California Department of Education

Executive Office

SBE-002 (REV. 11/2017)

# **MEMORANDUM**

**DATE:** March 27, 2018

**TO:** MEMBERS, State Board of Education

**FROM:** TOM TORLAKSON, State Superintendent of Public Instruction

**SUBJECT:** State Legislative Update, Including, but not limited to, Information on the 2017–18 Legislative Session

## Summary of Key Issues

The California Department of Education (CDE) Government Affairs Division has identified bills that may affect policy related to the State Board of Education (SBE). Inclusion in this list does not constitute an SBE or State Superintendent of Public Instruction (SSPI) position for the legislation.

## Attachment(s)

Attachment 1: Legislative Update (20 pages)

# **Attachment 1: Legislative Update**

**These bills address relevant policy areas and/or impact the role of the State Board of Education (SBE). Inclusion in this list does not constitute an SBE or State Superintendent of Public Instruction (SSPI) position for the legislation.**

**The status of each bill is provided as of March 21, 2018.**

**Accountability and School Improvement**

**AB 1661 (Limón)** **– School Accountability: Federal Compliance with Accountability Requirements**

On December 10, 2015, the Every Student Succeeds Act (ESSA) reauthorized the federal Elementary and Secondary Education Act (ESEA) and replaced the No Child Left Behind Act. This bill would update cross-references in state statute to the federal ESEA as amended by the federal ESSA and make various conforming changes, including adding requirements on school districts and county offices of education in regards to written parent and family engagement programs.

Status: Senate Rules Committee

**AB 2878 (Chávez) – Local Control and Accountability Plans: Annual Goals: State Priorities: Family Engagement**

Existing law requires local control and accountability plans (LCAPs) to include a description of the annual goals to be achieved for each of the state priorities such as parent involvement. This bill would add family engagement to the enumerated state priorities and state that family engagement includes efforts that the school district and each individual school site make to apply research-based practices such as welcoming all families into the school community and treating families as partners to inform, influence, and create practices.

Status: Assembly Education Committee

**AB 3188 (Thurmond) – LCAPs: State Priorities: Pupil Achievement**

Existing law requires LCAPs to include a description of the annual goals to be achieved for each state priority, including pupil achievement. Pupil achievement is measured by, among other criteria, the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU), or career technical education (CTE) sequences or programs of study.

This bill instead would require pupil achievement to be measured by the percentage of pupils who have successfully completed (1) courses that satisfy the requirements for entrance to the UC and the CSU, or (2) CTE sequences or programs of study, or (3) to the extent possible, both (1) and (2).

Status: Assembly Education Committee

**AB 3216 (Kiley) – School Accountability Report Card**

Existing law requires the governing board of each school district maintaining an elementary or secondary school to develop a School Accountability Report Card (SARC) for each school in the school district. Commencing with the 2019–20 school year, this bill would require each school district to make hard copies of its annually updated SARC and require each school district connected to the Internet to make its annually updated SARC available on the Internet by March 1 of each year.

Status: Assembly Education Committee

**SB 720 (Allen) – Evaluation Rubrics: California School Dashboard**

Existing law required the SBE to adopt evaluation rubrics for by October 1, 2016. Pursuant to this requirement, the SBE adopted evaluation rubrics in September 2016 and created the California School Dashboard. This bill would replace references to “evaluation rubrics” in the code with references to “evaluation rubrics, as displayed on the California School Dashboard and would make conforming changes.

Status: Assembly pending referral

**SB 1203 (Berryhill) – Pupil attendance: School Districts of Choice**

Existing law requires, for a school district of choice that is a basic aid school district, as defined, that the apportionment of state funds for average daily attendance of pupils admitted by that school district of choice that is credited pursuant to a specified statute shall be 25 percent of the school district local control funding formula base grant. This bill would instead provide that the apportionment of state funds for average daily attendance for pupils admitted by a school district of choice that is credited pursuant to a specified statute shall be 70 percent of the school district local control funding formula base grant, as specified. The proposed 70 percent apportionment of state funds reflects the funding level that was in effect prior to enactment of the 2017–18 Budget Act.

Status: Senate Education Committee – Hearing April 4, 2018

**SB 1368 (Moorlach) – Pupil Enrollment: Statewide Open Enrollment Act**

This bill would enact the Statewide Open Enrollment Act to permit any student subject to compulsory education to be admitted to a school in any school district, without regard to residency or school district boundaries. Specifically, SB 1368 would prohibit a school district from restricting students residing within the school district’s boundaries from enrollment in another school district and prohibits a school district from restricting students residing outside of the school district’s boundaries from enrollment in the school district.

