
6A

Information

Legislative Committee

Status of Legislation

Executive Summary: Staff will present the status of those legislative measures on which the Commission has adopted a position and those of interest to the Commission.

Recommended Action: For information only

Presenter: Anne L. Padilla and Erin Sullivan, Consultants, Office of Governmental Relations

Strategic Plan Goal:

III Communication and Engagement

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

Status of Legislation

The *Status of Legislation* agenda item is brought to the Commission to provide updates on the status of bills on which the Commission has taken a position and on the Commission's sponsored bills. Bill updates are listed according to the position adopted by the Commission on each bill.

Support

AB 2560 (Bonilla) Teacher credentialing: renewal: child abuse reporting Chapter 110, Statutes of 2014

Summary: Current law, Penal Code §11166.5(b),¹ requires the Commission, as an agency that licenses individuals identified as mandated reporters, to send specified information to the individual at the time the licensure document is transmitted.

In addition to the above notification by the Commission to new licensees regarding their duties as mandated reporters, local employing agencies are also required to notify teachers of their duty to report. Pursuant to Penal Code §11166.5(a)(1) and (2), specified mandated reporters (including educators) must, prior to commencing employment, sign a statement provided to them by their employer confirming their knowledge of their duties as mandated reporters and affirming their intent to comply with those duties. The statement must include language informing the educator of his or her role and obligations as a mandated reporter. The signed statement is to be kept on file by the employer.

AB 2560 directs the Commission to require all applicants for initial issuance or renewal of a teaching or services credential, whether submitting a paper or electronic online application, to read and attest by ink or electronic signature, as appropriate, a specified statement that the applicant understands the duties imposed by the Child Abuse and Neglect Reporting Act. This law is intended to reinforce current educator responsibilities as mandated reporters.

¹ Penal Code §11166.5

http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=PEN§ionNum=11166.5.

Legislation of Interest

Child Care and Development

SB 192 (Liu) Early learning and educational support services

Status: Died in the Assembly Appropriations Committee

Summary: This bill sought to change the term "child care and development services" to "early learning and educational support services," and make several changes to child care development programs in the areas of contracting, program consolidation, programs serving migrant populations, classroom ratios, teacher and director qualifications, and parent education and information.

SB 837 (Steinberg) Early childhood education: professional development

Status: Died in the Assembly Appropriations Committee

Summary: This bill would have allocated \$25M of General Fund monies to the California Department of Education to fund professional development for transitional kindergarten and state preschool teachers. (See also SB 858)

SB 858 (Committee on Education) Education omnibus trailer bill Chapter 32, Statutes of 2014

Summary: Requires, among other things, as a condition of receipt of Average Daily Attendance funding for transitional kindergarten (TK) students, a district or charter school to ensure, by July 1, 2015, all TK teachers hold a credential issued by the Commission on Teacher Credentialing (currently determined by the State Board of Education to be a multiple subject credential) and, by July 1, 2020, to have either 24 units in early childhood education/child development or professional experience, as determined by the employing agency, in a classroom setting with preschool age children that is comparable to 24 units of education previously described or a Child Development Teacher permit. The bill further requires, by July 1, 2016, that the Commission on Teacher Credentialing review and revise, as appropriate, requirements for issuance and renewal of permits authorizing service in the care, development, instruction, and supervision of children in care and development programs and the programs that serve them.

SB 1123 (Liu) Child care and development services

Status: Died in the Assembly Appropriations Committee

Summary: This bill focused on services for infants and toddlers 0-3 years of age and would have required, among other things, the Commission on Teacher Credentialing to review and amend

the Child Development Permit matrix by 07/01/17 to include development of an infant and toddler emphasis (6 units in infant and toddler development) and a requirement that early childhood education/child development permit holders have an individual professional development plan that includes up to 10 hours per year of in-classroom coaching.

AB 1444 (Buchanan) Elementary education: kindergarten

Status: Governor's Desk

Summary: This bill seeks to require, beginning with the 2016-17 school year, that a child have completed one year of kindergarten before he or she could be admitted to the first grade.

AB 1719 (Weber) Full-day kindergarten: feasibility study and implementation plan

Status: Governor's Desk

Summary: This bill would require the Superintendent of Public Instruction to provide the Legislature, no later than July 1, 2017, with an evaluation of kindergarten program implementation in the state, including part-day and full-day kindergarten programs, as specified.

