

Date of Hearing: March 23, 2022

ASSEMBLY COMMITTEE ON EDUCATION  
Patrick O'Donnell, Chair  
AB 1718 (Boerner Horvath) – As Amended February 24, 2022

**SUBJECT:** Elementary and secondary education: visual and performing arts and world languages: instructional materials: professional development

**SUMMARY:** Makes funding available to schools for instructional materials and professional development in the subjects of visual and performing arts (VAPA) and world languages, subject to an appropriation for this purpose. Specifically, **this bill:**

- 1) Requires, subject to an appropriation of one-time funds for this purpose, the Superintendent of Public Instruction (SPI) to allocate funding for the purchase of standards aligned instructional materials in VAPA and world languages in grades K-12, and for professional development in these subjects.
- 2) Requires the SPI to apportion funds to school districts, county offices of education (COEs), charter schools, and the state special schools on the basis of an equal amount per unit of regular average daily attendance, as those numbers were reported at the time of the first principal apportionment for the 2019-20 fiscal year.
- 3) Makes this funding available for encumbrance through the 2025-26 fiscal year.
- 4) Requires that a school district, COE, charter school, or state special school expend funds allocated pursuant to this section for any of the following purposes:
  - a) Professional development for teachers, administrators, and paraprofessional educators or other classified employees involved in the direct instruction of pupils that is aligned to the adopted content standards in the subjects of VAPA and world languages; and
  - b) Instructional materials aligned to the adopted content standards in the subjects of VAPA and world languages. Defines instructional materials to include musical instruments, digital platforms and resources for instruction in all VAPA disciplines and for instruction in world languages, and other materials necessary for standards aligned instruction in VAPA and world languages.
- 5) States the intent of the Legislature that these materials and professional learning opportunities reflect the cultural diversity of the state and of the world.
- 6) States the intent of the Legislature that these professional learning opportunities be of high quality, such as those offered by the University of California (UC) Subject Matter Projects in VAPA and world languages.
- 7) Makes funding apportioned pursuant to this section subject to annual audits.

- 8) Makes findings and declarations regarding the importance of instruction in VAPA and world languages instruction, and regarding past allocations of funding for instructional materials and professional development after the adoption of revised content standards.

**EXISTING LAW:**

- 1) Requires that students complete a one year course in either VAPA or world languages in order to receive a diploma of graduation from high school.
- 2) Establishes, through policy of the UC and the California State University (CSU), A-G requirements for admission to the UC and CSU, which include one year of VAPA.
- 3) Authorizes the SPI, in consultation with the Instructional Quality Commission (IQC), to recommend to the State Board of Education (SBE) revisions to the VAPA standards and requires the SBE to adopt, reject, or modify any revisions by January 31, 2019.
- 4) Requires the SPI, in consultation with the IQC to recommend to the SBE revisions to the content standards in world languages, and authorizes the SBE to adopt, reject, or modify the revised standards by January 31, 2019.
- 5) Establishes the State Seal of Biliteracy, a high school diploma seal that certifies attainment of a high level of proficiency by a graduating high school student in one or more languages, in addition to English.

**FISCAL EFFECT:** Unknown

**COMMENTS:**

***Need for the bill.*** According to the author: “Schools need to expand arts education to more students now more than ever. Unfortunately, arts education is often among the first programs to experience the impact of reduced budgets. California is significantly behind other states in the percentages of students enrolled in arts programs - 40 percent compared to 60 percent in Arizona, 76 percent in New York, and 84 percent in Ohio. We can do better. AB 1718 seeks to provide K-12 schools with the funding necessary to implement new visual and performing arts and world languages approved standards. Funding for instructional materials and professional development in K-12 schools will ensure all students have access to quality arts education.”

***Visual and Performing Arts and World Languages curriculum recently revised.*** Revised content standards in VAPA and world languages were adopted by the SBE in 2019, revised curriculum frameworks in both subjects were adopted in 2020, and instructional materials for kindergarten through grade 8 in both subjects were adopted in 2021.

***Funding provided for instructional materials and professional development after past curriculum revisions.*** After previous adoptions of revised content standards in mathematics, English language arts, and science, the state appropriated funding to assist local educational agencies in the purchase of standards-aligned instructional materials and for associated professional development. These investments supported local adoption of new content standards in those areas by making instructional materials available for students and training on the new standards available to teachers and other school staff.

In 2010 California adopted the Common Core State Standards for English language arts and mathematics. The 2013-14 state budget included \$1.25 billion in funding for implementing the new standards which was distributed to school districts, COEs, and charter schools based on their average daily attendance. The appropriation could be expended in three areas associated with Common Core implementation: information technology, staff development, and instructional materials. According to the Legislative Analyst's Office, LEAs spent 45% of the funding on information technology, 29% on staff development, and 26% on instructional materials.

***Value of instruction in VAPA and world languages.*** The subjects of VAPA and world languages are included in the state's graduation requirements and in eligibility standards for admission to the UC and the CSU, and are important elements of college and career readiness. Skills in these subjects are also widely recognized as valuable in employment.

