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SB-494 Language arts: reading: grant program. (2017-2018)

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CALIFORNIA LEGISLATURE— 2017–2018 REGULAR SESSION

SENATE BILL

NO. 494

**Introduced by Senator Hueso
(Coauthor: Senator Beall)**

February 16, 2017

An act to add Chapter 15.5 (commencing with Section 53008) to Part 28 of Division 4 of Title 2 of the Education Code, relating to language arts.

LEGISLATIVE COUNSEL'S DIGEST

SB 494, Hueso. Language arts: reading: grant program.

The Comprehensive Reading Leadership Program Act of 1996 authorizes county offices of education to apply to the State Board of Education to design a reading leadership program and develop materials that focus on reading skills, including phonics.

This bill would establish the Golden State Reading Guarantee grant program, which would be administered by the State Department of Education. The bill would require a local educational agency that chooses to apply for a grant to submit an application that contains certain minimum information to the department, in a format and by a date determined by the department. The bill would provide requirements for eligibility for a grant and for spending grant funds. The bill would require that implementation of the grant program be contingent upon the appropriation of funds for purposes of the grant program in the annual Budget Act or other statute. The bill would require the department to establish a process to provide professional development training to local educational agencies on, among other things, the existing diagnostic, formative, and interim assessment tools that are available from the state, including those that are appropriate for pupils who are English learners.

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

SECTION 1. Chapter 15.5 (commencing with Section 53008) is added to Part 28 of Division 4 of Title 2 of the Education Code, to read:

CHAPTER 15.5. Golden State Reading Guarantee Grant Program

53008. (a) The Legislature finds and declares all of the following:

(1) Reading proficiently by the end of grade 3 can be a make-or-break benchmark in a child's educational development. Up until the end of grade 3, most children are learning to read. Beginning in grade 4, however, they are reading to learn, using their skills to gain more information in such subjects as mathematics and science.

(2) California's long-term economic strength depends on having an educated workforce, and grade-level reading proficiency is the key. By dramatically getting more California children on track as proficient readers, California can also dramatically stop the cycle of intergenerational poverty and boost the individual earning potential, global competitiveness, and overall quality of life for all Californians.

(3) An important partnership between a parent and child begins before the child enters kindergarten, when the parent helps the child develop rich linguistic experiences, including listening comprehension and speaking, that help form the foundation for reading and writing, which are the main vehicles for content acquisition.

(b) It is therefore the intent of the Legislature that all California public schools that enroll pupils in grades 1 to 3, inclusive, will work closely with the parents and teachers of these pupils to provide them the instructional programming, intervention instruction, and support necessary to ensure that pupils, by the completion of grade 3, can demonstrate a level of proficiency in reading skills that is necessary to support them in achieving the academic standards and expectations applicable to the grade 4 curriculum.

53008.1. The Golden State Reading Guarantee grant program is hereby established for the purpose of assisting local educational agencies in ensuring that all pupils meet reading standards and language progressive skills by the end of grade 3. The department shall administer the grant program and establish a process to provide professional development training to local educational agencies pursuant to Section 53008.5.

53008.2. A local educational agency that chooses to apply for a grant pursuant to this chapter shall submit an application to the department in a format and by a date determined by the department. An application submitted to the department by a local educational agency pursuant to this section shall include, at a minimum, all of the following:

(a) Information about the pupil and school needs within the local educational agency.

(b) The activities the local educational agency will undertake with the grant funding.

(c) How the local educational agency will address the literacy needs of English learners, including English learners who are enrolled in bilingual, language immersion, and dual language immersion programs.

(d) How the local educational agency will measure outcomes associated with the activities undertaken with the grant funding.

53008.3. A local educational agency is eligible for a grant pursuant to this chapter if it enrolls pupils in grades 1 to 4, inclusive, and less than 50 percent of pupils in grade 4 score at Level 3 or 4 in the prior school year on the reading standards within the English language arts standards developed pursuant to Section 60605.8.

53008.4. A local educational agency that receives a grant pursuant to this chapter shall use the grant funds for specialists and activities that address the needs of pupils related to meeting reading standards and acquiring language progressive skills, including, but not limited to, any of the following:

(a) Literacy coaches.

(b) Reading specialists.

(c) Reading tutors.

(d) Coordinators to facilitate reading programs.

(e) Collaboration with parents and guardians to increase participation of parents and guardians and their ability to support their children's literacy development.

(f) For grants intended to include activities to address the literacy needs of pupils enrolled in bilingual, language immersion, or dual language immersion programs, certificated employees who hold bilingual authorizations or who have demonstrated experience and expertise in serving pupils enrolled in those programs.

53008.5. The department shall establish a process to provide professional development training to local educational agencies on all of the following:

(a) The existing diagnostic, formative, and interim assessment tools that are available from the state, including those that are appropriate for pupils who are English learners.

(b) How to evaluate the data from, and adjust instruction based on, the results of the assessments described in subdivision (a), and create a system of continuous improvement.

(c) How to administer and score the assessments described in subdivision (a).

(d) The appropriate use of assessments in the language of instruction in reading and language arts for pupils instructed in bilingual, language immersion, and dual language immersion programs.

53008.6 Implementation of the grant program established pursuant to Section 53008.1 shall be contingent upon the appropriation of funds for purposes of the grant program in the annual Budget Act or other statute.