
6A

Information

Legislative Committee

Status of Legislation

Executive Summary: Staff will present the status of those legislative measures of interest to the Commission and address questions regarding any other legislation identified by Commissioners.

Recommended Action: For information only

Presenter: Sasha Horwitz, Government Relations & Public Affairs Manager,
Administrative Services Division

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.

Status of Testing Flexibility

This section provides an update on the status of the testing flexibilities first adopted as part of [Executive Order N-66-20](#) and extended by the 2020-21 education trailer bill, [SB 820 \(Chap. 110, Stats. 2020\)](#).

The May Revision to the 2021-22 Budget Proposal, would extend the previously adopted timeframes wherein a candidate for a teaching or administrative credential can defer certain required assessments because access was limited by COVID-19 school site or testing center closures.

If approved by the legislature and signed by the Governor, the following flexibilities would be in effect starting July 1, 2021:

- Suspends the requirement to complete the **Teaching Performance Assessment (TPA)** prior to earning a Preliminary Credential if the candidate is unable to complete it during the 2021-22 school year. Candidates must complete the requirement prior to earning a Clear credential.
 - Current flexibility runs through 2020-21 school year.
- Suspends the requirement to complete the **California Administrator Performance Assessment (CalAPA)** prior to earning a Preliminary credential if they are unable to complete it during the 2021-22 school year. Candidates must complete the requirement prior to earning a Clear credential.
 - Current flexibility runs through 2020-21 school year.
- Suspends the requirement to complete the **Reading Instruction Competence Assessment (RICA)** prior to earning a Preliminary credential if the candidate is unable to complete it between March 19, 2020 and December 31, 2021 due to testing center closures related to COVID-19. Candidates must complete the requirement prior to earning a Clear credential.
 - The Commission would have authority to extend this deadline to June 30, 2022 due to testing center closures or capacity issues related to COVID-19.
 - Current flexibility runs through August 31, 2021.
- Suspends the requirement to complete the **California Basic Educational Skills Test (CBEST)** prior to enrollment in a teacher preparation program if the candidate is unable to complete it between March 19, 2020 and December 31, 2021 due to testing center closures related to COVID-19. Candidates must complete the requirement prior to earning a Preliminary credential.
 - The Commission would have authority to extend this deadline to June 30, 2022 due to testing center closures or capacity issues related to COVID-19.
 - Current flexibility runs through August 31, 2021.

- Suspends the requirement to complete the **California Subject Examination for Teachers** to teach as an Intern, if the candidate is unable to complete it between March 19, 2020 and December 31, 2021 due to testing center closures related to COVID-19. Candidates must complete the requirement prior to earning a Preliminary credential.
 - The Commission would have authority to extend this deadline to June 30, 2022 due to testing center closures or capacity issues related to COVID-19.
 - Current flexibility runs through August 21, 2021.

Status of Legislation

This agenda item provides an update on Commission sponsored legislation as well as bills that the Commission is monitoring or has taken a position on.

2021-22 Sponsored/Supported Legislation

The Commission has sponsored two legislative proposals and taken a support position on a third for 2021.

[AB 320 \(Medina\) - Teacher Preparation Programs: Regionally Accredited Institutions](#)

Introduced: January 26, 2021

Last Amended: April 27, 2021

Status: Passed Assembly Floor (72-0)

Position: Sponsor

Summary: This bill would allow the Commission to recognize a degree conferred by an institution of higher education (IHE) in preaccreditation status is valid once the IHE and program of study successfully complete the accreditation process.

[AB 437 \(Kalra\) - Teacher Credentialing: Subject Matter Competence](#)

Introduced: February 4, 2021

Last Amended: n/a

Status: Passed Assembly Floor (78-0)

Position: Sponsor

Summary: This bill would give teaching credential candidates additional flexibility for demonstrating that they meet the statutory subject matter requirements (SMR) for the credential they are seeking. In addition to taking and passing a California Subject Examinations for Teachers (CSET) and completion of a Commission-approved Subject Matter Program, candidates would be permitted to use undergraduate or graduate coursework, completed as part of a major at a regionally accredited institution of higher education, to demonstrate competency aligned with existing SMRs. They would also be permitted to combine CSET test results and completed subject matter coursework to demonstrate subject matter competence.

Additional Notes: The language of AB 437 is included in the 2021-22 State Budget. If passed by the Legislature and signed by the Governor, the proposal would be effective starting July 1, 2021.

