

**GOVERNMENT RELATIONS COMMITTEE MEETING
SEPT. 6, 2014**

Agenda in detail:

1) Review of State Board meeting of Sept 3-4, in particular item 6, in which the CDE asks the Board to approve the revised timeline for finishing the draft HSS Framework so that the Board can adopt it by May 2015. The Board will have acted one way or another by the time the committee meets on Sept 6. There is not agreement about how this Framework revision would take place if either or both of the following two bills are passed.

2) Review of pending legislation, especially SB 897 (Steinberg) and SB 1057 (Corbett). 897 asks the Instructional Quality Commission to consider 'whether and how' to include the C3 Framework the next time the Framework is revised (after July 1, 2015), requires the IQC to make the same consideration the next time the standards are revised (after Jan 1, 2015) and requires addition of aspects of civic education to courses of study.

3) 1057 requires the State Superintendent to 'convene a group of history social science experts' to revise the existing content standards, to be completed by March 30, 2018. Requires inclusion of a variety of groups and perspectives. Includes estimates of \$700,000 to revise standards, and another \$1 million to revise the framework following adoption of the new standards.

(note in each case that publishers generally have two and a half years after adoption of a new framework to submit materials such as textbooks for the adoption process.)

4) Discussion of the Local Control Funding Formula, the Local Control Accountability Plan process to date, impacts on history social-science, opportunities for history social-science, strategies to recommend to the CCSS Board re the LCAP process and anticipated changes in the LCAP process.

5) Nomination to the CCSS Board of awardee of the 2015 Civic Action Award.

I will bring copies of the legislative analyses of 897 and 1057 and Item 6 on the SBE agenda to the committee meeting along with the new LCAP template.

Review of State Board Agenda for Sept 3-4, 2014

This agenda is not quite as large as the past several have been. Items include review of the Smarter Balanced field testing, technology readiness of schools for the tests, continued contracting when the tests become operational. It appears that the Smarter Balanced tests should be operational in the 2014-2015 school year. The testing consortium is putting together a committee from several states to determine 'cut points'; what total score a student needs at each grade level to be proficient, advanced, basic, etc.

Other agenda items include review of the implementation of the Next Generation Science Standards, and also of the new testing format required for science standards tests in grades 5, 8, 10, as required by federal legislation (NCLB).

Of special note to History social science is item 6, summarized above, that asks the Board to adopt a revised timeline for moving the HSs Framework revision forward to Board adoption by May 2015. The item states that the Framework needs to add several items (civic education, the Irish potato famine, among others) to the Framework to bring it in line with recent legislation. How this would work out if either 897 or 1057 pass, summarized above, is not clear. At the committee meeting we will examine some of the conflicting interpretations if the SBE has adopted the plan in Item 6,

Much of the SBE agenda deals with LCAP, items 17 and 18 in particular. The CDE has selected members of several panels, one to write a rubric for districts and county offices to use when examining district (and school) LCAP plans. Another is to review the LCAP (reporting) template, a major revision of

which is included in the SBE agenda for adoption. Many, if not most, of the changes included were recommend by ACSA, the state administrator organization.

Of significance to History social science are the reporting requirements for meeting the 'eight state priority areas', as these are more clear in the revised template and also seem (editorial comment) to allow for more qualitative information than simply filling in numbers in a checklist to show how districts are using the new funding to promote student achievement. This creates more opportunity for districts to use major learning activities (eg, History Day) to show student engagement, creative thinking, essay writing, for example. Hence (another editorial comment) the need for History social science folks to suggest some of these major types of learning activities to their district LCAP planning committees.

Of note also is the fact that LCAPs are expected to be revised every year.; districts can change how they demonstrate student achievement. A social studies major activity can be added next year, or the year after, etc., even if not included the first year.

I will bring copies of the LCAP template the SBE is being asked to adopt to the committee meeting as well, so the committee can make proposals to the CCSS Board for strategies CCSS can consider to promote social studies activities in the LCAP process to districts.

I will also send summary notes out after the committee meeting.

Jim Hill
Chair, Gov Rel Committee