However, this bill would authorize the governing board of a school district to restrict enrollment by students residing outside the school district’s boundaries if the governing board makes a finding that it is necessary to restrict enrollment for any of the following reasons:

* The financial health of the school district
* The quality of the education provided to pupils
* The need to avoid overcrowding, in light of the available space in the school district
* Compliance with a court-ordered or voluntary desegregation plan of the school district
* Compliance with federal law

SB 1368 limits a restriction for a period no longer than two years, as specified, and requires a school district that restricts enrollment pursuant to an exception to give priority for admission to students who reside in the school district, children of military families, foster youth, and children living in poverty.

Status: Senate Education Committee

**Assessments**

**AB 1951 (O’Donnell) – Pupil Assessments: Pathways to College Act**

This bill would require, pursuant to the ESSA, the SSPI to approve a nationally recognized high school assessment that a local educational agency (LEA) may administer commencing with the 2019–20 school year in lieu of the Smarter Balanced Assessment Consortium (SBAC) for English language arts (ELA) and mathematics for grade 11. AB 1951 would require a nationally recognized high school assessment to meet specified requirements, including alignment with the academic content standards adopted by the SBE.

This bill would deem a nationally recognized high school assessment that has been adopted for use by any state that has adopted the Common Core State Standards and that meets federal requirements to have met the specified requirements, and require the SSPI to approve these assessments for use by a LEA.

AB 1951 would require a LEA that administers a nationally recognized high school assessment to comply with the following:

* Notify the SSPI and the parents and legal guardians of its students entering grade 11 that it will be administering an assessment that is different from the SBAC at the beginning of each school year during which the assessment will be administered to those pupils.
* Administer the assessment free of charge to all pupils in grade 11.
* Administer the assessment to individuals with exceptional needs with appropriate accommodations, where necessary, and provide an alternate assessment to individuals with exceptional needs who are unable to participate in testing, even with accommodations.
* Report scores to the CDE.

This bill requires the SSPI to apportion to the LEA the lesser of the actual cost of administering a nationally recognized high school assessment and the amount that would have been apportioned to the LEA if it had administered the SBAC for grade 11.

Status: Assembly Education Committee

**SB 949 (Allen) – Pupil Assessment: Academic Achievement**

Existing law requires the SBE to adopt statewide academically rigorous content standards in the core curriculum areas of reading, writing, and mathematics. Existing law makes these provisions inoperative on July 1, 2011. This bill would repeal this provision. Existing law requires the CDE to develop a 3-year plan of activities, with the approval of the SBE, supporting the development and administration of the California Assessment of Student Performance and Progress System (CAASPP). Existing law also requires the CDE to contract for a 3-year independent evaluation of the computer-adaptive assessments in ELA and mathematics as well as independent evaluation reports and specified interim annual reports. These provisions become inoperative on July 1, 2021, and as of January 1, 2022, are repealed. SB 949 would eliminate the sunset on these provisions.

Status: Senate Education Committee

**SB 1349 (Stern) – Diploma Alternatives: Certificate of Proficiency: High School Equivalency Certificate**

Existing law requires the SBE to award a certificate of proficiency under the California High School Proficiency Examination (CHSPE) program to students 16 years of age or older, who demonstrate proficiency in basic skills taught in public high schools. This bill would specify that students who choose to take the CHSPE test to show proficiency in ELA, mathematics, science, and history-social science, and requires the SSPI to consider existing tests that assess these four subject areas.

Existing law requires the SSPI to issue a high school equivalency (HSE) to a person who has not completed high school and who meets specified requirements, including, having taken a HSE test that has been approved by the SBE. Existing law authorizes the SSPI to charge an examinee a one-time administrative fee to pay costs related to administering the HSE program. This bill would increase the statutory maximum administrative fee for the HSE from $20 to $40.

Status: Senate Education Committee

**Career Technical Education**

**AB 1577 (Gipson) – Career Technical Education: Access Plan**

This bill would require the CDE, in collaboration with the California Workforce Development Board and the California Community Colleges Chancellor’s Office, to develop a plan to ensure access to CTE programs at every K–12 school in California. AB 1577 would also require the CDE to report the plan to the Legislature by January 1, 2020.

Status: Senate Education Committee – Two-Year Bill

**AB 1743 (O’Donnell) - Career Technical Education Incentive Grant**

This bill would appropriate $500 million a year for the purpose of continuing the CTE Incentive Grant to provide funding for CTE programs through a competitive grant process administered by the CDE*.* AB 1743 would also provide $12 million for regional CTE coordinators to provide technical assistance and support to LEAs in implementing CTE courses, programs, and pathways.

Status: Assembly Appropriations Committee

**ACR 164 (Cunningham) – Career Technical Education Month**

This resolution would declare the month of February as CTE Month in the State of California.

