibility CALPADS data will be used for purposes of local control funding (LCFF).

## LCFF Legislation and Regulations

An analysis of the 2014 November adopted LCFF Regulations can be found [here](#).

- [The California Local Control Funding Formula \(LCFF\) State Priorities Snapshot](#) (Snapshot) makes available three years of data on schools in three state priority areas: student achievement, student engagement, and school climate. ([November 2016 CDE News Release](#).) The Snapshot includes contact info, as well.
- [LCFF Resource \(WestEd\)](#) LCFF Channel from WestEd. The CDE partnered with WestEd to provide information and guidance on the LCFF. Information in link.

### LCAP Approval Manual

- CCSESA released the 2018-19 Edition of the Local Control and Accountability Plan (LCAP) Approval Manual for County Superintendents in February of 2018. The manual is intended to provide guidance to county superintendents as they review school district LCAPs. The “Budget/LCAP Adoption Process” flowchart is also available in the manual. Each year, county superintendents and school districts are advised to work cooperatively to seek clarification by August 15<sup>th</sup>, submit LCAP recommendations and amendments by September 15<sup>th</sup>, and finalize approval of both the district budget and LCAP by October 8<sup>th</sup>. The manual reflects a collaborative effort within CCSESA, and with State Board of Education and California Department of Education staff, in particular, with the leadership of BASC and CISC in working through the many detailed issues and preparing this comprehensive manual.

The LCFF legislation and a set of revisions were signed by the Governor on July 1, 2013.

Additional cleanup legislation was signed on September 26, 2013 and June 20, 2014.

[LCFF legislation, Chapter 47, Statutes of 2013 \(AB 97\)](#)

[LCFF revisions, Chapter 49, Statutes of 2013 \(SB 91\)](#)

[LCFF revisions, Chapter 357, Statutes of 2013 \(SB 97\)](#)

[LCFF revisions, Chapter 33, Statutes of 2014 \(SB 859\)](#)

The State Board of Education has adopted regulations for the implementation of various components of the LCFF.

[LCFF Expenditure of Funds \(Title 5, Division 1, Chapter 14.5\)](#)

[LCFF Regulations](#) (DOC; Posted 06-Mar-2015)

[LCFF Expenditure of Funds, Local Control and Accountability Plan template \(Title 5, Division 1, Chapter 14.5\)](#) (DOC; Posted 23-Feb-2018)

[Adding rows for additional Actions and Services to the Goal Table and Annual Update Table within the LCAP template](#) (DOC; Posted 01-Feb-2016)

- [LCFF K-3 Grade Span Adjustment \(Title 5, Division 1, Chapter 14.6\)](#)

- [2015 LCAP template and expenditure regulations](#)
- [2017-18 Proposition 98 Changes](#)

## Local Control Accountability Plan (LCAP)

- The National PTA organization provides a PTA National Standards [guide](#) focused on Family-School Partnerships. This assessment guide is useful in addressing policies programs in place that fulfill the seventh LCAP priority.
- EdSource reports compile a list of excellent LCAP resources. This [LCAP resource archive from EdSource](#) covers topics like LCAP building tools, how-tos and checklists, and more.

## LCAP Reports

- [Review of School Districts 2014-2015 Local Control and Accountability Plans](#) from the Legislative Analyst's Office (LAO)

## LCAP Resources

- The CDE's [State Priority Related Resources](#) provides a library of online and print resources aligned with each of the eight state priorities. This tool is designed to assist LEAs in addressing each of the state priorities when constructing LCAPs.
- [WestEd's and the State Board of Education's LCFF Resource Site](#) offers numerous high-quality resources that complement the CDE's information on local implementation. Key resources include news and update feeds on LCFF topics ([LCFF Reading Room](#)) and LCFF Webinars ([LCFF Channel](#)).
- LCAP Electronic template: [Local Control and Accountability Plan \(LCAP\) Electronic Template](#)
- The Hexagon Tool is designed to help states, districts, and schools appropriately select evidence-based instructional, behavioral, and social-emotional interventions and prevention approaches by reviewing six key factors in relation to the program or practice

under consideration. [Tool](#)

### The Hexagon: An Exploration Tool

The Hexagon can be used as a planning tool to guide selection and evaluate potential programs and practices for use.

#### IMPLEMENTING SITE INDICATORS

##### CAPACITY TO IMPLEMENT

- Staff meet minimum qualifications
- Able to sustain staffing, coaching, training, data systems, performance assessment, and administration
  - Financially
  - Structurally
  - Cultural responsiveness capacity
- Buy-in process operationalized
  - Practitioners
  - Families

##### FIT WITH CURRENT INITIATIVES

- Alignment with community, regional, state priorities
- Fit with family and community values, culture and history
- Impact on other interventions & initiatives
- Alignment with organizational structure

##### NEED

- Target population identified
- Disaggregated data indicating population needs
- Parent & community perceptions of need
- Addresses service or system gaps

#### PROGRAM INDICATORS

##### EVIDENCE

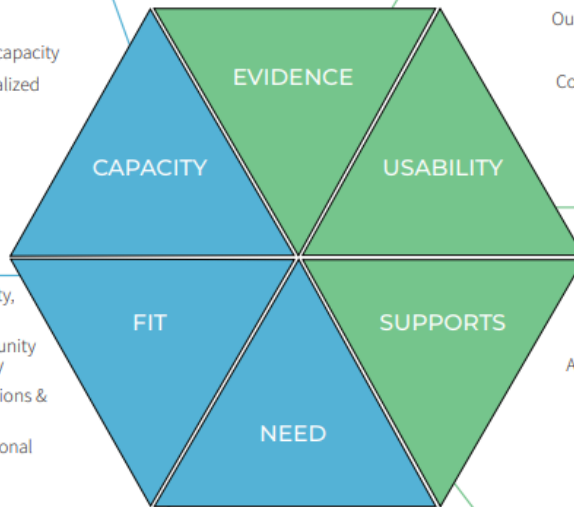
- Strength of evidence—for whom in what conditions:
  - Number of studies
  - Population similarities
  - Diverse cultural groups
  - Efficacy or Effectiveness
- Outcomes – Is it worth it?
- Fidelity data
- Cost – effectiveness data

##### USABILITY

- Well-defined program
- Mature sites to observe
- Several replications
- Adaptations for context

##### SUPPORTS

- Expert Assistance
- Staffing
- Training
- Coaching & Supervision
- Racial equity impact assessment
- Data Systems Technology Supports (IT)
- Administration & System



### [FAFSA Completion by High School](#)

Data reflect the number of submitted and completed FAFSAs among first-time filing FAFSA applicants for all California High Schools (national resource) no older than 19 who will have received their high school diploma by the start of the school year to which they are applying for aid. For each high school, the number of submitted and completed applications is

reported for the current application cycle (2017-2018) and the same time period last year for the previous application cycle (2016-2017).

#### [Pathways to Postsecondary Success Policy Report](#)

Research has shown that completion of the Free Application for Federal Student Aid (FAFSA) correlates to significant increases in college enrollment. The US Department of Education has created an online tool to assist high schools in tracking FAFSA completion rates in order to increase FAFSA completion and improve access to college.

“We know that completing a FAFSA is a critical component of accessing higher education, and this data will be a key tool for high school guidance counselors and local officials,” said U.S. Secretary of Education Arne Duncan. “We hope that by providing this resource in the heart of FAFSA filing season we can empower school leaders as they assist students and families in preparing for college.”

#### **California County Superintendents’ Educational Services Association (CCSESA) Resources**

CCSESA Research - [Best Practices for Teacher Recruitment and Retention](#)

CCSESA Content Resources - [Online Content Resources](#)

CCSESA Inclusion and Tolerance Resources - [Inclusion and Tolerance Resources](#)

#### **LCAP State Resources**

- The [Review of LCAPs by CDE](#) slides provide a visual layout of the LCAP accountability process.
  - California [Education Code Section 52065](#) requires that the Superintendent post links to all local control and accountability plans approved by the governing boards of school districts and county boards of education on the Internet Web site of the Department. The CDE is working with county offices of education and school districts to obtain links to their 2017-18 LCAPs, the available documents can be searched through this [database](#) provided by the CDE.
  - From the Santa Clara County Office of Education, you can access a [2017 Sample LCAP](#). This guide is helpful in preparing a district's LCAP.
  - [LCAP Toolkit for STEM Advocates](#) from the California STEM Learning Network
  - [LCAP STEM Resources](#)
  - [LCAP CSBA Analysis](#)
- [LCAP Resources](#) The CDE’s [State Priority Related Resources](#) provides a library of online and print resources aligned with each of the eight state priorities. This is an excellent resource tool designed to assist LEAs in addressing each of the state priorities when constructing LCAPs.

#### **LCAP Funding**

- [WestEd’s and the State Board of Education’s LCFE Resource Site](#) offers numerous high quality resources that complement the CDE’s information on local implementation. Key resources

include news and update feeds on LCFF topics ([LCFF Reading Room](#)) and LCFF Webinars ([LCFF Channel](#)).

- The [Review of LCAPs by CDE](#) slides, provide an excellent visual layout of the LCAP accountability process.
- California [Education Code Section 52065](#) requires that the Superintendent post links to all local control and accountability plans approved by the governing boards of school districts and county boards of education on the Internet Web site of the Department. The CDE is working with county offices of education and school districts to obtain links to their 2017-18 LCAPs, the available documents can be searched through this [database](#) provided by the CDE.
- From the Santa Clara County Office of Education, you can access a [2017 Sample LCAP](#). This guide is helpful in preparing a district's LCAP.
- The National PTA organization provides a [PTA National Standards guide](#) focused on Family-School Partnerships. This assessment guide is useful in addressing policies programs in place that fulfill the seventh LCAP priority.
- EdSource reports compile a living list of excellent LCFF resources. This [LCFF resource archive from EdSource](#) covers topics like LCAP building tools, how-tos and checklists, and more.
- The [2020 Vision: Rethinking Budget Priorities Under the LCFF](#) report and video presentation from PACE provides research-based strategies for LCFF implementation. Their simple three key principle approach underscores long-term strategy improvement throughout the education system.
- [The State Budget and Education Funding](#), an archived webinar from PACE and EdSource with Legislative Analyst Mac Taylor, offers an information-rich discussion regarding the 2015-16 state budget and what it means for education funding under LCFF.

### **Aligning Common Core Standards and Professional Development Programs**

In September of 2011, AB 250 (Brownley, Chapter 608, Statutes of 2011) was signed by the Governor in an effort to align teacher professional development programs for math and reading to the CCSS adopted in 2010. The State Superintendent of Public Instruction is required to develop professional development modules for teachers, principals and other school leaders based on criteria from the California Standards for the Teaching Profession, and the National Development Council Standards for professional development.

### **Accountability and County Office Support**

In addition to fundamentally restructuring the distribution of funds to California school districts, the Local Control Funding Formula has substantially changed district accountability, moving away

from a state-controlled system that emphasized compliance to a locally-controlled system focused on improving student outcomes. Local school districts are now empowered to decide the best way to target funds. However, in exchange for that flexibility, districts are required to increase or improve services for English language learners, low-income, and foster youth students in proportion to supplemental and concentration grant funding they receive through the Local Control Funding Formula. Guiding each school district, county office of education, and charter school through this new process will be locally developed and adopted local control and accountability plans, which will identify local goals in areas that are priorities for the state, including pupil achievement, parent engagement, and school climate.

As the state continues to invest significantly in the Local Control Funding Formula and new locally defined accountability model, the state serves an important role in supporting school districts that struggle to meet state and local expectations through forms of technical support, state guidance and county office supports. Through the newly formed Collaborative for Education Excellence (CCEE), school districts, county offices of education, and charter schools will be able to access advice and assistance necessary to meet the goals laid out in their local accountability plans. The state will continue to measure student achievement through statewide assessments, determine the content of the school accountability report card, and establish policies to implement the federal accountability system.

- [Supporting Continuous Improvement in California’s Education System](#) in this report Linda Darling-Hammond, Charles E. Ducommun Professor of Education at the Stanford Graduate School of Education and President and CEO of the Learning Policy Institute and David Plank Executive Director of Policy Analysis for California Education (PACE) contrast California’s new accountability system with its predecessor No Child Left Behind. Given that the new LCFF system is based on reciprocal accountability, the authors highlight the three key goals of the new system and link these to the complementary mechanisms that hold schools and districts accountable.
- [Beyond API: Rethinking Accountability in the LCFF/LCAP Era](#) is a January 2015 conference organized by PACE that delves into California’s accountability system. Linda Darling-Hammond and David T. Conley discuss the challenges of concurrent LCFF and CCSS implementation with reactions and further discussion from local and state policy makers.
- [The 2018-19 Budget Proposition 98 Education Analysis](#) from LAO

## Cross-Cutting Issues

### Quality Schooling Framework

California’s Comprehensive Center on QSF

- [Quality Schooling Framework](#) “The Quality Schooling Framework (QSF) is the California educator’s destination for timely tools and practices to guide effective planning, policy, expenditure, and instructional decisions at all schools and districts.”



- CDE has many resources under the QSF including culture/climate, assessment, equity, instruction, resource alignment, and more. These resources can be found at the CDE's [Introduction to the QSF](#) portal.
- “The QSF acts like a map, providing guidance to administrators on how to make effective plans, policies, and fiscal decisions.

# School Climate & Equity



## School Climate & Equity

### Diversity & Inclusion Resources

#### How to Help Diverse Students Find Common Ground

Stephen Murphy-Shigematsu identifies principles that promote a truly inclusive university.

Access article [HERE](#)

#### Diversity and Inclusion Toolkit (National PTA)

This National PTA Diversity and Inclusion Toolkit has resources to assist PTAs at all levels with creating diversity committees, policies, activities and events.

Access toolkit [HERE](#)

#### American Federation of Teachers Resources for Immigrant Families

Resources for teachers, students and families.

<https://www.aft.org/our-community/immigration>

#### Overview: How to Engage Underrepresented Groups

Reaching out to traditionally underrepresented groups is an essential step in maintaining the strength of PTA's grassroots advocacy. Following are simple steps that local PTAs can take to engage and empower *every* family:

Do a self-assessment.

Create effective messaging.

Promote meaningful family engagement.

Create community connections.

Serve as an information resource for parents, families, educators and community groups.

Access resource [HERE](#)

#### The Psychological Toll Facing Immigrants in Today's America

Oppression is stressful, and [stress](#) is dangerous. So what is acculturative stress?

Access Psychology Today article [HERE](#)

#### Safe Haven School District Resources (Sacramento City USD)

SCUSD is committed to the success of all students irrespective of their immigration status, ethnicity, race, religion, sexual orientation, ability, sex and gender identity, socio-economic status or beliefs. This page was specifically created to serve as a resource and information hub for undocumented students, their families, employees and community members who want to assist our undocumented students and employees.

Access Safe Haven Resources [HERE](#)

### **California Safe Haven School Districts List**

A list of California school districts that call themselves Safe Havens.

Access list of Safe Haven School Districts [HERE](#)

Policy:

### **Culturally Responsive Education: A Primer for Policy and Practice**

(Sept 2017— NYU Metropolitan Center for Research on Equity and the Transformation of Schools)

Framing Culturally Responsive Education & Five Unanswered Questions About CRE

The extent, nature and limits of inclusion.

Limitations on the conceptions of “culture”

Implications for teacher recruitment and preparation

Implications for curricular and standards-based reform

Implications for school choice and the school reform agenda

Excerpts from the article follow:

“To be sure, authentic and lasting change via CRE cannot occur by edict or arise through a prescribed set of top-down policies, which only risk appearing to echo empty promises of inclusion that have burdened marginalized students for generations and minimized the responsiveness and responsibility of individual educators and school communities to explore, understand, and embrace their significant roles in this important work. Radically transformative ideas must give rise to radically transformed policies and practices so that the shape of CRE will not simply be an alternate take on educational reform, but rather a thorough interrogation of the history and stakes of current practices.”

“In terms of other recruitment solutions, teacher residency models have in recent years produced an excellent track record of recruiting, placing, and retaining a diverse pool of highly qualified, culturally responsive teachers in high-poverty, low-performing, high-minority urban and rural districts (Kyse et al., 2014; Woodrow Wilson National Fellowship Foundation, 2016; Robinson et al., 2014).”

“Student-directed learning (SooHoo, 1993) in the form of project-based learning and student action research is another practice that aligns to the culturally responsive philosophy. In this practice, students are both the drivers and collaborators of the design and shape of their own learning. This allows students to begin their instruction with questions and topics relevant to their lives and experiences, and facilitates the social learning opportunities that are proven to be effective.”

“Lee (1999) gathered student feedback on educational reforms.

- Challenging curriculum

- Great expectations
- Interactive learning
- Close student-teacher relationships
- Modifications that include more than group busy work
- Greater enthusiasm and energy from teachers during instruction
- More culturally relevant materials
- Team- and community-building activities with teachers and peers
- More activities, projects, and field trips
- Greater voice in deciding topics
- Fairer grading practices
- Ongoing teacher feedback
- Student evaluations of teachers
- Later start time for school days”

#### **Development of CREDE Standards:**

The original research on CREDE began in the [State of Hawai‘i in the 1970s as the Kamehameha Early Education Program \(KEEP\)](#). This research was adapted to other indigenous educational settings including Native American schools and later adapted to over 31 sites throughout the world. From this research, several principles emerged as consistent throughout the various cultures and were equally emphasized in educational literature as best practices for culturally and linguistically diverse children.

These principles developed into the CREDE Standards for Effective Pedagogy. CREDE Hawai‘i is part of the national CREDE project, now at University of California, Berkeley.

Access the full article [HERE](#)

#### Immigrants Students:

### **CDE Information on rights of immigrant students and their families** (CDE)

Following is information provided by the CDE on protections for immigrant students.

*What are the laws protecting schools and students with regard to student records and immigration status?*

There are several legal protections in place, including:

- The 1984 Supreme Court decision *Plyler v. Doe* which requires schools to enroll all eligible children regardless of their citizenship or immigration status.
- State and federal laws prohibit educational agencies from disclosing personally identifiable student information to law enforcement, without the consent of a parent or guardian, a court order or lawful subpoena, or in the case of a health emergency.

- Districts must verify a student’s age and residency, but have flexibility in what documents or supporting papers they use. They do not have to use documents pertaining to immigration status.
- To determine age, for example, LEAs can rely on a statement from a local registrar, baptismal records, or an affidavit from a parent guardian or custodian.
- To determine residency, an LEA can rely on property tax receipts, pay stubs, or correspondence from a government agency.

What other advice or support can the California Department of Education (CDE) provide schools and districts?

Since LEAs have wide discretion in what records they use, Superintendent Torlakson strongly recommends that they do not collect or maintain documents related to immigration status.

Superintendent Torlakson and the California Department of Education will continue to provide LEAs with information, updates, and support as indicated in the [Public Schools Remain Safe Havens for California’s Students](#) letter he sent to all school, district, and county office administrators on December 21, 2016. It is also available in Spanish below.

American Federation of Teachers Resources for Immigrant Families  
<https://www.aft.org/our-community/immigration>

DACA Update for Educators  
[https://www.aft.org/sites/default/files/daca\\_updatek12\\_sept2017.pdf](https://www.aft.org/sites/default/files/daca_updatek12_sept2017.pdf)

## Education Law Pertaining to Immigrant Students

California has enacted a number of laws protecting the rights of immigrant families that informs public school policy. Chiefly among which are laws governing the collection and dissemination of student information. Specifically, in the case of AB 69, schools are prohibited from collecting “information or documents regarding the immigration or citizenship status of pupils or their family members; requiring schools to update emergency contacts and comply with parental instructions relating to their children’s care; and offering information to parents and guardians about their children’s right to a free public education, regardless of immigration status.”

Summaries of the bills and the full language of the law follow:

### Summaries

**AB 699 (Safe Schools for Immigrant Students Act )** — limit schools’ assistance with immigration enforcement so that public schools remain safe and accessible to all.

**Attorney General developed model policies for Californians on April 2018 as mandated by AB**

**699: Promoting a Safe and Secure Learning Environment for All:** Guidance and Model Policies to Assist California’s K-12 Schools in Responding to Immigration Issues.

“California Attorney General Xavier Becerra provides this guide to California’s public schools to fulfill this mandate and to equip local educational agencies with the information and resources necessary to provide safe, welcoming environments for all students and to safeguard the rights and privacy of students and their families.”

Specifically, this guide:

1. outlines relevant state and federal protections for students and families
2. provides policy recommendations that comply with state and federal laws and that may mitigate disruptions from immigration enforcement actions at public schools
3. lists model policies that must be adopted (or have equivalent policies adopted) by local educational agencies by July 1, 2018.

A quick reference guide on responding to on-campus immigration enforcement and requests for student and family information is also included in Appendix A. The guide is also accompanied by a “Know Your Educational Rights” page (included in Appendix G), a guide for students and families (translations of which are available in Spanish, Chinese, Vietnamese, Arabic, Korean, and Tagalog), and a list of legal resources in the event a student’s family member is detained or deported.

**AB 21 (Access to Higher Education for Every Student Act)** – that all higher education institutions that qualify for the Cal Grant program to clearly outline their policies, procedures, and actions in response to possible immigration enforcement activity on their campuses and prevent the disclosure of personal information concerning students, faculty and staff.

**SB 54 (Sanctuary State Bill)** — This law prohibits state and local law enforcement agencies, school police and security departments from using resources to investigate, interrogate, detain, detect, or arrest persons for immigration enforcement purposes (see below for the full text).

**SB 68** — This law would allow undocumented students, and others, to access in-state tuition at the California State University and the California Community Colleges if the student has a total of 3 or more years of attendance.

#### **Full Text**

**SB 54** – The California Values Act, also known as the Sanctuary State bill, was signed into law in October. This law prohibits state and local law enforcement agencies, school police and security departments from using resources to investigate, interrogate, detain, detect, or arrest persons for immigration enforcement purposes; requires state agencies to review confidentiality policies to assure that all information collected from individuals is necessary to perform agency duties; and requires the Attorney General to publish model contractual provisions for state agencies who partner with private vendors for data collection purposes to ensure that those vendors comply

with the confidentiality policies by October 1, 2018

**AB 21** – The Access to Higher Education for Every Student Act was signed into law this October. This law requires that all higher education institutions that qualify for the Cal Grant program to clearly outline their policies, procedures, and actions in response to possible immigration enforcement activity on their campuses. Additionally this law would, prevent the disclosure of personal information concerning students, faculty and staff except under specified circumstances; ensure that campus leadership has verified the legal authority behind any immigration enforcement on campus; maintain a list of legal services providers who provide legal immigration representation free of charge to student upon request; ensure that certain benefits and services provided to undocumented students are continued in the event that they are subject to a federal immigration order; and require these institutions to adopt, implement and post on its website a model policy developed by the Attorney General, or an equivalent policy, limiting assistance with immigration enforcement to the fullest extent possible consistent with federal and state law by March 1, 2019.

**AB 699** – The Safe Schools for Immigrant Students Act was signed into law in October. This law requires the Attorney General to develop model policies for Californians by April 1, 2018 which limit schools' assistance with immigration enforcement so that public schools remain safe and accessible to all. This law provides critical protections and supports for immigrant students, including: explicitly including immigration status in the specified characteristics guaranteeing equal rights and opportunities in the educational institutions of the state; prohibiting the collection of information or documents regarding the immigration or citizenship status of pupils or their family members; requiring schools to update emergency contacts and comply with parental instructions relating to their children's care; and offering information to parents and guardians about their children's right to a free public education, regardless of immigration status.

**SB 68** – This law was signed into law in October and expands AB 540 exemptions to other non-traditional students who are moving on to higher education institutions. This law would allow undocumented students, and others, to access in-state tuition at the California State University and the California Community Colleges if the student has a total of 3 or more years of attendance, or attainment of equivalent credits earned while in California, for a California high schools, California adult schools, campuses of the California Community Colleges, or a combination of those schools. Currently, a student is allowed to access AB 540 status if they completed 3 or more years of full-time high school coursework, and a total of 3 or more years of attendance in California elementary schools, California secondary schools, or a combination of California elementary and secondary schools. This law expands the types of schools which qualify for the 3-year accumulation requirement.



