

## CCSS Bill Tracking List 2009-10

Bill Analysis and Recommendations Respectfully Submitted by  
CCSS Government Relations Committee (Fred Jones, Jim Hill, and Michelle Herczog)  
April 7, 2009

Recommendations regarding bills that suggest curricular mandates were based on the following CCSS position statement approved by the CCSS Board of Directors on June 6, 2007. Recommendations for all current bills below were approved and adopted by the CCSS Board of Directors on May 2, 2009 except for SB 426 (Board voted to support this bill).

### **History-Social Science Education and Standards-based Instruction**

CCSS believes that standards for history-social science in California should:

- Be aligned with the California History Social-Science Framework, and be based on the goals of knowledge and cultural understanding, democratic understanding and civic values, skills attainment, social participation and on grade-level-specific topics and concepts.
- Highlight essential learnings rather than define the total curriculum. The careful identification of essentials is, indeed, the most powerful contribution which standards can make.
- Serve as essential learnings to which all K-12 students have equal access.
- Integrate history with geography and the social sciences, and draw appropriate resources from natural sciences and humanities as part of a strong academic program.
- Reflect global as well as western understandings and experience.
- Reflect the best of recent and relevant scholarship in the disciplines of history and the social sciences.

CCSS believes that the revision of California History-Social Science curriculum, Standards and Framework should be characterized by:

- Consultation with professionally recognized documents and scholarship in the field of history-social science education.
- The involvement of a significant cross-section of expert classroom practitioners and scholars in both revision and review stages.
- A timeline that allows for thoughtful and careful consideration by a large number of professionals.
- **An avoidance of legislated curricular mandates**

CCSS as a professional statewide organization of history-social science K-12 educators needs to participate in:

- State level decision-making about graduation requirements.
- The review and possible revision of the California History-Social Science Framework and Standards.
- Legislative and State Board of Education appointed committees that address history-social science issues.

CCSS believes that academic standards meeting these criteria will make a meaningful contribution of the improvement of history-social science instruction in our state.

### **Curricular Micromanagement**

**AB 717**, as introduced, Cook. Public school instruction: social science: World War II: Filipinos. Passed Asm Ed (10-0)

#### **CCSS Govt. Relations Recommendation: OPPOSE**

Under existing law, the adopted course of study for grades 7 to 12, inclusive, is required to include instruction in social science.

Schools are authorized to include instruction on World War II and the American role in that war in their social science instruction.

Existing law encourages that instruction to include a component drawn from personal testimony of American soldiers who were involved in World War II and those men and women who contributed to the war effort on the homefront. School districts are required to implement the encouraged instruction in a manner that does not result in the imposition of new duties or programs.

This bill would encourage instruction in social science for grades 7 to 12, inclusive, to include instruction on World War II and the role of Filipinos in that war.

Vote: majority. Appropriation: no. Fiscal committee: no. State-mandated local program: no.

**AB 970**, as amended, Block. ~~Youthful offenders.~~

Curriculum and instructional materials: Native Americans.

#### **CCSS Govt. Relations Recommendation: OPPOSE**

Existing law requires that, when adopting instructional materials for use in the schools, governing boards shall include only instructional materials that, in their determination, accurately portray the cultural and racial diversity of our society, including the role and contributions of Native Americans to the total development of California and the United States. Existing law also requires that instruction in social sciences include the early history of California and a study of the role and contributions of American Indians to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.

This bill would encourage the State Board of Education and the Curriculum Development and Supplemental Materials Commission to ensure that the history-social science framework, evaluation criteria, and instructional materials include information about American Indians. The bill would encourage instruction about American Indians, emphasizing California Native Americans, including their

tribal and sovereign governments and their relationship with the California state government. The bill would require the state board, within one year following the conclusion of the first adoption cycle for history-social science instructional materials that occurs on or after January 1, 2010, to report to the Legislature and the Governor regarding the progress of achieving the goals set forth by the bill.