Status: Senate Floor –Third Reading

**Charter Schools**

**AB 406 (McCarty)** **– Charter Schools: Operation**

This bill would prohibit a charter school, after January 1, 2019, from operating as or being operated by a for-profit corporation or a for-profit charter management organization. AB 406 would also allow a charter school to elect to operate as, or be operated by, a nonprofit public benefit corporation, pursuant to the Nonprofit Public Benefit Corporation Law.

Finally, this bill would require that a representative of the chartering authority sit on the board of directors of the nonprofit public benefit corporation and exempts the chartering authority from being liable for the debts or obligations of the charter school if the chartering authority has complied with all oversight responsibilities required by law.

Status: Senate Education Committee – Two-Year Bill

**AB 1528 (Acosta) – Virtual or Online Charter Schools: Average Daily Attendance: Report**

This bill would extend the sunset on the provision allowing a virtual or online school to claim independent study average daily attendance (ADA) for a pupil who moves outside of the geographic boundaries of the school from January 1, 2018 to January 1, 2021. AB 1528 would also require the CDE to conduct an assessment of the need for a virtual or online charter school to claim the independent study ADA and submit the report to the Legislature, the Department of Finance, and the Legislative Analyst’s Office (LAO) on or before December 31, 2019.

Status: Senate Appropriations Committee – Two-Year Bill

**AB 1871 (Bonta) - Charter Schools: Free and Reduced-Price Meals.**

Beginning in the 2019–20 school year**,** this bill would require a charter school to provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day. This section would not apply to a charter school that offers exclusively non-classroom-based or non-site-based instruction. This also excludes a charter school that offers both classroom-based or site-based instruction and non-classroom-based or non-site-based instruction to provide a meal to pupils enrolled in exclusively non-classroom-based or non-site-based instruction.

Status: Assembly Appropriations Committee

**AB 2011 (Kiley) - Charter Schools: Facilities Used For Fulfilling State Educational Mandates: Geographical Restrictions.**

Current law requires a charter school to operate within the geographic boundaries of the school district that authorized its charter, unless otherwise specified. This bill would exempt a charter school facility from the geographical restrictions that would otherwise apply if all of the pupils attending the charter school attend through nonclassroom-based instruction and the facility is used for purposes of fulfilling state educational mandates, including administering academic assessments and state-mandated tests, delivering special education and related services and assessments to individuals with exceptional needs, English language development programs, and for conducting laboratory science courses required for graduation or fulfilling a-g course requirements.

Status: Assembly Education Committee

**AB 2575 (Santiago) - High School and Community College Dual Enrollment: College and Career Access Pathways Partnerships**

This bill would authorize a charter school or private school, including a parochial school, to enter into a College and Career Access Pathways (CCAP) partnership agreement with the governing board of a community college district.

Status: Assembly Higher Education Committee

**AB 2891 (Holden) - High School and Community College Dual Enrollment: College and Career Access Pathways Partnerships**

This bill would authorize a charter school to enter into a CCAP partnership agreement with the governing board of a community college district.

Status: Assembly Higher Education Committee

**AB 3058 (O’Donnell) - Charter Schools: Notification of Each School Site Location**

Current law requires a charter school to notify the county superintendent of schools of the county in which it is located of the location of the charter school, including the location of each site, prior to commencing operations. This bill would require the notification to be made at least 60 calendar days before commencing operations.

Status: Assembly Education Committee

**AB 3167 (O’Donnell) - Charter Schools: Inquiries**

The Charter Schools Act of 1992 requires a charter school to promptly respond to all reasonable inquiries from its chartering authority, the county office of education that has jurisdiction over the chartering authority, or the SSPI. This bill would require a charter school to respond to these inquires within 30 calendar days of receipt.

Status: Referred to Assembly Education Committee

**SB 765 (Weiner) – School Facilities: Surplus Real Property: Charter Schools**

This bill would require school districts seeking to sell, lease, exchange, or jointly occupy property to first offer the property to a charter school, except property intended to be used for teacher housing in the least affordable counties of the state. SB 765 would also specify that proceeds from the sale or lease of surplus property to a charter school may be used by the school district for any one-time general fund purpose.