## **Excerpts from the Attorney General’s Immigration Guide for School Administrators**

Attorney General of the State of California

California’s public schools serve more than six million children and their families. The State’s educators have the incredible opportunity, and responsibility, to create and maintain secure and peaceful learning environments for all students, regardless of nationality or immigration status. In a state in which half of all children have at least one immigrant parent, the ways in which our schools handle immigration issues are critically important.

According to The Education Trust-West, 250,000 undocumented children between the ages of 3 and 17 years are enrolled in California public schools, and 750,000 K-12 students in California have an undocumented parent. The State and its educators must do everything within their control to make all California schools safe havens for California’s students and families.

Immigration enforcement threats have led immigrant families to ask whether it is safe to send their children to school. Although California cannot control the actions of federal immigration-enforcement agencies, federal and California laws empower schools to welcome all students and to reassure them of their educational rights and opportunities. Under the U.S. Constitution, all students have a right to receive an education without discrimination based on immigration status. In *Plyler v. Doe*, the U.S. Supreme Court recognized that undocumented immigrants are guaranteed due-process and equal-protection rights under the U.S. Constitution, and that children cannot be denied equal access to a public education on the basis of their immigration status. Therefore, schools must provide free public education to all students regardless of their immigration status and regardless of the citizenship status of the students’ parents or guardians.

California law similarly affirms the equal educational rights of immigrant students. In California, all children between the ages of 6 and 18 years must be enrolled in school. Under the California Constitution, all students and staff—regardless of immigration status—“have the inalienable right to attend campuses which are safe, secure and peaceful.” The California Supreme Court has affirmed that an immigrant student’s right to equal educational opportunity is “a vitally important right in our society.” And the U.S. Supreme Court has ruled that the federal government cannot commandeer state and local governments. Protections are expressly codified in California law to outlaw discrimination on the basis of a student’s immigration status “in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state financial aid.”

## **Know Your Educational Rights**

Attorney General of the State of California

## **Your Child has the Right to a Free Public Education**

All children in the United States have a Constitutional right to equal access to free public education, regardless of immigration status and regardless of the immigration status of the students' parents or guardians.

In California:

- All children have the right to a free public education.
- All children ages 6 to 18 years must be enrolled in school.
- All students and staff have the right to attend safe, secure, and peaceful schools.
- All students have a right to be in a public school learning environment free from discrimination, harassment, bullying, violence, and intimidation.
- All students have equal opportunity to participate in any program or activity offered by the school, and cannot be discriminated against based on their race, nationality, gender, religion, or immigration status, among other characteristics.

### Information Required for School Enrollment

- When enrolling a child, schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of child's age or residency.
- You never have to provide information about citizenship/immigration status to have your child enrolled in school. Also, you never have to provide a Social Security number to have your child enrolled in school.

### Confidentiality of Personal Information

- Federal and state laws protect student education records and personal information. These laws generally require that schools get written consent from parents or guardians before releasing student information, unless the release of information is for educational purposes, is already public, or is in response to a court order or subpoena.
- Some schools collect and provide publicly basic student "directory information." If they do, then each year, your child's school district must provide parents/guardians with written notice of the school's directory information policy, and let you know of your option to refuse release of your child's information in the directory.

### Family Safety Plans if You Are Detained or Deported

- You have the option to provide your child's school with emergency contact information, including the information of secondary contacts, to identify a trusted adult guardian who can care for your child in the event you are detained or deported.

- You have the option to complete a Caregiver’s Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

You have the option to complete a Caregiver’s Authorization Affidavit or a Petition for Appointment of Temporary Guardian of the Person, which may enable a trusted adult the authority to make educational and medical decisions for your child.

---

School Climate:

## **California Department of Education's School Climate Work Group Report**

A work group formed by Glen Price at the CDE presented a report to the State Board of Education with recommendations for supporting improved school climate in California schools. The work group, that includes stakeholders from the state, county offices, and local communities, identified positive school climate as being foundational to student academic achievement and engagement, particularly for students who have been traditionally underserved by public schools, such as low income students.

The work group proposed that school climate vetted by CDE be made available for use on an annual basis so that schools might better address school climate needs in their local contexts. While the school climate plan for the state is still under development, the work group made several recommendations that were heard by the State board of Education. They are as follows:

*The CCWG recommends that the positive inquiry it initiated into improvements in California’s ability to support positive school conditions and climate for each and every student be continued.*

*Key issues that merit ongoing study and action include:*

- *Identification of exemplars, best practices, and peer network supports for local survey adoption;*
- *Development of minimum standards for basic reporting of school conditions and climate survey results;*
- *Identification of exemplars and best practices for qualitative techniques to be used in conjunction with survey results;*
- *Identification and linkages between school conditions and climate tools to other LCFF priorities;*
- and*
- *Development and vetting of student group specific quantitative and qualitative tools.*

## School Conditions and Climate Definition and Features

### Appendix A: School Conditions and Climate Definition and Features

DEFINITION		
<p>“School Conditions and Climate” refers to the character and quality of school life. This includes the values, expectations, interpersonal relationships, materials and resources, supports, physical environment, and practices that foster a welcoming, inclusive, and academically challenging environment. Positive school conditions and climate ensure people in the school community (students, staff, family, and community) feel socially, emotionally, and physically safe, supported, connected to the school, and engaged in learning and teaching.</p>		
FEATURES		
<p>Features that promote a positive school climate and affect the attitudes, behaviors, and performance of both students and staff include, but are not limited to:</p> <ul style="list-style-type: none"> <li>● An intentional student-centric commitment to meeting the basic-cognitive, social, emotional, and physical health needs of youth and fostering the competencies and mindsets that contribute to success in school, career, and life;</li> <li>● Caring, trusting, respectful relationships among and between students, staff, parents, and families;</li> <li>● High expectations for academic achievement and behavior and the social-emotional and pedagogical supports students need to meet those expectations;</li> <li>● The presence of meaningful stakeholder participation that fosters a sense of contribution, empowerment, and ownership; and</li> <li>● A sense of order and safety grounded in clearly communicated rules and expectations, and fair and equitable discipline</li> <li>● Well-maintained resources and facilities.</li> </ul>		
Equity Lens	Validity Lens	Family Engagement Lens
<p>The landscape of California schools includes a rich diversity of students with diverse needs that should be embraced to support community collaboration in a welcoming and responsive way. The CCWG’s intentional equity frame is intended to drive action aimed at increasing equity utilizing multiple layers of data disaggregation, including state, LEA, school, and student group levels.</p>	<p>When considering what we measure, how we measure it, and how to interpret scores, we must work to ensure stakeholder understanding of the evidence to support particular uses of data. This includes helping data users to better understand tradeoffs when making choices about instruments related to issues with validity, reliability, fairness, and bias.</p>	<p>Research shows that parent engagement improves academic achievement and school connectedness. It is essential to capture and reflect a diverse set of parent voices in the recommendation. To that end, the CDE will link existing and ongoing work supporting Family Engagement to the CCWG with an additional work group and/or focus groups as necessary.</p>

## What Teachers and Administrators Can Do About Cyberbullying

1. Communicate. Keep everyone affected by electronic bullying informed. Filters for Internet content do not work for most cyber bullying, but helping students combat bullying on their own does. Peer-support and parent-involvement groups also can help.

2. Encourage openness. Bullies thrive on secrecy, intimidation, and humiliation. They count on their victims' silence. Openness is a key to reducing or eliminating bullying. Urge students to talk to their parents and teachers.
3. Monitor email, Internet, and cell-phone use. Responsible adults should determine when students are mature enough to handle electronic communication — especially when such communication may include cyber-bullying content.
4. Hold bullies responsible. Electronic bullying is a punishable offense. When cyber bullies are identified, hold them accountable. Most schools have anti-harassment policies that should extend to electronic bullying.
5. Contact law enforcement personnel to give professional development training to school staff to look for how to identify cyberbullying."

### **Cyberbullying Law in California**

**AB 256**, Chapter 700 (October 10, 2013). Clarifies role of school in intervening in bullying cases that originate away from school.: "‘Electronic act’ means the creation and transmission originated on or off the schoolsite..."

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180AB256](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB256)

**AB 9** "Seth's Law" (2011) requires school policy and investigation processes (named after 13 year old Seth Walsh who committed suicide after being harassed about sexual orientation and identity)  
(<http://elobbyist.com/gaits/text/354065>)

**AB 1156** (2011) expanded the definition of bullying and connected it to academic performance. Notes that bullying causes a substantial disruption and detrimental effect on students. Encourages training for school officials. Creates provisions to remove victim from the "unhealthy setting."

**AB 746**, signed into law July, 2011. Language of the law includes student behaviors on social networking web sites:

"Under existing law, bullying, including bullying committed by means of an electronic act, as defined, is a ground on which suspension or expulsion may be based. This bill would specify that an electronic act for purposes of the act includes a post on a social network Internet Web site."

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180AB746](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB746)

**SB 719** (Bullying Prevention for School Safety and Crime Reduction Act of 2003); Chapter 828. 2001 Cal. Stats., A.B. 79, Chap. 646 Requires the Department of Education to develop model policies on the prevention of bullying and on conflict resolution, makes the model policies available to school districts and authorizes school districts to adopt one or both policies for incorporation into the school safety plan.

[http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201720180SB719](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB719)

**AB 86**, 2008 Code §32261 (g) Lieu. Pupil safety. Gives school officials grounds to suspend a pupil

or recommend a pupil for expulsion for bullying, including, but not limited to, bullying by electronic act.

<https://www.huffingtonpost.com/franklin-schargel/bullying-what-schools-parb4103901.html>

## **The Community College “segregation machine”**

*(Hechinger Report – December 2017)*

In a recent report entitled, The Community College “segregation machine”, placement in remedial classes prior to being enrolled in credit-bearing classes is described as a barrier to student success, leading to additional costs and delays in achieving academic success.

One student states, “In high school, I was university focused. I know I had the ability. I was looking forward to higher education. I didn’t know that it was going to take so much from me.”

*(Hechinger Report)*

One community college English professor described how her department first saw the data on how few students of color were making it through remedial classes several years ago, and started making changes in the fall of 2010. She says that using students’ high school transcripts in the placement process meant that 82 percent of new students could take college-level English, instead of 28 percent previously. She states that the “old way” — using placement tests — felt to her “like a segregation machine.

### **California Community College: Remedial Pass Rates by Ethnicity** *(link available in the article)*

The database spans six semesters – from Fall 2014 through Summer 2016. This is the average time it takes to complete an Associate’s degree.

Four levels below means a student must make it through four levels of remedial coursework before attempting a credit-bearing class. The success rate is defined as the number of students who started at each level and made it through a credit-bearing class.

Access the full article [HERE](#)

---

Social-Emotional Learning:

## **Enacting Social-Emotional Learning: Practices and Supports Employed in CORE Districts and Schools**

*(PACE Report - April 2018)*

Following are excerpts from the recent report from Policy Analysis for California Education (PACE); a link to the research brief and full report is below.

### **Strategies to promote positive climate and relationships**

- **Whole-school culture-building strategies**, such as using the first two weeks of the school year intentionally to build school culture, promoting school values in messages around the school, or playing music outdoors between classes to foster a positive environment.
- **Promoting personal interaction to build trust and relationships**, for example by greeting students by name and shaking hands at the beginning of school or class.
- **Advisory periods** that provide teachers and students time to form relationships, learn social skills, discuss issues like bullying, and process difficult events happening on or off campus.
- **Organizing schedules and students to support relationships**, for example by offering bridge programs for students just entering the school, grouping students into smaller communities or “families” within large schools, and keeping groups of students with the same teachers for multiple years.
- **Inclusion strategies**, such as organizing student volunteers to reach out to isolated or lonely students, and student clubs that specifically offer support to groups that might feel excluded at school (e.g., African American or Latinx students, special education students, or female students interested in computer coding) (see Figure 1).
- **Positive behavior management and restorative practices** that help teachers focus on why a student acted out, help students develop more appropriate skills, and in some cases, mend damaged relationships between educators and students. Strategies range from formal, packaged programs to everyday strategies such as “cooling off” rooms where students can get support and avoid suspension.
- **Setting and enforcing clear values and expectations**, through direct instruction, specific programs or events, rewards systems for positive behavior, and visuals posted throughout the school.
- **Targeted approaches for struggling, at-risk, or historically marginalized students**, ranging from professional counseling, multi-tiered systems of support for struggling students, and programs meant to support equity, particularly for African American youth.

### **Elective courses and extracurricular activities**

- **Elective courses** such as music or PE as opportunities to model good communication and group interaction skills, and to form trusting relationships between adults and students.
- **Student clubs** that specifically promote kindness, compassion, and positive behavior, with some clubs going further to support students facing trauma. Several schools also have leadership programs that teach students to model good behavior on campus, help other students, and mediate conflicts.
- **Afterschool programs and activities** (e.g., music, yoga, sports) that are intentionally designed to give students opportunities to connect with students from other backgrounds, form relationships with adults, or relieve stress.

### **SEL-specific classroom practices and curricula**

- **Strategies for creating a positive classroom environment**, such as seating students in groups to reinforce norms of getting help from peers, taking on specific roles in a group, and learning to receive feedback.

- **Strategies for managing emotions**, such as permitting students to redo homework assignments and tests to reduce pressure and show students they can improve over time with consistent effort.
- **Modeling appropriate language and mindsets**, for example by providing concrete protocols for how students should communicate with one another or by coaching students to say “I can’t do it YET” instead of “I can’t do it.”

#### **Hiring, organizing, and training personnel**

- **Leadership** teams charged with overseeing the behavior and school climate approaches at the school.
- **Use of non-instructional strategies** in creative ways, such as staffing a “Listening Room” where students can find a trusted adult, training PE teachers as life coaches for frequently truant students, or explicitly recruiting staff members who are a good fit with the values of the school and the racial/ethnic makeup of the student body.
- **Opportunities for adults to learn about social-emotional learning**, such as professional development on topics like growth mindset; staff meetings where educators model the kinds of behaviors and language expected of students, or pairing experienced teachers with new teachers for coaching on social-emotional learning practices.

#### **Measurement and data use**

- **Use of CORE survey data to guide and improve school efforts**, often led by the staff leadership teams mentioned above.
- **School- or state -led local data collection efforts** to provide more rapid or specific feedback, such as developing short student surveys, administered monthly, to track whether students feel safe, have friends, and have a trusted adult connection at school.

What do all the outlier schools have in common?

**They build on existing assets, such as an established program or particular individuals.** For example, one outlier school uses a well-developed sports program as a primary vehicle for supporting social-emotional learning; another uses its strong music program. In each school, an existing program was re-purposed to help build student confidence, promote teamwork, build positive relationships with peers and adults, and improve student attendance and motivation. The specific content of these programs seems to be less important than the fact that they are authentic to the school’s strengths and needs, are deeply embedded in the school culture, and are explicitly designed to advance social-emotional learning.

**They implement with intention.** Practices used to foster social-emotional learning and positive campus climate are implemented intentionally, not in a spontaneous or ad hoc manner. When formal programs are implemented, there are clear roles for staff, specific trainings, and purposeful rules and incentives. Appropriate levels of staffing and financial investment also appear to be important to success.

**They promote student agency and leadership.** Educators in outlier schools believe that youth-led efforts help students engage and also promote positive behaviors and a school culture of trust



and inclusion. Strategies range from buddy programs to kindness clubs and student-led lessons on respect.

"In our study, we found the strongest conceptual and programmatic coherence in the district with the most comprehensive approach, which includes social-emotional learning standards for students and adults, use of the adult standards in personnel evaluations, use of social-emotional learning priorities and measures in school performance evaluations, relevant professional development, and financial investment in these social-emotional learning interventions."

### **Implications for Policy**

Build common understandings and alignment regarding SEL

Invest in building adult understanding of SEL

Critically examine the measurement of SEL and the use of these data

Make the connection between SEL and racial equity intentional and explicit

Develop frameworks for embedding SEL in academic content areas

### **Access the Research Brief and Full Report**

Brief [http://edpolicyinca.org/sites/default/files/Brief\\_SEL\\_Practices.pdf](http://edpolicyinca.org/sites/default/files/Brief_SEL_Practices.pdf)

Full report [https://edpolicyinca.org/sites/default/files/Report\\_SEL%20Practices.pdf](https://edpolicyinca.org/sites/default/files/Report_SEL%20Practices.pdf)

### **Related Resources**

- Dweck, Carol S. *Mindset: The New Psychology of Success*. New York: Random House, 2006. Print.
- Hammond, Zaretta, and Yvette Jackson. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, 2015. Print.
- CEPA. (n.d.). The Educational Opportunity Monitoring Project: Racial and ethnic achievement gaps. Retrieved June 19, 2017, from <http://cepa.stanford.edu/educational-opportunitymonitoring-project/achievement-gaps/race/>

## **Trends in Student Social-Emotional Learning: Evidence from the CORE Districts SEL Report from Six CORE Districts**

(PACE)

The CORE Districts group, Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco and Santa Ana was founded in 2010, when cooperative efforts to implement new academic standards and improve training for teachers and administrators in Long Beach and Fresno grew to include other large urban school districts.

In 2013, their shared focus on innovation, collaboration and local control helped the CORE Districts secure a No Child Left Behind waiver from the federal government to use more than

just test scores to measure strengths and weaknesses in schools and to identify those in need of improvement.

In this study on social emotional learning emerged from a recognition that, “there is a paucity of research examining how a broader set of social-emotional skills develop over time, particularly for different student subgroups.”

[http://www.edpolicyinca.org/sites/default/files/SEL\\_Trends\\_Brief\\_May-2018.pdf](http://www.edpolicyinca.org/sites/default/files/SEL_Trends_Brief_May-2018.pdf)

“Measuring SEL in the CORE Districts The CORE districts’ SEL survey comprises a battery of items designed to measure four SEL constructs: self-management, social awareness, growth mindset, and self-efficacy. Using a 5-point Likert scale, students in Grades 4 through 12 rate themselves on the same 25 questions each year.

The four SEL constructs are defined as follows:

- **Self-management**, also referred to as self-control or self-regulation, is the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself, and setting and working toward personal and academic goals (CASEL, 2005).
- **Growth mindset** is the belief that one’s abilities can grow with effort. Students with a growth mindset believe that they can develop their skills through effort, practice, and perseverance. These students embrace challenges, see mistakes as opportunities to learn, and persist in the face of setbacks (Dweck, 2006).
- **Self-efficacy** is the belief in one’s ability to succeed in achieving an outcome or reaching a goal. Self-efficacy reflects confidence in the ability to exert control over one’s own motivation, behavior, and environment and allows students to become effective advocates for themselves (Bandura, 1997).
- **Social awareness** is the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports (CASEL, 2005).”

Access the full Research Brief [HERE](#).

## **One School’s Innovative Approach to Prevent Bullying of Low-Income Students**

(Miami Herald — August 2018)

Students were bullied if they had dirty clothes — so this New Jersey school got laundry machines. With a [\\$20,000 grant from Public Service Enterprise Group Foundation](#), a New Jersey school bought laundry machines and driers for students, providing a full laundry room that is free for students between 3-6pm with an attendant on duty to “keep an eye on things and pass out supplies.”

““They (were) being bullied, and it wasn’t just like in the building. It was on Snapchat. I’m sitting behind you and take a picture of your collar. Look at this dirty guy,” [Akbar Cook, principal of West Side High School in Newark](#), told CBS New York.

At first, staff members [weren’t aware of the true scope of the problem](#), NJ.com reported. Officials realized how prevalent the bullying was when they began calling home to see why students weren’t in class, Cook told the site.”

Read the full article [HERE](#).

---

## School Needs Assessment Toolkit

(National Center for Community Schools Resources) Exploring, emerging, maturing and excelling in community schools.

### Stages of development in a community school

**Excelling:** At this level you are implementing quality programs that are fully integrated into the fabric of the school. You have influenced the school culture with a focus on addressing the needs of the whole child, increased parent involvement, empowered parents and school staff to be advocates of quality education; you have established strong, relationships within the school, community and school district; you are valued as a committed partner & leader by the school. To succeed in this stage one needs to take smart risks in innovative programming; develop youth leadership; use staff, parents and students to teach others to do this work.

Gather a wide range of information that will inform and drive decisions about the community school’s programming and operations.

Including guidance on:

Archival Data Review

Initial Analysis

Surveys

Key Informant Interviews

Focus Groups

Final Analysis

Reporting

Access the Needs Assessment Toolkit [HERE](#).

## New School Climate Legislation

---

### Safety:

#### **AB 1766** (*Maienschein-R*) - Swimming pools: public safety

Current law provides for the regulation of private swimming pools. Current law also provides for the regulation of public swimming pools by the State Department of Public Health. Current law requires the provision of lifeguard services at any public swimming pool that is of wholly artificial construction and for the use of which a direct fee, as defined, is imposed. A violation of those provisions is a crime. This bill requires those public swimming pools, as defined, that are required to provide lifeguard services and that charge a direct fee to additionally provide an Automated External Defibrillator (AED) during pool operations, as specified.

CSBA Position: Approve

Sample Policies Impacted: None

Policy Pillar: Conditions of Children Chapter #: 270 Effective: 1/1/19

#### **AB 1798** (*Chu-D*) - Schoolbuses: passenger restraint systems

Requires that, on or before July 1, 2035, all schoolbuses in use in California be equipped with a passenger restraint system, as defined. Because a violation of the bill's requirements would be a crime, the bill imposes a state-mandated local program.

CSBA Position: Neutral

Sample Policies Impacted: 3543 Transportation Safety and Emergencies

Policy Pillar: Achievement for All, Local Governance Chapter #: 206 Effective: 1/1/19

#### **11 AB 1766** (*Maienschein-R*) - Swimming pools: public safety

Current law provides for the regulation of private swimming pools. Current law also provides for the regulation of public swimming pools by the State Department of Public Health. Current law requires the provision of lifeguard services at any public swimming pool that is of wholly artificial construction and for the use of which a direct fee, as defined, is imposed. A violation of those provisions is a crime. This bill requires those public swimming pools, as defined, that are required to provide lifeguard services and that charge a direct fee to additionally provide an Automated External Defibrillator (AED) during pool operations, as specified.

CSBA Position: Approve

Sample Policies Impacted: None

Policy Pillar: Conditions of Children Chapter #: 270 Effective: 1/1/19

#### **AB 1798** (*Chu-D*) - School buses: passenger restraint systems

Requires that, on or before July 1, 2035, all school buses in use in California be equipped with a passenger restraint system, as defined. Because a violation of the bill's requirements would be a crime, the bill imposes a state-mandated local program.

CSBA Position: Neutral

Sample Policies Impacted: 3543 Transportation Safety and Emergencies

Policy Pillar: Achievement for All, Local Governance Chapter #: 206 Effective: 1/1/19

**AB 2009 (Maienschein-R)** - Interscholastic athletic programs: school districts: written emergency action plans: automated external defibrillator

If a school district or charter school elects to offer any interscholastic athletic program, requires the school district or charter school to (1) ensure that there is a written emergency action plan in place, and posted as specified, that describes the location and procedures to be followed in the event of sudden cardiac arrest or other medical emergencies related to the athletic program's activities or events, (2) acquire, commencing July 1, 2019 at least one AED for each school within the school district or the charter school to be available on campus, (3) encourage that the AED or AEDs are available for the purpose of rendering emergency care or treatment, as specified, (4) ensure that the AED or AEDs are available to athletic trainers and coaches and authorized persons at the athletic program's on campus activities or events, and 5) ensure that the AED or AEDs are maintained and regularly tested, as specified.

