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Information

Legislative Committee

Legislative Year in Review

Executive Summary: This agenda item presents the status of those legislative measures of interest to the Commission which have been signed or vetoed in the 2015 legislative session, as well as a review of items of interest that will be held until the 2016 legislative session.

Recommended Action: For information only

Presenter: Joshua Speaks, Legislative Representative, Office of Governmental Relations

Strategic Plan Goal

III Communication and Engagement

- e) Advise the Governor, Legislature, and other policy makers regarding issues affecting the quality, preparation, certification, and discipline of the education workforce.

Legislative Year in Review

This agenda item is presented in two parts. Part one provides an update on the status of bills which were signed or vetoed in the 2015 legislative session. Bill updates are listed according to the position adopted by the Commission on each bill. Part two of this agenda item presents a review of bills of interest to the Commission which will be held over to the 2016 legislative session.

Part I. Status of 2015 Legislation

The Commission has taken a position of “Support” on the following:

AB 163 (Williams) Teaching credential: American Indian language-culture credential

As Amended: March 16, 2015

Status: Chaptered by the Secretary of State – Chapter 64, Statutes of 2015 – on July 13th.

Summary: Existing law requires the Commission on Teacher Credentialing (CTC), upon recommendation by a tribal government of a federally recognized Indian tribe in California, to issue an American Indian languages credential to a candidate who has demonstrated fluency in that tribal language, passed a criminal background check and submitted an application and fee. This bill would require the CTC, upon recommendation by a tribal government of a federally recognized Indian tribe in California, to issue an American Indian language-culture credential with an American Indian language authorization, an American Indian culture authorization, or both. Holders of the specified credential would be authorized to teach American Indian Culture in public schools.

The following are items of interest to the Commission:

Education – General

AB 47 (McCarty) State preschool program

Introduced: December 1, 2014

Last Amended: July 2, 2015

Status: Enrolled

Summary: This bill would require that, on or before January 1, 2017, all eligible children who do not have access to the federal Head Start program or transitional kindergarten, shall have access to the state preschool program in the year before they enter kindergarten, at the discretion of their parents. This requirement is contingent upon the appropriation of sufficient funds in the annual Budget Act. The bill also expresses the intent of the Legislature to provide

sufficient funding in the annual Budget Act to provide all eligible low-income children access to either the state preschool program or a transitional kindergarten program and, expresses further intent that these programs be full-day/full-year programs.

Additional notes: The 2015-2016 Budget Act provides funding for approximately 157,000 preschoolers (of which 58,504 are full-day) out of an estimated 250,000 (125,000 full-day) who are eligible for the program. This is an increase of 10,384 slots (7,515 full-day) over the 2014-2015 Budget Act.

AB 141 (Bonilla) Teacher credentialing: beginning teacher induction programs

Introduced: January 9, 2015

Last Amended: July 9, 2015

Status: Enrolled

Summary: This bill seeks to require, beginning with hiring for the 2016-17 school year, and each school year thereafter, a school district, county office of education or charter school that hires a beginning teacher to provide that teacher with a beginning teacher induction program at no cost to the teacher. The program must be one that is approved by the Commission on Teacher Credentialing and the Superintendent of Public Instruction or one of the alternative programs, as defined in law. The bill defines a beginning teacher for its purposes as one with a preliminary single subject, multiple subject, or education specialist credential.

SB 42 (Liu) Postsecondary education: Office of Higher Education Performance and Accountability

Introduced: December 2, 2014

Last Amended: July 14, 2015

Status: Enrolled

Summary: This bill would create the California Office of Higher Education Performance and Accountability (CHEPA) within the Governor's office. CHEPA would act as the statewide postsecondary education coordination and planning entity. The bill would create an advisory board for CHEPA composed of three members appointed by the Speaker of the Assembly and three members appointed by the Senate Committee on Rules. The Executive Director would be appointed by the Governor, subject to a confirmation vote by the State Senate. The bill lays out various functions and responsibilities for CHEPA.