Status: Assembly Education Committee – Two-Year Bill

**SB 1362 (Beall) - Charter Schools: Petitions: Fiscal Impact on a School District: Charter School Special Education Local Plan Area Study by the Legislative Analyst**

This bill would require charter petitions to include information on how the charter school will achieve a racial and ethnic balance among its pupils, including a balance of pupils receiving special education services that is reflective of the general population residing in the district. SB 1362 would also authorize a governing board of a school district to deny a petition for a charter school if it meets one of the following negative fiscal impacts to the school district, including:

* The school district has experienced a decline in pupil enrollment in each of the previous three school years.
* The petitioner operates another charter school within the school district, or a neighboring school district, that provides instruction in the same grades as the proposed charter school and has a current pupil enrollment of less than 90 percent of the estimated enrollment described in its charter school petition.
* There is a charter school within the school district that provides a similar academic program and has a current pupil enrollment of less than 90 percent of the estimated enrollment described in its charter school petition.

Finally, this bill requires the LAO, by July 1, 2020, to submit a report to the Legislature on the impact that a charter school SELPA serving over 250 charter schools has had on special education services provided to California pupils.

Status: Senate Education Committee

**English Learners**

**AB 2514 (Thurmond) – Pupil Instruction: Dual Language Programs: Grant Program**

This bill would establish the Pathways to Success Incentive Grant Program with the goal of providing students in preschool, transitional kindergarten, and K–12 with dual language immersion programs, developmental programs for ELs, or early learning dual language learner programs. AB 2514 would require the CDE to develop and administer the program. Commencing September 1, 2019, the CDE would be required to award 10 incentive grants each year for 3 years, in an amount not to exceed $300,000 per incentive grant, to school districts for the purposes of the program.

AB 2514 would require a school district that receives an incentive grant to use it for purposes relating to dual language immersion programs, developmental programs for English learners, and early learning dual language learner programs.

This bill would also require the CDE to submit a report to the Legislature detailing the outcomes of the programs funded with the incentive grants by June 30, 2024. AB 2514 would be contingent upon an appropriation in the annual Budget Act or other statute.

Status: Assembly Education Committee

**AB 2121 (Caballero) – Coursework and Graduation Requirements: Migrant Children**

This bill would require a school district to exempt a student from all coursework and other requirements for high school graduation that are in addition to the statewide coursework requirements, if the student transfers between schools any time after the completion of grade 10, and is a migrant student, unless the school district makes a finding that the pupil is reasonably able to complete the additional requirements in time to graduate from high school.

Status: Assembly Education Committee

**AB 2735 (O’Donnell) – English Learners: Participation in Standard Instructional Program**

This bill, consistent with federal law, would prohibit a middle or high school pupil who is classified as an EL, and scores at any proficiency level on the English Language Proficiency Assessments for California (ELPAC), from participation in a school’s standard instructional program by being denied enrollment in courses required to meet state and local graduation requirements, courses required for middle school grade promotion, and courses required for college admission.

Status: Assembly Education Committee

**AB 2763 (O’Donnell) – English Learners: Observation Protocol**

Existing law requires that reclassification of a student use multiple criteria, including teacher evaluation of the pupil’s curriculum mastery. This bill would require the CDE to develop, by November 30, 2019, a standardized English language use observation protocol for use by teachers in evaluating a pupil’s English language proficiency. The protocol would be designed to allow teachers to assess language practices across a range of proficiency levels in order to help teachers identify pupils’ performance along the continuum of progress towards proficiency in English. The protocol would also be designed to allow teachers to use it for all ELs, including students with individualized education programs, across content areas, and be aligned to the English language development standards and the performance levels of the ELPAC.

In developing the protocol, AB 2763 would require the CDE to consult with educators and experts, pilot the protocol to refine the instrument and guidelines as needed, and to conduct a validation study. This bill also requires the CDE to develop and make available to LEAs professional development tools to train teachers on the use of the protocol.

Status: Assembly Education Committee

**Fiscal and Funding**

**AB 2808 (Muratsuchi) – Local Control Funding Formula: Funding Increase**

This bill would increase the amounts of the LCFF base grants established in the   
2013–14 fiscal year and would specify new, higher amounts beginning in the 2018–19 fiscal year. AB 2808 would also increase the supplemental and concentration grant amounts and result in various other changes to the LCFF funding calculations. The Senate Budget Subcommittee 1 on Education has introduced a separate proposal that assumes full funding of the LCFF in the 2018–19 budget, plus an additional $1.2 billion. Of this amount, $1 billion will increase the base grant and $200 million will increase the supplemental and concentration grants. In addition to the increased funding level, the proposal would require school districts to disclose actual expenditure information, both budgeted and expended, supporting services for unduplicated pupils to be included in the LCAP summary.

Status: Assembly Education Committee – Hearing March 4, 2018

**AB 2635 (Weber, Gipson, and Burke) – Local Control Funding Formula: Supplemental Grants: Lowest Performing Pupil Subgroup or Subgroups**

This bill would, commencing with the 2018–19 fiscal year, adjust the definition of “unduplicated pupils” to include pupils who are included in the lowest performing subgroup or subgroups, as defined, based on the most recently available mathematics or language arts results on the CAASPP, as specified. AB 2635 would also require the SSPI to annually identify the lowest performing pupil subgroup or subgroups.