CSBA Position: Approve

Sample Policies Impacted: 6145.2 Athletic Competition

Policy Pillar: Conditions of Children Chapter #: 646 Effective: 1/1/19

**AB 2370 (Holden-D)** - Lead exposure: child day care facilities: family day care homes

The California Child Day Care Facilities Act requires that, as a condition of licensure and in addition to any other required training, at least one director or teacher at each day care center, and each family day care home licensee who provides care, have at least 15 hours of health and safety training, covering specified components. This bill requires, as a condition of licensure for licenses issued on or after July 1, 2020, the health and safety training to include instruction in the prevention of lead exposure as a part of the preventive health practices course or courses component.

CSBA Position: No Official Position

Sample Policies Impacted: 5148 Child Care and Development

Policy Pillar: Conditions of Children Chapter #: 676 Effective: 1/1/19

**AB 2639 (Berman-D)** - Pupil suicide prevention policies: reviews: updates

Requires the governing board or body of a local educational agency that serves pupils in grades 7 to 12, inclusive, to review, at minimum every 5th year, its policy on pupil suicide prevention and, if necessary, update its policy. By imposing additional duties on local educational agencies, the bill imposes a state-mandated local program.

CSBA Position: Support

Sample Policies Impacted: 5141.52 Suicide Prevention

Policy Pillar: Achievement for All Chapter #: 437 Effective: 1/1/19

**AB 2657 (Weber-D)** - Pupil discipline: restraint and seclusion

Authorizes an educational provider, as defined, to use behavioral restraints, which includes physical and mechanical restraints, or seclusion, as defined, only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive, and if other specified conditions are met. The bill prohibits an educational provider from using a behavioral restraint or seclusion in certain circumstances, including, but not limited to, using seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation, and prohibits the use of certain restraint and seclusion techniques.

CSBA Position: Approve

Sample Policies Impacted: 5144 Discipline; 0420.41 Charter School Oversight

Policy Pillar: Conditions of Children Chapter #: 998 Effective: 1/1/19

**AB 2816 (Muratsuchi-D)** - Pesticides: school sites: report

Current law requires the Department of Pesticide Regulation to establish an integrated pest management training program in order to facilitate the adoption of a model integrated pest management program and least-hazardous pest control practices by school sites and requires certain persons who, in the course of their work, intend to apply a pesticide at a school site to annually complete a training course provided by that department. This bill requires the department to submit a report to the Legislature on or before January 1, 2021, that evaluates the implementation, and the effect of the implementation, of the Healthy Schools Act of 2000 and that provides recommendations on improving the implementation and efficacy of the Healthy Schools Act of 2000.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Achievement for All Chapter #: 720 Effective: 1/1/19

**SB 1004 (Wiener-D)** - Mental Health Services Act: prevention and early intervention

Requires the Mental Health Services Oversight and Accountability Commission, on or before January 1, 2020, to establish priorities for the use of prevention and early intervention funds and to develop a statewide strategy for monitoring implementation of prevention and early intervention services, including enhancing public understanding of prevention and early intervention and creating metrics for assessing the effectiveness of how prevention and early intervention funds are used and the outcomes that are achieved. The bill requires the commission to establish a strategy for technical assistance, support, and evaluation to support the successful implementation of the objectives, metrics, data collection, and reporting strategy.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Conditions of Children Chapter #: 843 Effective: 1/1/19

**AB 605 (Mullin-D)** - Child day care facilities: infant to school age license

Requires the State Department of Social Services, in consultation with stakeholders, to adopt regulations on or before January 1, 2021, to create a child care center license to serve infant, toddler, preschool, and school age children and requires, before January 1, 2024, all day care centers to be licensed as child care centers. The bill requires the regulations to include components for infant, toddler, preschool, and school age children, health and safety standards for children in care, and enhanced ability to transition children from one age group to the next.

CSBA Position: No Official Position

Sample Policies Impacted: 5148 Child Care and Development; 5148.3 Preschool/Early Childhood Education

Policy Pillar: Conditions of Children Chapter #: 574 Effective: 1/1/19

**AB 1248** (Gloria-D) - Pupils: wearing of traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies

Provides that a pupil may wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment, as defined, at school graduation ceremonies. The bill also declares that nothing in its provisions shall be construed to limit a local educational agency's discretion and authority to prohibit an item that is likely to cause a substantial disruption of, or material interference with, the ceremony.

CSBA Position: Support

Sample Policies Impacted: 5127 Graduation Ceremonies

Policy Pillar: Local Governance Chapter #: 804 Effective: 1/1/19

**AB 1661** (Limón-D) - School accountability: federal compliance with accountability requirements  
Updates cross-references to the federal Elementary and Secondary Education Act as amended by the federal Every Student Succeeds Act and make various conforming changes, including to provisions relating to foster youth and provisions relating to parent and family engagement programs. By imposing additional requirements on school districts and county offices of education in regards to written parent and family engagement programs, and to the extent other changes are in addition to what is required by federal law, the bill imposes a state-mandated local program.

CSBA Position: Support

Sample Policies Impacted: None

Policy Pillar: Achievement for All, Local Governance Chapter #: 669 Effective: 1/1/19

**AB 1747** (Rodriguez-D) - School safety plans

Provides that it is the intent of the Legislature that all public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, including in cooperation with classified employees, develop a comprehensive school safety plan, and that all school staff be trained on this plan.

CSBA Position: Support

Sample Policies Impacted: 0450 Comprehensive Safety Plan

Policy Pillar: Conditions of Children Chapter #: 806 Effective: 1/1/19

**AB 1887** (Medina-D) - Public education governance: service on boards and commissions

Current law provides that a person is incapable of holding a civil office if, at the time of his or her election or appointment, he or she is not 18 years of age and a citizen of the state. This bill authorizes any pupil attending a California public secondary school who is under the age of 18 years to serve on any board or commission that includes members who are pupils or minors and is established under specified portions of the Education Code that relate to public elementary and secondary education and that includes members who are pupils or minors.

CSBA Position: Support

Sample Policies Impacted: None

Policy Pillar: Local Governance Chapter #: 182 Effective: 8/24/18

**AB 2123 (Cervantes-D) - District-based elections**

Permits a political subdivision and a prospective plaintiff to enter into a written agreement to extend the time period during which a prospective plaintiff is prohibited from commencing an action for up to an additional 90 days in order to provide additional time to conduct public outreach, encourage public participation, and receive public input. The bill requires the written agreement to include a requirement that the district boundaries be established no later than 6 months before the political subdivision's next regular election to select governing board members, except as specified.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Local Governance Chapter #: 277 Effective: 1/1/19

**AB 2289 (Weber-D) - Pupil rights: pregnant and parenting pupils**

Federal and state regulations prohibit an educational institution from applying any rule concerning a pupil's actual or potential parental, family, or marital status that treats pupils differently on the basis of sex. This bill codifies those regulations and related regulations in state law, as they apply to local educational agencies, defined to include a school district, a county office of education, a school operated by a school district or a county office of education, a charter school, the California Schools for the Deaf, or the California School for the Blind.

CSBA Position: Support

Sample Policies Impacted: 5146 Married/Pregnant/Parenting Students; 5113 Absences and Excuses

Policy Pillar: Achievement for All Chapter #: 942 Effective: 1/1/19

**AB 2319 (Nazarian-D) - Foreign language education: world language**

Current law refers to the study of a language other than English by pupils as the study of a foreign language. Current law refers to the term "foreign language" in various provisions of the Education Code. This bill deletes references in the Education Code to the term "foreign language" and instead substitutes the term "world language." The bill provides that the bill shall not be constructed to require local educational agencies to make modifications to their language programs. The bill also makes nonsubstantive changes.

CSBA Position: Support

Sample Policies Impacted: None

Policy Pillar: Achievement for All Chapter #: 865 Effective: 1/1/19



**AB 2449** (Arambula-D) - School districts, county offices of education, and community college districts: governing boards: elections

Under current law relating to the election of members of governing boards of school districts and governing boards of community college districts, the terms of office of certain board members commences on the first Friday in December. Under existing law relating to the election of members of county boards of education, the terms of office of certain board members commences on the last Friday in November. Provides for the commencement of those terms of office on the 2nd Friday in December. To the extent the bill imposes additional duties on school districts, county offices of education, and community college districts, the bill imposes a state-mandated local program.

CSBA Position: Support

Sample Policies Impacted: 9110 Terms of Office; COE 9100 Organization

Policy Pillar: Local Governance Chapter #: 146 Effective: 1/1/19

**AB 2540** (Mullin-D) - State facilities and public buildings: vote centers and polling places

The California Voter's Choice Act, authorizes certain counties to conduct any election, after a specified date, as an all-mailed ballot election if certain conditions are satisfied, including conditions related to ballot dropoff locations, vote centers, and plans for the administration of all-mailed ballot elections. Current law requires, with certain exceptions, that state-owned buildings, parking lots, and other facilities be made available free of charge for use as polling places. This bill extends this requirement to vote centers.

CSBA Position: No Official Position

Sample Policies Impacted: 1330 Use of School Facilities

Policy Pillar: Local Governance Chapter #: 343 Effective: 1/1/19

**AB 2644** (Reyes-D) - Dolores Huerta Day

Requires the Governor to annually proclaim April 10 as Dolores Huerta Day, designate and set apart that date each year as having special significance, and encourages all public schools and educational institutions to observe that date by conducting exercises remembering the life of Dolores Huerta and recognizing her accomplishments and the contributions she made to the state.

CSBA Position: No Official Position

Sample Policies Impacted: 6115 Ceremonies and Observances

Policy Pillar: Achievement for All Chapter #: 130 Effective: 1/1/19

**AB 2800** (Chu-D) - High school athletics: California High School Coaching Education and Training Program: heat illness

Current law states the intent of the Legislature to establish a California High School Coaching Education and Training Program, administered by school districts, that emphasizes specified components, including, among other things, training, which is described as certification in cardiopulmonary resuscitation and first aid, including, but not limited to, a basic understanding of the signs and symptoms of concussions and the appropriate response to concussions. Current law authorizes concussion training to be fulfilled through entities offering free, online, or other types

of training courses. This bill also includes a basic understanding of the signs and symptoms of heat illness, as defined, and the appropriate response to heat illness within that description of training.  
CSBA Position: No Official Position  
Sample Policies Impacted: 6145.2 Athletic Competition  
Policy Pillar: Achievement for All Chapter #: 21 Effective: 1/1/19

**AB 2835** (*Calderon-D*) - Elections: ballots  
Current law defines a “ballot” for election law purposes to include an electronic touchscreen upon which appears the names of candidates and ballot titles of measures to be voted on by touching the designated area of the screen for systems that do not contain a paper ballot. This bill expands the electronic touchscreen systems that qualify as ballots by eliminating the requirement that the systems not contain paper ballots if the votes are tabulated manually or by optical scanning equipment. This bill contains other related provisions and other current laws.  
CSBA Position: No Official Position  
Sample Policies Impacted: None  
Policy Pillar: Local Governance Chapter #: 57 Effective: 1/1/19

**AB 2878** (*Chávez-R*) - Local control and accountability plans: annual goals: state priorities: family engagement  
Current law requires the governing board of each school district and each county board of education to adopt a local control and accountability plan using a template adopted by the State Board of Education. Current law requires the local control and accountability plan to include a description of the annual goals to be achieved for each of certain state priorities, which include implementation of the academic content and performance standards adopted by the state board, as specified, and the specific actions that will be taken to achieve the annual goals. This bill adds to the enumerated state priorities family engagement, as specified.  
CSBA Position: Disapprove  
Sample Policies Impacted: 0460 Local Control and Accountability Plan  
Policy Pillar: Achievement for All Chapter #: 826 Effective: 1/1/19

**AB 3022** (*Gonzalez Fletcher-D*) - Retroactive grant of high school diplomas: departed and deported pupils  
Authorizes the retroactive grant of a high school diploma to a person who has departed California against his or her will, as defined, and, at the time of his or her departure, was enrolled in grade 12 of a high school operated by a school district, by or under the jurisdiction of a county office of education, or by a charter school, who did not receive a high school diploma because his or her education was interrupted due to his or her departure, and who was in good academic standing at the time of his or her departure, as specified.  
CSBA Position: Support  
Sample Policies Impacted: 6146.1 High School Graduation Requirements  
Policy Pillar: Achievement for All Chapter #: 722 Effective: 1/1/19

**SB 237** (*Hertzberg-D*) - Electricity: direct transactions  
The Public Utilities Act requires the Public Utilities Commission to authorize and facilitate direct transactions between electricity suppliers and retail end-use customers, but suspends direct transactions except as expressly authorized. Current law expressly requires the commission to

authorize direct transactions for nonresidential end-use customers, subject to an annual maximum allowable total kilowatt-hour limit established, as specified, for each electrical corporation, to be achieved following a now completed 3-to 5-year phase-in period. This bill requires the commission, on or before June 1, 2019, to issue an order specifying, among other things, an increase in the annual maximum allowable total kilowatt-hour limit by 4,000 gigawatt-hours and apportion that increase among the service territories of the electrical corporations.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Fair Funding Chapter #: 600 Effective: 1/1/19

**SB 822** (Wiener-D) - Communications: broadband Internet access service Enacts the California Internet Consumer Protection and Net Neutrality Act of 2018. This act prohibits fixed and mobile Internet service providers, as defined, that provide broadband Internet access service, as defined, from engaging in specified actions concerning the treatment of Internet traffic. The act prohibits, among other things, blocking lawful content, applications, services, or nonharmful devices, impairing or degrading lawful Internet traffic on the basis of Internet content, application, or service, or use of a nonharmful device, and specified practices relating to zero-rating, as defined.

CSBA Position: Support

Sample Policies Impacted: None

Policy Pillar: Achievement for All Chapter #: 976 Effective: 1/1/19

**SB 917** (Jackson-D) - Insurance policies Under current law, an insurer is liable for a loss of which a peril insured against was the proximate cause, although a peril not contemplated by the contract may have been a remote cause of the loss. Under current law, an insurer is not liable for a loss of which the peril insured was only the remote cause. This bill requires coverage to be provided if a loss or damage results from a combination of perils, one of which is a landslide, mudslide, mudflow, or debris flow, if an insured peril is the efficient proximate cause of the loss or damage and coverage would otherwise be provided for the insured peril. The bill requires coverage to be provided under the same terms and conditions as would be provided for the insured peril.

CSBA Position: Support

Sample Policies Impacted: None

Policy Pillar: Fair Funding, Local Governance Chapter #: 620 Effective: 1/1/19

**SB 954** (Wieckowski-D) - Mediation: confidentiality: disclosure

Except in the case of a class or representative action, requires an attorney representing a person participating in a mediation or a mediation consultation to provide his or her client, as soon as reasonably possible before the client agrees to participate in the mediation or mediation consultation, with a printed disclosure, as specified, containing the confidentiality restrictions related to mediation, and to obtain a printed acknowledgment signed by that client stating that he or she has read and understands the confidentiality restrictions.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Local Governance Chapter #: 350 Effective: 1/1/19

**SB 1018** (Allen-D) - Elections: state and local reapportionment

Authorizes a local jurisdiction to establish a commission by charter amendment. The bill authorizes a local jurisdiction to establish a hybrid redistricting commission, as defined. The bill, for an advisory redistricting commission, authorizes a local jurisdiction to impose additional qualifications and restrictions on the commission, members of the commission, or applicants to the commission in excess of those as specified. The bill eliminates the requirement that an advisory redistricting commission submit a report on its findings and recommended changes within a specified time after the federal decennial census.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Local Governance Chapter #: 462 Effective: 1/1/19

**SB 1036** (Wilk-R) - Local educational agencies: minutes of meetings of governing bodies: inclusion of directory information and personal information of pupils and parents or guardians of pupils Prohibits the inclusion of directory information, as defined, and personal information, as defined, of a pupil or of the parent or guardian of a pupil in the minutes of a meeting of the governing body, as defined, of a local educational agency, as defined, if a pupil who is 18 years of age or older or a parent or guardian of a pupil has provided a written request to the secretary or clerk of the governing body to exclude his or her personal information or the name of his or her minor child, as specified.

CSBA Position: No Official Position

Sample Policies Impacted: 9324 Minutes and Recordings; 5125.1 Release of Directory Information

Policy Pillar: Local Governance Chapter #: 788 Effective: 1/1/19

**SB 1085** (Skinner-D) - Public employees: leaves of absence: exclusive bargaining representative service

Current law, including the Meyers-Milius-Brown Act, the Ralph C. Dills Act, the Trial Court Employment Protection and Governance Act, the Trial Court Interpreter Employment and Labor Relations Act, the Judicial Council Employer-Employee Relations Act and the Los Angeles County Metropolitan Transportation Authority Transit Employer-Employee Relations Act, as well as provisions commonly referred to as the Educational Employment Relations Act and the Higher Education Employer-Employee Relations Act, regulates the labor relations of the state, the courts, specified local public agencies, and their employees. This bill requires public employers, subject to the acts described above, and specified public employers of transit workers, upon request of the exclusive representative of an employee, to grant reasonable leaves of absence without loss of compensation or other benefits for the purpose of enabling employees to serve as stewards or officers of the exclusive representative, or of any statewide or national employee organization with which the exclusive representative is affiliated.

CSBA Position: No Official Position

Sample Policies Impacted: 4161.2 Personal Leaves

Policy Pillar: Local Governance Chapter #: 893 Effective: 1/1/19

**SB 1244** (Wieckowski-D) - Public records: disclosure

The California Public Records Act, when it appears to a superior court that certain public records are being improperly withheld from a member of the public, requires the court to order the officer or person charged with withholding the records to disclose the public record or show cause why he or she should not do so. The act requires the court to award court costs and reasonable attorney's fees to the plaintiff if the plaintiff prevails in litigation filed pursuant to these provisions, and requires the court to award court costs and reasonable attorney's fees to the public agency if the court finds that the plaintiff's case is clearly frivolous. This bill replaces "plaintiff" with "requester" in that provision, makes conforming changes, and specifies that these provisions do not preclude the award of fees and costs pursuant to other provisions of law.

CSBA Position: Neutral

Sample Policies Impacted: None

Policy Pillar: Local Governance Chapter #: 463 Effective: 1/1/19

**SB 1250** (Bradford-D) - Voting: domicile

Current law provides that a person may have only one domicile at a given time, but may have more than one residence. Current law also provides that, for purposes of determining the domicile of a Member of the Legislature or a Representative in the Congress of the United States, the residence address indicated on that person's currently filed affidavit of voter registration is conclusively presumed to be that person's domicile. This bill provides that this presumption applies as long as the address listed is one of the member or representative's residences, notwithstanding that the member or representative may have another residence at which any of certain conditions apply.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Local Governance Chapter #: 911 Effective: 1/1/19

**SB 1383** (Fuller-R) - Teacher credentialing: Committee of Credentials: membership

Current law requires the Commission on Teacher Credentialing to appoint a Committee of Credentials and requires each allegation of an act or omission by an applicant for, or holder of, a credential for which he or she may be subject to an adverse action to be presented to the committee. Current law requires the committee to consist of 7 persons for terms fixed by the commission but not to exceed 2 years, as specified. This bill authorizes the commission to establish an alternate list of qualified individuals for the purpose of filling an unanticipated vacancy on the committee, as provided

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Achievement for All Chapter #: 360 Effective: 1/1/19

**SB 1428** (McGuire-D) - Minors: employment: work permits

Current law authorizes, among others, the superintendent of a school district, a county superintendent of schools, and the chief executive officer of a charter school to issue a work permit to a minor, subject to specified requirements and conditions. Current law provides

requirements and conditions for work permits on the basis of the minor’s age, and relating to the type of work and the number of hours and periods of the year that a minor is authorized to work. This bill prohibits the denial of a work permit on the basis of a pupil’s grades, grade point average, or school attendance if the pupil is applying for the work permit in order to participate in a government-administered employment and training program that will occur during the regular summer recess or vacation of the school that the pupil attends.

CSBA Position: Support

Sample Policies Impacted: 5113.12 Work Permits

Policy Pillar: Achievement for All Chapter #: 420 Effective: 1/1/19

---

## School Climate and Equity

School climate constitutes one of the eight priorities that school districts must address in their [Local Control Accountability Plans](#) (LCAPs). Addressing school climate is not only required under the new Local Control Funding Formula (LCFF), but is also essential to the diverse processes comprising K-12 schools and districts. As Thapa, Cohen, Guffey, and Higgins-D’Allesandro (2003) argue in a review of research on school climate, not only does school climate impact immediate concerns, the climate of a school may have long reaching effects:

*“Research in [school climate] demonstrates the critical importance of individuals and communities of educators in every school, as they hold in their hands the power to create schools that substantially better the quality of the future lives of their students and future generations.”*

Given the importance of school climate, scholars have collectively compiled a broad literature on the topic. In this brief report, the school climate is defined and key themes in research are presented. Specifically, the [National School Climate Council \(2007\)](#) defines school climate broadly as: “[the] pattern of people’s experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.”

Building off of this definition, Thapa, Cohen, Guffey, and Higgins-D’Allesandro (2013) reviewed 206 articles spanning experimental, descriptive, and meta-analysis literature in order to summarize research on five facets of school climate: safety, positive relationships, teaching and learning, institutional environment, and the school improvement process. These five aspects of school climate are summarized below, including how the climate of educational institutions influences the experiences of students, school personnel, and families in their social and academic interactions both in and around school.

As school climate permeates all experiences taking place within a school, it is perhaps unsurprising that a positive school climate is associated with many facets of education. Research shows [1] that a positive school climate is associated with healthy youth development, risk

prevention, student learning, increased completion rates, and teacher retention. More specific findings from research on school climate are subsequently summarized categorically below:

## **Safety**

- Students in schools lacking positive school climate are more likely to experience violence, peer victimization, high absenteeism, and reduced academic achievement.
- Consistent structure and fair enforcement of school discipline is associated with school safety and lower student delinquency.
- LGBTQIA students experience harassment at school more frequently — roughly 87% of LGBTQIA students report experiencing harassment in the past year.

## **Positive Relationships**

- Feeling connected to other people is integral to positive school climate.
- Schools in which students perceive more positive student-teacher relationships experiences lower frequency of behavioral problems.
- Early grade teacher-student relationships have been shown to impact students’ later behavioral and academic success in school.
- Teachers’ peer relationships and feelings of inclusion contribute to school climate.
- Race and ethnicity can predict perceptions of school climate; proactive approaches are more successful in promoting intergroup relationships.

## **Teaching and Learning**

- Positive school climate bolsters students’ abilities to learn; multiple correlational studies show that school climate is directly related to academic achievement.
- Evidence-based character education programs have been linked to higher achievement scores for elementary students.
- Implementing service learning beyond the classroom promotes both civic and academic learning.
- One study found that students are more sensitive to school-level climate — e.g. principal turnover, student-teacher relationships — while teachers were more sensitive to classroom level factors.
- Teachers that feel supported by both principal and peers are more committed to their profession.

## **Institutional Environment**

- Broadly, institutional environment encompasses school connectedness and the physical resources and environment of a school.
- School connectedness promotes academic achievement and is a protective factor against sexual violence and drug use.
- The size of the school correlates with school connectedness, although larger schools can improve the learning environment by forming smaller learning communities.

- Factors like classroom layout can influence feelings of safety; for example, students report feeling unsafe in unsupervised areas of school buildings.

## The School Improvement Process

- School climate influences the success of implementing school reform programs.
- Factors like professional capacity, safety and norms, parent-school-community relationships, and instructional guidance can support or undermine school reform.

**The 13 Dimensions of School Climate Measured** can be found [here](#).

## School Climate Resources

Research conducted by Steinberg, Allensworth & Johnson (2011) explains that it is difficult to enact high-quality instruction in a disorderly, unsafe environment. But developing a safe, orderly climate is more challenging when a school serves disadvantaged student populations. Schools tend to be safer when their students come from communities with less poverty and crime, and especially where there are social resources in the community (Steinberg, Allensworth & Johnson 2011).

Research conducted by Steinberg, Allensworth & Johnson (2011) further shows that crime and poverty are related to school safety largely because students living in high poverty, high-crime neighborhoods are more likely than children from other areas to enter school with histories of low academic achievement. Schools that enroll more students who have struggled in school in the past are more likely to have problems with safety and order. Students with low levels of achievement are less likely than high-achieving students to be engaged academically and more likely to feel frustrated by their performance. This, in turn, makes lower-achieving students more likely to act out and less likely to respond to academic punishments.