[AB 312 \(Seyarto\) - Teacher Preparation Programs: Regionally Accredited Institutions](#)

Introduced: January 25, 2021

Last Amended: n/a

Position: Support

Status: Passed Assembly Floor (76-0)

Summary: This bill would create a new option for teacher candidates to demonstrate the Basic Skills Requirement (BSR) by permitting the Commission to accept letter grades of B or higher in credit-bearing higher education coursework in basic reading, writing, and mathematics skills in the English language in place of the CBEST. The measure will further permit candidates to meet the BSR through a combination of different options.

Additional Notes: The language of AB 312 is included in the 2021-22 State Budget. If passed by the Legislature and signed by the Governor, the proposal would be effective starting July 1, 2021.

2021-22 Legislation of Interest

The Legislature is currently in the first year of the two-year 2021-22 legislative session.

Examinations

[SB 488 \(Rubio\) - Teacher credentialing: reading instruction](#)

Introduced: February 17, 2021

Last Amended: March 4, 2021

Status: Passed Senate Floor (39-0)

Summary: This bill would make changes to the Reading Instruction Competence Assessment (RICA) statute. In alignment with the current English Language Arts/English Language Development (ELA/ELD) Framework, the bill would add effective means of teaching literacy and evidence-based means of teaching foundational reading skills to the minimum requirements for a Multiple or Single Subject credential.

Starting September 1, 2022, these requirements would need to be included in the standards of program quality and effectiveness for the preliminary multiple, education specialist and single subject English language arts credentials. Additional standards would be required starting September 1, 2024, including satisfactory completion of research-based comprehensive reading instruction; direct, systematic, explicit phonics; and for multiple subject credentials the study of integrated methods of teaching language arts.

Starting July 1, 2025, the RICA test would no longer be required, instead the Commission would be required to approve a Teaching Performance Assessment that assesses all candidates for competence in instruction in literacy, including but not limited to evidence-based methods of teaching foundational reading skills. These must be aligned to the ELA/ELD Framework, Teaching Performance Expectations, and program standards of quality and effectiveness.

Preparation Programs

[AB 815 \(Luz Rivas\) - School nurses: Credentialing](#)

Introduced: February 16, 2021

Last Amended: n/a

Status: Passed Assembly Floor (76-0)

Summary: This bill would clarify that the Commission may approve a program operated by a local education agency program sponsor for a services credential with a specialization in health for a school nurse. Program approval would be consistent with existing school nurse credential standards.

Grant Programs

[AB 498 – \(Quirk-Silva\) Teachers: Computer Science Access Initiative](#)

Introduced: February 9, 2021

Last Amended: April 14, 2021

Status: Passed Assembly Floor (78-0)

Summary: This bill would establish the “Computer Science Access Initiative” grant program to be administered by the Commission for the purpose of increasing the number of teachers authorized to teach computer science. Implementation of the grant program is contingent on an appropriation in the state budget.

Additional Notes: The May Revise includes a similar proposal called the Computer Science Supplementary Authorization Incentive Grant Program, which would appropriate \$15 million in grants to local education agencies (LEAs) to incentivize current teachers to earn a supplementary authorization in Computer Science. Participating teachers would be eligible for up to \$2,500 from the LEA toward the costs of coursework, books, fees, and tuition.

[AB 520 – \(Gipson\) Teacher recruitment and retention: California Diversifying the Teacher Workforce Grant Program](#)

Introduced: February 10, 2021

Last Amended: April 13, 2021

Status: Passed Assembly Floor (76-0)

Summary: This bill would establish the “California Diversifying the Teacher Workforce Grant Program” to be administered by the state Department of Education for the purpose of recruiting, developing, and implementing new, or expanding existing, programs that address a local need to develop a teacher workforce that serves all pupil populations, including Black pupils. Implementation of the grant program is contingent on an appropriation in the state budget.

Early Childhood Education

[AB 22 Childcare: preschool programs and transitional kindergarten: enrollment: funding](#)

Introduced: December 7, 2020

Last Amended: April 12, 2021

Status: Passed Assembly Floor (76-0)

Summary: This bill would extend access to transitional kindergarten programs to all four-year-olds, phased in over eight years. Currently, transitional kindergarten is only available to a child who has their fifth birthday between September 2 and December 2 of the school year they would enter kindergarten. Beginning with the 2024-25 school year, the eligibility window would expand by one month per year and would be open to all children starting in 2032-33. Other provisions would provide additional funding to the Local Control Funding Formula base grant if specific conditions are met including a minimum school day length equivalent to that of grades 1 - 3, a 24 pupil class size maximum, specified adult to student ratios, and having at least one credentialed teacher with early childhood education experience defined as at least 24 units of early childhood education or child development coursework, professional experience in a preschool classroom setting, or holding a Commission-issued child development teacher permit.