**SB 234**, as introduced, Wyland. Curriculum: oral histories: genocide. Set Sen Ed: April 22

**CCSS Govt. Relations Recommendation: OPPOSE**

(1) 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 3 courses in social studies, including United States history and geography, world history, culture, and geography, a one-semester course in American government and civics, and a one-semester course in economics.

This bill, commencing with the 2010-11 school year, would prohibit a pupil from receiving credit for passing a course in United States history and geography, or in world history, culture, and geography, without exposure in that course to an oral history component, as defined, specifically related to genocides. To the extent that school districts would be required to provide a higher level of service in order for pupils to meet this requirement, the bill would create a state-mandated local program.

(2) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

Vote: majority. Appropriation: no. Fiscal committee: yes. State-mandated local program: yes.

**SB 339**, as introduced, Wyland. Education: civics.

**CCSS Govt. Relations Recommendation: SPOT BILL/WATCH**

Existing law provides that no pupil shall receive a diploma of graduation from high school who, while in grades 9 to 12, inclusive, has not completed a one-semester course in American government and civics.

This bill would state the intent of the Legislature to enact legislation relating to civics education in public schools.

Vote: majority. Appropriation: no. Fiscal committee: no.  
State-mandated local program: no.

## **Standards**

**AB 97**, as introduced, Torlakson. School curriculum: content standards. Asm Approp's (Ed: 8-3)

### **CCSS Govt. Relations Recommendation: SUPPORT**

Existing law, operative until July 1, 2011, and to be repealed on January 1, 2012, requires the State Board of Education to adopt statewide academic content standards and performance standards, based on the recommendation of the Commission for the Establishment of Academic Content and Performance Standards and the Superintendent of Public Instruction, respectively. Existing law authorizes the state board to modify any proposed content standard or performance standard prior to its adoption.

This bill would instead repeal these provisions on January 1, 2017, unless a later enacted statute, that is enacted before January 1, 2017, deletes or extends that date. This bill would delete the provisions allowing the state board to modify the recommended standards prior to adoption.

The bill would require the Superintendent of Public Instruction to convene an Academic Content and Performance Standards Review Panel for each of the curriculum area content standards adopted by the state board. Teachers appointed to the panels would be required to meet specified requirements, and in choosing members for the panels, the specified appointing authorities would be required to consult with each other to ensure that each review panel consists of members who meet prescribed requirements. The bill would require each review panel to review the content and performance standards in its particular curriculum area, and recommend changes to the state board as the review panel may deem necessary.

This bill would require the state board to hold hearings on the recommended changes to the standards, and adopt or reject the recommended changes to the standards within 120 days of receipt from the review panel, and at least 2 years prior to the adoption of the curriculum framework for the relevant subject area. The bill would require the state board, if it does not adopt the recommended changes, to provide a specific, written explanation of the reasons why the recommended changes were not adopted. The bill would authorize a review panel to modify the recommendations to correct deficiencies identified by the state board and to resubmit the recommended changes for adoption. The bill would not be implemented unless an appropriation is specifically enacted for the purposes of the bill.

The bill would repeal these provisions on January 1, 2017, unless a later enacted statute, that is enacted before January 1, 2017, deletes or extends that date.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: no.

### **Assessments**

#### **AJR 64 implementation (interim hearing, etc.)**

*Rather than pursue any specific bills regarding assessment this year (including SB 253 & 264, below), Senator Wyland will be working with CCSS in developing a multi-staged effort to get the intent of AJR 64 implemented. So, this will include a proposed, Interim Informational Hearing of the Senate Education Committee on accountability assessments, requiring testing experts and Department officials to explain why incorporating H/SS and Science content standards that are grade-level aligned within ELA reading selections is so difficult. This will provide CCSS a great platform to explain our vision, tie our efforts in with the Closing The Achievement Gap effort (since the more familiar all students are with the content of the reading selections, the less culturally biased those questions will be), and help justify the need to teach our content standards at all grade levels (regardless of the disproportionate weight math and ELA questions have on the overall assessment scores).*

**SB 253 (Wyland)** – as introduced, Wyland. Pupil assessment: STAR testing. The Leroy Greene California Assessment of Academic Achievement Act requires the Superintendent of Public Instruction to design and implement a statewide pupil assessment program, known as the Standardized Testing and Reporting (STAR) Program.

