

Date of Hearing: April 20, 2022

ASSEMBLY COMMITTEE ON EDUCATION
Patrick O'Donnell, Chair
AB 2465 (Mia Bonta) – As Amended April 18, 2022

SUBJECT: Student instruction: third-grade literacy: literacy grant programs: multilingual and dual language immersion educators: libraries

SUMMARY: Establishes the Supporting Literacy and Biliteracy in Schools, Families, and Communities Grant Program, the California Family Literacy Innovation Project, the California Reads Nuestro Estado California Outreach Program, a school library grant program, and a grant program to give students library cards, all administered by the California Department of Education (CDE); establishes the Sustaining Career Pathways for Multilingual and Dual Immersion Educators Program and the Next Generation Bilingual and Multilingual Educator Fellowship Grant Program, to be administered by the Commission on Teacher Credentialing (CTC); requires the CDE and the CTC to develop a statewide plan for teacher recruitment and retention; and requires the Superintendent of Public Instruction (SPI) to create an updated state plan of library standards. Specifically, **this bill:**

Competitive grant program to provide students with library cards:

- 1) Requires the CDE to provide information on its website on legal assistance and guidance to undocumented students, immigrants, and their families.
- 2) Requires the SPI to strongly encourage all residents to use California libraries regardless of immigration status.
- 3) Requires the CDE to develop and implement a competitive grant program, upon appropriation for this purpose, to award one-time grant funding to LEAs (defined as school districts, county office of education (COEs)), and charter schools, library districts, and public libraries for the purpose of providing every public school student enrolled in the LEA with a library card.
- 4) Requires LEAs, library districts, and public libraries to, as a condition of submitting an application for the program to submit a written memorandum of agreement or memorandum of understanding (MOU).
- 5) Requires each grant application to include a plan describing how the LEAs, library districts, and public libraries will work together to ensure each student has a library card, and how long each MOU will be in place, and any other information required by the CDE.
- 6) Requires the CDE to base the award amount on the duration of each MOU, and any other criteria established by the CDE.
- 7) States that public libraries represent a crucial public service for immigrant families and that the California State Library's commitment to provide opportunities for all residents, regardless of residency status, furthers the inclusivity and diversity of California.

- 8) States that the Legislature 1) reaffirms the privacy policy of the California State Library and the State of California restrictions on the use of state funds and resources relating to enforcement of federal immigration law, and 2) supports the Deferred Action for Childhood Arrivals (DACA) “Dreamers” and the immigrant community, and the Legislature intends to ensure that the state provides services to all regardless of residency status.

The Family and Community Literacy: Supporting Literacy and Biliteracy in Schools, Families, and Communities Grant Program:

- 9) Establishes the Family and Community Literacy: Supporting Literacy and Biliteracy in Schools, Families, and Communities Grant Program for the purpose of supporting the goal of all of California’s students reading at grade level by third grade and engaging families at every stage of that process.
- 10) Requires grant applications for these programs to include, at minimum, the particular context in which the LEA is operating, including the assets of, and challenges faced by, the LEA, and the number of students that would be impacted by the program, resources, or activities funded by the grant.
- 11) Defines, for purposes of this program, the following terms as follows:
- a) “Community-based organization” means a public or private nonprofit organization that is representative of a community or a significant segment of a community and works to meet community needs.
 - b) “LEA” means a school district, COE, or charter school.
- 12) Authorizes an LEA to apply to the CDE for a grant for one or more of the following grant programs: the California Family Literacy Innovation Project (other programs are either not administered by the CDE or do not involve grants).

