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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

BOARD OF EDUCATION 2017

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April 26, 2017

File ID Number: 17-0865
Introduction Date: 4/26/17
Enactment Number: 17-0600
Enactment Date: 4/26/17
By: JS

TO: Board of Education

FROM: Ad Hoc Legislative Committee
Nina Senn, Vice President
Jody London, Director, District 1

SUBJ: Board of Education - Position on Newly Named State Legislative Bills - As of April 20, 2017

ACTION REQUESTED:

Adoption by the Board of Education of Resolution No. 1617-0165A Board of Education – Position on (Newly) Named State Legislative Bills – As of April 20, 2017.

BACKGROUND:

The Oakland Unified School District (OUSD) has engaged School Services of California to represent the District in Sacramento, particularly, but not exclusively, before the Legislature and the California Department of Education. The pace of daily engagement required to be effective before these entities makes it important to have respected, effective, reliable representatives who can advocate the District’s interests.

On April 12, 2017, the Board approved Resolution No. 1617-0615, taking positions on several bills presented for consideration by its State Lobbyist, School Services of California.

As of April 20, 2017, three additional Bills¹ (highlighted in yellow in attached Report) – AB 45 (Thurmond) - California School Employee Housing Assistance Grant Program, SB 807 (Stern) – Personal Income Taxes: Credit: Exclusion: Teacher Recruitment and Retention Act of 2017, and AB 17 (Holden) – Transit Pass Program: Free or Reduced Fare Transit Passes, in the attached Schools Services of California (SSC) Report, of interest to the District, are moving rapidly through the Legislature.

It is the Ad Hoc Legislative Committee’s recommendation that the Board take the position stated in the Resolution No. 1617-0165A on each of the three newly named Bills as of April 20, 2017, with the caveat that the Board reserves the right to change its position on the legislation should conditions warrant.

¹ Each Bill is summarized in the attached School Services of California, Inc., Legislative Report Prepared for: Oakland Unified School District, Status as of: April 20, 2017.

The Ad Hoc Committee recommends that the Board:

Support

AB 45 (Thurmond) – California School Employees Housing Assistance Grant Program.

AB 17 (Holden) – Transit Pass Program: Free or Reduced-Fare Transit Passes

No Position (Neutral) (pending further developments/details):

SB 807 (Stern) - Personal Income Taxes: Credit: Exclusion: Teacher Recruitment and Retention Act of 2017

RECOMMENDATION:

Adoption by the Board of Education of Resolution No. 1617-0165A Board of Education – Position on (Newly) Named State Legislative Bills – As of April 20, 2017.

Attachment: Resolution No. 1617-0165A

School Services of California, Inc., Legislative Report Prepared for: Oakland Unified School District, Status as of: April 20, 2017

**RESOLUTION
OF THE
BOARD OF EDUCATION
OF THE
OAKLAND UNIFIED SCHOOL DISTRICT**

Resolution No. 1617-0165A

Board of Education - Position on (Newly) Named State Legislative Bills - As of April 20, 2017

WHEREAS, the Board of Education, on April 12, 2017, adopted Resolution No. 1617-0165, upon the recommendation of its Ad Hoc Legislative Committee, taking the position stated below on the below listed Bills pending in the State Legislature:

Support

AB 60 (Santiago)	Subsidized Child Care and Development Services: Eligibility Periods
AB 169 (O'Donnell)	Teaching Credential: Teacher Recruitment: Golden State Teacher Grant Program
AB 234 (Steinorth)	Student Financial Aid: Assumption Program of Loans for Education
AB 463 (Salas)	Student Financial Aid: Assumption Program of Loans for Education
AB 1506 (Bloom)	Residential Rent Control: Costa-Hawkins Rental Housing Act
AB 424 (McCarty)	Possession of A Firearm In A School Zone
SB 138 (McGuire)	School Meal Programs: Free and Reduced-Price Meals: Universal Free Meal Service
SB 557 (Hernandez)	Food Donations: Schools
AB 17 (Holden)	Transit Pass Program: Free or Reduced-Fare Transit Passes; and takes

No Position (Neutral) (pending further developments/details) on:

AB 1506 (Bloom)	Residential Rent Control: Costa-Hawkins Rental Housing Act;
SB 808 (Mendoza)	Charter Schools: Chartering Authorities and Approvals
SB 765 (Wiener)	Superintendent of Public Instruction: Powers and Duties
AB 1220 (Weber)	Certificated School Employees: Permanent Status
AB 418 (Chau)	Elementary and Secondary Education: Computer Science Education Grant Pilot Program; and

WHEREAS, the Ad Hoc Legislative Committee received an updated Report from the District's state lobbyist in Sacramento, School Services of California, on or about April 20, 2017, recommending that the District take a position - support, opposition, or other position -on three additional Bills¹ (highlighted in yellow in the attached Report):

- AB 45 (Thurmond) - California School Employee Housing Assistance Grant Program;
- SB 807 (Stern) – Personal Income Taxes: Credit: Exclusion: Teacher Recruitment and Retention Act of 2017; and
- AB 17 (Holden) – Transit Pass Program: Free or Reduced-Fare Transit Passes, of interest to the District, that are moving rapidly through the State Legislature;

and,

¹ Each Bill is summarized in the attached School Services of California, Inc., Legislative Report Prepared for: Oakland Unified School District, Status as of: April 20, 2017.