**Culturally Responsive Schools**—It is commonly perceived that schools can reduce inequality simply by providing youth with an adequate education. However, inequality can also be reproduced in schools, particularly schools densely populated with low-income Latino or African-American youth, if administrators and educators do not intentionally consider and apply what it means to be [culturally responsive](#).

**“Effective Teaching as a Civil Right”** Annenberg Institute for School Reform. Voices in Urban Education: Effective Teaching as a Civil Right 31: 44-60  
<http://vue.annenberginstitute.org/sites/default/files/issues/VUE31.pdf> (accessed October 15, 2015)

**The Inclusive Schools Network** provides administrators and educators a list of insightful articles to increase one’s knowledge of culturally responsive schools and inclusive classrooms, which can be found [here](#).

**Resisting the School-to-Prison Pipeline**—Ensuring ‘safety’ is a critical component of maintaining positive school climate. However, administrators and teachers must consider how the policies enacted at their schools can negatively impact certain students and further produce inequality.



**Do the Math** —California Endowment statewide campaign to invest in education:

[http://ca-endow.s3.amazonaws.com/wp-content/uploads/TCE\\_DoTheMath\\_Card\\_Stack.pdf](http://ca-endow.s3.amazonaws.com/wp-content/uploads/TCE_DoTheMath_Card_Stack.pdf)

### LCAP Resources for School Climate

The above summary of research on school climate offers a bird’s eye view school climate research. Many of these findings are solely relational or related to specific settings. While this does not negate the value of these findings, school administrators and teachers should not seek to implement these findings as cookie-cutter solutions or expect identical results. The best use of these data is to broadly steer decision-making supporting school climate; any resulting programs or policies should take into consideration individual schools’ unique situations.

To assist in this process, below are several school climate and LCAP resources.

- [A Model for LCAP – School Climate for Design](#)
- [Assessing School Culture and Climate: Formal Survey Assessments](#)
- [School Climate Resources](#)
- [Safe and Supportive Schools](#)

### Additional School Climate Resources

- [Assessing School Climate: California School Climate, Health, and Learning Surveys](#)
- [School Climate Resources](#)
- [Safe and Supportive Schools](#)
- [Legislative Analyst’s Office on Education](#) - Research current, vetoed and passed education legislation.
- [California Accountability Model and School Dashboard](#)
- [CDE’s DataQuest](#) – Find facts about California schools and districts

## Mental Health

New state laws aim to boost mental health services

Gov. Jerry Brown signs mental health care bills into law. Mental health-related bills signed by Governor Brown include:

- **Senate Bill 972** by Senator Anthony Portantino, D-La Cañada Flintridge, requires public schools, private schools, and public and private institutions of higher education that issue pupil identification cards to include the telephone number for a suicide prevention hotline or the **Crisis Text Line**.
  - Text HOME to 741741 from anywhere **in the United States**, anytime, about any type of crisis.
  - A live, trained Crisis Counselor receives the text and responds, all from our secure online platform.
  - The volunteer Crisis Counselor will help you move from a hot moment to a cool moment.
    - For more information, click [HERE](#).

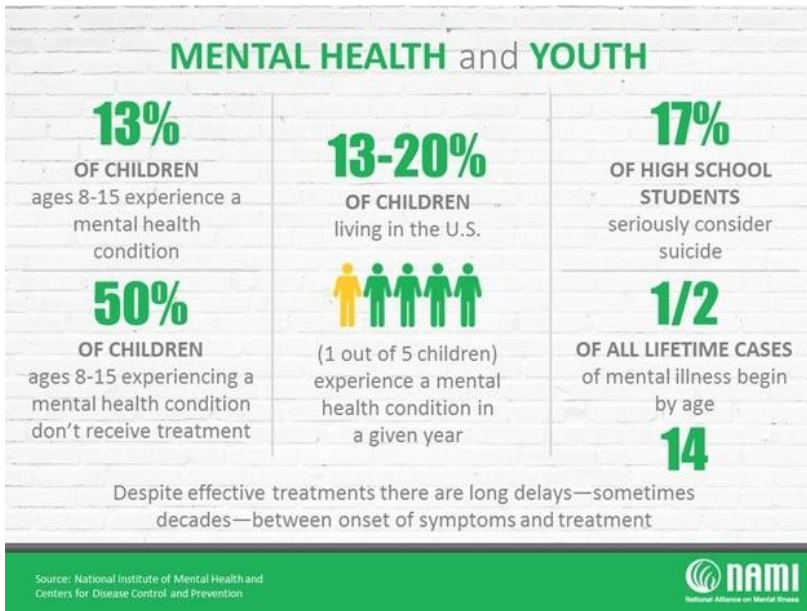
- **Assembly Bill 1436** by Assembly member Mark Levine, D-San Rafael, requires an applicant for license as a marriage and family therapist, educational psychologist, clinical social worker, or professional clinical counselor to show that he or she has completed a minimum of six hours of coursework or applied experience in suicide risk assessment and intervention
- **Assembly Bill 2022** by Assembly member Kansen Chu, D-Milpitas, requires all schools to inform, at least twice a year, pupils and parents or guardians how to access available student mental health services on campus or in the community. The bill also allows counties to use funds from the Mental Health Services Act to provide grants to schools to develop and distribute the notifications.
- **Assembly Bill 2639** by Assembly member Marc Berman, D-Los Altos, requires schools that serve students in grades seven through twelve to review policies on pupil suicide prevention every five years and update the policy, if necessary. AB 2639 also permits local educational agencies to update the policy more frequently.

[Access CDE Report here](#)

## Resources

### National Alliance on Mental Illness (NAMI) Ending the Silence

1. NAMI Ending the Silence is a presentation that helps audience members learn about the warning signs of mental health conditions and what steps to take if you or a loved one are showing symptoms of a mental illness.
2. NAMI Ending the Silence presentations include a lead presenter who shares an informative presentation and a young adult with a mental health condition who shares their journey of recovery. Audience members can ask questions and gain understanding of an often-misunderstood topic. Through dialogue, we can help grow the movement to end stigma.
3. **Free of cost to schools and communities**
4. [Access NAMI Locations](#)



5. **CDE resources:** <https://www.cde.ca.gov/ls/cg/mh/mhresources.asp>  
Resources for psychological and mental health issues, including coping with tragedy, crisis intervention and prevention, school psychology, and suicide prevention.
6. **Society for Adolescent Health and Medicine**  
<https://www.adolescenthealth.org/Resources.aspx>  
In this space, SAHM seeks to provide important resources, handouts, toolkits and treatment protocols for healthcare providers to use in their practices.
7. **California School-Based Health Alliance**  
<https://www.schoolhealthcenters.org/healthlearning/mentalhealth/mentalhealthresources/>  
“Here you will find general resources for improving school mental health policies and programs, as well as information and tools for specific topics: crisis response, minor consent, suicide prevention, school discipline, trauma, school climate, and social-emotional learning.”
8. **The Trevor Project**  
The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, queer & questioning youth.

# Leadership – Principals, Teachers, & Central Office



## Leadership – Principals, Teachers, & Central Office

### **CISI Colleagues Visit Highline Public Schools in Seattle, WA**

In October 2018, a group of California school district superintendents and staff visited a lab school/district to see how the district is working with Dr. Meredith Honig on transforming the central office. As we imagine it, an opportunity like this might strengthen and add depth to the work SELF and the Superintendents Network as well as providing participating California SELF alumni school districts to learn from a district that is implementing central office transformation with fidelity and success.

The two-day visit focused on framing a current challenge in Highline Public Schools, getting visitors up to speed enough on the work to provide input on the challenges, and engagement with HPS leaders to help them address those challenges. In other words, the visit aimed to help visitors learn more about transforming school district central offices by helping HPS with their change efforts.

Takeaways from the Highline PS visit participants:

"Incredibly useful conversations about how the central office can impact what happens in schools."

"Feeling empowered to continue work with principals and schools in a strategic and intentional way."

"Leading about school improvement. Taking the pledge to try something new and different takes courage, determination and focused work."

"This visit has given me “us” a different perspective on deepening, expanding and crating structure where HR partners in driving the “teaching leadership” and student achievement form (aka MTSS) in our district."

Read more about Dr. Honig's work with Central Office Transformation [HERE](#).

### **What It Takes to Operate and Maintain Principal Pipelines: Costs and Other Resources**

(Rand Report excerpts)

This study employed an activity-based approach to understand the resources and expenditures used to improve and sustain a strong pipeline for preparing, hiring, supporting, and evaluating principals. For districts interested in undertaking similar efforts, our analysis provides a sense of what it takes to do this work to promote strong leadership in schools.

- On average, over the course of the initiative, participating districts devoted well under 1 percent (0.4 percent) of their expenditures to principal pipeline efforts, during a time when they were making active investments to enhance those pipelines.

- Given increasing evidence that principal leadership matters a great deal for school outcomes, districts might want to consider how to reconfigure their offices—and, as a result, reconfigure district personnel time—to provide better preparation, hiring, and support for principals, as many participating districts have done.
- To inform this study, we developed data-collection tools that might be useful to other districts as they seek to identify the resources involved in building and maintaining comprehensive principal pipelines.

To read more, and to access the full report follow this [link](#).

## **Good Leaders Make Good Schools**

*(New York Times)*

In a March 2018 article for the New York Times, David Brooks cited examples of how school leadership has made a significant impact on school improvement. In short, Brooks points to dramatic improvement in Washington, New Orleans and Chicago schools that have increased graduation rates since 2011.

"These improvements are proof that demography is not destiny, that bad things happening in a neighborhood do not have to determine student outcomes," writes Brooks.

Citing University of Minnesota and Toronto research that concluded "We have not found a single case of a school improving its student achievement record in the absence of talented leadership," the article emphasizes the critical role of leadership, particularly principal leadership, in school improvement.

### **Things principals do to improve schools:**

- raise expectations and alter norms
- support collaborative power structure
- embody energy, trustworthiness, honesty, optimism, determination

Access the full article [HERE](#).

## **The School Principal as Leader Guiding Schools to Better Teaching and Learning**

*(Wallace Foundation)*

This Wallace Perspective is a culling of our lessons to describe what it is that effective principals do. In short, we believe they perform five key practices well:

- Shaping a vision of academic success for all students, one based on high standards.
- Creating a climate hospitable to education in order that safety, a cooperative spirit and other

foundations of fruitful interaction prevail.

- Cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision.
- Improving instruction to enable teachers to teach at their best and students to learn to their utmost.
- Managing people, data and processes to foster school improvement.

The report states, “Principals play a major role in developing a “professional community” of teachers who guide one another in improving instruction.” And, importantly, “Effective leaders view data as a means not only to pinpoint problems but to understand their nature and causes.”

An interview with Linda Darling-Hammond, the Charles E. Ducommun Professor of Education at Stanford University and one of the nation’s leading authorities on education policy, teachers and the teaching profession, is featured:

“In thriving schools you have a professional learning community. If there isn’t one, it’s something that teachers and leaders have to build together, getting past the closed-door culture which is often inherited in schools: “We’re all doing our own thing in our own classroom.” — Linda Darling-Hammond

Access the report here:

<http://www.wallacefoundatinon.org/knowledge-center/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-Ed.pdf>

## New School Leadership Legislation

---

### Personnel:

**AB 1912 (Rodriguez-D)** - Public employees’ retirement: joint powers agreements: liability

The Joint Exercise of Powers Act generally authorizes 2 or more public agencies, by agreement, to jointly exercise any common power. Under the act, if an agency is not one or more of the parties to the agreement but is a public entity, commission, or board constituted pursuant to the agreement, the debts, liabilities, and obligations of the agency are the debts, liabilities, and obligations of the parties to the agreement, unless the agreement specifies otherwise. This bill specifies that the parties to the joint powers agreement may not specify otherwise with respect to retirement liabilities of the agency if the agency contracts with a public retirement system, and eliminates an authorization for a party to a joint powers agreement to separately contract or assume responsibilities for specific debts, liabilities, or obligations of the agency.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Local Governance Chapter #: 909 Effective: 1/1/19

**AB 1976 (Limón-D)** - Employment: lactation accommodation

Current law requires every employer to provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child and requires an employer to make reasonable efforts to provide the employee with the use of a room or other location, other than a toilet stall, in close proximity to the employee's work area for the employee to express milk in private. Current law makes a violation of these provisions subject to a civil penalty and makes the Labor Commissioner responsible for enforcement. This bill instead requires an employer to make reasonable efforts to provide an employee with use of a room or other location, other than a bathroom, for these purposes.

CSBA Position: No Official Position

Sample Policies Impacted: 4033 Lactation Accommodation

Policy Pillar: Local Governance Chapter #: 940 Effective: 1/1/19

**AB 2128 (Kiley-R)** - School employees: dismissal or suspension: hearings: evidence

Current law establishes procedures for the dismissal and suspension of school employees. Current law prohibits, for certain dismissal or suspension proceedings, testimony or evidence relating to matters that occurred more than 4 years before the date of the filing of the notice of the governing board of the school district to an employee of its intention to dismiss or suspend him or her. This bill also exempts from those provisions testimony, evidence, or a dismissal or suspension decision regarding allegations of behavior or communication of a sexual nature with a pupil that is beyond the scope or requirements of the educational program, for purposes of a disciplinary proceeding based on similar conduct, as specified, and testimony, evidence, or a dismissal or suspension decision regarding allegations of specified offenses involving lewd and lascivious acts and certain types of contact or communication with minors, for purposes of any disciplinary proceeding.

CSBA Position: Support

Sample Policies Impacted: 4118 Dismissal/Suspension/Disciplinary Action

Policy Pillar: Local Governance Chapter #: 816 Effective: 1/1/19

**AB 2160 (Thurmond-D)** - Classified employees: school and community college districts: part-time playground positions

This bill deletes provisions exempting part-time playground positions from the classified service, thereby making those positions part of the classified service. The bill requires an employee employed by a school district or community college district in a part-time playground position as of the effective date of the laws placing part-time playground positions into the classified service to be deemed a permanent employee of the school district or community college district, without placement on an eligibility list or examination for purposes of placement on an eligibility list for a school district or community college district that has adopted the merit system. To the extent that the bill imposes additional duties on school districts and community college districts, the bill imposes a state-mandated local program.

CSBA Position: No Official Position

Sample Policies Impacted: 4200 Classified Personnel

Policy Pillar: Fair Funding Chapter #: 488 Effective: 1/1/19

**AB 2234 (Jones-Sawyer-D)** - School districts: employees: dismissal or suspension administrative proceedings: testimony of minor witnesses: pupil contact information

Current law establishes procedures to be followed in the event that a school proposes to dismiss or suspend a certificated employee. Current law also authorizes hearings and investigations of the



conduct of classified personnel to be conducted by personnel commissions in school districts that have adopted a merit system. This bill enacts a comprehensive set of requirements for the presentation of testimony by minor witnesses at certain dismissal or suspension administrative proceedings relating to certificated employees and in hearings relating to classified employees conducted by school district governing boards in school districts that have not adopted a merit system or by personnel commissions in school districts that have adopted a merit system.

CSBA Position: Support

Sample Policies Impacted: 4118 Dismissal/Suspension/Disciplinary Action; 4218

Dismissal/Suspension/Disciplinary Action

Policy Pillar: Achievement for All Chapter #: 996 Effective: 1/1/19

**AB 2261** (*Friedman-D*) - School employees: merit system: classified service: community representatives

Current law requires a school district that adopts a merit system to appoint a personnel commission and requires the commission to classify all employees and positions within the jurisdiction of the governing board of the school district or of the commission, except for specified positions that are exempt from the classified service. Current law requires positions established for the employment of community representatives in advisory or consulting capacities for not more than 90 working days, or a total of 720 hours, in a fiscal year to be exempt from the classified service as provided. This bill instead requires positions established for the employment of community representatives in advisory or consulting capacities to be considered part of the classified service.

CSBA Position: No Official Position

Sample Policies Impacted: 4200 Classified Personnel

Policy Pillar: Achievement for All Chapter #: 297 Effective: 1/1/19

**AB 2285** (*O'Donnell-D*) Teacher credentialing: out-of-state prepared teachers: clear credential  
Current law requires the Commission on Teacher Credentialing to issue a clear multiple subject, single subject, or education specialist teaching credential to an out-of-state applicant who satisfies specified requirements, including documenting, in a manner prescribed by the commission, that he or she has completed 150 clock hours of activities that contribute to his or her competence, performance, and effectiveness in the education profession, or that he or she has earned a master's degree or higher in a field related to the credential, or the equivalent semester units, from a regionally accredited institution of higher education. This bill eliminates that requirement as a condition for an out-of-state applicant to be issued a clear multiple subject, single subject, or education specialist teaching credential.

CSBA Position: **Cosponsor**

Sample Policies Impacted: None

Policy Pillar: Achievement for All Chapter #: 143 Effective: 1/1/19

**AB 3018** (*Low-D*) - State contracts: skilled and trained workforce

Current law authorizes a public entity to require a bidder, contractor, or other entity to use a skilled and trained workforce to complete a contract or project, and requires that the commitment to use a skilled and trained workforce be made in an enforceable agreement that meets specified requirements. Current law requires a contractor, bidder, or other entity to provide to the public entity or other awarding body, on a monthly basis while the project or contract is being performed,

a report demonstrating compliance with skilled and trained workforce requirements. This bill, for work performed on or after January 1, 2018, clarifies that the same set of specified occupations continues to be subject to the current requirement that only 30% of skilled journeypersons employed to perform work on those contracts or projects be graduates of an apprenticeship program.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Fair Funding Chapter #: 882 Effective: 1/1/19

**SB 846 (Committee on Budget) – Employment**

The Ralph C. Dills Act defines “fair share fee” as the fee deducted by the state employer from the salary or wages of a state employee in an appropriate unit who does not become a member of, and financially support, the recognized employee organization, and prescribes conditions for its use. The Meyers-Miliias-Brown Act, if an agency shop agreement is in place, provides for the payment of an agency fee, which requires an employee either to join the recognized employee organization or pay a fee, as specified. A recent Supreme Court opinion held that fair share and agency fees violate the free speech rights of employees who are not employee organization members. This bill prohibits the Controller, a public employer, an employee organization, or any of their employees or agents, from being liable under state law for, and grants to them a complete defense to, any claims or actions under California law for requiring, deducting, receiving, or retaining agency or fair share fees from public employees, and denies standing to current or former public employees to pursue these claims or actions, if the fees were permitted at the time and paid prior to June 27, 2018.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Fair Funding Chapter #: 405 Effective: 9/14/18

---

---

## Teacher Recruitment and Retention: History and Background

### **Credentialing Standards Overview**

In 1998, the implementation of SB 2042 (Alpert, Chapter 548, Statutes of 1998) redirected state policy concerning assessing the quality of teacher training programs. Previously, Teacher Preparation Institutions had relied only on completion of academic coursework for certification instead of requiring newly trained teachers to demonstrate knowledge of state standards before being placed in the classroom.

Eight years later, the passage of SB 1209 (Scott, Chapter 517, Statutes of 2006) took the next major step towards addressing credentialing issues. This legislation came in response to recommendations from The Center for the Future of Teaching and Learning report *The Status of the Teaching Profession 2005*, which found that while California had reduced the number of underprepared teachers by half, underprepared teachers are assigned more often to lower performing schools with high percentages of poor and minority students. Furthermore, the researchers found that California would need to replace at least 100,000 teachers over the next ten years.

The CTC created a website which focuses solely on SB 1209. The website provides informational updates and background information concerning this piece of legislation, including current actions taken by the CTC to comply with the regulations: <http://www.ctc.ca.gov/educator-prep/SB1209/default.html>

The CTC has worked to: streamline duplicate preliminary credential requirements for new teachers who have completed state adopted credential requirements in another state, consolidate testing requirements for teacher candidates, provide incentives to strengthen preparation of teacher interns and induce experienced teachers to mentor new teachers.

Most significant to current and prospective teachers may be the provision that deleted the verification of meeting professional growth requirements for the renewal of professional clear credentials, as of January 1, 2007. This includes the 150 clock hours of activities and experience requirement. This change has affected all teaching and service credentials except Child Development Permits. More recently in 2013, two pieces of legislation were passed that affect teacher credentialing. First, SB 5 (Padilla - Chapter 171, Statutes of 2013), authorized teacher preparation programs to increase their length of study from one year to two years because an increase in the number of content requirements over the last ten years has made it more difficult to complete the program in one year. Second, SB 368 (Pavley - Chapter 717, Statutes of 2013), authorized a Commission on Teacher Credentialing (CTC) to approve special education teacher preparation programs to offer comparability and equivalency for coursework, subject to guidelines issued by the CTC.

## **ESSA Replacement of NCLB’s “Highly Qualified Teachers”**

Under the federal No Child Left Behind Act (NCLB) statutes, schools that received Title I funds must have ensured teachers had:

1. A Bachelor’s degree
2. State certification or be enrolled in an alternative credential program
3. Demonstrated core academic subject matter competence

Core academic subject areas are considered English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history, and geography. Elementary school teachers must demonstrate competence in reading, writing, mathematics and other core areas of the elementary school curriculum. NCLB recognized two types of teacher assignments: elementary or middle/high school.

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed into law and went into effect during the 2017-18 school year. This new plan removed the NCLB Act requirement that all schools receiving Title I funds must have ensured their teachers were “highly qualified.” Under the ESSA, states are required to define “effective” and “ineffective” teachers as a replacement for “highly qualified” teachers.

- [The California ESSA Consolidated State Plan](#) defines an “ineffective” teacher as one who is “(a) misassigned (placed in a position for which the employee does not hold a legally recognized certificate or credential or a certificated employee placed in a teaching or

services position in which the employee is not otherwise authorized by statute to serve), or (b) teaching without a credential.” (California *Education Code (EC)* Section 47605(l))

- According to [EdSource](#), this indicates that all teachers that have a teaching credential, either a standard “preliminary” teaching credential or an intern credential, will now be considered “effective” teachers.

With this change, the [Verification Process for Special Settings \(VPSS\)](#) is no longer required for teachers of special settings. These teachers will fulfill the requirement of subject matter competency through state certification.

[Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad](#) — This report from the National Staff Development Council reveals the type of high-intensity, job-embedded collaborative professional learning that is most effective and examines information about the nature of successful professional development opportunities in a variety of contexts. The report states, “Professional development is most effective when teachers engage actively in instructional inquiry in the context of collaborative professional communities, focused on instructional improvement and student achievement.”

## Evaluation, Assessment, & Credentialing

### Principal Evaluation

SB 1292 (Liu, Chapter 435, Statutes of 2012) authorized school districts to evaluate new principals during their first and second year of employment and then determine the frequency of subsequent evaluations. School district governing boards are also authorized to identify who conducts school principal evaluations. Furthermore, SB 1292 establishes criteria for principal evaluations based on the California Professional Standards for Educational Leaders (CPSELs) and measures of student growth in an administrator’s school.

The bill provides that a quality school principal evaluation may include, but not be limited to the following evidences: 1) student academic growth based on multiple measures, as specified; 2) effective and comprehensive teacher evaluations, as specified; 3) culturally responsive instructional strategies to address and eliminate the achievement gap; 4) analysis of quality instructional strategies and effective feedback that leads to instructional improvement; 5) high expectations for all pupils and leadership to ensure active pupil engagement and learning; 6) collaborative professional practices for improving instructional strategies; 7) effective school management, as specified; 8) meaningful self-assessment to improve as a professional educator, as specified; and 9) consistent and effective relationships with pupils, parents, teachers, staff and other administrators.

Due to funding concerns, SB 1292 set up a voluntary system for statewide evaluations. This bill, therefore, does not fulfill the federal government’s ESEA waiver requirements for a mandatory

statewide evaluation system. School districts may determine whether to implement their principal evaluations to align with criteria outlined in the bill or by some other criteria. The bill was intended to provide the foundation and direction for the development of a principal evaluation system. In the meantime, it merely requires that principals be evaluated but offers limited direction as to how this evaluation should take place.