California Family Literacy Innovation Project

- 13) Establishes the California Family Literacy Innovation Project, for the purpose of supporting community literacy and educational enrichment by establishing partnerships between LEAs and community-based organizations (CBOs) to engage families to improve literacy and biliteracy outcomes.
- 14) Appropriates \$37 million, authorized to be spent over three years, to provide \$1.5 million grants to 25 LEAs that meet the following criteria:
- a) 75% or more of students enrolled in the LEA meet the definition of “unduplicated student” as used in the Local Control Funding Formula (LCFF) for students who are low income, English learners, or in foster care; and
 - b) The LEA has scored in the bottom quartile in one or more significant literacy indicators described by the LCFF.

- 15) Requires the LEA to establish, or already have existing, partnerships with a CBO to assist with engagement and outreach efforts, and an institution of higher education for purposes of consultation, training, assessment, and evaluation. Requires these partnerships to include data-sharing agreements or comparable access to student data that is needed to design interventions.
- 16) Requires applicant LEAs and CBOs applying for grant funds to collaboratively design a Family Literacy and Biliteracy Innovation Plan that includes at least three of the following five strategies:
- a) Family literacy plans that identify literacy and biliteracy goals, benchmarks, and roles for all family members. Requires family literacy plans to be developed by teachers and literacy coaches at the schoolsite in collaborative meetings with families. Requires that every family member have specific roles and benchmarks in both supporting their students and advancing their own educational goals;
 - b) Family literacy home visiting programs. Requires LEAs to create partnership programs in collaboration with CBOs to establish literacy and biliteracy home visits to engage families in how to best support their students and every family member in reaching their literacy goals;
 - c) Bilingual Family literacy promoters, also known as “promotoras,” or literacy outreach coordinators. Requires that this strategy include professional learning for specific support staff training in family and community engagement for literacy and biliteracy;
 - d) Extended-day, summer, or weekend family institutes related to literacy and biliteracy. Requires LEAs to work with both in-house expanded learning programs and with community-based expanded learning partners to establish programs and literacy enrichment programs during after school, weekend, and summer hours; and
 - e) Public library family literacy partnerships.

Statewide teacher recruitment and retention plan.

- 17) Requires the CTC, in collaboration with the CDE, to develop a statewide plan for teacher recruitment and retention. Requires the plan to include recommendations related to the Next Generation Bilingual and Multilingual Educator Fellowship Grant Program and guide LEAs, non-profit organizations, and CBOs to the appropriate strategies for teacher recruitment and retention, including a focus on the recruitment and retention of recipients of the State Seal of Biliteracy.

Sustaining Career Pathways for Multilingual and Dual Immersion Educators Program and Next Generation Bilingual and Multilingual Educator Fellowship Grant Program

- 18) Establishes the Sustaining Career Pathways for Multilingual and Dual Immersion Educators Program within the CTC and appropriates \$25 million to the CTC to develop the Next Generation Bilingual and Multilingual Educator Fellowship Grant Program to improve career mobility for bilingual and multilingual educators.

- 19) Requires the CTC to award five grants of \$5 million each for demonstration projects to support retention and recruitment for hard-to-fill positions, including bilingual and special education positions, and the training and certification of paraprofessionals and substitute teachers across the state as a strategy to bolster teacher recruitment.
- 20) Authorizes LEAs or regional consortia of smaller LEAs, in partnership with an identified institution of higher education, to apply for funding for demonstration grant funds.
- 21) Requires each demonstration project to support the development of 100 new bilingual educators and the bilingual credentialing and certification of at least 100 educators, for a total of at least 1,000 new bilingual educators across the five demonstration projects.
- 22) Requires grantees, in order to meet the goal of supporting the bilingual credentialing and certification of at least 100 educators, to develop funding supports for educator fellows, and to include a plan to increase bilingual credentialing and certification over the course of the grant cycle. Authorizes these supports to include:
 - a) Tuition reimbursement or moneys for CTC fees;
 - b) Paraeducator employment;
 - c) Mentorship; and
 - d) Counseling, academic, and career guidance supports.
- 23) Additionally authorizes grant funds to be used for:
 - a) Building career ladder programs for current high school seniors, including those who are recipients of the State Seal of Biliteracy, and community college students who strive to become multilingual educators;
 - b) Designing a bilingual or multilingual training institute for current staff members. Authorizes the institute to use grant funds to achieve any of the following:
 - i) Designing, curating, and executing professional learning opportunities and communities of practice;
 - ii) Supporting paraprofessional staff in bilingual and dual immersion programs; and
 - iii) Offering language classes to interested staff and families.
- 24) Requires Bilingual and Multilingual Educator Fellows supported through the grant funds to commit to five years of service at a high-needs school in the LEA or consortium.
- 25) States the intent of the Legislature that all communities be considered for grant funds, including programs for tribal communities for Indigenous languages and programs that offer Indigenous language supports.