Additional notes: In its current form, this bill would no longer impact the composition of the Commission on Teacher Credentialing.

Budget

AB 104 (Committee on Budget) Education Finance: education omnibus trailer bill

Introduced: January 9, 2015

Last Amended: June 16, 2015

Status: Chaptered by the Secretary of State – Chapter 13, Statutes of 2015 – on June 24th.

Summary: Among other provisions, this bill increased the maximum amount of the fee levied by the Commission on Teacher Credentialing for the issuance and renewal of teaching and service credentials, from \$70 to \$100. The bill also appropriated the sum of \$490,000,000 from the General Fund to the Superintendent of Public Instruction to be allocated to school districts, county offices of education, charter schools, and the state special schools, for teacher and administrator training and professional development, as specified.

SB 103 (Committee on Budget and Fiscal Review) Education Finance

Introduced: January 9, 2015

Last Amended: August 25, 2015

Status: Chaptered by the Secretary of State – Chapter 324, Statutes of 2015 – on September 22nd.

Summary: Among other provisions, this bill would require that the money appropriated by the annual budget act for teacher and administrator professional development be distributed in an equal amount per full-time equivalent certificated staff, not to exceed the total certificated staff count for each eligible local educational agency, in the 2014–15 fiscal year. The Superintendent of Public Instruction would be required to make the calculations for the above appropriation using the data submitted through the California Longitudinal Pupil Achievement Data System.

Part II. Bills of Interest - 2016 Legislative Session

Student Financial Aid

AB 200 (Alejo) Student financial aid: Competitive Cal Grant A and B awards

Introduced: January, 29, 2015

Last Amended: May 28, 2015

Status: Held in Senate Education committee. 2 year bill.

Summary: This bill would require that a total of 50,000 Competitive Cal Grant A and B awards be granted for each of the 2015-16 and 2016-17 academic years, that 60,000 be granted for the 2017-18 academic year, and each academic year thereafter.

Additional notes: Competitive Cal Grant A and B awards are available to middle and low income applicants who did not receive an entitlement award. Currently there are 22,500 Competitive Cal awards granted annually to a pool of over 300,000 applicants.

SB 15 (Block) Postsecondary education: financial aid

Introduced: December 1, 2014

Last Amended: March 25, 2015

Status: Held in Assembly Committee on Higher Education. 2 year bill.

Summary: This bill would increase the total number of Competitive Cal Grant A and B awards granted annually to 30,000 and would increase the maximum tuition award amount for Cal Grant A and B for students at private nonprofit postsecondary educational institutions to \$9,084 for the 2015-16 award year and each award year thereafter. The bill would also establish, commencing with the 2015-16 academic year, the Graduations Incentive Grant program to provide eligible matriculating undergraduate students of California State University (CSU) with financial need attending a campus of the CSU with financial aid for up to three college years, specified eligibility criteria and require the CSU to make an annual report to the Legislature. The program would only be operative in a fiscal year if the Trustees of the California State University determine that sufficient funding has been provided for purposes of the program for that fiscal year in the annual Budget Act or another status. The bill includes Legislative intent language to appropriate funds for the 2015-16 fiscal year to the University of California (UC) to eliminate a specified tuition increase and to appropriate funds to both the UC and the CSU to provide additional course offerings and support services for students.

Additional notes: This bill is intended to enact policy changes recommended in the Senate's December 2014 comprehensive plan for higher education in California.

SB 62 (Pavley) Student financial aid: Assumption Programs of Loans for Education: Governor's Teaching Fellowships Program

Introduced: December 30, 2014

Last Amended: June 2, 2015

Status: Awaiting hearing in the Assembly Appropriations committee.