## **Teacher Performance Assessment**

SB 1209 required, beginning in 2008, all candidates for a preliminary Multiple and Single Subject Teaching Credential to pass an assessment of their performance teaching K-12 public school students as part of the requirements for earning a teaching credential. The assessment is designed “to measure the candidate’s knowledge, skills and ability with relation to California’s Teaching Performance Expectations (TPEs), including demonstrating his/her ability to appropriately instruct all K-12 students in the Student Academic Content Standards.” There are three approved teaching performance assessment models, each of which requires candidates to complete a set of tasks related to subject-specific pedagogy, designing and implementing instruction and student assessment, and a culminating teaching experience or event. Candidate performances are scored by trained assessors against one or more rubrics that describe levels of performance relative to each task/activity.

## **Professional Development**

In SB 590 (De León), the issue of professional development for classified employees was visited. This bill requires a local education agency, if it expends funds for professional development for any school site staff, to consider the professional development needs of classified school employees. Classified employees include paraprofessionals, healthcare professionals, office staff, custodians, bus drivers and more. Currently the state does not fund professional development training programs for classified employees.

### **What the Research says**

School leaders are faced with many options for professional development (PD) programs, that range in focus from leadership to subject matter and promise results for students, teachers, and schools. However, when attempting to make decisions about which PD programs to implement, school stakeholders rarely share the same conception of how PD works, how it improves teacher learning and how it impacts teacher practice and school environments. Here we attempt to outline the program goals, structures, and elements that have been demonstrated to deliver lasting positive outcomes for students and to highlight those that have not.

Less effective PD models are designed to operate as follows:

- PD coach helps teachers learn
- Teachers change their practices
- Students learn more, better

Effective PD models operate more recursively:

PD coach works with teachers to collaboratively identify areas of challenge and growth

1. Teachers implement their own insights in the classroom
2. Students learn more, better
3. Teachers return to PD coaches and collaborative groups to discuss implementation results
4. Collaborative groups refine practices
5. Teachers implement refined practices
6. Students learn more, better.

PD programs for teachers generally help teachers to develop strengths in the following four pedagogical technique areas; areas that teachers must continually and simultaneously address:

- Portraying curricular content so that naive minds can understand it.
- Containing unwanted student behavior and fostering non-cognitive skills such as perseverance and self-regulation.
- Enlisting student participation.
- Exposing student thinking in order to understand what they have understood or need to understand.

PD programs use one of four approaches to help teachers enact new ideas (Adapted from Kennedy (2016). The following list of PD approaches includes descriptions:

**Prescription**

Explicit directions about how to address a specific teaching challenge — *least flexible, least independent*.

**Strategies**

Learning goal defined with strategy choices to get there—*flexible, independent*.

**Insight**

Changing the way teachers understand and interpret classroom situations so that they can change how they respond—*more flexible, more independent*.

**Presenting knowledge**

Provides a course or book that introduces a body of knowledge without requiring or requesting action—*most flexible, most independent*.

**The best PD programs:**

- Use coaches for collaboration and problem solving on the above pedagogical technique areas. Like a good therapist, effective coaches ask questions to guide teachers toward their own insights based in their own practice.

- Use Professional Learning Communities to engage teachers in co-creating learning and action (e.g. reading about effective practice and making their own decisions about classroom implications together).
- Randomly assign tasks to volunteer participants who have expressed interest in participating. Mandated assignments lead to near 0 effect as compared to groups with no PD (Kennedy, 2016).
- Use online discussion forums and in-person meetings
- Address at least one of the above 4 pedagogical technique areas listed above.
- Use a combination of the “strategies”, “insights”, and “presenting knowledge” approaches.
- Have PD facilitators who view teachers as colleagues working together to develop new teaching strategies.
- Use PD professionals with extensive experience working with teachers. It is best if they have worked in the community or in a nearby community.
- Foster lasting relationships with PD professionals. The same people work in multiple schools or across adjoining districts. They are familiar faces and are available for follow-up.
- Base programming on a clear, respectful, and nuanced understand of teacher roles, motivations, and learning styles.
- Measure PD program outcomes by monitoring student learning for 1-2 years *after* the end of the PD program.
- Sustain learning through a continuous cycle of follow-up, feedback, and reflection. This is to mitigate “enactment”, whereby teachers learn one new idea or methodology outside of the classroom but continue to enact their previous mode of operating within the classroom.
- Are built around the specific needs of the teachers in collaboration and reflect the culture and climate of the school context.

***See Kennedy (2016), Loughran (2014), Hirose et. al (2015), Akiba & Wildonson (2015), Stansbury (2012), Morrison (2015), Avalos (2011).***

Less effective professional development programs (See Kennedy (2016), Hirose et. al (2016)):

- Use the “prescriptive” approach: Tell teachers what to do, when, and how to do it.
- Focus only on subject matter knowledge without addressing one or more of the above pedagogical techniques.
- Have facilitators who do not treat teachers as peers.
- Use PD coaches who do not understand the school culture and climate.
- Are designed, organized, or presented as remedial for underperforming teachers
- Are mandatory.
- Focus on a set of design features. There is no best program or type of program. Out of the box programs appear easy but show few positive results.

***See Kennedy (2016), Hirose et. al (2015)***

- PD is continuous and ongoing. A school district can hire PD coach(es) and have them rotate throughout the schools with both formal, scheduled follow-up for skills consolidation and informal engagement opportunities for teachers' continued development and growth. The actual number of hours face-to-face have not been demonstrated as more effective. Availability for immediate engagement when a teacher is in a learning situation is more important than total time spent (Kyndt et. al, 2016).
- Paid time is set aside for PD, both for facilitated group activities, peer led group exchange, and one-on-one support.
- Resources are made available to prioritize, organize, structure, and evaluate program effectiveness. This is not another form of teacher evaluation, but, rather, evaluation of the PD program, facilitator, and support structures in order to continually improve them.
- School leaders are involved with (but do not control) the development, goals, and opportunities for PD programs. They define the central program goal as bringing teachers together in learning teams to learn together as lifelong learners. It is crucial for leaders to frame PD programs not as "improvement", which implies deficiency, but as "development" or "learning", which implies growth. They support the process through engaging teachers and motivating them to participate (without mandating participation) (Kennedy, 2016).
- School leaders encourage PD coaches to challenge them and the status quo, if this is what is necessary to improve student academic and non-cognitive outcomes. Innovation emerges through tension; if the potential for cordial conflict is presented openly and welcomed from the start, the PD can be an added value for school leaders as they provide an outside perspective that can challenge unseen, and perhaps sub-optimal, orthodox structures, systems, and modes of operation.
- School leaders model and encourage the context for successful PD: trust, structure, and independence.

School leaders encourage informal, complimentary daily learning by

1. Creating a collaborative school culture.
2. Placing similar subject classrooms in proximity to each other.
3. Building formal mentorship programs between more and less-experienced teachers. Both mentors and mentees learn from each other. They exchange experience/ knowledge and excitement/ beginners mind.
4. Creating time in teacher schedules for informal interactions.
5. Creating spaces built to encourage informal interactions.

#### **Effective PD coach/ facilitators**

- Model non-cognitive strengths and personality traits: (e.g.) growth mindset, active listening, perspective taking, cognitive flexibility, pro-activeness, openness, and agreeableness.
- Think from a systems perspective. As they engage with teachers on their particular challenges they are able to perceive the potential effects of their recommendations both on classroom systems and on school-wide systems.



- Take the time to understand the school’s culture; its current values and expectations embedded in its structures and practices, and its climate; how stakeholders perceive the psychological environment.
- Have years of experience as teachers.
- Serve as mirrors of honest kindness for teachers, allowing teachers to see themselves as they are, to accept themselves, and to motivate them to work to strengthen their areas of weakness from this place of acceptance.
- Understand how to provide constructive feedback framed as guidance (and not as a threat to autonomy).
- Have the skills and time necessary to participate in ongoing impact assessment and reflection.

#### **What is not as important**

- Length of contact with PD leader (more contact does not usually lead to better outcomes) (Kyndt et. al, 2016)
- Specific PD design (Kennedy, 2016).

#### **Policy Implications—a coherent professional development system**

Aligning all systems into one coherent, learning focused system. This is not about reinventing the wheel; it’s about bringing together disparate systems onto a turning axle so that teachers can grow without being overburdened and learning can move forward (Akiba & Wilkinson, 2015).

1. Create one system-wide PD system focused on professional learning that aligns teacher certification, teacher salary increase opportunities, and teacher evaluation. Bring together PD for licensure renewal and advancement with PD used for salary increases and PD used for evaluation. One clearly communicated program that is part of what teachers do every day and demonstrates measurable impact on classroom practice (Avalos, 2010)
2. Adopt and communicate PD learning standards, expectations, and goals.
3. Ensure that the above are being implemented in practice.
4. Develop information systems to collect data on practices and related impact outcomes.
5. Disseminate and support the expansion of the above successful practices through the establishment of professional leadership networks.
6. Reallocate state and federal funds toward a unified system-wide PD strategy (tailored to and co-created with local districts and schools). (Gulamhussein, 2013)
7. Include in the PD strategy connections with researchers and university professors who can actively participate in PD and provide coherent communication of successful, coherent PD strategies (such as those listed above) (Coggshall, 2012)
8. Provide sample school schedules with built-in time for PD collaboration, guided learning, and informal learning opportunities.

#### **Resource Links**

[The Eight Components of Great Professional Development](#)  
[How Does Professional Development Improve Teaching?](#)  
[Adopting an International Innovation for Teacher Professional Development: State and District Approaches to Lesson Study in Florida](#)  
[Professionally Developing as a Teacher Educator](#)  
[Assessing Practical Thinking of Teachers for Use in Teacher Education](#)

[Akiba, M., & Wilkinson, B. \(2015\). Adopting an International Innovation for Teacher Professional Development State and District Approaches to Lesson Study in Florida. Journal of Teacher Education.](#)

[Avalos, B. \(2015\). Teacher professional development in Teaching and Teacher Education over ten years. Teacher and Teacher Education.](#)

[Coggshall, J. \(2012\). Toward the Effective Teaching of New College- and Career-Ready Standards: Making Professional Learning Systemic. National Comprehensive Center for Teacher Quality.](#)

[Gulamhussein, A. \(2013\). Teaching the Teachers: Effective Professional Development in an Era of High Stakes Accountability. National School Boards Association Center for Public Education.](#)

[Kennedy, M. \(2016\). How Does Professional Development Improve Teaching? Review of Educational Research, presented at AERA.](#)

[Kyndt, E., Gijbels, D., Grosemans, I., and Donche, V. \(2016\) Teachers' Everyday Professional Development: Mapping Informal Learning Activities, Antecedents, and Learning Outcomes. Review of Educational Research, presented at AERA.](#)

## **Special Education in the General Ed Classroom**

11% of California students are identified as having learning disabilities<sup>1</sup>. We attempt to demystify learning disabilities, the variety of approaches to handling them in school and district contexts, and the associated administrative impacts and proposed solutions.

### **Inclusion vs. Exclusion. Push-in Vs. Push-out: The “Least Restrictive Environment”**

There is a national trend toward including students with learning disabilities inside general classrooms. From 1990 to 2014, the percentage of students spending 80% or more of their time inside a general classroom doubled from 30% to 60%<sup>2</sup>. The goal of inclusion is to both appreciate and value neurodiversity and create an environment where all children feel welcomed and supported. While inclusion and access to the core curriculum has been found to lead to improved student achievement under optimal conditions<sup>3</sup>, the now infamous lack of special education

---

1

Quality Counts 2016: Report and Rankings. *Education Week*. (this includes behavioral and emotional disabilities)

<sup>2</sup> [https://nces.ed.gov/programs/coe/indicator\\_cgg.asp](https://nces.ed.gov/programs/coe/indicator_cgg.asp)

<sup>3</sup> Huberman, M., Navo, M., & Parrish, T. (2012). Effective practices in high performing districts serving students in special education. *Journal of Special Education Leadership*, 25(2), 59–72.

teachers to support classroom teachers and the lack of professional development of general classroom teachers in special education methodology and practice has not kept up with the trend toward inclusion<sup>4</sup>. Pierson and Howell provide an exemplary guide to full inclusion, discussing implementation challenges and success strategies<sup>5</sup>.

They identify several crucial practices:

1. A systems-wide approach to inclusion including all school stakeholders,
2. Providing professional development and tools for educators to ‘enact inclusion’,
3. Training paraprofessionals to more effectively work within the classroom context.

Clearly, it is more challenging to ‘pull in’ students with moderate to severe disabilities as they require additional modifications and are less able to access the general curriculum. It is not possible, and may even be discriminatory, to include all children in a classroom at all times (full inclusion). Thus, it is possible to have an inclusive, flexible and fluid model for integrating special education into the classroom (partial inclusion). A clear school or district-wide Inclusion Plan can be created to guide decisions about levels and structures of inclusion for students based on their disability or developmental difference and their associated additional needs. Legal considerations must be taken into account in shaping this plan<sup>6</sup>.

### **Effects of Inclusion on the General Classroom**

The 1997 reauthorization of the Individuals with Disabilities Education Act made clear that all students should be in general education classes unless they were demonstrated to have a disability that explicitly prevented inclusion. There is an ongoing debate, however, on whether inclusion or separation is best practice, both for the students with disabilities and their classmates. In 2002, Eric Hanushek et. al found that inclusion improves special education students’ math achievement without decreasing other students’ performance<sup>7</sup>. In the decade since there has emerged a growing consensus on the benefits of inclusion for children with learning disabilities, but there has been little follow up research. Michael Gottfried et al. (2016) have taken the opposite perspective, engaging the question regarding how inclusion may impact classmates without learning disabilities; they have found a negative effect<sup>8</sup>.

---

<sup>4</sup> Blum, G., Wilson, M., & Patish, Y. (2015). Moving Toward a More Socially Just Classroom Through Teacher Preparation for Inclusion. *Catalyst: A Social Justice Forum*, 5(1).

<sup>5</sup> Pierson, M. R., & Howell, E. J. (2013). Two high schools and the road to full inclusion: A comparison study. *Improving Schools*, 16(3), 223–231.

<sup>6</sup> <http://weac.org/articles/specialedinc/>

<sup>7</sup> Hanushek, E. a., Kain, J. F., & Rivkin, S. G. (2002). Inferring Program Effects for Special Populations: Does Special Education Raise Achievement for Students with Disabilities? *Review of Economics and Statistics*, 84(4), 584–599.

<sup>8</sup> Gottfried, M. A., Egalite, A., & Kirksey, J. J. (2016). Does the presence of a classmate with emotional/behavioral disabilities link to other students’ absences in kindergarten? *Early Childhood Research Quarterly*, 36, 506–520.

There is an important caveat here: Gottfried and team focus on emotional and behavioral disabilities, not learning disabilities such as dyslexia or dyscalculia. Additionally, these negative effects may be mitigated by teachers with more experience and those with special education training and experience. Gottfried’s study demonstrates that in inclusive classrooms whose teachers have less experience or no special education training, the students without disabilities show greater negative effects such as absences. In the short term, placement may be an important piece of the puzzle. Placing the correct combination of students with disabilities (including taking into account their types of disabilities) in classrooms with experienced teachers may lead to the best outcomes for all. In the long term, successful inclusion requires greater special education learning requirements for teachers in training and ongoing support from special education professionals.

There is no research to date that investigates different types of disabilities and whether individuals with each type benefits from inclusion and whether inclusion of individuals with specific disabilities has a ‘spillover’ effect on their classmates. Such research is desperately needed for administrators and policymakers to effectively shape their districts, schools, and classrooms to adequately improve outcomes for all students.

### **Outcomes: Achievement Gaps**

Performance of students with disabilities lags behind peers. For the class of 2012-13, 62 percent of students with disabilities graduated high school, compared to 80 percent of students without identified disabilities. In 2013-14, approximately one-quarter of third graders with disabilities scored proficient or advanced on the state’s English Language Arts assessments, compared to 45 percent of students without identified disabilities. California’s Performance also lags behind other states. California performance on the National Assessment of Educational Progress is below the national average both for students with and without disabilities. California has replaced the California Modified Assessment with the adaptive Smarter Balanced Assessment Consortium, and is replacing the California Alternate Performance Assessment with a new test for students who have severe cognitive disabilities<sup>9</sup>.

### **Costs**

California state Special Education Funds total about \$4 Billion Annually. State funds are distributed based on the total number of students attending schools within the Special Education Local Plan Area (SELPA), through the Special Education Program “AB 602” formula. State per-pupil funding rates average \$530, but vary across SELPAs from \$480 to \$925 based on “historical factors” which are neither clear nor explicitly justified. Local budgets are covering an increasing share of special education expenditures<sup>10</sup>. In California, public schools spend an average of

---

<sup>9</sup> <http://www.lao.ca.gov/handouts/education/2015/Overview-of-Special-Education-in-California050715.pdf>

<sup>10</sup> <http://www.cde.ca.gov/fg/aa/se/ab602apptdat.asp>

\$10,700 per student on the autism spectrum<sup>11</sup>. Early intervention has been demonstrated to significantly reduce long-term costs associated with special education support<sup>12</sup>. Unfortunately, there is little aggregated data that shows the cost of interventions from K-12 for any of the learning disabilities in California nor longitudinal comparisons of intervention costs (not even as simple as comparisons of inclusive vs. exclusive interventions). It would be beneficial for all California education leaders and administrators to call for the collection and dissemination of these cost analyses.

### **Professional Development for Teachers Serving Students with IEPs**

Professional development in special education for general classroom teachers is lacking in quality and rigor. The textbooks used to train teachers present an over-medicalized narrative that is likely to limit inclusive pedagogical approaches and the embracing of classroom diversity<sup>13</sup>. Shared professional development and continued collaboration between special education and general education teachers has been demonstrated to significantly improve student achievement<sup>14</sup>. This benefit is both pedagogical and structural. Special education teachers must be repositioned from 'classroom threat' to classroom necessity and team-member. Providing structured and regular time for special education teachers and general classroom teachers to share practices and insights allows each to engage the other on academics and processes and for each to benefit from the other's experience and expertise. Several beneficial tools for teacher development in special education include: Universal Design for Learning (UDL)<sup>15</sup>, Explicit Direct Instruction<sup>16</sup>, Response to Intervention (RtI)<sup>17,18,19</sup>.

---

<sup>11</sup> Leigh, J. P., Grosse, S. D., Cassady, D., Melnikow, J., & Hertz-Picciotto, I. (2016). Spending by California's Department of Developmental Services for Persons with Autism across Demographic and Expenditure Categories. *PLoS One*, *11*(3), e0151970.

<sup>12</sup> RAND. (2005). Proven Benefits of Early Childhood Interventions. *RAND Corporation*, 1–5.; [https://www.rand.org/pubs/research\\_briefs/RB9145.html](https://www.rand.org/pubs/research_briefs/RB9145.html);

<sup>13</sup> Freedman, J. E., & Freedman, J. E. (2016). An analysis of the discourses on attention deficit hyperactivity disorder (ADHD) in US special education textbooks, with implications for inclusive education implications for inclusive education.

<sup>14</sup> Huberman, M., Navo, M., & Parrish, T. (2012). Effective practices in high performing districts serving students in special education. *Journal of Special Education Leadership*, *25*(2), 59–72.

<sup>15</sup> Spencer, S. (2011). Universal Design for Learning in Inclusive Classrooms, *Interdisciplinary Journal of Teaching and Learning* *1*(1), 10–23.

<sup>16</sup> <http://dataworks-ed.com/research-edi/>

<sup>17</sup> <http://www.rtinetwork.org/learn/ld/legal-implications-of-response-to-intervention-and-special-education-identification>

<sup>18</sup> <http://www.setp.net/articles/article0903-1.html>

<sup>19</sup> <http://www.rtinetwork.org/learn/what/whatisrti>

**Disabilities and population percentages in California (2017-2018)<sup>2021</sup>**

Disability	Number	Percent of SWDs	Percent of total k-12 pop
Intellectual Disability	43,855	5.66%	.71%
Hard of Hearing	10,633	1.37%	.17%
Deaf	3,242	.42%	.05%
Speech of Language Impairment	161,485	20.85%	2.60%
Visual Impairment	3,487	.45%	.06%
Emotional Disturbance	24,936	3.22%	.40%
Orthopedic Impairment	10,453	1.35%	.17%
Other Health Impairment	97,893	12.64%	1.57%
Specific Learning Disability	297,469	38.40%	4.78%
Deaf-Blindness	61	.01%	.00%
Multiple Disability	7,161	.92%	.12%
Autism	112,318	14.50%	1.81%
Traumatic Brain Injury	1,618	.21%	.03%

**Disability descriptions and associated needs.**

Disability	Difficulty Area	Symptoms include challenges with:	Example	Treatments/needs/ accommodations
------------	-----------------	-----------------------------------	---------	----------------------------------

<sup>20</sup> <https://dq.cde.ca.gov/dataquest/dqcensus/EnrAgeGrd.aspx?cds=00&agglevel=state&year=2017-18>

<sup>21</sup> <https://data1.cde.ca.gov/dataquest/SpecEd/StateRpts/EnrGrdeDis.asp?cChoice=EnrGrdDis1&cLevel=State&cYear=2017-18&ReptCycle=December>

Specific Learning Disabilities				
Dyslexia	Processing language	Reading, writing, and spelling	Backwards or missing letters, difficulty decoding written words	Handouts and notes, structured reading in special ed., little homework.
Dyscalculia	Math skills	Computation, remembering math facts, concepts of time, and money	Difficulty counting by 2s, 3s, and 4s	Extra time, written instructions, special ed. practice
Dysgraphia	Written expression, memory	Handwriting, spelling, composition,	Illegible handwriting, difficulty organizing ideas	Provide keyboard, Apps for voice recording.
Dyspraxia	Fine motor skills	Coordination and manual dexterity	Trouble with scissors, buttons, and drawing	Hand guiding, student close to teacher and away from distractions, provide outlines and physical supports
Dysphasia/Aphasia	Language	Spoken language, reading comprehension	Trouble understanding what someone means, trouble speaking	Write all content, speech therapy, slow repeated communication, treat as fully intelligent.
Auditory Processing Disorder	Interpreting auditory information	Reading, language, comprehension	Difficulty anticipating how a speaker will end a sentence	Assistive listening devices, visual teaching methods, quiet environment, slow speech, pre-class notes.
Visual Processing Disorder	Interpreting visual information	Reading, writing, math, charts maps	Difficulty distinguishing letters like "h" and "n"	Flexibility for writing format, provide class notes, oral directions, time for questions
Developmental Disorders				

ADHD & ADD	Attention and organization	Sitting still, focusing, following instructions, completing tasks	Losing things consistently, fidgeting	Physical activity/ movement, frequent breaks, organizational coaching/ monitoring, coordination with teachers on positive behavioral planning and responding, visual reminders
Autism spectrum disorder (ASD)	Communication, Stimulation	Connecting with others, needing stimulation, avoiding stimulation	Avoiding eye contact, avoiding light or sound or touch, actively seeking sensory input.	Clear structure, daily routine, managed sensory environment (tuned across all senses to specific student), deliberately controlled transitions between classes/ activities, responding to child's change in behavior (likely to represent anxiety), educating peers about student difference, protection from teasing/ bullying.