- 26) Requires the SPI to develop an updated state plan of library standards. Requires that this plan enable LEAs to improve, invest in, and instruct libraries on best practices for a school library.
- 27) Requires that the SPI submit the plan to the State Board of Education (SBE) for adoption.
- 28) Requires the CDE to publish on its website information on the following:
- a) How LEAs can update and modify their schoolsite libraries. Requires the Curriculum Frameworks Instructional Resources Division within the CDE to establish updated standards that LEAs may choose to follow; and
 - b) How LEAs can use grant funds provided by the act to support libraries.

School library grant program

- 29) Requires the CDE, subject to an appropriation for this purpose, to develop a grant program to help LEAs add resources to their school libraries.
- 30) Requires LEAs to submit a plan to the CDE for adding resources to their school libraries. States that permissible expenditures of grant funds include, but are not limited to:
- a) Culturally relevant books, including books related to LGBTQ+, Black, Latino, Asian and Pacific Islander, and Jewish cultures and communities;
 - b) School technology, including tablet devices;
 - c) Technology that mimics the reading process for students; and
 - d) Items to address language barriers.

California Reads Nuestro Estado California Outreach Program

- 31) Establishes the California Reads Nuestro Estado California Outreach Program to support a statewide grassroots, social media, print, and media campaign to promote statewide reading goals specifically targeting families with early-elementary-age children, in order to support the development of literacy and biliteracy skills for those early-elementary-age children.
- 32) Appropriates \$2.5 million for the outreach program.
- 33) Requires the CDE, through a competitive grant process, to contract with media professionals to design and execute a campaign that includes the following:
- a) Branding, marketing, and logos that support the statewide literacy and biliteracy goals of students in public elementary and secondary education;
 - b) Partnerships with libraries, community centers, clinics, and businesses to promote program materials on multiple platforms and venues;

- c) A bilingual and culturally fluent social media campaign geared toward specific actions for families to support the literacy and biliteracy goals of their children in public elementary and secondary education;
- d) A series of virtual and in-person events throughout the state that celebrate reading, literacy, and biliteracy, and promote the goal of all students reading at grade level by third grade.

EXISTING LAW:

- 1) Establishes the state's assessment system as the California Assessment of Student Performance and Progress (CASPP) and includes, beginning with the 2013-14 school year, a consortium summative assessment in English language arts (ELA) for grades 3-8 and 11 that measures content standards adopted by the State Board of Education (SBE).
- 2) Establishes, and awards \$50 million for, the Early Literacy Support Block Grant Program to award funds to LEAs with the 75 schools that have the highest percentage of students in grade three scoring at the lowest achievement standard level on the summative English Language Arts ELA assessment. The CDE may use \$3 million of this sum to offset its costs associated with activities required to administer the program.
- 3) Establishes an Expert Lead in Literacy within the California Statewide System of Support (SOS). The Expert Lead in Literacy must be a COE, selected by the CDE in partnership with the California Collaborative for Educational Excellence (CCEE), to support grantees to build statewide professional learning networks and provide technical assistance to increase statewide capacity in implementing effective literacy instruction.
- 4) Establishes the California State Library, under the direction of the State Librarian, and lists among the responsibilities of the office to purchase and maintain materials and equipment as necessary to carry out California State Library programs and services consistent with well-established library standards.