Status: Assembly Education Committee

**Professional Learning and Evaluation**

**AB 2186 (Thurmond) – Science, Technology, Engineering, and Mathematics Teacher Preparation, Recruitment, and Professional Development: Grant Programs**

This bill would establish several grant programs to prepare, recruit and provide professional development for science, technology, engineering, and mathematics (STEM) teachers as follows:

* Early STEM Professional Learning Grants Program: $50 million for one-time competitive grants to LEAs to develop, replicate, or expand evidence-based professional development programs for teachers, principals, and other school leaders in transitional kindergarten to grade 8 for the purpose of improving standards-based STEM pedagogical content knowledge, strategies, and leadership.
* STEM Teacher Residency Grant Program: $50 million for one-time competitive grants to LEAs to develop new, or expand existing, teacher residency programs that recruit and support the preparation of teachers of STEM subjects and STEM-related subjects.
* STEM Local Solution Grants Program: $50 million for one-time competitive grants to LEAs to develop and implement new, or expand existing, locally identified solutions that address a local need for teachers of STEM subjects and STEM-related subjects.
* STEM Education for Rural Schools Grants Program: $20 million for one-time competitive grants to rural LEAs to provide professional learning opportunities to teachers, principals, and other school leaders to develop high-quality STEM teaching and learning opportunities for pupils.
* Computer Science Education for Schools Grants Program: $30 million for one-time competitive grants to LEAs to integrate computer science education into their academic program for K–12.

Finally, AB 2188 provide $2 million to the CDE to study and evaluate the feasibility of assessing pupils in science in additional grades before grade 5 and to survey a sample of LEAs on the amount of mathematics and science instructional time provided to all pupils during the school year.

Status: Assembly Education Committee

**AB 3048 (Irwin) – Teachers: Teacher Assignment Monitoring**

This bill would require the Commission on Teacher Credentialing (CTC) to verify that educators serving in assignments that require credentials hold the appropriate authorization by July 1, 2019, and on or before July 1 annually thereafter. AB 3048 would also change the definition of misassignment to mean the placement of a certificated educator in a teaching position for which the employee does not hold a legally recognized credential with the appropriate authorization or the placement of a certificated person in a teaching position that the employee is not otherwise authorized by statute to hold.

This bill would require the CTC and the CDE to enter into a data-sharing agreement to provide the commission with educator assignment data necessary to annually monitor and review schools, school districts, and county offices of education and identify misassignments. When the CTC identified a potential misassignment, the school district or county office of education responsible for the assignment would have 30 days to respond to the CTC on whether the educator is otherwise legally authorized for the assignment. The administrator responsible for the assignment must correct the misassignment within 30 days of final notification by the commission and report the correction method to the county office of education.

AB 3048 would require the CTC to provide reports and recommendations to the Legislature regarding the state’s teacher workforce for purposes of developing and reviewing state policy, identifying workforce trends, and identifying future needs regarding the state’s teacher workforce. In addition, the commission would be required to annually publish misassignment data in a searchable, publicly available format. The commission would also be required to submit biennial reports to the Legislature concerning teacher assignments and misassignments, including the results of all assignment monitoring and reviews.

Lastly, this bill would require school districts to use the most recent data when reporting a misassignment in a local control and accountability plan or a school accountability report card.

Status: Assembly Education Committee

**School Climate and School Safety**

**AB 1983 (Waldron) - School Safety: School District Facilities and Emergency Practices: Security Assessment**

This bill would require each school district, before the commencement of the 2019–20 school year, to contract with a local law enforcement agency to provide a full security assessment of the school district’s facilities and emergency practices.

Status: Pending committee referral, this was a gut and amend

**AB 2291 (Chiu) - School Safety: Bullying**

AB 2291 would require school safety plans to include policies and procedures related to bullying and the prevention of bullying. The bill would also require the CDE to post on its Internet Web site, the current online training module and a list of other available online training modules. Finally, the bill would require a school operated by a school district or county office of education and a charter school to annually provide the online training module to certificated schoolsite employees.

Status: Assembly Education Committee – Hearing March 11, 2018

**AB 2318 (Flora) – Gun-free School Zone**

Existing law makes it a crime to possess a firearm in a place that the person knows, or reasonably should know, is a school zone. This bill would exempt from that crime a person who holds a valid concealed carry license who is carrying the firearm to, from, or in a church, synagogue, or building used as a place of worship on the grounds of a public or private school providing K–12 instruction, if the person has the written permission of the school authority.