Some Major Assessments by disability/disorder for K-12 age children

Dyslexia:

Predictive Assessment of Reading (PAR);  
 Dynamic Indicators of Basic Early Literacy Skills (DIBELS);  
 Texas Primary Reading Inventory (TPRI);  
 AIMSweb screening assessments

ADHD:

Vineland Adaptive Behavior Scales  
 Conner's Parent and Teacher rating Scales  
 Vanderbilt Assessment Scales  
 Behavior assessment system for Children (BASC)  
 Achenbach Child Behavior Checklist  
 Barkley Home and School Situations Questionnaires

Autism:

[Autism Spectrum Screening Questionnaire \(ASSQ\)](#)  
[Social Communication Questionnaire \(SCQ\)](#)



Childhood Autism Rating Scale  
Autism Behavior Checklist  
Real Life Rating Scale  
Gilliam Autism Rating Scale (designed for parent/teacher use)

### **To graduate or not to graduate?**

Graduation standards represent a major question for school leadership, particularly when they relate to students with disabilities. Since 2009, students in California with any kind of disability can be exempt from meeting the CAHSEE graduation/ diploma requirement if they have an IEP or Section 504 plan. While modifications, variations, and accommodations to the CAHSEE exist, the incentive for students with an IEP or Section 504 to take these versions of the test is unclear. Students who meet the CAHSEE through the exemption are not required to do pass a different test or complete a project to meet this requirement.

### **References:**

Quality Counts 2016: Report and Rankings. Education Week. (this includes behavioral and emotional disabilities)

[https://nces.ed.gov/programs/coe/indicator\\_cgg.asp](https://nces.ed.gov/programs/coe/indicator_cgg.asp)

Huberman, M., Navo, M., & Parrish, T. (2012). Effective practices in high performing districts serving students in special education. *Journal of Special Education Leadership*, 25(2), 59–72.

Blum, G., Wilson, M., & Patish, Y. (2015). Moving Toward a More Socially Just Classroom Through Teacher Preparation for Inclusion. *Catalyst: A Social Justice Forum*, 5(1).

Pierson, M. R., & Howell, E. J. (2013). Two high schools and the road to full inclusion: A comparison study. *Improving Schools*, 16(3), 223–231.

<http://weac.org/articles/specialedinc/>

Hanushek, E. a., Kain, J. F., & Rivkin, S. G. (2002). Inferring Program Effects for Special Populations: Does Special Education Raise Achievement for Students with Disabilities? *Review of Economics and Statistics*, 84(4), 584–599.

Gottfried, M. A., Egalite, A., & Kirksey, J. J. (2016). Does the presence of a classmate with emotional/behavioral disabilities link to other students' absences in kindergarten? *Early Childhood Research Quarterly*, 36, 506–520.

<http://www.lao.ca.gov/handouts/education/2015/Overview-of-Special-Education-in-California050715.pdf>

<http://www.cde.ca.gov/fg/aa/se/ab602apptdat.asp>

Leigh, J. P., Grosse, S. D., Cassady, D., Melnikow, J., & Hertz-Picciotto, I. (2016). Spending by California's Department of Developmental Services for Persons with Autism across Demographic and Expenditure Categories. *PLoS One*, 11(3), e0151970.

RAND. (2005). Proven Benefits of Early Childhood Interventions. *RAND Corporation*, 1–5.; [https://www.rand.org/pubs/research\\_briefs/RB9145.html](https://www.rand.org/pubs/research_briefs/RB9145.html);

Freedman, J. E., & Freedman, J. E. (2016). An analysis of the discourses on attention deficit hyperactivity disorder ( ADHD ) in US special education textbooks , with implications for inclusive education implications for inclusive education.

Huberman, M., Navo, M., & Parrish, T. (2012). Effective practices in high performing districts serving students in special education. *Journal of Special Education Leadership*, 25(2), 59–72.

Spencer, S. (2011). Universal Design for Learning in Inclusive Classrooms, *Interdisciplinary Journal of Teaching and Learning* 1(1), 10–23.

<http://dataworks-ed.com/research-edi/>

<http://www.rtinetwork.org/learn/ld/legal-implications-of-response-to-intervention-and-special-education-identification>

<http://www.setp.net/articles/article0903-1.html>

<http://www.rtinetwork.org/learn/what/whatisrti>

## Teacher Credentials

### Teacher Workforce Development Act

SB 1291 (Evans - Chapter 278, Statutes of 2012), sponsored by the California Teachers Association, changed the California unemployment insurance code to allow teachers who have been laid off to receive unemployment benefits while attending certification training and test preparation in order to fill hard-to-staff teaching vacancies in math, science and special education.

### Credentials for Special Education Interns/National Board Certification

AB 239 (Brownley, Chapter 316, Statutes of 2009), sponsored by the CTC, made three changes to current credentialing statutes. It allowed District Intern Programs to offer Education Specialist Credentials in all areas of special education; it authorized the CTC to issue an English Learner (EL) authorization based on National Board Certification in EL; and it authorized the Commission to issue a clear teaching or services credential based on National Board Certification in the California credential area.

### Career Technical Education Credentials

SB 52 (Scott, Chapter 520, Statutes of 2007) modified the requirements for credentials issued to CTE education teachers. It requires the CTC to align the credential subject areas to the 15 industry sectors identified in the California Career Technical Education Model Curriculum Standards, thus reducing the number of single subject credentials from more than 175 that currently exist for highly specialized and differentiated areas.

The bill also established an advisory committee to review the new credential requirements and the personalized preparation process, with consideration to the needs of potential part-time CTE instructors. In order to increase the number of CTE teachers, the bill deletes the requirement that

CTE teachers pass the state basic skills exam (CBEST). Standards approved by the CTC in August 2008 are available at: [www.ctc.ca.gov/commission/agendas/2008-01/2008-01-2j.pdf](http://www.ctc.ca.gov/commission/agendas/2008-01/2008-01-2j.pdf)

SB 1104 (Scott, Chapter 576, Statutes of 2008) further addressed the CTE single subject issue. This bill repeals the authority of the CTC to issue a 2-year preliminary designated subjects teaching credential and provide that such a preliminary credential is valid for 3 years, renaming it as a 3-year preliminary designated subjects career technical education teaching credential. It also revises renewal requirements. The bill renames the teaching credential for vocational education or adult education as the clear designated subjects adult education teaching credential, making it applicable only to adult education.

Finally, as the Adult Education credential process continues to evolve, AB 1374 (Brownley, Chapter 36, Statutes of 2010) streamlined the requirement for preliminary and clear Designated Subjects Adult Education teaching credentials (DSAE).

## **Administrative Credential**

Governor Davis signed into law SB 1655 (Scott, Chapter 225, Statutes of 2002), providing alternative routes to obtaining an administrative credential. This program was extended in AB 430 (Nava, Chapter 364, Statutes of 2005).

Specifically, SB 1655 authorizes the CTC to issue two levels of the Administrative Services Credentials through alternate means to candidates meeting certain criteria. The two credentials related to administrative services are the Preliminary Services Credential and the Professional Clear Credential. However, the option for earning a Clear Administrative Services Credential through the SBE-approved Administrator Training Program (ATP) is being phased out. To give individuals sufficient time to meet the requirements and obtain the ATP Certificate of Completion, transition dates were set with a final issuance date of April 1, 2014 for the Clear Administrative Services Credential using the ATP option.

As established by the measure, candidates interested in receiving a Preliminary Services Credential with a specialization in administrative services may do so through alternative means. Candidates must: possess a teaching or services credential; complete a minimum of three years of full-time classroom teaching experience; and successfully pass a CTC adopted exam that is aligned to state administrator preparation standards.

The CTC may also issue a Professional Clear Services Credential with a specialization in administrative services to candidates who currently hold or are eligible for a Preliminary Services Credential and who meet any one of the following requirements: successful completion of a CTC accredited program specializing in administrative services and receives a recommendation for this credential from the program; demonstrate mastery of CTC accredited fieldwork performance standards, as well as receives a recommendation from the accredited program; or pass a national administrator performance assessment adopted by the CTC.

## **Teacher Interns – Alternative Certification Programs**

California offered two basic types of internships for prospective teachers, those run by university and district partnerships and those run by school districts. SB 1666 (Alarcon, Chapter 70, Statutes of 2000) established the Teacher Intern Grant in 1998, which increased the current maximum incentive grant funding for school districts operating alternative certification programs to \$2,500 per intern, per year. In order to participate in the program, school districts must have provided matching funds equal to 50% of the cost of the alternative certification program.

## **Paraprofessionals**

The following are the NCLB requirements for paraprofessionals:

- Any individual employed as a paraprofessional must have earned a high school diploma or its recognized equivalent. Further, NCLB stipulates that the receipt of such a diploma or recognized equivalent does not satisfy the requirements listed below.
- Any individual employed as a paraprofessional beginning in January 2002, in addition to having a high school diploma or its recognized equivalent, is also required to have one of the following:
  - Completed at least two years of study at an institution of higher education;
  - Obtained an associate's (or higher) degree; or
  - Met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment:
  - Knowledge of, and the ability to assist in instructing reading, writing and mathematics; or knowledge of, and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.

Any existing paraprofessional employed prior to January 2002, in addition to having a high school diploma or its recognized equivalent, is required to meet one of the above requirements (2 a., b., or c.) by June, 2006.

- The abovementioned allows for a paraprofessional to do all of the following:
  - Provide one-on-one tutoring for eligible students as long as the tutoring is not provided at the same time this student would otherwise receive instruction from a teacher.
  - Assist with classroom management.
  - Provide assistance in a computer laboratory.
  - Conduct parental involvement activities.
  - Provide support in a library or media center.
  - Act as a translator.
  - Provide instructional services to students so long as the paraprofessional is working under the direct supervision of a highly qualified teacher.

## **Paraprofessional Teacher Training Program (PTTP)**

The PTP is one of many professional development programs that are included in the 2008-09 budget flexibility package that allowed districts complete flexibility with most categorical funds and assumed them to be in compliance with program requirements. Funds were rolled out to districts to use as they saw fit until the 2013-14 budget year. The 2013-14 Budget Act implemented the Local Control Funding Formula and made those funds permanently flexible. The PTP was established to address local employer needs and teacher shortages. The program provides scholarships and other academic support to individuals recruited from paraprofessional positions, seeking a preliminary teaching credential as a K-12 teacher —particularly in the areas of bilingual education, special education, K-3, or in an area of district need. PTP programs are sponsored by local school districts, county offices of education and/or consortia that apply to the CTC for funding.

## **Reading Instruction Competence Assessment (RICA)**

In 1996, the enactment of AB 1178 (Cunneen, Chapter 919, Statutes of 1996), required candidates applying for Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials to pass the Reading Instruction Competence Assessment (RICA), an assessment in the area of reading. RICA includes two assessments: (1) the RICA Written Examination and (2) the RICA Video Performance Assessment. Teacher candidates are required to pass either the Written Examination or the Video Performance Assessment.

## **CBEST and CSET**

SB 1209 (Chapter 517, Statutes of 2006) required the CTC to either modify or consolidate several instructor competency tests in order to reduce the number of tests credential candidates must take. In June 2007, commission staff were struggling to fulfill this requirement. A study session involving a wide variety of stakeholders was convened to consider the implications of modifying the California Subject Examinations for Teachers (CSET): Single Subject tests to assess basic skills and fulfill the requirements of the California Basic Educational Skills Test (CBEST). The session concluded that the CSET and the CBEST are designed to assess different skills; basic skills competence and subject matter competence, and the two tests cannot be combined.

## **Teacher Incentives**

In 2000, in an effort to help meet teacher recruitment needs, the state enacted a significant teacher retention and recruitment package, SB 1666 (Alarcon, Chapter 70, Statutes of 2000), which provided numerous teacher incentives, including removing restrictions on retired teachers re-entering the profession, improving financial aid options for prospective teachers, and increasing funding to the Teacher Intern Program and the National Board Certification Incentive Program. Most of these programs are now suspended or eliminated.

## **Out of State Teacher Recruitment**

In 2004, as part of the Williams court case settlement, AB 3001 (Goldberg, Chapter 902, Statutes of 2004) modified reciprocity requirements for the credentialing of out-of-state teachers. The CTC is authorized to grant an appropriate credential to any applicant from another state that has completed at least a comparable or equivalent teacher preparation program that meets California standards. The out-of-state applicant also must meet the requirements of the CBEST.

For out-of-state teachers, the law:

- Waives the CBEST requirement provided the CTC determines that the teacher licensing body in the other state requires the teacher to demonstrate a level of basic skills comparable to the CBEST
- Waives the fifth year program requirement provided the CTC determines that the teacher has completed a comparable and equivalent requirement in another state
- Eliminates the health education requirement

### **Teacher Dismissal**

AB 375 (Buchanan, 2013), authored and sponsored by the California Teachers Association, dealt with teacher suspensions and dismissals. With a strong effort from representatives of school districts, county offices of education and statewide management associations, as well as support from business-sponsored education organizations, Governor Jerry Brown was persuaded to veto AB 375. Perhaps the most significant provisions of the bill were the creation of new deadlines for completion of a dismissal hearing. AB 375 would have required a dismissal hearing to be commenced within six months of the request for a hearing, unless an Administrative Law Judge (ALJ) found that “extraordinary circumstances” justify an extension of time. Opponents noted that new procedural requirements, and more importantly past experience with scheduling these hearings with the Office of Administrative Hearings (OAH), suggested that meeting the new deadline was unlikely, particularly in the more complicated (and more egregious) cases. The bill did not specify what would happen if the new “extraordinary circumstances” standard was not met, leaving the door open for an interpretation that would terminate the proceeding and require a re-filing of the dismissal case.

## Central Office – How Data Can Inform Education

### **The Data Imperative for Educational Leaders**

The field of education relies on data—ubiquitously. From teachers evaluating young readers’ skill progression, to district and state level administrators weighing new programs’ benefits, data is one strand connecting all education professionals. Take for instance how the [California Professional Standards for Educational Leaders](#) institutionalize and underscore the role of data in education. In Standard 1 the organization outlines the role of an education leader to: “Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators” ([Standard 1](#)). As this

professional standard suggests, there are multiple forms of data, which may all be utilized in various ways.

The simple term “data” encompasses multiple sources, types, applications, and interpretations. This Research in Brief provides key resources to identify data sources, define data concepts, and suggest research informed applications for data in education

### **Sources for Data**

The California Department of Education offers numerous [Downloadable Statewide-Wide Data Sources](#) on school and student demographics, API, assessments, school finance, staff data, and more.

The state supports comprehensive searchable data sources like [Ed-Data](#) and [DataQuest](#). Another key starting point for California state data is [CalEdFacts](#), compilation of statistics and information including the data from SBE and CDE spanning education statistics, requirements, instructional resources, learning supports, and specialized programs.

In addition to these valuable resources, there are also longitudinal data sources including [California Basic Education Data System](#) (CBEDS) and [California Longitudinal Pupil Achievement Data System](#) (CALPADS), which can be sorted by [cohort](#). Thanks to large-scale efforts education data are available, but it can be difficult to know where to start; using the CDE’s [Data Resource Guide](#) helps identify the most useful data source based on subject, education level, and date. The US Department of Education also released an [Ed Data Inventory](#).

Of course, as the data concepts defined above illustrate, almost anything can become data. From conversations to test scores, these data points become useful when they are analyzed systematically. The statewide public resources above only produce value when they are considered and applied to create changes. Anything in your data may potentially serve as a valuable data source, but what data sources you select will depend on the desired application. Educational data applications supported by research are highlighted next.

### **Defining Common Data Concepts**

In this section, several common data-related concepts are briefly defined including a hand-picked selection of excellent research and policy briefs on each topic. For a comprehensive glossary of education research terms, see the Education Commission of the States’ [“A Policymaker's Primer on Education Research.”](#)

### **Data Driven Decision Making**

According to [RAND](#), Data Driven Decision Making in education means that teachers, principals, and administrators systematically collect, analyze, and apply multiple types of data. These data sources may include input, process, outcome, and satisfaction data. In addition to these, achievement data — defined below — is one of the most prominent type of data in DDDM. In

sum, DDDM is a leadership model relying on data to guide a range of decisions to help improve the success of students and schools.

- [Data-Driven Improvement and Accountability](#) (2013) written by Andy Hargreaves and Henry Braun and published by the [National Education Policy Center](#).

This report provides considerations for the enhancement and enrichment of the quality of collective professional judgment in the use of data-driven improvement and accountability. The report examines key factors that influence the success or failure of DDIA systems in public education, and makes recommendations for establishing more effective systems and processes of Data-Driven or Evidence-Informed Improvement and Accountability.

- [Making Sense of Data-Driven Decision Making in Education](#) (2006) from [RAND Education](#). In this paper RAND introduces data-driven decision making for educators, including summaries of relevant RAND studies. This piece defines data-driven decision making and outlines a conceptual framework to identify data, factors influencing data decision making, and implications for policy and practice.
- [Data-Driven Decision-Making Resources](#) [online resource library] from [Sourcewell](#) [date]. This online resource houses references to multiple tools to support data-driven or data informed decision making in education. The collection includes: linking studies, data analysis tools, statistical tools and references, assessment links, and instruction data and application resources. This resource connects over 50 high-quality data-driven education resources.

### **Disaggregated Data**

Disaggregated data are those in which individual groups are evaluated separately. Instead of considering data in total as a compilation, such as district graduation rate, disaggregation reveals trends within the whole, such as different graduations rates for based on ethnicity. Groups commonly disaggregated in education data include socioeconomic (free- and reduced-lunch status), racial, language learner, learning disability, and foster youth status groups.

Disaggregation in analyses is essential because it allows inspection of how various groups are performing separately. Evaluating trends as a whole without disaggregating data often fails to reveal areas of success and struggle. In the [Glossary of Education Reform's](#) definition of disaggregation in education data the importance of disaggregation is explained: "aggregate-data reports are generally limited to the identification of broader trends and patterns in education, while disaggregated data are more useful for diagnosing deeper underlying problems such as disparities in educational performance among different student groups [...] policy makers have advocated in recent years for the importance of disaggregating data to expose underlying trends and issues such [achievement gaps](#), [opportunity gaps](#), [learning gaps](#), and other [inequities](#) in the public-education system."

- [The Importance of Disaggregating Student Data](#) a National Center Brief from [Healthy Safe Children](#).

In less than five pages this brief outlines common areas to disaggregate, explains why



disaggregation is necessary for research with integrity, and underscores the limitations of disaggregation. Finally, the document lists resources including topics like reform, school board decision-making, and resource mapping.

- [Data Warehousing: The Next Step Beyond Data Disaggregation](#) (2006) from the [ERIC Clearinghouse on Assessment and Evaluation](#).  
These researchers outline the uses of disaggregated cross-sectional data. They also outline more in depth disaggregation processes and longitudinal data. Finally, selected resources are presented topically.
- [Moving Beyond the “Asian” Check Box](#) (2013) from the [Southeast Asia Resource Action Center \(SEARAC\)](#).  
Education data are commonly disaggregated by race or ethnicity. This resource provides excellent discussion surrounding the need to think about education data differently for Asian students. The topics of opportunities, challenges, models, and incentives surrounding data disaggregation relate specifically to Asian students, but may be applied generally to education data.

### **Achievement Data**

Achievement data comprise many types of data, but most commonly standardized test scores. These test data purport to measure and track how students are performing. The IES handbook, summarized below, not only describes sources and tests providing achievement data, but evaluates the level of evidence each one provides as low, moderate and strong.

As the resources below highlight, the role of achievement data in education stems from federal legislation and policy since No Child Left Behind. Many education leaders or teachers are not well informed on using achievement data in decision-making. Indeed, interpreting achievement data often requires expertise in data analysis. The resources below offer insight into achievement data and a roadmap for making the most of these data. For example the archived WestEd webinar by **Dr. Ellen Mandinach** — co-author of the Institute of Education Sciences (IES) Practice Guide [Using Student Achievement Data to Support Instructional Decision Making](#) — provided an overview of the critical issues related to data-driven decision making. This resource pertains specifically to rural school districts—the most likely school districts to have access to staff expertise in statistics.

- [Using Student Achievement Data to Support Instructional Decision Making](#) (2009) handbook from the [Institute of Education Sciences](#).  
This IES practice guide offers a five practice recommendations for using achievement data, especially relating to NCLB era mandates. This resource also ranks sources of evidence and What Works Clearinghouse resources to guide education leaders to quality data tools to unpack achievement data. In addition to summarizing extensive resource, simple checklist guides distill each recommendation and promote sharing this resource among colleagues.
- [Using Student Achievement Data to Support Instructional Decision Making](#) (2011) from the [National Association of Elementary School Principals](#).

This brief white paper outlines actions surrounding data-driven decision making and for each action outlines “what principals say” linking web-based interviews with teachers, principals, and specialists.

## **Big Data**

Big data usually refers to extremely large data sets that cannot be analyzed conventionally. These data sets may be structured or unstructured and require complex systems, but overall these data sets usually require computational analysis to reveal patterns, trends and connections that may not be detectable in smaller datasets. The resources below provide an entry point to big data at the K-12 level in addition to discussion big data tools.

- [Big Data for Education: Data Mining, Data Analytics, and Web Dashboards](#) (2012) from the Brookings Institute.  
This report examines the potential for improved research, evaluation, and accountability through the use of big data. Big data is useful as instructors can analyze what students know and what techniques are most effective for each pupil in real time. Tailoring education to the individual student is one of the greatest benefits of technology and big data help teachers personalize learning.
- [Embracing Big Data in Complex Educational Systems: The Learning Analytics Imperative and Policy Challenge](#) (2014) from the Research and Practice in Assessment Journal.  
Evidence from other sectors such as marketing, sports, retail, health and technology suggests that the effective use of big data can offer the education sector the potential to enhance its systems and outcomes. The report examines how the Learning Analytics (LA) that thoroughly investigate big data can support and contribute to the development of new approaches to the assessment of learning.
- [Big Data and Analytics in K-12 Education: The Time is Right](#) (2013), and issues brief white paper from the Center for Digital Education at [Houghton, Mifflin, and Harcourt](#).  
Today, new analytics tools are available that transform “just a bunch of numbers” into actionable understanding about needed changes in instruction. As a result, detailed data can become more accessible to the people who need it most — classroom teachers, principals and instructional support staff. This brief introduces elements of a solid action plan that will move beyond simple data collection to analysis and action.

## **Learning Analytics & Data Mining**

Extending “big data” are the techniques required to exhume meaning from millions of data points. Two prominent techniques in education include learning analytics and data mining. First, data mining, a technique from computer science, typically involves computationally processing large data sets to find new patterns or answer a research question. Further, data mining can involve scraping data points from existing spaces. One example would be using all the Tweets referencing “education” to determine how affect is used when referencing education.

Second, learning analytics combine the techniques of data mining and data analytics to address education problems and create new tools that improve learning processes and outcomes. The fields of data mining and analytics rely on large-scale quantitative data and techniques that identify patterns and build models of learning systems.

- [Learning Analytics \(2012\)](#) from [UNESCO Institute for Information Technology in Education](#). This Policy Brief defines Learning Analytics as the community seeking to understand the implications of the use of big data in educational systems. Analytics that capture data to help inform decision-making can be extended to design education infrastructures that exploit rapid feedback, inform more timely interventions, and whose impact can in turn be monitored.
- [Enhancing Teaching and Learning Through Educational Data Mining \(2012\)](#) an issue brief from the U.S. Department of Education’s [Office of Educational Technology](#). This comprehensive document from the USDE provides background into the research base for educational data mining and learning analytics. The report also provides coverage on applications for learning analytics and data mining such as adaptive learning systems, user profiling, behavior modeling, and trend analysis. The document also provides discussion of technical challenges and recommendations for educators.
- [Big Data for Education: Data Mining, Data Analytics, and Web Dashboards \(2012\)](#) from the [Brookings Institute](#). In less than 10 pages, this brief introduces big data for education covering trends like predictive assessments and dashboards. There is also tips for dealing with policy impediments.

### **Data Applications**

Educational leaders make decisions related to education, teaching, and instruction. This role is acknowledged by the [California Professional Standards for Educational Leaders](#), Standard 5 notes the job of an education leader is to: “Make and communicate decisions based upon relevant **data** and research about effective teaching and learning, leadership, management practices, and equity.” Essentially, even if you understand data concepts and have a data source the data is lifeless and useless until it is applied to a problem. What problems do you know need to be solved?