FISCAL EFFECT: Unknown

COMMENTS:

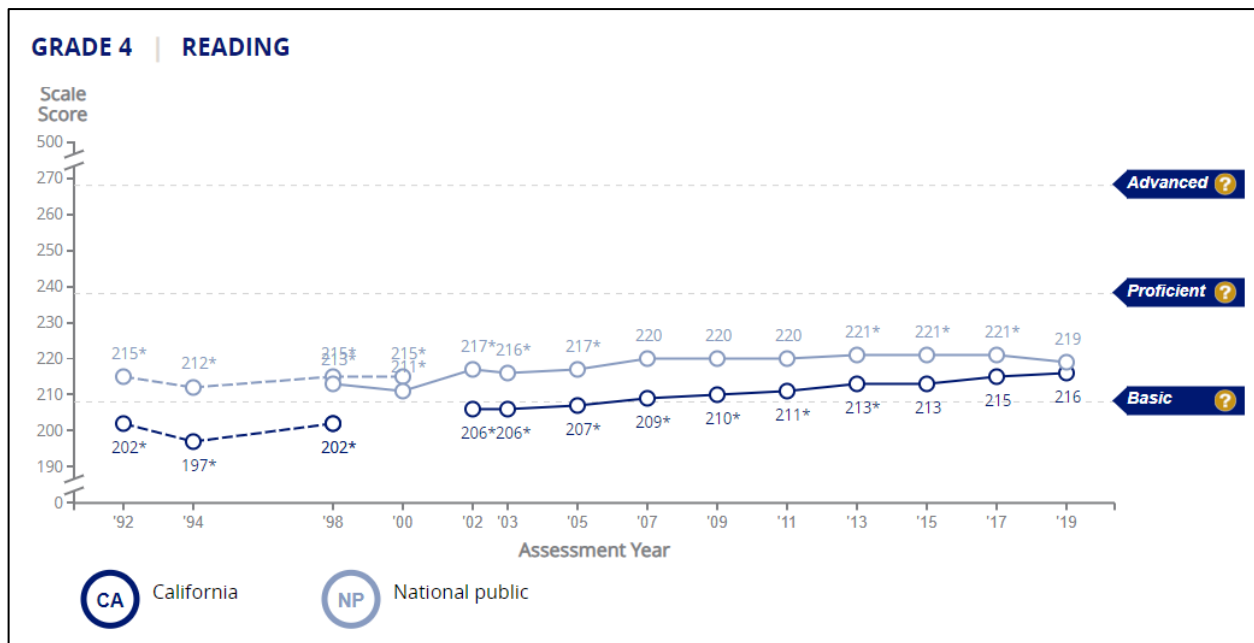
Need for the bill. According to the author, "As the foundation for future educational success, literacy is the key to equity. AB 2465 will mitigate barriers to book access, support teacher recruitment and retention, and engage families and communities in improving literacy and biliteracy outcomes. The intention is to advance literacy for all of California's children."

Students' reading skills have improved over time, but still below proficient and achievement gaps persist. Early reading skills are critical to future academic success. One frequently cited study of older data suggests that a student who can't read on grade level by 3rd grade is four times less likely to graduate by age 19 than a child who does read proficiently by that time with effects compounded significantly by poverty. (Hernández, 2011).

Over the last 20 years, California students' scores on the 4th grade reading portion of the National Assessment of Educational Progress (NAEP) have consistently improved, and the gap between the state and the national average has nearly closed. In 2019, California 4th graders scored 216

compared to 219 nationally, and 8th graders scored 259 compared to 262 nationally, both on a 500 point scale. Since 1998, the percentage of California 4th graders scoring proficient in reading has increased from 20% to 32%. However, both the national average and California’s performance remain below the NAEP “proficient” threshold.