This bill would require that any reading selection that is used as part of the assessment instruments administered under the STAR Program relate to American history.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: no.

**SB 264**, as introduced, Wyland. Pupil assessment: high school exit examination: American history. Senate Ed

Existing law requires the Superintendent of Public Instruction, with the approval of the State Board of Education, to develop a high school exit examination in English language arts and mathematics in accordance with state academic content standards. Existing law requires, commencing with the 2003-04 school year and each school year thereafter, each pupil completing grade 12 to successfully pass the exit examination as a condition of graduation from high school. Existing law requires that each pupil take the high school exit examination in grade 10 beginning in the 2001-02 school year, and allows each pupil to take the examination during each subsequent

administration, until each section of the examination has been passed.

This bill would require that a reading selection that is used as part of the administration of the examination relate to American history.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: no.

**SB 800**, as introduced, Hancock. Pupil assessment. Sen Ed April 15

**CCSS Govt. Relations Recommendation: WATCH**

Existing law, the Leroy Greene California Assessment of Academic Achievement Act, requires each school district, charter school, and county office of education to administer to each of its pupils in grades 2 to 11, inclusive, certain achievement tests.

This bill would, commencing July 1, 2010, exclude pupils in grade 2 from the standards-based achievement test requirement and make conforming changes.

Vote: majority. Appropriation: no. Fiscal committee: no.  
State-mandated local program: no.

**Instructional Materials**

**AB 146**, as amended, Mendoza. Instructional materials: delivery. Passed Senate Ed: 8-1

**CCSS Govt. Relations Recommendation: WATCH**

Existing law requires the State Board of Education to adopt basic instructional materials for use in kindergarten and grades 1 to 8, inclusive. Every publisher or manufacturer of instructional materials offered for adoption or sale in California is required to comply with certain requirements, including guaranteeing delivery of textbooks and instructional materials prior to the opening of school in the year in which the textbooks and instructional materials are to be used if they are ordered by a date or dates specified in the contract with the district.

This bill would require a publisher or manufacturer of instructional materials offered for adoption or sale in California to guarantee delivery, if applicable, by the date specified in the contract with the district and would make a publisher or manufacturer that fails to deliver instructional materials within 60 days of the receipt of a purchase order from a school district liable for damages in the amount of \$500 for each working day that the order is delayed beyond 60 calendar days unless ~~late delivery results from circumstances beyond the control of the publisher or manufacturer~~ *a natural disaster, terrorist attack, act of war, or worker strike prevents the normal transit of instructional materials, resulting in their late delivery*, as specified.

Vote: majority. Appropriation: no. Fiscal committee: no.  
State-mandated local program: no.

**AB 314**, as introduced, Brownley. Instructional materials. Asm Ed  
**CCSS Govt. Relations Recommendation: SUPPORT**

*This bill would require the state board to hold a publicly noticed informational meeting prior to the meeting at which it is scheduled to adopt instructional materials. This bill will allow reviewers and evaluators of instructional materials to submit their assessments, reports of findings and recommendations to be available to the public. It would delete the duties of the Curriculum Development and Supplemental Materials Commission including studying and evaluating instructional materials, adopting educational films or videotapes, and recommending to the state board instructional materials which it approves for adoption. It also allows more school districts opportunity to submit names to the review panels at the CDE.*

(1) Existing law requires the State Board of Education to adopt basic instructional materials for use in kindergarten and grades 1 to 8, inclusive.

This bill would require the state board to hold a publicly noticed informational meeting prior to the meeting at which it is scheduled to adopt instructional materials.