According to a 2019 review of arts education research published by the Education Commission of the States (ECS), arts education confers the following benefits to students:

- Music education equips students with foundational skills to learn, bolsters student engagement and achievement in other academic subjects, develops the abilities essential for lifelong success.
- Theatre education promotes identity development and growth, builds empathy and relationships among peers, empowers participants to transform their understanding of their place in the world.
- Visual arts cultivates skills for learning, boosts students' academic achievement, and enhances the educational experience of traditionally underserved students.
- Dance promotes early development of language, literacy, and social and motor skills, supports positive academic and personal growth, which can build a sense of identity and personal agency, builds relationships and connections to community and cultural heritage

According to ACTFL, an association of language educators and administrators, world languages instruction has been shown to improve a student's cognitive function, including:

- Enhanced problem solving skills
- Improved verbal and spatial abilities
- Improved memory function (long and short-term)
- Enhanced creative thinking capacity
- Better memory
- More flexible and creative thinking
- Improved attitude toward the target language and culture

These cognitive benefits of language learning have been shown to enhance student performance producing:

- Higher standardized test scores
- Higher reading achievement
- Expanded student vocabulary in native language
- Higher academic performance at the college level

The World Languages Framework for California Public Schools, adopted by the SBE in 2020, notes that:

California world languages education prepares all students to compete in a global marketplace, to pursue their dreams and ambitions through interaction with people from other cultures, to appreciate or understand their own culture through studying other cultures, and to contribute to the state's economic and social well-being and to increase intercultural appreciation and global competence in California and the world.

California students who have the opportunity to learn more than one language are able to increase their overall literacy (listening/viewing, reading/writing, and speaking/signing), thus learning transferrable skills that build their communicative, cultural and intercultural proficiency in English and other languages.

***Governor's Budget proposes funding for arts education in afterschool programs.*** The Governor's proposed budget for 2022-23 would allocate \$937 million for infrastructure, equipment and arts and music programming and education in the Expanded Learning Opportunity Program (ELOP). The proposal would require that at least 75% of this funding be spent to incorporate or supplement funding for arts education programs through this program.

***Arguments in support.*** The California Language Teachers Association states, "California and our country need citizens who are highly skilled in business, industry, healthcare, education, and technology and who are also linguistically and culturally competent. In order to accomplish this, California students need teachers who are equipped to affirm their students' languages, cultural identities, strengths, and values. Teachers need to be supported to effectively implement our new World Languages Standards and Framework in order to make this a reality.

Although the World Languages Standards and Framework were adopted in 2019 and 2020 respectively, very little widespread professional development has occurred at the county, district or school level. Teachers have not had access to high quality, sustained professional learning to help them translate the standards and framework to classroom practice, and this bill would begin to rectify that situation."

***Related legislation.*** AB 2862 (O'Donnell), Chapter 672, Statutes of 2016, authorized the SPI, in consultation with the IQC, to recommend to the SBE revisions to the VAPA standards and requires the SBE to adopt, reject, or modify any revisions by January 31, 2019.

AB 37 (O'Donnell), Chapter 102, Statutes of 2017, requires the SPI, in consultation with the IQC, to recommend visual and performing arts content standards in the subject of media arts to the SBE for action by January 31, 2019.

AB 2290 (Santiago), Chapter 643, Statutes of 2016, authorized the SPI to recommend to the SBE modifications to the content standards in world languages, and authorizes the SBE to adopt, reject, or modify the modified standards by July 30, 2018.

SB 933 (Allen) of the 2017-2018 Session would have established the Arts for Every Student Incentive Grant Program, to be administered by the CDE, to encourage and maintain the delivery of high-quality VAPA education programs. This bill was vetoed by Governor Brown, who wrote:

This bill establishes a competitive grant program for visual and performing arts programs in public schools. Nurturing creativity is certainly one of the most important responsibilities of teachers and local schools. But under our philosophy of local control, this is a matter best handled by individuals at the school level, not at state headquarters.

SB 725 (Hancock), Chapter 225, Statutes of 2015, as approved by this Committee, would have required the SBE to adopt revised state content standards in VAPA, if the SBE also adopted a schedule for the regular update of content standards. This bill was later amended to address another topic.

AB 711 (Santiago) of the 2015-16 Session would have required the SBE to adopt content standards in foreign languages by June 1, 2017, which are in accordance with the World-Readiness Standards for Learning Languages, pursuant to the recommendations of the SPI. This bill was held in the Assembly Appropriations Committee.

AB 2319 (Nazarian), Chapter 865, Statutes of 2018, changed the term from “Foreign Language” to “World Languages” in Education Code.

AB 2239 (E. Garcia), Chapter 188, Statutes of 2018, requires the CDE to encourage the governing board of each school district, and the governing body of each charter school, whose schools offer world language courses that are specifically designed for native speakers that are not approved as “A–G” courses, to support their schools in submitting those courses to the UC for certification and addition to the schools’ “A–G” course list.

#### **REGISTERED SUPPORT / OPPOSITION:**

##### **Support**

California Music Educators Association (co-sponsor)  
California Language Teachers' Association (co-sponsor)  
Create CA (co-sponsor)  
California Association for Health, Physical Education, Recreation & Dance

##### **Opposition**

None on file

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