NAEP scores also identify significant achievement gaps which have largely persisted over the same time period. In 2019, students who were eligible for free or reduced price meals had an average score that was 31 points lower than that for students who were not eligible. This performance gap has only slightly reduced since 1998 (36 points). 8th grade scores show similar patterns, though with less improvement over time.



Source: National Assessment of Educational Progress (NAEP)

State data from the Smarter Balanced summative assessment in ELA show that in 2018, nearly 50% of California students met or exceeded standards in ELA. This represented an increase of nearly 6% since 2015. Achievement gaps remain for students with disabilities, students who come from low income families, and students who are English learners. Gains also vary significantly by grade level, with third grade (the first year in which students take the assessment), showing significant gains, rising over 10% between 2015 and 2018.

COVID-19 related school disruptions effect on literacy. Statewide summative assessments of ELA and mathematics were suspended in 2020 and 2021 due to the COVID-19 pandemic, so it is not possible to gauge the effect of the COVID-19 pandemic-related school closures. However, research released in 2021 strongly suggests that these disruptions have had a deleterious effect on ELA achievement.

California ELA and mathematics assessment data representing a large number of students and disaggregated by grade and subgroup, released in 2021 by Policy Analysis for California Education (PACE), shows significant learning loss, with the largest effect among low income and EL students.

These data come from the CORE Data Collaborative, and represent the performance of over 50,000 students enrolled in 18 school districts, on the MAP and STAR assessments in ELA and mathematics administered in grades 4-10. Researchers compared growth from 2019 to 2020, compared to typical growth, based on the prior three school years. The analysis found that:

- There has been significant learning loss in both ELA and math, with students in earlier grades most impacted; and
- The equity impact is severe – certain student groups, especially low-income students and English Learners, are falling behind more compared to others.

Additionally, a 2021 PACE analysis of oral reading fluency assessment data in over 100 U.S. school districts in 22 states found that students' progress largely stopped in spring 2020 following the onset of the COVID-19 pandemic. In fall 2020, students' gains in reading were stronger and similar to pre-pandemic rates, but those gains were insufficient to recoup spring losses. PACE's analysis found that, overall, students' oral reading fluency in second and third grade was approximately 30% behind expectations.

What does research say about how to improve reading skills? The U.S. Department of Education's Institute of Education Sciences (IES) maintains the What Works Clearinghouse (WWC), which reviews the existing research on different programs, products, and practices, and policies in education, with the goal of providing educators information they need to make evidence-based decisions. The WWC identifies interventions in different content and skill areas, including reading.

In 2010 the WWC published a practice guide entitled, "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades." This guide shared four recommendations to help educators identify struggling readers and implement evidence-based strategies to promote their reading achievement:

- 1) Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities. (Moderate Evidence)
- 2) Provide differentiated reading instruction for all students based on assessments of students' current reading levels. (Minimal Evidence)
- 3) Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening. Typically these groups meet between three and five times a week for 20–40 minutes. (Strong Evidence)
- 4) Monitor the progress of Tier 2 students (students who need extra support) at least once a month. Use these data to determine whether students still require intervention. For those still making insufficient progress, school-wide teams should design a tier 3 intervention plan. (Minimal Evidence)

- 5) Provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction. (Minimal Evidence)

In 2016 the WWC published a practice guide entitled “Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade,” which shared four recommendations:

- 1) Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Minimal Evidence)
- 2) Develop awareness of the segments of sounds in speech and how they link to letters. (Strong Evidence)
- 3) Teach students to decode words, analyze word parts, and write and recognize words. (Strong Evidence)
- 4) Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. (Moderate Evidence)

What works in family literacy programs? “Less is more.” This bill proposes a number of initiatives to support family literacy interventions targeted at improving the reading skills of children from low income families.