Computer Science

**SB 1200 (Padilla) Public postsecondary education: academic standards: computer science
Chapter 518, Statutes of 2014**

Summary: This bill requires the Trustees of the California State University, and requests the Regents of the University of California, to develop guidelines for high school computer science courses to be approved for purposes of recognition for admission to the California State University and the University of California, respectively.

AB 1539 (Hagman) Content standards: computer science

Status: Governor's Desk

Summary: This bill would encourage the Instructional Quality Commission to consider developing and recommending to the State Board of Education, K-12 computer science content standards pursuant to recommendations developed by a group of computer science experts, on or before July 31, 2019. The bill would express that the Legislature encourages the commission to consider existing computer science content standards including, but not necessarily limited to, national K-12 computer science content standards developed by the Computer Science Teachers Association.

AB 1764 (Olsen) School curriculum: mathematics: computer science

Status: Governor's Desk

Summary: Existing law requires each pupil completing grade 12 to satisfy certain requirements as a condition of receiving a diploma of graduation from high school. These requirements

include the successful passage of the high school exit examination and the completion of designated coursework in grades 9 to 12, inclusive. The coursework requirements include the completion of at least 2 courses in mathematics. Existing law authorizes the governing board of a school district to adopt additional coursework requirements. This bill would authorize the governing board of a school district that requires more than 2 courses in mathematics for graduation to award a pupil up to one mathematics course credit for successfully completing an approved computer science course, as provided.

AB 2110 (Ting) Pupil instruction: computer science

Status: Died in the Senate Appropriations Committee

Summary: Existing law requires the Instructional Quality Commission to recommend, and the State Board of Education to adopt, curriculum frameworks, as provided. Existing law defines “curriculum framework” as an outline of the components of a given course of study designed to provide state direction to school districts in the provision of instructional programs. Existing law prohibits the state board from adopting instructional materials until the 2015-16 school year, except as provided. This bill would have required the commission to consider incorporating computer science curriculum content into the mathematics, science, history-social science, and English language arts/English language development curriculum frameworks, as it deems appropriate, when those frameworks are next revised.

Other

SB 173 (Liu) Adult Education

Chapter 545, Statutes of 2014

Summary: This bill requires the California Community Colleges Chancellor's Office and the California Department of Education to coordinate and issue guidelines and make policy recommendations to the Legislature regarding adult education; and requires the Commission on Teacher Credentialing and the Academic Senate for California Community Colleges to meet to review their current requirements for noncredit adult education and adult education instructors, and develop and submit recommendations to the Legislature for modifying or establishing reciprocity standards for instructors of adult education courses by July 1, 2015.

SB 850 (Block) Public postsecondary education: community college districts: baccalaureate degree pilot program

Status: Governor’s Desk

Summary: Beginning January 1, 2015, this bill would authorize the Board of Governors of the California Community Colleges, in consultation with the California State University and the University of California, to establish a statewide baccalaureate degree pilot program at not more than 15 community college districts, with one baccalaureate degree program each to be determined by the chancellor and approved by the board of governors. The bill would prohibit

each participating district from offering more than one baccalaureate degree program within the district, as specified.

**SB 858 (Senate Budget and Fiscal Review Committee) Education Omnibus Budget Trailer Bill
Chapter 32, Statutes of 2014**

Summary: This bill contains statutory changes necessary to enact education-related provisions of the 2014 Budget Act. Among the bill's provisions, those pertaining to the Commission are:

1. Requirement that on or before July 1, 2016 the Commission review, and update if appropriate, requirements for the issuance and renewal of permits authorizing service in the care, development and instruction of children in child care and development programs and permits authorizing supervision of a child care and development program
2. Allow transfers between the Teacher Credentials Fund and the Test Development and Administration Account, as specified
3. Allows the Commission to charge educator preparation programs fees for the costs of reviewing new and existing programs, as specified
4. Contains other provisions concerning early learning

**SB 1060 (Liu) School employees: professional growth
Chapter 199, Statutes of 2014**

Summary: This bill requires a local educational agency, as defined, that offers a program of professional growth for teachers, administrators, paraprofessional educators, or other classified employees involved in the direct instruction of pupils, to evaluate professional learning that meets a specified list of criteria, including, that it is based on an assessment of the needs of educators and tied to supporting pupil learning.

**SB 1022 (Huff) Public postsecondary education: labor market outcome information
Chapter 394, Statutes of 2014**

Summary: This bill requires the California State University, and requests the University of California, to publicly provide labor market prematriculation and outcome information relating to their graduates. The information required by the bill includes, but is not necessarily limited to, salary data, and the percentage distribution of graduates, classified by industry. The bill specifies requirements for presentation of this data, including the use of easily understood labor market measures, aggregation of the data to the systemwide level and by particular areas of study, timeframes before and after graduation for the presentation of the data in each labor market prematriculation and outcome category, and adherence to pertinent state and federal privacy laws.