Status: Assembly Public Safety Committee

**AB 2497 (Cooper) – Firearms: School Gun Violence Prevention**

This bill would establish in the State Treasury the School Gun Violence Protection Fund for purpose of providing grants to schools to fund school counselors or school resource officers. This bill would impose a tax upon retailers for selling firearms and ammunition in this state and impose a tax on the storage, use, or other consumption in this state of firearms and ammunition by January 1, 2019. The moneys collected pursuant to this bill would be deposited into the School Gun Violence Protection Fund for continuous appropriation by the Department of Justice to provide grants to schools.

AB 2497 would require a school maintaining grades 6 to 8 or grades 7 and 8 to have a school counselor with the primary responsibility of detecting and reporting the early warning signs of threats of violence to the school or its pupils. The bill would authorize schools maintaining grades 6 to 12, as specified, to apply for a grant from the School Gun Violence Protection Fund to fund school counselors as required by this bill or school resource officers.

This bill would require a mandated reporter, including a teacher or classified employee at a school, to report whenever the mandated reporter has knowledge of or observes any threat or perceived threat by a pupil to use a firearm or any other means of force to inflict mass casualties at a school during school hours or after school hours. The bill would make it a misdemeanor for failure of a mandated reporter to report a threat or perceived threat.

Status: Assembly Revenue and Taxation Committee

**AB 2673 (Reyes) – Educational Equity: Severe Bullying Complaints: Local Educational Agency Protocol**

This bill would require the SSPI to develop and issue, by May 31, 2019, mandatory protocol to LEAs regarding how to advise schools within the LEAs’ jurisdiction to proceed in a situation in which a severe bullying complaint has been substantiated. The protocol would include, but not be limited to, conducting an investigation into the allegation, conflict resolution strategies, and internal review of school compliance with the state’s priorities for school climate.

Status: Assembly Education Committee

**AB 2820 (McCarty)** **– School Accountability: Community Engagement and School Climate for Continuous Improvement Block Grant**

This bill would establish the Community Engagement and School Climate for Continuous Improvement Block Grant. The purpose of the grant would be to ensure that the development of the local control and accountability plan and the system of support include practices, resources, and expertise in meaningful community engagement throughout the continuous improvement process. The grant would also support local educational agencies by providing survey tools to measure and analyze school conditions and climate data on an annual basis to support school conditions and climate improvements.

Status: Assembly Education Committee – Hearing March 11, 2018

**AB 1747 (Rodriguez) – School Safety Plans**

This bill would expand the required elements of school safety plans, including procedures to respond to active shooter situations, require schools to conduct annual active shooter drills, and require the CDE to provide additional guidance and oversight of safety plans. AB 1747 would also require:

* School/Law Enforcement Partnership, comprised of the SSPI and the Attorney General, to periodically review the comprehensive school safety plan requirements to ensure that the plans keep pace with evolving school environments and updated educational research.
* Comprehensive school safety plans, and any update to the plans, be shared with the law enforcement agency and other first responder entities.
* School resource officers and school-employed mental health professionals to be integrally involved in the planning, implementation, and evaluation of active shooter drills.
* CDE to develop a compliance checklist for developing a comprehensive school safety plan, post it on the department’s Internet Web site, and update as necessary.
* CDE to develop best practices for reviewing and approving school safety plans and post them on the department’s Internet Web site.
* CDE to begin conducting an annual statewide survey by January 1, 2020, to determine whether schools have submitted their comprehensive school safety plan and whether those plans have been reviewed by the relevant school district or county office of education.
* CDE to submit a report to the Legislature by November 1, 2020, and every other year thereafter, detailing the results of the survey of compliance with the school safety plan requirements.

Pending Amendments – Include Charters.

Status: Assembly Appropriations Committee

**AB 2067 (Gallagher) – Armed Security Guards and School Resource Officers**

This bill would require a school district to hire or contract with at least one armed security guard or school resource officer authorized to carry a loaded firearm, to be present at each school of the schooldistrict during regular school hours and any other time when pupils are present on campus.

Assembly amendments will include charters, remove armed security guards due to the low amount of training they receive, and exempts very small schools and districts from this bill.

Status: Assembly Education Committee – Hearing March 21, 2018 – Bill passed.

**Standards, Curriculum Frameworks, and Instructional Materials**

**AB 1763 (Chu) – High School Graduation Requirements: College and Career Preparedness Education Course**

Commencing with the 2020–21 school year, this bill would require the governing board of a school district and the governing body of a charter school to require students to successfully complete a course in college and career preparedness education in order to receive a diploma of graduation from high school. AB 1763 would also require the CDE to provide guidance on how to implement the new graduation requirement, including who may provide instruction.