(2) Existing law provides that upon making an adoption of basic instructional materials, the state board is required to make available to listed publishers and manufacturers and all school interests, a list of those instructional materials by subject and grade level. Items placed upon lists are required to be accessible, as specified, from the date of the adoption of the item until a date established by the state board.

This bill would require the list of materials to be made available to school districts and to be posted on the State Department of Education's Internet Web site by subject and grade level. It would require the list to also include the assessments or reports of findings and recommendations developed by expert reviewers and evaluators of instructional materials involved in the review process that includes alignment of standards, program organization, pupil assessments, teacher support, and support for English language learners. Items placed upon lists would be required to be accessible, as specified, for at least 3 years following the next adoption of new materials based upon a new or revised curriculum framework, whichever is later.

(3) Existing law requires the Curriculum Development and Supplemental Materials Commission to perform several duties including studying and evaluating instructional materials, adopting educational films or videotapes, and recommending to the state board instructional materials which it approves for adoption.

This bill would delete these duties.

(4) Existing law establishes the Instructional Materials Funding Realignment Program administered by the Superintendent of Public Instruction under which school districts are apportioned funds to ensure that each pupil is provided with a standards-aligned textbook or basic instructional materials, as adopted by the state board or the local governing board. Existing law requires that pupils be provided with standards-aligned textbooks or basic instructional materials by the beginning of the first school term that commences no later than 24 months after those materials were adopted by the state board. However, the state board is authorized to grant school districts additional time to meet this requirement if specified criteria are met.

This bill would authorize a school district receiving specified funding to submit recommendations of individuals to serve in the review and evaluation of instructional materials submitted for kindergarten and grades 1 to 8, inclusive, who meet specified qualifications. This bill would require the Superintendent, through a random lottery, to select and appoint instructional materials reviewers and content review experts from the recommendations made by school districts. The Superintendent would be required to ensure that a majority of selected instructional materials reviewers and content review experts are credentialed classroom instructors. Local governing boards would be required to use the funding provided to ensure that each pupil is provided with standards-aligned textbooks or basic instructional materials by the beginning of the first school term that commences no later than 36 months after those materials were adopted by the state board.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: no.

**AB 1374**, as introduced, Brownley. Instructional materials. Asm Ed  
**CCSS Govt. Relations Recommendation: WATCH**

Existing law requires a local governing board to use specified funds to ensure that each pupil is provided with a standards-aligned textbook or basic instructional materials by the beginning of the first school term that commences no later than 24 months after those materials were adopted by the State Board of Education.

This bill would allow a local governing board to also use this funding to purchase technology-based instructional materials. This bill would also make several technical, nonsubstantive changes to these provisions.

**AB 872**, as introduced, Niello. Instructional materials. SPOT BILL  
**CCSS Govt. Relations Recommendation: WATCH**

Existing law requires the State Board of Education to adopt basic instructional materials for use in kindergarten and grades 1 to 8, inclusive.

This bill would make technical, nonsubstantive changes to those provisions.

Vote: majority. Appropriation: no. Fiscal committee: no.  
State-mandated local program: no.

**SB 388**, as introduced, Calderon. Educational materials. SPOT BILL  
**CCSS Govt. Relations Recommendation WATCH**

Existing law proscribes the methods pursuant to which educational materials are selected for use in public schools serving kindergarten and grades 1 to 12, inclusive.

This bill would state the intent of the Legislature to enact legislation to reform the process whereby those educational materials are selected, in order to expand school district choice, lower costs, and enhance program effectiveness.

**SB 426**, as amended, Yee. Public school instruction: curriculum frameworks.

**CCSS Govt. Relations Recommendation ~~WATCH~~ SUPPORT** voted by CCSS  
**Board of Directors May 2, 2009**

Existing law requires the State Board of Education to adopt the content of curriculum frameworks and evaluation criteria, and worksheets developed to supplement curriculum frameworks in accordance with regulations it adopts to govern the development of curriculum frameworks and the adoption of instructional materials.