SB 1174 (Lara) English language education

Status: Governor's Desk

Summary: Existing law, as added by Proposition 227, (approved by the voters June 2, 1998),

requires, among other things, that all children in California public schools be taught in English. Proposition 227 specifies that English learner pupils, as defined, be educated through sheltered English immersion, as defined, during a temporary transition period not normally intended to exceed one year. Proposition 227 further provides that its requirements relating to sheltered English immersion instruction may be waived with the prior written consent of a pupil's parent or legal guardian, as specified. Proposition 227 also encourages family members and others to provide personal English language tutoring to English learner pupils. This bill would amend and repeal Proposition 227.

**LEGISLATIVE GUIDELINES OF THE
CALIFORNIA COMMISSION ON TEACHER CREDENTIALING**
Adopted February 3, 1995

1. The Commission supports legislation that proposes to maintain or establish high standards for the preparation of public school teachers and other educators in California and opposes legislation that would lower standards for teachers and other educators.
2. The Commission supports legislation that proposes to maintain or establish high standards of fitness and conduct for public school educators in California and opposes legislation that would lower standards of fitness or conduct for public school educators.
3. The Commission supports legislation that reaffirms that teachers and other educators have appropriate qualifications and experience for their positions, as evidenced by holding appropriate credentials, and opposes legislation that would allow unprepared persons to serve in the public schools.
4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates and opposes legislation that would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.
5. The Commission supports legislation that strengthens or reaffirms initiatives and reforms that it previously has adopted and opposes legislation that would undermine initiatives or reforms that it previously has adopted.
6. The Commission supports alternatives to existing credential requirements that maintain high standards for the preparation of educators and opposes alternatives that do not provide sufficient assurances of quality.
7. The Commission opposes legislation that would give it significant additional duties and responsibilities if the legislation does not include an appropriate source of funding to support those additional duties and responsibilities.
8. The Commission supports legislation that affirms its role as an autonomous teacher standards board and opposes legislation that would erode the independence or authority of the Commission.

Possible Bill Positions for Commission Consideration

The Commission may adopt a position on each bill considered for action. The following chart describes the bill positions. The Commission may choose to change a position on a bill at any subsequent meeting.

Sponsor: Legislative concepts are adopted by the Commission and staff is directed to find an author for the bill and to aid the author's staff by providing background information and seeking support for the bill.

Support: The Commission votes to support a bill and directs staff to write letters of support to Legislative Committee members and to testify in support of the bill at Legislative Committee hearings. The Commission's support position will be recorded in the Legislative Committee's bill analysis. If the bill is successful in the Legislature, staff writes letters of support to the Governor.

Support if Amended: The Commission expresses support for the overall concept of a bill, but objects to one or more sections. The Commission votes to direct staff to contact the author with suggested amendments. If the bill is amended to reflect the Commission's recommendations, the Commission's position automatically becomes "Support."

Seek Amendments: The Commission expresses concern over one or more sections of the bill and votes to direct staff to contact the author with suggested amendments. If the bill is amended to reflect the Commission's recommendations, staff will inform the Commission at a subsequent meeting and ask if the Commission would like to adopt a new position.

Watch: The Commission expresses interest in the content of the bill but votes to direct staff to "watch" the bill for future amendments or for further movement through the Legislative process. Early in the Legislative session, the Commission may wish to adopt a "watch" position on bills that are not yet fully formed.

Oppose Unless Amended: The Commission objects strenuously to one or more sections of the bill and votes to direct staff to contact the author with suggested amendments. If the bill is not amended to reflect the Commission's recommendations, the Commission may vote to adopt an "Oppose" position at a subsequent meeting. If the bill is amended to reflect the Commission's recommendations, staff will inform the Commission at a subsequent meeting and ask if the Commission would like to adopt a new position.

Oppose: The Commission expresses opposition to the overall concept of a bill and votes to direct staff to write letters of opposition to Legislative Committee members and to testify in opposition to the bill at Legislative Committee hearings. The Commission's "oppose" position will be recorded in the Legislative Committee bill analysis. If the bill is successful in the Legislature, staff writes letters of opposition to the Governor.

No Position: The Commission may choose to delay taking a position on a bill and may vote to direct staff to bring the bill forward at a subsequent meeting. The Commission may also choose to direct staff not to bring the bill forward for further consideration.