Significant research effort has been devoted to the question of what works in family literacy programs. One recent meta-analysis, the first to examine the effects of different program characteristics specifically on low income families (Fikrat-Wevers, 2021), synthesized the outcomes of 48 studies covering 42 different program types found that “investing in a stimulating home environment by means of FLPs can positively affect the literacy development of children from low-SES families, particularly in the short term.” The analysis found specifically that:

Children benefit more from a targeted than from a comprehensive approach, implying that “less is more.” Programs that focus on a limited set of activities (particularly shared reading), that do not combine home activities with center- or school-based activities, that only target literacy skills, and that are restricted to one training setting (either home or center/school) yielded the largest effects... The conclusion that targeted interventions are most effective corresponds with the outcomes of a previous meta-analysis [which] examined the outcomes of parent-child sensitivity interventions in early childhood. They found that interventions with a clear focus—programs that only aimed to enhance parental sensitivity at the behavioral level instead of also trying to change parents’ mental representations and providing social support—yielded the largest mean effect ... The programs included in our meta-analysis mainly targeted low-SES parents, who are characterized by a relatively high incidence of stress factors such as the absence of a partner or financial problems. It is plausible that overloading these parents with a broad range of activities that aim to stimulate a variety of skills and that require parents to alternate between receiving trainers at home and going to a preschool center or school might be asking too much of them. Providing parents with more streamlined interventions makes these interventions easier to implement, which likely adds to their effectiveness.

State recently adopted the California Comprehensive State Literacy Plan. In 2019 the CDE was awarded \$37.5 million through the federal Comprehensive Literacy State Development (CLSD) grant program. \$36 million of the CLSD funds were to be allocated as subgrants to 11 COEs representing administrative regions of the state and the balance of the funds supported CDE activities.

The goals of this initiative were to expand existing statewide infrastructure, guidance, and expertise to bring coherence to the system of literacy supports to improve student outcomes over a period of five years. Project objectives included:

- Aligning local and state literacy initiatives through a coordinated effort to build state and local capacity over the life of the project;
- Developing and implementing an evidence-based comprehensive State Literacy Plan that aligns and integrates state literacy initiatives, content standards, and state guidance documents to support teachers of students, birth through grade twelve; and
- Building local capacity to establish, align, and implement local literacy initiatives that emphasize family and community involvement to address the needs of California's most vulnerable children.

After months of development and revisions based on stakeholder feedback, the SBE adopted the final California Comprehensive State Literacy Plan on March 17, 2021. The purpose of the State Literacy Plan is to align and integrate state literacy initiatives, content standards, and state guidance documents to support teachers in providing literacy instruction to students. The plan is intended to support continuous improvement of state and local literacy programs by:

- Connecting essential literacy guidance from state guidance documents to support comprehensive and integrated implementation of high-quality literacy programs at state and local levels;
- Focusing on the age/grade band goals for literacy achievement established by the California Common Core State Standards in ELA/Literacy and the ELA/ELD Framework;
- Reporting current disaggregated literacy achievement data and literacy needs assessment results to all stakeholders to evaluate the outcomes the current system is producing; and
- Using the continuous improvement process to identify statewide literacy priorities, solidify state-level activities for the CLSD grant, and serve as a model for local literacy plans.

As part of the development of this plan, the state convened a State Literacy Team, a diverse group of stakeholders with experience in literacy education. The State Literacy Team conducted a Statewide Literacy Needs Assessment and developed the following Statewide Literacy Priorities, by grade span:

Birth to Age Five Literacy Priorities:

- Support early childhood education (ECE) programs in creating literacy-rich environments and experiences, and support the quality of ECE programs and their capacity to support early language and literacy skills; and
- Increase parenting support by increasing parental knowledge, skills, and confidence through parenting curriculum and literacy activities with special attention to access and equity for all.