This bill would require the state board to establish a procedure in which the member of the Senate appointed to the Curriculum Development and Supplemental Materials Commission would present changes to curriculum frameworks proposed by the Legislature to the state board for its consideration, as part of its regular process of developing and revising curriculum frameworks as requested by the state board, to consider and vote on whether to adopt each concurrent resolution passed by the Legislature that proposes changes to curriculum frameworks. The bill would require the commission biannually to present the adopted resolutions to the state board. The bill would require the state board to consider each of the changes proposed resolutions presented by the Legislature commission as part of its the board's regular process of developing and revising curriculum frameworks and to respond in writing to the Legislature regarding its conclusions on the proposed changes.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: no.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 60006 is added to the Education Code, to read:

60006. (a) As part of its regular process of developing and revising curriculum frameworks as requested by the state board, the Curriculum Development and Supplemental Materials Commission shall consider and vote on whether to adopt each concurrent resolution passed by the Legislature that proposes changes to curriculum frameworks. The commission biannually shall present each of the resolutions it adopts pursuant to this subdivision to the state board.

(b) The state board shall consider each of the resolutions presented by the commission pursuant to subdivision (a) as part of the board's regular process of developing and revising curriculum frameworks.

### **Financial Literacy Mandates**

**AB 448**, as introduced, Torres. Consumer affairs: financial education. Asm Business & Professions

#### **CCSS Govt. Relations Recommendation: WATCH**

Existing law creates the Department of Consumer Affairs and establishes the duties of its director, which include the duty to propose and assist in the creation and development of consumer education programs. Existing federal law establishes the Financial Literacy and Education Commission and this commission has promulgated the National Strategy for Financial Literacy.

This bill would include in the duties of the Director of Consumer Affairs proposing and assisting in the creation of programs for improving financial literacy. The bill would specifically require that the director participate with the Financial Literacy and Education Commission to implement in California the National Strategy for Financial Literacy, using existing resources. The bill would also make legislative findings and declarations and would state the intent of the Legislature that the State Board of Education, county offices of education, and school districts find ways, within existing resources, to incorporate financial education and literacy into their curriculum offerings and to work with the Director of Consumer Affairs in this regard.

**AB 550**, as introduced, Lieu. California Financial Literacy Initiative. Asm Banking & Finance: April 20

#### **CCSS Govt. Relations Recommendation: WATCH**

The California Constitution requires the Legislature to encourage

the promotion of intellectual improvement. Existing law regulates financial institutions and their interactions with the public. Existing law recognizes the existence of specialized financial institutions that provide services, including, but not limited to, financial literacy training, to underserved communities.

This bill would establish the California Financial Literacy Initiative in the Controller's office for the purpose of providing resources and instruction to Californians. The initiative would be administered by the Controller. The bill would establish the California Financial Literacy Fund in the State Treasury and would authorize the Controller to deposit private donations into the fund from entities with no direct financial interest in any financial products. The bill would require those moneys to be made available upon appropriation in the annual Budget Act. The bill would require the Controller, beginning in 2011, to report to specified committees of the Legislature annually on or before August 30 on the implementation of the initiative, as specified.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: no.

**SB 223**, as introduced, Wyland. Education: economics: financial literacy. Senate Ed: April 22

**CCSS Govt. Relations Recommendation: OPPOSE**

Existing law provides that no pupil shall receive a diploma of graduation from high school who, while in grades 9 to 12, inclusive, has not completed a one-semester course in economics.

This bill would require 1/2 of that course to focus on personal finance and financial literacy. Because this bill would require schools to provide a higher level of service, this bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: yes.