- [Increasing the Usefulness of California’s Education Data \(2013\)](#) from the Public Policy Institute of California ([PPIC](#))  
“California continues to make progress in building its education data system... but much of the data remains inaccessible to educators or others who might use it to improve the functioning of the state’s education programs. This report recommends a number of actions that would enable the state to quickly increase the usefulness of its data”.
- [Data-Informed Leadership in Education \(2006\)](#) from the Center for the Study of Teaching and Policy (CTP) at the University of Washington.

This comprehensive report focuses on data-informed leadership. The discussion tackles complex topics related to data-informed leadership like cultures of inquiry, conducive policy environments, and ideological tensions. A strength of this report is to that it covers common and emerging practices at the state, district, and school level by topics. These topics include data literacy, sustaining inquiry cultures, planning and accountability, and data infrastructure.

[Supporting the Use of Data to Improve Teaching and Learning \(2014\)](#) from [ACT Research and Policy](#)

In less than 10 pages, this brief offers 10 steps for district leaders to improve their data use. A helpful data-use table breaks down ways to classify data by category of data. This issue brief provides a quick start guide to data use in districts and local policy.

[Software Enabling School Improvement Through Analysis of Student Data \(2004\)](#) from the Center for Research on Education of Students Placed at Risk, and IES supported center. This technical report deals with details of education data like information management, software implementation, and costs. The helpful checklists like “What should good software for student data analysis look like?” offer help getting started with or scaling up student data management. A major portion of the report provides reviews of relevant data-management tools.

# Curriculum and Instruction



## Curriculum and Instruction

### Mindset Kit

The Mindset Kit is a free set of online lessons and practices designed to help you teach and foster adaptive beliefs about learning.

<https://www.mindsetkit.org>

### New Rand Report on Personalized Learning

A July 2017 report from Rand report identifies four approaches to personalizing learning (excerpted from the report *Insights on Personalized Learning Implementation and Effects*):  
Learner profiles, or "a record of each student's individual strengths, needs, motivations, progress, and goals based on data from all available sources."

Personal learning paths, or opportunities for "flexibility in the specific path students take through content to enact their educational plan, while still holding them to high expectations. Within parameters set by teachers, students can make choices about the content or structure of learning, and the school offers a variety of instructional approaches and curriculum materials, including support for meaningful learning experiences outside of school."

Competency-based progression, in which "a student advances at his or her own pace and earns course credit (if applicable) as soon as he or she demonstrates an adequate level of competency."  
Flexible learning environments, "which imply that the school adapts the use of resources such as staff, space, and time to best support personalization."

"One finding rings out: the need to support teachers. Teachers need time, resources, and professional learning to make personalization work. The Rand report makes clear that the idea shows promise. That promise can only be realized with highly capable teachers."

### Policy Recommendations from the Rand Report

- Ensure that accountability policies value growth and other metrics of student success.
- Revise grading policies to incorporate competency based approaches, and clearly communicate these approaches to students, families, employers, and postsecondary education institutions.
- Provide teachers with the resources and time to pilot new instructional approaches and gather evidence of how well they work.
- Provide teachers with time and resources to collaborate on developing curriculum and on reviewing and scoring student work.
- Provide resources and support for school staff to help them choose the most-appropriate digital or non-digital curriculum materials."

To read more, and to access the full report follow this [link](#).

## New Curriculum & Instruction Legislation

[Educational Services:](#)

**AB 406 (McCarty-D)** - Charter schools: operation

The Charter Schools Act of 1992 provides for the establishment and operation of a charter school and authorizes a charter school to elect to operate as, or be operated by, a nonprofit public benefit corporation, as specified. This bill, on and after July 1, 2019, prohibits a petitioner that submits a charter petition for the establishment of a charter school or a charter school that submits a charter renewal or material revision application from operating as, or being operated by, as defined, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

CSBA Position: Support

Sample Policies Impacted: 0420.4 Charter School Authorization; 0420.42 Charter School Renewal Policy Pillar: Local Governance Chapter #: 291 Effective: 1/1/19

**AB 1871 (Bonta-D)** - Charter schools: free and reduced-price meals

Commencing with 2019–20 school year, requires a charter school to provide each needy pupil, as defined, with one nutritionally adequate free or reduced-price meal during each schoolday, except as provided for a charter school that offers nonclassroom-based instruction. For a charter school that becomes operational on or after July 1, 2019, the bill requires the charter school to implement these requirements no later than July 1 of the school year after becoming operational, and to provide written notice, as specified, of the period of time that the charter school will not provide those meals.

CSBA Position: Support

Sample Policies Impacted: 0420.41 Charter School Oversight Policy Pillar: Conditions of Children Chapter #: 480 Effective: 1/1/19

**AB 2601 (Weber-D)** - Pupil instruction: sexual health education: charter schools

Requires, commencing with the 2019–20 school year, charter schools to ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education, as specified. By imposing additional requirements on charter schools, this bill imposes a state-mandated local program.

CSBA Position: Support

Sample Policies Impacted: 0420.41 Charter School Oversight Policy Pillar: Achievement for All Chapter #: 495 Effective: 1/1/19

English Language Learners:

**AB 2735 (O'Donnell-D)** - English learners: participation in standard instructional program

Commencing with the 2019–20 school year, prohibits 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. By imposing additional duties on local educational agencies, the bill imposes a state-mandated local program.

CSBA Position: Support

Sample Policies Impacted: 6174 Education for English Learners  
Policy Pillar: Achievement for All Chapter #: 304 Effective: 1/1/19

**AB 2083 (Cooley-D)** - Foster youth: trauma-informed system of care  
States the intent of the Legislature in adopting the bill to build upon the current CCR implementation effort by, among other things, developing a coordinated, timely, and trauma-informed system-of-care approach for children and youth in foster care who have experienced severe trauma. The bill requires each county to develop and implement a memorandum of understanding, as specified, setting forth the roles and responsibilities of agencies and other entities that serve children and youth in foster care who have experienced severe trauma.  
CSBA Position: Support if Amended  
Sample Policies Impacted: None  
Policy Pillar: Conditions of Children Chapter #: 815 Effective: 1/1/19

**AB 2109 (O'Donnell-D)** - Pupils: pupils with a temporary disability: individual instruction: pupils who are terminally ill: honorary diplomas  
Requires a pupil with a temporary disability to receive either individual instruction at home provided by the school district in which the pupil is deemed to reside, or individual instruction in a hospital or other residential health facility, excluding state hospitals, provided by the school district in which the hospital or other residential health facility is located. The bill authorizes a school district or charter school to continue to enroll a pupil with a temporary disability who is receiving individual instruction in a hospital or other residential health facility in order to facilitate the timely reentry of the pupil in his or her prior school after the hospitalization has ended, or in order to provide a partial week of instruction to the pupil, as provided.  
CSBA Position: Support  
Sample Policies Impacted: 6183 Home and Hospital Instruction; 6146.1 High School Graduation Requirements  
Policy Pillar: Achievement for All Chapter #: 167 Effective: 1/1/19

**AB 2315 (Quirk-Silva-D)** - Pupil health: mental and behavioral health services: telehealth technology: guidelines  
Requires the State Department of Education, in consultation with the State Department of Health Care Services and appropriate stakeholders, to, on or before July 1, 2020, develop guidelines, as provided, for the use of telehealth technology in public schools, including charter schools, to provide mental health and behavioral health services to pupils on school campuses. The bill requires the State Department of Education to post the guidelines on its Internet Web site on or before July 1, 2020.  
CSBA Position: Approve  
Sample Policies Impacted: None  
Policy Pillar: Conditions of Children Chapter #: 759 Effective: 1/1/19

**AB 2423 (Holden-D)** - Physical therapists: direct access to services: plan of care approval



The Physical Therapy Practice Act authorizes a patient to access physical therapy treatment directly from a licensed physical therapist if the treatment is within the scope of practice of physical therapists and prescribed conditions are met, including a treatment limit prohibiting the physical therapist from continuing treatment beyond 45 calendar days or 12 visits, whichever occurs first, without receiving specified doctor approval of the physical therapist's plan of care. The act exempts from that plan of care approval condition for continuing treatment the provision of certain wellness physical therapy services to a patient. This bill also exempts from that condition the provision of physical therapy services as part of an individualized family service plan or an individualized education plan pursuant to specified state statutes and the federal Individuals with Disabilities Education Act to an individual who does not have a medical diagnosis.

CSBA Position: Support

Sample Policies Impacted: None

Policy Pillar: Conditions of Children Chapter #: 761 Effective: 1/1/19

**AB 2622 (Dahle-R) - After School Education and Safety Program**

Current law prohibits an after school program established pursuant to the After School Education and Safety Program Act of 2002 located off school grounds from being approved unless safe transportation is provided to the pupils enrolled in the program. Current law authorizes additional funding to be provided for transportation, as specified, if a program is operated at a schoolsite located in an area that has a population density of less than 11 persons per square mile. This bill authorizes a program that operates at a schoolsite located in an area with the above-specified low population density to end operating hours not earlier than 5 p.m.

CSBA Position: No Official Position

Sample Policies Impacted: 5148.2 Before/After School Programs

Policy Pillar: Conditions of Children Chapter #: 265 Effective: 1/1/19

**AB 2626 (Mullin-D) - Child care services**

The Child Care and Development Services Act requires the Superintendent of Public Instruction to adopt rules and regulations on eligibility, enrollment, and priority of services needed to implement the act. The act provides that a family, upon establishing initial eligibility or ongoing eligibility for services, shall receive those services for not less than 12 months. The act provides, as an exception to the above provision relating to receiving services for 12 months, that a family that establishes initial eligibility or ongoing eligibility on the basis of seeking employment shall receive services for not less than 6 months. This bill deletes the 6-month exception for families establishing initial eligibility or ongoing eligibility on the basis of seeking employment.

CSBA Position: No Official Position

Sample Policies Impacted: 5148 Child Care and Development; 5148.3 Preschool/Early Childhood Education

Policy Pillar: Conditions of Children Chapter #: 945 Effective: 1/1/19

**AB 2698 (Rubio-D) - California state preschool programs: general child care and development programs: mental health consultation services: adjustment factors**

Current law, under the Child Care and Development Services Act, provides for an adjustment factor to be applied to units of average daily enrollment if a provider agency serves children who meet specified criteria. This bill requires the application of an adjustment factor of 1.05 for children who are served in a California state preschool program, infants and toddlers who are 0 to 36 months of age and are served in general child care and development programs, or children who are 0 to 5 years of age and are served in a family child care home education network setting funded by a general child care and development program, where early childhood mental health consultation services, as defined, are provided, pursuant to specified requirements.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Conditions of Children Chapter #: Effective: 1/1/19

**AB 2826 (Friedman-D) - Pupil enrollment: interdistrict attendance**

Requires each school district of residence and school district of proposed enrollment to post on its Internet Web site the procedures and timelines regarding a request for an interdistrict transfer permit, including, among other things, the date upon which the school district will begin accepting and processing interdistrict transfer requests for the subsequent school year and the reasons for which the school district may approve or deny a request.

CSBA Position: No Official Position

Sample Policies Impacted: 5117 Interdistrict Attendance

Policy Pillar: Fair Funding Chapter #: 550 Effective: 1/1/19

**AB 2949 (Gloria-D) - Pupil residency: pupils of military families**

Requires local educational agencies, as defined, to allow a pupil who is a child of a military family to continue attending his or her school of origin, as defined, or a school within the school district of origin, as provided, regardless of any change of residence of the military family or the end of military service of the pupil's parent, as specified. By requiring local educational agencies to allow pupils of military families who no longer satisfy the residency requirement to attend their schools of origin, the bill imposes a state-mandated local program.

CSBA Position: Support

Sample Policies Impacted: 6173.2 Education of Children of Military Families

Policy Pillar: Achievement for All Chapter #: 327 Effective: 1/1/19

**AB 2960 (Thurmond-D) - Child care and development services: online portal**

Current law designates the State Department of Education as the single state agency responsible for the promotion, development, and provision of care of children in the absence of their parents during the workday or while engaged in other activities that require assistance of a third party. Current law requires the Superintendent of Public Instruction to administer general child care and development programs. This bill requires the Superintendent, subject to the availability of public or private funding for these purposes, on or before June 30, 2022, to develop and post on the department's Internet Web site, for use by the general public, an online portal for the state's comprehensive child care and development services, as provided.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Conditions of Children Chapter #: 829 Effective: 1/1/19

**AB 3043** (*Berman-D*) - Pupil nutrition: breakfast and lunch programs

Authorizes a school district, county office of education, private nonprofit school, charter school, or residential child care institution, as defined, that participates in the federal School Breakfast Program, commencing with the 2019–20 school year, after submitting certain documentation to the State Department of Education for approval, to provide universal breakfast, to the maximum extent practicable. The bill defines “universal breakfast” to mean a nutritionally adequate breakfast that complies with, and qualifies for reimbursement under, the federal School Breakfast Program and that is provided to every pupil at no charge.

CSBA Position: No Official Position

Sample Policies Impacted: 3551 Food Service Operations/Cafeteria Fund

Policy Pillar: Conditions of Children Chapter #: 593 Effective: 1/1/19

**AB 3192** (*O’Donnell-D*) - LEA Medi-Cal billing option: program guide

Requires the Department of Health Care Services, in consultation with the LEA Ad Hoc Workgroup, to issue and regularly maintain a program guide for the LEA Medi-Cal Billing Option program, as specified. The bill requires the department to distribute the program guide to all participating LEAs, charter schools, and community colleges by January 1, 2020. The bill requires the department to provide specific written notice prior to adopting a revision to the program guide and further requires the department to conduct an audit of a Medi-Cal billing option claim consistent with, among other things, the program guide, any revisions that are in effect at the time the service was provided, and specified principles and regulations.

CSBA Position: **Cosponsor**

Sample Policies Impacted: 5141.6 School Health Services

Policy Pillar: Achievement for All, Conditions of Children Chapter #: 658 Effective: 1/1/19

**SB 972** (*Portantino-D*) - Pupil and student health: identification cards: suicide prevention hotline telephone numbers

Requires a public school, including a charter school, or a private school that serves pupils in any of grades 7 to 12, inclusive, that issues pupil identification cards to have printed on either side of the pupil identification cards the telephone number for a suicide prevention hotline or the Crisis Text Line, or both telephone numbers. The bill requires a public or private institution of higher education that issues student identification cards to have printed on either side of the student identification cards the telephone number for a suicide prevention hotline or the Crisis Text Line, or both telephone numbers, and authorizes the institution to have printed on either side of the student identification cards the campus police or security telephone number, or the local nonemergency telephone number, as provided.

CSBA Position: Support

Sample Policies Impacted: 5141.52 Suicide Prevention

Policy Pillar: Conditions of Children Chapter #: 460 Effective: 1/1/19

**SB 1104** (*Roth-D*) - Pupil safety: human trafficking prevention resources

Requires the governing board of a school district and the governing body of a charter school to work with their schools that maintain any of grades 6 to 12, inclusive, to identify the most appropriate methods of informing parents and guardians of pupils in those grades of human trafficking prevention resources and to implement the identified methods in those schools by January 1, 2020.

CSBA Position: Approve

Sample Policies Impacted: 5145.6 Parental Notifications; 5141.6 School Health Services

Policy Pillar: Conditions of Children Chapter #: 848 Effective: 1/1/19

College:

**AB 2015** (*Reyes-D*) - Pupil instruction: information about completion of applications for student financial aid

Requires, commencing with the 2020–21 school year, the governing board of a school district and the governing body of a charter school, as appropriate, to ensure that each of its pupils receives information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application, as appropriate, at least once before the pupil enters grade 12. The bill provides that the manner in which information is provided pursuant to the bill would be at the discretion of the governing board of the school district or the governing body of the charter school, as appropriate.

CSBA Position: Support

Sample Policies Impacted: 6143 Courses of Study

Policy Pillar: Achievement for All Chapter #: 533 Effective: 1/1/19

**SB 183** (*Lara-D*) - Educational equity: immigration status

Existing law, the Equity in Higher Education Act, states the policy of the State of California to afford all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic, equal rights and opportunities in postsecondary educational institutions of the state, and states that the purpose of related existing law is to prohibit acts that are contrary to that policy and to provide remedies therefor. This bill expressly references immigration status in the specified characteristics for purposes of those provisions. The bill specifies that nothing in the Equity in Higher Education Act shall be construed to require a postsecondary educational institution to offer admission or student financial aid to a nonimmigrant alien, as specified, except as provided, and that nothing in the act shall be construed to change a student's eligibility for state financial aid.

CSBA Position: No Official Position

Sample Policies Impacted: None

Policy Pillar: Local Governance Chapter #: 779 Effective: 1/1/19

Curriculum & Instruction:

**AB 1861 (Rodriguez-D)** - Pupil instruction: human trafficking: use of social media and mobile device applications

The California Healthy Youth Act requires school districts to ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education, as specified. Under the act, this instruction includes, among other things, information about human trafficking, as specified. This bill requires the information about human trafficking to also include information on how social media and mobile device applications are used for human trafficking. By imposing additional duties on school districts, the bill imposes a state-mandated local program.

CSBA Position: Support

Sample Policies Impacted: 6142.1 Sexual Health and HIV/AIDS Prevention Instruction

Policy Pillar: Achievement for All Chapter #: 807 Effective: 1/1/19

**AB 1868 (Cunningham-R)** - Pupil instruction: sexual health education: sexually suggestive or sexually explicit materials

Explicitly authorizes a school district to provide optional instruction, as part of comprehensive sexual health education and HIV prevention education, regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking Internet Web sites, computer networks, or other digital media.

CSBA Position: Approve

Sample Policies Impacted: 6142.1 Sexual Health and HIV/AIDS Prevention Instruction

Policy Pillar: Achievement for All Chapter #: 428 Effective: 1/1/19

**AB 2121 (Caballero-D)** - Pupil instruction: coursework and graduation requirements: migratory children and newly arrived immigrant pupils

Current law requires a school district to exempt a pupil in foster care, a pupil who is a homeless child or youth, a former juvenile court school pupil, or a pupil who is a child of a military family who transfers between schools any time after the completion of the pupil's 2nd year of high school from all coursework and other requirements adopted by the governing board of the school district that are in addition to certain statewide coursework requirements unless the school district makes a finding that the pupil is reasonably able to complete the school district's graduation requirements in time to graduate from high school by the end of the pupil's 4th year of high school. Current law requires the school district to take specified actions if it determines that the pupil is reasonably able to complete the school district's graduation requirements within the pupil's 5th year of high school. This bill extends these provisions to a pupil who is a migratory child, as defined and a pupil participating in an English language proficiency program for newly arrived immigrant pupils and who is in his or her 3rd or 4th year of high school.

CSBA Position: Support

Sample Policies Impacted: 6146.1 High School Graduation Requirements; 1312.3 Uniform Complaint Procedures; 6175 Migrant Education Program

Policy Pillar: Achievement for All Chapter #: 581 Effective: 1/1/19

**AB 2239 (Garcia, Eduardo-D)** - Pupil instruction: world language courses: A–G course certification  
Requires the State Department of Education to encourage the governing board of each school district, and the governing body of each charter school, whose schools offer world language courses

that are specifically designed for native speakers that are not approved as “A–G” courses, to support their respective schools in submitting those courses to the University of California for certification and addition to the schools’ “A–G” course list.

CSBA Position: Support

Sample Policies Impacted: None

Policy Pillar: Achievement for All Chapter #: 188 Effective: 1/1/19

**AB 3223** (*Grayson-D*) - Special education: visually impaired pupils: braille: Unified English Braille  
Current law requires local educational agencies to provide opportunities for braille instruction for pupils who, due to a prognosis of visual deterioration, may be expected to have a need for braille as a reading medium. Current law defines braille for these purposes as the system of reading and writing through touch commonly known as “Standard English Braille, American Edition.” This bill instead defines braille as the system of reading and writing through touch commonly known as Unified English Braille.

CSBA Position: Support

Sample Policies Impacted: None

Policy Pillar: Achievement for All Chapter #: 85 Effective: 1/1/19

**SB 720** (*Allen-D*) - Environmental education: environmental principles and concepts  
Expresses the findings and declarations of the Legislature that the state’s environmental principles and concepts have been approved by specified authorities and have been embedded in specified curriculum frameworks adopted by the State Board of Education. The bill also expresses the intent of the Legislature that the Superintendent of Public Instruction use the resources at his or her disposal to provide leadership to further specified goals of environmental literacy.

CSBA Position: Support

Sample Policies Impacted: 6142.5 Environmental Education

Policy Pillar: Achievement for All, Local Governance Chapter #: 374 Effective: 1/1/19

**SB 830** (*Dodd-D*) - Pupil instruction: media literacy: resources  
Current law requires the adopted course of study for grades 1 to 6, inclusive, and for grades 7 to 12, inclusive, to offer courses in specified areas of study, including social sciences. This bill requires, on or before July 1, 2019, the State Department of Education to make available to school districts on its Internet Web site a list of resources and instructional materials on media literacy, as defined, including media literacy professional development programs for teachers.

CSBA Position: Support

Sample Policies Impacted: None

Policy Pillar: Achievement for All Chapter #: 448 Effective: 1/1/19

**SB 895** (*Nguyen-R*) - Pupil instruction: model curricula: Vietnamese American refugee experience, the Cambodian genocide, and Hmong history and cultural studies  
Requires the Instructional Quality Commission to develop and submit to the State Board of Education, on or before December 31, 2022, and the state board to adopt, modify, or revise, on or before March 31, 2023, a model curriculum relative to the Vietnamese American refugee experience and a model curriculum relative to the Cambodian genocide, as specified, for use in elementary schools, middle schools, and high schools.

CSBA Position: Support

Sample Policies Impacted: 6142.94 History-Social Science Instruction  
Policy Pillar: Achievement for All Chapter #: 686 Effective: 1/1/19

## Assessment

### Formative Assessment Research

Dr. James Popham references two studies of formative assessment that point to areas of impact for educators. Several focal areas are identified in the articles (excerpts follow):

#### 1) Inside the Black Box: Raising Standards Through Classroom Assessment

Black, P., and Wiliam, D. (1998). ["Inside the black box: Raising standards through classroom assessment,"](#) Phi Delta Kappan, 80, no. 2 (October): 139-148.

HOW CAN WE IMPROVE FORMATIVE ASSESSMENT? "Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons with other pupils." Black, P., and Wiliam, D. (1998).

"The evolution of effective teaching. What is essential is that any dialogue should evoke thoughtful reflection in which all pupils can be encouraged to take part, for only then can the formative process start to work. In short, the dialogue between pupils and a teacher should be thoughtful, reflective, focused to evoke and explore understanding, and conducted so that all pupils have an opportunity to think and to express their ideas... Across a range of contexts, attending not to what the teacher is putting into the instruction but to what the students are getting out of it has increased both student engagement and achievement." Black, P., and Wiliam, D. (1998).

### EdSource Database of California Smarter Balanced Test Results Spring 2017

The California Department of Education (CDE) released test score results from the 2017 Smarter Balanced assessments of math and English language arts on Sept. 27. This was the third year of testing based on the Common Core State Standards, using assessments created with input from several states in the Smarter Balanced Assessment Consortium (SBAC). The tests form part of the state's California Assessment of Student Performance and Progress, or CAASPP. Student scores are categorized in four achievement levels that indicate whether a student has exceeded, met, nearly met, or did not meet the standard, in grades 3-8 and 11.

Subgroup data by school district and school is available by clicking on associated link.

View results from the more than 1,000 school districts and county offices of education [HERE](#). Collaborative for Academic, Social and Emotional Learning (CASEL)

“Creating a safe, supportive environment for social and emotional learning (SEL) has been, and remains, a high priority for CASEL. It is inherent in our focus on integrating SEL into all aspects of school and district practice through a systemic approach.”

### **CASEL Guides**

The CASEL *Guide* provides a systematic framework for evaluating the quality of social and emotional programs and applies this framework to identify and rate well-designed, evidence-based SEL programs with potential for broad dissemination to schools across the United States. The *Guide* also shares best-practice guidelines for district and school teams on how to select and implement SEL programs. Finally, it offers recommendations for future priorities to advance SEL research and practice.