Transitional Kindergarten to Grade Five Statewide Literacy Priorities:

- Build teacher capacity for Tier 1 foundational skills and reading comprehension, including best first reading and writing instruction;
- Build school capacity for effective literacy and comprehensive English language development for English learners, including opportunities to develop biliteracy and primary language instruction whenever possible;
- Build school capacity to support students struggling with reading, including, but not limited to, students with disabilities and students with dyslexia; and
- Increase sustainable high-quality professional learning systems, including literacy coaching models.

Grades Six to Grade Twelve Statewide Literacy Priorities:

- Build teacher capacity across disciplines for literacy instruction;
- Increase asset-based teaching in schools, including culturally and linguistically responsive and sustaining pedagogies;
- Build school capacity for effective literacy and comprehensive English language development for English learners, including opportunities to develop biliteracy and primary language instruction whenever possible; and
- Build school capacity for effective literacy instruction for students with disabilities.

State recently established Early Literacy Support Block Grant and Expert Lead in Literacy. In response to a state Superior Court settlement for *Ella T. vs the State of California*, the 2020-21 Budget Act included \$50 million to establish the Early Literacy Support Block (ELSB) Grant Program.

The ELSB Grant Program requires the CDE to award funds to LEAs with the 75 schools that have the highest percentage of students in grade three scoring at the lowest achievement standard level on the state ELA assessment.

Participating LEAs must conduct a root cause analysis, a needs assessment, and develop a three year literacy action plan with stakeholder input. Grant funds may be spent on:

- Access to high-quality literacy teaching, including development of strategies to provide culturally responsive curriculum and instruction, evidence-based professional development for teachers, and other school staff, professional development for teachers

and school leaders regarding implementation of the curriculum framework for English language arts;

- Support for literacy learning, including purchase of literacy curriculum resources, instructional materials, diagnostic assessment instruments;
- Pupil supports, including expanded learning programs, strategies to improve school climate, pupil connectedness, and attendance, strategies to implement research-based social-emotional learning approaches, including restorative justice, and expanded access to the school library; and
- Family and community supports, including development of trauma-informed practices and supports for pupils and families, provision of mental health resources to support pupil learning, strategies to implement MTSS and the response to intervention approach, development of literacy training and education for parents to help develop a supportive literacy environment in the home, and strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.

Of the funds appropriated, the CDE received \$3 million of this sum to offset its costs associated with activities required to administer the program, including funds to establish an Expert Lead in Literacy within the California Statewide System of Support (SOS) operated by a COE and selected by the CDE in partnership with the CCEE. The Expert Lead in Literacy is required to support grantees to build statewide professional learning networks and provide technical assistance to increase statewide capacity in implementing effective literacy instruction. The Expert Lead in Literacy was also required to:

- Demonstrate abilities and expertise developing, implementing, and supporting other LEAs and their schools with literacy instruction and support programs, particularly focused on literacy in early grades (kindergarten, which includes transitional kindergarten, and grades one through three); and
- Demonstrate expertise in four categories of programs and services: access to high-quality literacy teaching, support for literacy learning, pupil supports, and family and community supports.

The CDE and the CCEE selected the Sacramento COE through a competitive grant process to serve as the Expert Lead in Literacy as a part of the California Statewide SOS.

Governor's literacy proposal. The Governor's Budget proposes the following in support of improving literacy instruction:

- \$475 million in one-time funding over five years (which must be 50% matched by LEAs) for the Reading and Literacy Educator Grant Program to provide grants to employ and train literacy coaches and reading and literacy specialists to develop school literacy programs, mentor teachers, and develop and implement interventions for pupils in need of targeted literacy support;
- \$25 million in one-time funding for a contract with an LEA to develop and provide training for literacy coaches and reading and literacy specialists;

- \$200 million one-time to LEAs and charter schools for a Multilingual School and Classroom Library Grant Program, to provide \$100,00 to elementary schools with a free or reduced-price meal program pupil population that is at least 80% of the school's total population and English learners that is at least 15% of the school's total pupil population;
- \$10 million for the Department of Public Health to partner with First 5 California on the Books for Children Program;
- \$2 million to incorporate early identification for learning disabilities into the state's preschool assessment tools, including a process for follow-up by expert evaluators; and
- \$60 million to provide training for educators on effective use of early identification tools.