**Civic Engagement**

**AB 796**, as introduced, Carter. Pupil attendance: civic engagement

activities. Passed Asm Ed 8-2

**CCSS Govt. Relations Recommendation: WATCH**

Existing law authorizes a pupil to be excused from school for specified reasons, including for the purpose of serving as a member of a precinct board for an election. A pupil who is absent from school for these reasons is required to be permitted to complete all assignments and tests missed during the absence that can be reasonably provided.

This bill would include civic engagement activities offered by a nonprofit organization or a governmental entity among the types of absences that are excused.

Vote: majority. Appropriation: no. Fiscal committee: no.  
State-mandated local program: no.

**AB 1399**, as introduced, Anderson. Citizenship education: School/Law Enforcement Partnership. Has not been assigned Committee

**CCSS Govt. Relations Recommendation: WATCH**

Existing law establishes the School/Law Enforcement Partnership for the purpose of, among other things, the administration of safe school programs. The partnership is required to sponsor at least 2 regional conferences for school districts, county offices of education, agencies serving youth, allied agencies, community-based organizations, and law enforcement agencies to identify exemplary programs and techniques that have been effectively used to reduce school crime. These conferences are authorized to include information on specified topics, including citizenship education.

This bill would state the intent of the Legislature to enact legislation relating to the presentation of information on citizenship education at these regional conferences.

Vote: majority. Appropriation: no. Fiscal committee: no.  
State-mandated local program: no.

**SB 520**, as introduced, Pavley. High school curriculum: volunteer service. Sen Ed: May 6

**CCSS Govt. Relations Recommendation: OPPOSE UNLESS AMENDED**

**Amendment -- c)** *The governing board of a school district may elect to offer one credit towards the required number of credits necessary for graduation from high school for each 10 hours of volunteer service provided by a pupil, up to a maximum of five credits per pupil per semester, provided the service is needed in the community and designed to help students meet academic standards through high quality service learning (see: [www.yscal.org](http://www.yscal.org))*

Existing law sets forth the courses a pupil is required to

complete while in grades 9 to 12, inclusive, in order to graduate from high school and authorizes the governing board of a school district to specify by rule other required coursework.

This bill would authorize the governing board of a school district to offer one credit towards the required number of credits required for graduation from high school for each 10 hours of volunteer service provided by a pupil, up to a maximum of 5 credits per pupil per semester.

Vote: majority. Appropriation: no. Fiscal committee: no.  
State-mandated local program: no.

### **Misc.**

**ACR 27**, as introduced, Davis. Language education: World Languages and Cultures Month.

#### **CCSS Govt. Relations Recommendation: WATCH**

This measure would declare the month of May 2009 as World Languages and Cultures Month.

Fiscal committee: no.

**SB 688**, as introduced, Romero. Education: teacher evaluations. Sen Ed: April 22

#### **CCSS Govt. Relations Recommendation: WATCH**

Existing law requires that the performance of a certificated employee shall be evaluated and assessed on a periodic basis as it reasonably relates to the progress of pupils toward standards, the instructional techniques and strategies used by the employee, the employee's adherence to curricular objectives, and the establishment and maintenance of a suitable learning environment, as specified.

This bill would require the governing board of every school district maintaining any of grades 9 to 12, inclusive, on or before January 1, 2011, to establish a committee of high school pupils and teachers to develop and monitor a formalized process by which pupils provide feedback on an annual basis to teachers in that district. The bill would require the committees to develop and administer an evaluation questionnaire that solicits comprehensive data on different aspect of a class and the effectiveness of the teacher in teaching the class, and allows for data to be compared among teachers and across academic departments. The bill would require teachers to be evaluated every three years by pupils who are currently enrolled in classes they teach. The bill would also provide that data derived from evaluations with respect to any individual teacher shall be confidential and released only to that teacher and that no administrator or any other school or district official shall view any completed questionnaire evaluating, or data derived from evaluations

of, any individual teacher without the express written consent of that teacher. Because this bill would require school districts to perform additional duties, this bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

Vote: majority. Appropriation: no. Fiscal committee: yes.  
State-mandated local program: yes.