Status: Assembly Education Committee

**AB 1861 (Rodriguez) – Pupil Instruction: Human Trafficking: Use of Social Media and Mobile Device Applications**

Existing law requires school districts to ensure that all students in grades 7 to 12 receive comprehensive sexual health education and human immunodeficiency virus prevention (HIV) education, including information about human trafficking. This bill would also require the information about human trafficking to also include information on how social media and mobile device applications are used for human trafficking.

Status: Assembly Education Committee

**AB 1868 (Cunningham) – Pupil Instruction: Sexual Health Education: Sexually Suggestive or Sexually Explicit Materials**

This bill would authorize a school district to provide optional instruction on the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cell phones, social networking, computer networks, or other digital media as part of the comprehensive sexual health education and HIV prevention education.

Status: Assembly Education Committee

**AB 2002 (Arambula) – Revised Curriculum Framework: History-Social Science: History of the Hmong and their Contributions to the “Secret War” in Laos**

This bill would require the SBE to revise and adopt the curriculum framework for history-social science to include in that framework the history of the Hmong and their contributions to the “Secret War” in Laos by July 1, 2019.

Status: Assembly Education Committee

**AB 2239 (Eduardo Garcia) – Foreign Language Course: A–G Course Certification**

This bill would encourage the governing board of a school district to support schools of the school district in submitting any foreign language course that is specifically designed for native speakers of that language to the UC for certification and addition to the school’s “a-g” course list.

Status: Assembly Education Committee

**AB 2265 (Obernolte) –** **High School Diplomas: State Seal of Science, Technology, Engineering, and Mathematics**

This bill would establish a State Seal of STEM to recognize high school graduates who have attained a high level of proficiency in STEM fields. To receive the State Seal of STEM, a student would be required to meet the following criteria:

* Attain a 3.0 grade point average for STEM courses.
* Successfully complete four year-long courses in mathematics and four year-long courses in science.
* Attain a certain score or grade indicating that the student has met or exceeded standards on a state-standards-aligned assessment in science and mathematics.

AB 2265 would become operative after data from the statewide administration of the California Science Assessment are available. This bill’s provisions would be inoperative on July 31, 2026, and repealed on January 1, 2027.

Status: Assembly Education Committee

**AB 2319 (Nazarian) – Foreign Language Education: World Language**

This bill would delete references in the California *Education Code* to the term “foreign language” and would replace it with “world language.” AB 2319 would also provide that the bill shall not be constructed to require local educational agencies to make modifications to their language programs.

Status: Assembly Education Committee

**AB 2523 (Grayson) – Computer Science: Content Standards: Digital Literacy**

Existing law requires the Instructional Quality Commission (IQC) to develop and recommend computer science content standards for K–12 to the SBE by July 31, 2019. This bill would require the IQC to consider content standards for teaching digital literacy when developing and recommending computer science content standards to the SBE.

Status: Assembly Education Committee

**AB 2601 (Weber) – Pupil Instruction: Sexual Health Education: Charter Schools**

Existing law requires school districts to ensure that all students in grades 7 to 12 receive comprehensive sexual health education and HIV prevention education. This bill would require charter schools to ensure that all pupils in grades 7 to 12 receive comprehensive sexual health education and HIV prevention education.

Status: Assembly Education Committee

**AB 2644 (Reyes) – Dolores Huerta Day**

This bill would designate April 10 of each year as Dolores Huerta Day and encourage all public schools and educational institutions to conduct exercises remembering the life of Dolores Huerta, recognizing her accomplishments, and familiarizing pupils with the contributions she made to California.

Status: Assembly Education Committee

**AB 2683 (Gipson) – Arts Education: Pupils from Extremely Low Income Communities: Grant Program**

This bill would create the California Student Author Art and Literacy Project and appropriate $1 million from the General Fund to the Arts Council in the 2018–19 fiscal year for purposes of providing grant awards to nonprofit organizations to support students from extremely low income communities. AB 2683 would require a grant recipient to establish a student author book publishing program for students in grades 6 to 12 from housing developments with a median income level of 30 percent of area median income during the 2019–20 and 2020–21 school years. This bill would also require the Arts Council to report to the Legislature on the outcomes of the California Student Author Art and Literacy Project by January 1, 2022.

Status: Assembly Education Committee

**SB 830 (Dodd) – Pupil Instruction: Media Literacy: Model Curriculum**

This bill would establish a model curriculum in media literacy for K–12 for voluntary use by educators. The model curriculum would be designed for the purpose of providing instruction in the safe and responsible use of media and supporting pupils’ use of critical thinking skills when consuming media. SB 830 would require the IQC to develop and submit the model curriculum to the SBE by January 1, 2020, and require the SBE to adopt, reject, or modify the model curriculum by March 31, 2020. Following the adoption of the model curriculum, the bill would require the CDE to make available on its Internet Web site a list of resources and instructional materials on media literacy, including media literacy professional development programs for teachers.