2014 English Language Arts/English Language Development curriculum framework takes integrated approach to literacy, revision process starts this year. In 2014, the State Board of Education adopted the current ELA/English Language Development (ELD) Curriculum Framework, which reflects an integrated approach to literacy instruction.

According to the CTC, the Framework incorporates five broad, overarching literacy themes, which, taken together, are intended to provide a comprehensive road map for helping students develop literacy across the curriculum. The five themes are:

- Meaning Making;
- Language Development;
- Effective Expression;
- Content Knowledge; and
- Foundational Skills

Within this organizational structure of the Framework, the foundational skills of teaching reading now represent one of five integrated domains that guide literacy development across the curriculum and K-12 grade span.

Current law requires that curriculum frameworks are revised on an eight-year cycle for each subject. According to the CDE, work on the next revision of the ELA/ELD framework will begin this year, adoption by the SBE is scheduled for 2025, and instructional materials adoption for grades K-8 is scheduled for 2027.

Arguments in support. The California Association for Bilingual Education writes, "California's children face a complex web of needs, depending on their experiences and background. This important measure takes a comprehensive approach to addressing both the literacy and biliteracy needs among students. By creating a number of culturally competent and linguistically appropriate programs, school districts will be able to provide differentiated approaches to addressing children's educational frailties. In addition to serving children's needs by strengthening ties within their local education agencies and local community groups, AB 2465 would create new pathways to increase the number of multilingual and dual immersion educators by providing the necessary revenue to develop 500 new bilingual educators."

Recommended Committee amendments. Staff recommends that the bill be amended to narrow the bill to the California Family Literacy Innovation Project, remove references to CBOs, require

that that the strategies used in family literacy programs be evidence-based, authorize funding to be used on digital tools to promote family literacy, increase the appropriation by \$10 million, and make technical and conforming changes.

Related legislation. SB 98 (Committee on Budget and Fiscal Review), Chapter 24, Statutes of 2020, establishes the ELSBG, which requires the CDE to award funds to LEAs with the 75 schools that have the highest percentage of students in grade three scoring at the lowest achievement standard level on the state ELA assessment. Appropriates \$50 million for this purpose and authorizes \$3 million of this amount to be used to establish an Expert Lead in Literacy at a COE, to serve within the SOS.

SB 488 (Rubio), Chapter 678, Statutes of 2021, requires the CTC to ensure, by July 1, 2025, that an approved teaching performance assessment (TPA) for a preliminary multiple subject credential and a preliminary education specialist credential assesses all candidates for competence in instruction in literacy, revises the definition of literacy instruction for purposes of teacher preparation and requires the CTC to ensure that its standards for program quality and effectiveness align to this definition, and provides an alternate means of meeting the current reading instruction competence assessment (RICA) for some credential candidates affected by COVID-19 test center closures.

AB 1684 (Maienschein) of the 2019-20 Session would have required the CDE to develop and implement a professional development program to support educators in teaching literacy and reading, including providing dedicated funds to schools identified by the state's accountability system as needing special ELA support, consistent with the state's "system of support" for schools. This bill was held in the Senate Education Committee.

SB 494 (Hueso) of the 2017-18 Session would have established the Golden State Reading grant program for the purpose of assisting LEAs in ensuring that all students meet reading standards and language progressive skills by the end of grade 3. This bill was vetoed by the Governor, who stated:

Local educational agencies already have the flexibility under the Local Control Funding Formula to provide students the support they need to ensure that appropriate reading and language skills are achieved.

REGISTERED SUPPORT / OPPOSITION:

Support

California Association for Bilingual Education
Californians Together

Opposition

None on file

Analysis Prepared by: Tanya Lieberman / ED. / (916) 319-2087