Access the CASEL guides [HERE](#).

## **California’s English and Math Testing Program — CAASPP (Smarter Balanced)**

- [First Year CAASPP Results](#) announcement (September 2015) and [results site](#)
- [CDE CAASPP main page](#) and [CAASPP description](#) (for writing) Established January 2014. Reminder, Standardized Testing and Reporting ([STAR](#)) was replaced July 2013.
- [CAASPP homepage](#): CAA, CST, CMA, CAPA, STS —links lead to training, summative/interim assessments, digital libraries, and toolkits, and many resources.
- CAASPP Assessment System, [Technical Specifications Manual](#)
- [Bandwidth diagnostic](#) from CAASPP (pg. 4)
- IT [SmarterApp](#), a community for collaboration on an open software suite supporting educational assessment — used by the SBAC. Includes architecture, specifications, manuals, deployment, and source code information.
- CAASPP Institutes: Professional Learning Opportunity

## **Smarter Balanced Assessment System (Summative)**

- [CDE main page](#)
- [Smarter Balanced Assessment Consortium](#) home page
- [Smarter Balanced Technology Readiness Resources Guide](#)
- [CDE Smarter Balanced Resources](#)
- Smarter Balanced assessment [graphic](#)
- [CA Smarter Balanced Assessment Results: Fall 2018](#) provides EdSource’s summary report on the Fall 2018 Smarter Balanced results. A strength of this report is that it provides intuitive data visualizations to understand how well California students have scored.

## **Formative Assessment**

- [CDE Digital Library of Formative Assessment](#) aligned with Common Core



## Interim Assessments

- [CDE Information Page](#)
- [Smarter Balanced Information Page](#)
- [ELA Blueprint](#) and [Mathematics Blueprint](#)
- [Interim Assessment FAQ](#)

## Collaboration in Education Through Technology

Profile on Digital Chalkboard “Where California Educators Collaborate” (Sponsored by CDE).

- [Education Technology Policy for a 21st Century Learning System](#) from PACE

High speed network (HSN) 2018-2019 budget allotment: “The budget authorizes HSN to spend \$21 million, an increase of \$1.1 million over the prior year... The administration’s expectation is that HSN operate without a deficit in 2018-19 and not fund additional network upgrade projects beyond those DOF informally approved in May.” from [LAO](#).

[CDE Announcement](#) about Quality Schools Framework, according to Torlakson: “This Web-based tool will help administrators improve teacher training, testing, budgeting, parent participation, and other aspects of school operations.”

See this section below.

Online tools like the [California Comprehensive Center](#), and online resources from the CDE, AIR, and WestEd, are gaining popularity. The California Comprehensive Center offers technical support on the following three areas: 1) Quality Schooling Framework to guide, motivate, and support effective instruction and student outcomes; 2) planning and successful implementation of Common Core State Standards; 3) educator excellence; and 4) increased capacity to support productivity effectiveness and efficiency.

## EdTech Resources

[K-12 High Speed Network EdTech Resources](#) and [K-12 High Speed Network Data](#)

[California Technology Assistance project \(CTAP\) CDE](#) sponsored technology support for K-12 including many free resources such as recorded professional workshops on digital literacy and cyber safety

[Edmodo](#) – share information on this free online platform. This free online tool provides an online forum for public or private groups. Educators can create accounts and link to colleague with this easy to use online tool. Upload and download resources to share. Share information and conversations with colleagues in education.

[SBAC – Resources for Educators](#)

[Pre-admin guide to CAASPP](#)

[Summative Assessment video and archived webcasts](#)

## English Language Development Standards

Site for those interested in following the alignment of English language development (ELD) standards with current English language arts standards

<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

### **English Language Arts (ELA)/English Language Development (ELD) Resources**

California Common Core State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects:

<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

### **Recommended Literature List**

Collection of outstanding literature for children and adolescents in grades prekindergarten through grade twelve in all disciplines.

<http://www.cde.ca.gov/ci/cr/rl/>

### **California Writing Project**

The California Writing Project is statewide collaborative learning network that serves as a resource for educators of all grade levels (pre-K – university)

<https://csmc.ucop.edu/cwp>

## English Language Arts Frameworks

2014 English Language Arts/English Language Development Framework

Assembly Bill 250 (Chapter 608, Statutes of 2011) calls for the revision of the English Language Arts/English Language Development Framework to align with the California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and incorporate the 2012 English Language Development Standards.

<http://www.cde.ca.gov/ci/rl/cf/>

## State Resources

California Department of Education CCSS ELA Resources – [CDE CCSS ELA Resource Page](#)

California Department of Education English Language Development Resources – [CDE CCSS EL Resource Page](#)

Ethnologue, Languages of the World, a comprehensive reference work cataloging all of the world's known living languages – [Ethnologue](#)

Newly Written ELA&ELD Framework Cites Following Resources

Access these links to visit resources for the newly written English Language Arts and English Language Development resources for educators.

[ReadWriteThink](#), a site that includes lesson plans, student interactives, book lists and instructional strategy guides.

[EQuIP \(Educators Evaluating the Quality of Instructional Products\)](#), a site to help build the capacity of educators to evaluate and improve the quality of instructional materials and increase the supply of lessons and units aligned to the CCSS.

[Edutopia](#), a site with resources for K-12 educators for “innovative, replicable and evidence-based strategies that prepare students to thrive in their studies, careers and adult lives.”

[Teaching Channel](#), a video library to help teachers learn new instructional strategies for their own classrooms and reflect on their practices.

[Other CCSS CDE Resources](#)  
[Raising the Bar on Instruction](#)

## Mathematics

PACE created a three-part series on Math Education in California. This series starts a dialogue around how colleges’ expectations shape K-12 math learning. Throughout their discussion research concepts are discussed to address how various math sequences, initiatives, and reforms relate to math readiness among students. The emphasis on connection between K-12 through College and University offer LEAs information regarding mathematics requirements and suggest best approaches to set students up for long-term mathematics success.

Part 1: [Diversifying Math Requirements for College Readiness and Graduation](#)

Part 2: [Varying Routes to Math Readiness and the Challenge of Intersegmental Alignment](#), Part 3: [Probing Math Placement Policies at California Colleges and Universities](#)

- Video from CDE: [Overview of the Mathematics Framework](#).
- Achieve’s searchable [publication repository](#) offers numerous national and state reports, policy briefs, and surveys on [Mathematics](#) topics.

## Math Frameworks Selected Citations

[Partnership for 21st Century Skills](#)

[Math Lesson Study](#)

[The Illustrative Mathematics Project](#)

**Common Core State Standards (CCSS) Mathematics**

California Department of Education CCSS Math Resources — [CDE CCSS Math Resource Page](#)

Georgia Department of Education CCSS Math Resources — [GDE CCSS Math Resources by Grade Level](#)

University of Arizona – Institute for Mathematics and Education CCSS Math Progressions across grade levels – [Progression Documents for Common Core Math](#)

Illustrative Mathematics – Institute of Mathematics and Education – Common Core Standards aligned grade level tasks – [IllustrativeMathematics.org](#)

**Inside Mathematics** – a professional resource for education with CCSS aligned mathematics tools for educators at all levels including teachers, coaches, principals and administrators – [InsideMathematics.Org](#)

**TED Talk on Education** – [Rita Pierson: Every kid needs a champion](#)

## Next Generation Science Standards

- [NGS Standards](#)
- [NGSS My Digital Chalkboard](#)
- [CCSS Literacy Resources](#) – Resources to support the teaching of CCSS for literacy in history/social studies, science, and technical subjects.
- 9-12 Teaching Channel Video — [Energy and Matter Across Science Disciplines](#)
- [NGSS Classroom Resources](#)
- Achieve’s searchable [publication repository](#) offers numerous national and state reports, policy briefs, and surveys on [Science](#) topics.

### Next Generation Science Standards (NGSS) Resources

[NGSS Online](#)

[Linking NGSS to Mathematics](#)

[Linking NGSS to Literacy](#)

## Common Core State Standards (CCSS) Science

CCSS Environmental Curriculum; K-12 Environmental Education Curriculum – [Education and the Environment Initiative](#)

### History and Social Science

#### Common Core State Standards (CCSS) History

Reading Like a Historian; 73 free secondary school lessons in U.S. and World History – [Reading Like a Historian](#)

U.S. History Resource; critically read primary sources, critique and construct historical narrative – [Historical Thinking Matters](#)

[Long Beach Unified School District CCSS Curriculum Resources by Grade Level](#)

Access research-based tools, resources and services to help teachers, schools and districts successfully transition to the Common Core State Standards. The site includes templates, checklists and video exemplars for use in classrooms.

### Open Educational Resources

[Grades K-12 Financial Literacy Resources](#)

[Rubric for Evaluating Open Education Resources](#)  
[About OER \(Educause\)](#)

### Teaching Resources

**The Teaching Channel** – Inspiring Video Resource of teachers working in classrooms – [The Teaching Channel](#)

**Literacy Design Collaborative** – A free collaborative online community of educators sharing CCSS learning modules – [Literacy Design Collaborative](#)

**Lesson Planet** – Common Core Aligned teaching resources – [Lessonplanet.com](#)

## Standards and Frameworks

The revised timeline and guidelines for the completion of the History-Social Science Framework for California Public Schools. The timeline, which SBE approved, would call for final publication in Winter 2016. The SBE adopted the curriculum framework on July 14, 2016.

The Next Generation Science Standards. After hearing an update on the implementation of the standards, SBE authorized board liaisons and staff to work with CDE to review comments submitted regarding the draft implementation plan and to develop a revised implementation plan. The SBE approved the [NGSS Systems Implementation Plan](#) on November 13, 2014.

[Content Standards](#) and [Curriculum Frameworks](#) from CDE.

## English Language Arts (ELA)/English Language Development (ELD)

- [Press Brief](#) (Superintendent Tom Torlakson) on updates to ELA/ELD framework — August 2015
- [CDE Chapters for ELA/ELD Framework](#), this page includes a list of CDE resources.
- [Resources for Implementing the ELA/ELD Framework \(from CDE\)](#)
- [Framework for Raising Expectations and Instructional Rigor for English Language Learners](#) from the Council of the Great City Schools
- Example Digital ChalkBoard [resource list](#) searching for ELA/ELD and only those CCSS aligned (12,500 results).
- Video from CDE [Overview of the ELA/ELD Framework](#).
- Achieve’s searchable [publication repository](#) offers numerous national and state reports, policy briefs, and surveys on [English and Language Arts](#) topics.
- A bi-lingual site for English Learners’ educators and their families  
<http://www.colorincolorado.org/common-core-and-english-language-learners>

## ELA/ELD Frameworks Selected Citations

Promoting Excellence: Guiding Principles for Educating English Language Learners (2nd ed.). Arlington, VA: The George Washington University Center for Equity and Excellence in Education.  
<http://ells.ceee.gwu.edu/state.aspx> (accessed October 15, 2015).

## English Language Arts Resources

2000+ Common Core lessons for mathematics and English Language Arts – [Learnzillion.com](#)  
Common Core Close Reading exemplars – English Language Arts – [CCSS Close Reading Exemplars](#)

Anthology Alignment Resources – [Common Core Aligned ELA Lessons by Grade Level](#)  
Stanford University’s Understanding Language Resource – [Persuasion Across Time and Space: Analyzing and Producing Complex Texts](#)

## Subject Matter Projects

The California Subject Matter Project (CSMP) is designed to help meet the need for in-depth subject matter and teacher leadership development in California. The CSMP is established and maintained by the Regents of the University of California, with the agreement of a nine-member Concurrence Committee. The state authorization of the subject matter projects was extended with the enactment of SB 232 (Ducheny, Chapter 292, Statutes of 2007), which revised the sunset date for the program from June 30, 2007 to June 30, 2012. SB 612 (Steinberg), Chapter 632, Statutes of 2011, then extended the sunset date until January 1, 2018 and also expanded the number of CSMP.

### California Mathematics and Science Partnership (CaMSP) Grant Program

The CaMSP grant program is dedicated to increasing the academic achievement of students in mathematics (fifth grade mathematics through Algebra I) and science (grades four through eight) by enhancing the content knowledge and teaching skills of classroom teachers through professional learning activities. NCLB Title II, Part B is the funding source for this in-depth professional development program.

## Common Core State Standards (CCSS)

The process of implementing the Common Core State Standards (CCSS) affects every area in education. Increasing the complexity is the need to align CCSS with the LCFF and LCAP and with assessments.

Common Core State Standards represent a sea change in teaching and learning in California’s schools. It changes what students learn, how teachers teach, and how student learning is assessed. It also changes how teachers are evaluated.

In [Implementing Common Core State Standards in California: A report from the Field](#), conducted, by Stanford’s Milbrey McLaughlin, teachers and administrators expressed a wide range of concerns regarding implementation. One of the most significant findings of the report is that local educators feel unprepared and generally unsupported in their efforts to implement CCSS. The study notes that local leaders lament the absence of local frameworks and a comprehensive

vision of teaching and learning. According to the findings, few districts have developed a comprehensive design to inform instruction, and the instructional modules selected by teachers do not always sum to a coherent approach to teaching and learning. At the top of the list of practitioners' implementation concerns was the availability and quality of CCSS compatible curriculum materials.

In addition to problems related to curriculum development and instructional materials, there were a host of human capital concerns. They included concerns about the capacity of teachers to make the necessary changes and to carry out the kinds of teaching that CCSS requires as well as concerns about district and school leadership in support of those changes. Teachers expressed a lack of confidence in their own skills and knowledge. The concern was echoed in a Public Policy Institute of California (PPIC) survey which found that three-quarters of respondents, including 80 percent of parents, are concerned that teachers are unprepared to implement CCSS. Another critical finding in the McLaughlin study is the uncertainty about the ability of local administrators to design and lead change.

McLaughlin's study pointed also to three "implementation hot-spots", implementation issues across multiple school districts. They are the following:

- Middle school curricula and competencies: educational and practical issues associated with the new math curriculum sequence.
- Integration and alignment among and between feeder elementary, middle, and high schools.
- Mathematics as the trouble spot in CCSS; standard will be difficult for teachers to unpack and teach.

Clearly, it will be a challenge to implement CCSS across the state in such a way that it transforms teaching and learning as it is intended to do. One researcher has noted the penchant for purveyors of CCST materials to slap new stickers on old materials and call them "Common Core aligned."

One of the major issues facing Common Core implementation is the creation of a statewide support system for LEAs. Just as CCST requires educators to think very differently about teaching and learning, it also required policy makers to think very differently about the relations between policy and practice and to ask the question, "what is the most appropriate and effective role that the state can play in facilitating CCST implantation in schools."

### CCSS Reports

- [Implementing Common Core State Standards in California: A Report from the Field](#) June 2014 PACE Report
- [Designing, leading, and managing the transition to the Common Core — A Strategy Guidebook for Leaders](#) from PACE January 2014

- [Leadership Planning Guide: Common Cores State Standards and Assessments Implementation](#), from CCSESA (2013)
- [Mathematics from High School to Community College: Using Existing Tools to Increase College Readiness Now](#)
- [Degrees of Freedom: Diversifying Math Requirements for college Readiness and Graduation \(Report 1 of a 3-part series\)](#)
- [Degrees of Freedom: Varying routes to Math Readiness and The Challenge of Intersegmental Alignment \(Report 2 of a 3-part series.\)](#)
- [Degrees of Freedom: Probing Math Placement Policies at California Colleges and Universities \(Report 3 of a 3-part series\)](#)

### CCSS Resources

- [Achieve the Core](#) includes resources such as [Instructional Practice Guides](#) for the CCSS
- Achieve publishes national and state reports as well as policy briefs, surveys, and whitepapers that focus on preparing all students for college and careers. You can access their searchable [publication repository](#) on CCSS reports.
- [Common Core Informational Handouts from CDE](#)
- CDE provides [CCSS Professional Learning Modules for Educators](#), CDE, with the help of experts, developed professional learning modules to help educators teach the CCSS curriculum to their students.
- Council of Chief State School Officers (CCSSO) on the [College and Career Readiness Standards](#).
- PACE in collaboration with CCSESA offered regional CCSS Implementation sessions with distinguished speakers. These videos, reports, tools, and resources are [archived online](#).
- [Digital ChalkBoard](#), a Common Core digital tool. The tool includes resources, professional development, and community groups. Includes a repository of resources by topic (over 100,000). "[California's CCSS Resources](#)" can be accessed on the Resources Page, there are over 70,000 resources for CCSS, sortable by subject, grade, and standard.
- CDE defines what the [Common Core State Standards](#) are.
- **Common Core State Standards--The Adoption Process**
- **Common Core Videos**
  - [Council of the Great City Schools: The Nation's Voice for Urban Education](#)
- **Common Core Implementation Video Series**
  - The Hunt Institute and the Council of Chief State School Officers (CCSSO)
  - To further aid states as they continue to implement the Common Core State Standards (Standards), the Hunt Institute and the Council of Chief State School Officers have commissioned a series of video vignettes that explain the Standards in far greater depth.
  - Several of the key Standards writers were asked, in their own words, to talk about how the Standards were developed and the goals they set for all students.
  - These videos were developed to help diverse groups – educators, policymakers, parents – better understand the breadth and depth of the Standards and how they will improve teaching, make classrooms better, create shared expectations, and



- cultivate lifelong learning for all students. The segments are organized into separate Mathematics and ELA sections, and demonstrate critical concepts related to each.
- Access the Common Core Implementation Video Series [here](#).

### CCSS State Resources

- [CDE Common Core State Standards](#) main page
- [The CCSS Systems Implementation Guide](#) provides Seven Strategies throughout the awareness, transition, and implementation phases in adopting the CCSS. This resource from the CDE provides excellent resources and suggestions for LEAs throughout the entire process and beyond.
- [CCSS Resource Clearinghouse](#) from the CDE.

The CDE offers the [Common Core Channel](#), which provides videos and accompanying information resources on implementing the CCSS.

### Common Core Curriculum Resources

[Achieve the Core](#) offers resources that support the Common Core in American public schools. Some of the resources include ELA/Literacy Lessons, Student Writing Samples and Assessment Resources including before and after literacy shift examples.

Practice Focus: Long Beach USD (CORE District)

The Long Beach Unified School District has done extensive work developing a [Common Core aligned integrated model of literacy](#), scope and sequence and units of instruction for the elementary, middle school and school grades. These resources are open source, available online to any interested parties.

### Common Core en Español

[Estándares Estatales Comunes para las Artes del Lenguaje en Español y para la Lecto-Escritura en Historia y Estudios Sociales, Ciencias y Materias Técnicas, California.](#)

#### Content Standards

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. All of the content standards are posted in PDF and Word format on the CDE Content Standards Web page:

<http://www.cde.ca.gov/be/st/ss/index.asp>

#### CSMP- California Subject Matter Project

The California Subject Matter Project is a network of nine discipline-based statewide projects that support ongoing quality professional development. Activities and programs are designed by university faculty, teacher leaders, and teacher practitioners to improve instructional practices and lead to increased achievement for all students.

<https://csmf.ucop.edu/>

## California Department of Education Contacts Directory

<https://www.cde.ca.gov/be/cc/cd/iqcmembers2016.asp>

<https://www.cde.ca.gov/be/cc/cd/iqc2017committees.asp>

### **Tom Torlakson, State Superintendent of Public Instruction**

Chief of California- Council of Chief State School Officers

California Department of Education

1430 N Street

Sacramento, CA 95814-5901

### **Stephanie Gregson, Executive Director**

Instructional Quality Commission

Director, Curriculum Frameworks & Instructional

Resources Division (CFIRD)

California Department of Education

1430 N Street, Room 3207

Sacramento, CA 95814

Tel: 916-319-0663; Fax: 916-319-0172

E-mail: [sgregson@cde.ca.gov](mailto:sgregson@cde.ca.gov)

### **Cliff Rudnick, Administrator**

CFIRD, Instructional Resources Unit

California Department of Education

1430 N Street, Room 3207

Sacramento, CA 95814

Phone: 916-319-0736

Fax: 916-319-0172

Email: [crudnick@cde.ca.gov](mailto:crudnick@cde.ca.gov)

### **Constantino Silva, Administrator**

CFIRD, Curriculum Frameworks Unit

California Department of Education

1430 N Street, Room 3207

Sacramento, CA 95814

Tel: 916-323-4583; Fax: 916-319-0172

E-mail: [CoSilva@cde.ca.gov](mailto:CoSilva@cde.ca.gov)

# About CISI



## About the California Institute for School Improvement

The California Institute for School Improvement (CISI) is a statewide membership organization created to support school district, county office and other instructional leaders. Over 100 school districts and county offices of education are currently CISI members.

The mission of CISI is to provide local education leaders with the information on state policy and education research that they need as they perform their day-to-day work in schools. As education policy is continually updated these changes affect the curriculum and instructional work of schools. CISI serves to organize the flow of information on the critical issues in education in a concise, unbiased and accurate manner. We seek to save our members valuable time as we provide the vital information and materials that support their work in schools.

### History of CISI

CISI was created in the late 1970's by Davis Campbell who at the time served as the State Deputy Superintendent of Public Instruction. Campbell served as the organization's Executive Director until he left the CDE to become the Executive Director of the California School Boards Association (CSBA). He continues his affiliation with CISI by serving on the organization's advisory board. Peter Birdsall took over the executive directorship of CISI and served in that position until 2012 when he became the Executive Director of the California County Superintendents Educational Services Association (CCSESA).

In 2012, CISI found a new home at the Center for Applied Policy in Education (CAP-Ed) in UC Davis' School of Education. The change was facilitated by Davis Campbell, now a member of the UCD School of Education's Advisory Board, and Peter Birdsall, both of whom continue to serve on the CISI Advisory Board. CISI Executive Director Christina Murdoch, Ed.D., works with CAP-Ed staff and consultants on CAP-Ed programs including the Superintendents' Executive Leadership Forum, Instructional Rounds Training, the Systems Transformation Collaborative with Michael Fullan and other UC Davis School of Education programs and initiatives. Dr. Steve Ladd, former superintendent of Elk Grove USD and Dr. John Glaser, formerly of Napa Valley USD advise CAP-Ed and CISI are CAP-Ed Policy Fellows. Davis Campbell is CAP-Ed's Senior Policy Fellow.

**Acknowledgments:** production of the annual Resource Guide is a team effort and would not be possible without the support and contribution of many people. We are especially grateful this year for the contributions of Amy Liedstrand, Programs Coordinator, Anel Cabrera and Natalie Cidón, CAP-Ed Undergraduate Student Assistants, Devon Bradshaw, Administrative Assistant, Davis Campbell, CAP-Ed Senior Policy Fellow and Chair of the School of Education Advisory Board, Dr. John Glaser and Dr. Steve Ladd, CAP-Ed Policy Fellows.

## CISI Membership

Join CISI [here](#) or email [cisi@ucdavis.edu](mailto:cisi@ucdavis.edu) with any questions to receive the following membership benefits.

- Regular updates through the CISI E-Bulletins apprising members of ongoing policy developments, compiling education resources, and synthesizing relevant research.
- Free admission for three individuals to the CISI Workshops, which provide an overview of important policy changes. Plus, discounted rates for individuals beyond the first three attendees.
- Annual resource guides, like this one, containing an overview of policy development and research in education in California.
- Discounted workshops in the spring that address the new budget, latest legislation, and previews of what is most important for the coming year.

## Membership Fees

- Small District, 1 to 4,999 students — \$595/YR
- Mid-sized District, 5,000 to 9,999 students — \$795/YR
- Large District and Organizations, 10,000+ students — \$995/YR

Join CISI! <http://education.ucdavis.edu/cisi-membership>

## Center for Applied Policy in Education – UC Davis School of Education

1460 Drew Avenue, Suite 100, Davis, CA 95618.

Ph. (530) 752-1533

email: [cisi@ucdavis.edu](mailto:cisi@ucdavis.edu)

website: <http://education.ucdavis.edu/california-institute-school-improvement>