Status: Senate Appropriations Committee

**SB 895 (Nguyen) – Pupil Instruction: Vietnamese American Refugee Experience: Model Curriculum**

This bill would establish a model curriculum on the Vietnamese American refugee experience that began with the fall of Saigon in 1975 for optional use in K–12 schools. SB 895 requires the IQC to develop and submit the model curriculum to the SBE by December 31, 2020, and requires the SBE to adopt, modify, or revise the model curriculum by March 31, 2021. Implementation of the bill would be subject to the receipt of grants, donations, or other financial support from private or public sources for its purposes, including, but not limited to, an appropriation in the annual Budget Act or another statute.

Status: Senate Education Committee

**SB 933 (Allen) – Visual and Performing Arts Education: Grant Program**

This bill would establish the Arts for Every Student Incentive Grant Program to encourage and maintain the delivery of high-quality visual and performing arts education programs and provide a jump start for school districts lacking the capacity to provide access to a visual and performing arts education to every pupil. SB 933 would require the CDE to administer the program, consult with stakeholders that have expertise in visual and performing arts education, and award grants to eligible applicants that demonstrate commitment to high-quality visual and performing arts education and equity.

Status: Senate Education Committee

**SB 947 (Jackson) – Pupil Instruction: Digital Citizenship and Media Literacy**

This bill would require the SSPI, in consultation with the executive director of the SBE, to identify best practices and recommendations for instruction in digital citizenship, Internet safety, and media literacy and report to the Legislature on strategies to implement the best practices and recommendations statewide by December 1, 2019.

SB 947 would state that “digital citizenship” and “media literacy” are broad terms that encompass consumption and production of media and digital products. This bill would require the SSPI to convene and consult with an advisory committee when developing best practices and recommendations for instruction in digital citizenship, Internet safety, and media literacy.

Status: Senate Appropriations Committee

**Other Notable Bills**

**AB 318 (Caballero) - Independent Study: Visual Contact with Pupil**

This bill would prohibit a school district, county office of education, or charter school from being eligible to receive apportionments for independent study unless it has adopted and implemented a written policy that requires a teacher to make visual contact with a pupil in person or by a live visual connection, no less than once every two weeks, to assess whether the pupil is making satisfactory educational progress.

Status: Senate Appropriations Committee – Two-Year Bill

**SB 607 (Skinner) – Pupil Discipline: Suspensions and Expulsions: Willful Defiance**

SB 607 eliminates the authority to suspend or recommend for expulsion any pupil in kindergarten through fifth grade who disrupts school activities or otherwise willfully defies the authority of supervisors, teachers, administrators or school officials. The bill also prohibits until July 1, 2023, the suspension or recommendation for expulsion any pupil in grades 6 through 12 for that same act, the authority to suspend or recommend expulsion, and extends these provisions to charter schools.

Status: Assembly Floor – Two-Year Bill

**SB 1127 (Hill) - Pupil Health: Administration of Medicinal Cannabis: Schoolsites**

This bill would authorize the governing board of a school district, a county board of education, or the governing body of a charter school to adopt a policy that allows a parent or guardian to possess and administer to a pupil medicinal cannabis, but excludes medicinal cannabis in a smokeable or vapeable form. SB 1127 would also authorize the governing board to rescind the policy for any reason.

Status: Senate Education Committee – Hearing March 4, 2018

**AB 2022 (Chu) - Pupil Health: On-Campus Mental Health Professionals**

AB 2022 would require, on or before December 31, 2021, a school of a school district or county office of education and a charter school to have at least one mental health professional, for every 600 students, generally accessible on campus during school hours.

The bill would also allow for the formation of community partnership for the purpose of providing a mental health professional at each school.

Mental health professionals includes state-licensed or state certified school psychologists, state-licensed or state certified school social workers, peer providers, and community mental health workers or cultural brokers.

Status: Assembly Education Committee – Hearing March 11, 2018

**SB 1224 (Glazer) – Statewide Longitudinal Education and Workforce Data System**

This bill would establish a statewide longitudinal education and workforce data system to include data on California students from enrollment in kindergarten to their entry into the workforce. SB 1224 would require the CDE, the Chancellor of the California Community Colleges, and the CSU, and would request the UC, to set up a data collection system, and would require the Labor and Workforce Development Agency to provide wage record and workforce program data for those students recently entering the workforce. The bill would also require any research or report developed with the use of the data system to be accessible to the public.

Status: Senate Rules Committee