Summary: This bill would among other things, require a participant in the Assumption Program of Loans for Education to teach in a teaching field with a critical shortage of teachers and to demonstrate financial need and revise the information that the Superintendent of Public Instruction (SPI) is required to furnish to the California Student Aid Commission (CSAC) annually regarding the program. The bill would require the program to continue to be implemented as it read on January 1, 2015, for the allocation of funds for loan assumption agreements made before January 1, 2015, and collecting payments from former program participants required to repay program costs as of January 1, 2016, for failing to satisfy the program's requirements. The implementation of the revised program would be contingent upon an appropriation in the annual Budget Act and would require that not more than 1,000 loan assumption agreements be awarded in any academic year.

Additional notes: Received unanimous support in the Senate and Assembly policy committee.

Teacher Evaluation

AB 575 (O'Donnell) Teachers: best practices teacher evaluation system: administrator evaluation

Introduced: February 24, 2015

Last Amended: June 2, 2015

Status: Held in Senate Education committee. 2 year bill.

Summary: This bill would

- Require, as of July 1, 2018, the governing board of each school district, and county office of education to adopt and implement a locally negotiated best practices teacher evaluation system described as one in which each teacher is evaluated on a continuing basis on the degree to which he or she accomplishes specific objectives and multiple observations of instructional and other professional practices that are conducted by trained evaluators.
- Authorize the State Board of Education, in consultation with the Superintendent of Public Instruction and appropriate education stakeholder groups, to adopt nonregulatory guidance to support the implementation of the teacher evaluation systems required by this bill.
- Require these governing bodies to seek public comment on the evaluation system and to establish and define job responsibilities for certificated employees on which they will be assessed and evaluated.
- Except as may be negotiated locally in the best practices teacher evaluation system, require an evaluation at least every 3 years of certificated employees who have been employed at least 10 years with the school district or county office of education, even for those employees whose previous evaluations have met or exceeded standards.
- Require employing school districts to establish a system of evaluation for school administrators to guide their growth and performance with the purpose of supporting them as instructional leaders in order to raise pupil achievement.
- Add the above provisions to the list of provisions that may not be waived, as currently provided by statute.
- Include Legislative intent language that adequate resources be provided to train evaluators, continue robust beginning teacher induction programs and support struggling educators.

Additional notes: This bill mirrors SB 499.

SB 499 (Liu) Teachers: best practices teacher evaluation system: school administrator evaluation

Introduced: February 26, 2015

Last Amended: June 2, 2015

Status: Held in Senate Education committee. 2 year bill.

Summary: This bill would, among other changes:

- Make inoperative, as of July 1, 2018, and repeals, as of January 1, 2019, various provisions of the Stull Act.
- Require, beginning July 1, 2018, the governing board of each school district to adopt and implement a best practices teacher evaluation system, to be locally negotiated pursuant to the Educational Employment Relations Act.

- Require a best practices teacher evaluation system to include, but not be limited to, specified attributes of a teacher’s performance, such as engaging and supporting pupils in learning, creating and maintaining an effective learning environment, and contributing to pupil academic growth based on multiple measures, as specified, including state and local formative and summative assessments.
- Require that an evaluation system include multiple observations of instructional and other professional practices conducted by evaluators who have been appropriately trained to ensure consistency and demonstrated competence in teaching evaluation.
- Require an evaluation system to contain at least three performance levels.
- Not apply to certificated employees who hold an administrative services credential.
- Authorizes the State Board of Education, in consultation with the Superintendent of Public Instruction and appropriate education stakeholder groups, to adopt non-regulatory guidance to support the implementation of the evaluation system.
- Require, on or before May 1, 2018, or May 1 of the year that precedes the year in which an existing collective bargaining contract will expire, whichever is later, governing boards to seek comment on the development and implementation of an evaluation system and use the comments received to guide the development and implementation.
- Require that any negotiated evaluation system remains in effect until a successor system can be negotiated.
- Require, beginning in July 1, 2018, that educators with permanent status, and at least 10 years of employment, who are highly qualified, must be evaluated at least every 3 years.
- If an employee has received an unsatisfactory evaluation, require that the employing authority provide professional development.
- Prohibit the State Board of Education from waiving any of these evaluation requirements.

Additional notes: This bill mirrors AB 575.