WHEREAS, the Ad Hoc Legislative Committee has reviewed said Report and hereby recommends, the Board take a position on the three named Bills, as of April 20, 2017, as stated in the first Resolve Clause herein,

NOW, THEREFORE, BE IT RESOLVED, upon recommendation from its Ad Hoc Legislative Committee, the Board of Education hereby takes the position on the three newly named Bills, pending in the State Legislature, as of April 20, 2017, as stated herein:

Support

AB 45 (Thurmond) – California School Employees Housing Assistance Grant Program

AB 17 (Holden) – Transit Pass Program: Free or Reduced-Fare Transit Passes

and

No Position (Neutral) (pending further developments/details):

SB 807 (Stern) - Personal Income Taxes: Credit: Exclusion: Teacher Recruitment and Retention Act of 2017;

and

BE IT FURTHER RESOLVED, the Board reserves the right to alter its position on any of the afore-stated legislation, as conditions may warrant, at any time.

PASSED AND ADOPTED by the Governing Board of Education of the Oakland Unified School District, this 26th day of April, 2017, by the following vote:

AYES: Roseann Torres, Jody London, Shanthy Gonzales, Jumoke Hinton Hodge, Aimee Eng, Vice President Nina Senn, President James Harris

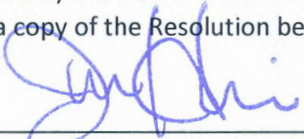
NOES: None

ABSTAINED: None

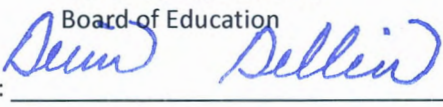
ABSENT: None

CERTIFICATION

We, James Harris and Devin Dillon, President and Interim Secretary of the Governing Board of the Oakland Unified School District, respectively, do hereby certify that the foregoing Resolution was duly approved and adopted by the Board of Education of said District at its Regular Meeting held on the 26th day of April, 2017, with a copy of the Resolution being on file in the Office of the Board of Education of the District.

By: 
James Harris, President

Board of Education

By: 
Devin Dillon, Interim Secretary
Board of Education

SCHOOL SERVICES OF CALIFORNIA, INC.

Legislative Report Prepared for:
Oakland Unified School District
Status as of: April 20, 2017

Early Childhood Education

AB 60 (Santiago)

Title: Subsidized Child Care and Development Services: Eligibility Periods

Status: Assembly Appropriations Committee

Position: Support (Position adopted 4/12/17)

Summary:

Existing law, the Child Care and Development Services Act, requires the State Superintendent of Public Instruction (SSPI) to administer child care and development programs that offer a full range of services for eligible children from infancy to 13 years of age. Existing law requires the SSPI to adopt rules and regulations on eligibility, enrollment, and priority of services needed to implement the act. The act, and regulations adopted pursuant to the act, set forth eligibility requirements for families to receive federal and state subsidized child development services and impose various time limits for receipt of services and recertification for continued services.

This bill would require that a family, upon establishing initial eligibility or ongoing eligibility for services under the act, be considered to meet all eligibility requirements for those services for not fewer than 12 months, receive those services for not fewer than 12 months before having its eligibility redetermined, and not be required to report changes to income or other changes for at least 12 months, except as provided. The bill would revise the definition of "income eligible" and provide that the definition applies for purposes of establishing initial income eligibility for services under the act, and would add a definition of "ongoing income eligible" for purposes of establishing ongoing income eligibility for services under the act. This bill contains other related provisions.

SSC Comment: We believe Assembly Bill 60 is consistent with the District's priority to achieve a coherent, high quality pre-kindergarten system, with minimal application complexities and stable, meaningful funding.

Employees

AB 45 (Thurmond)

Amended: 4/6/2017

Title: California School Employee Housing Assistance Grant Program

Status: Assembly Appropriations Committee

Recommended Position: Support

Summary:

As amended on April 6, 2017, this bill would require the California Housing Finance Agency (CalHFA) to administer the California School Employee Housing Assistance Program, a predevelopment grant and loan program, to fund the creation of affordable housing for school districts in high-cost, high-need communities. Funds for the program are not deemed as satisfying the Proposition 98 guarantee.

SSC Comment: A support position would be consistent with the support position taken by the District last year on Assembly Bill 2200 (Thurmond).

AB 234 (Steinorth)

Title: Student Financial Aid: Assumption Program of Loans for Education

Status: Assembly Appropriations Committee—Suspense File

Position: Support (Position adopted 4/12/17)

Summary:

The bill would require the California Student Aid Commission to award 7,200 new warrants for the Assumption Program of Loans for Education (APLE) program in the 2017-18 fiscal year. The bill would appropriate \$5,000,000 to the Commission for the funding of warrants for the assumption of loans under the program for the 2017-18 fiscal year.

SSC Comment: We believe Assembly Bill 234 is consistent with the District's priority to support policies that promote the recruitment and development of a talented workforce trained to meet the needs of California's increasingly diverse student body. Additionally, funding for the program would come from outside Proposition 98.

AB 463 (Salas)

Title: Student Financial Aid: Assumption Program of Loans for Education

Status: Assembly Appropriations Committee

Position: Support (Position adopted 4/12/17)

Summary:

This bill would require the Student Aid Commission to issue 7,200 new warrants for the assumption of loans under the Assumption Program of Loans for Education (APLE) program commencing with the 2017-18 fiscal year.

SSC Comment: We believe Assembly Bill 463 is consistent with the District's priority to support policies that promote the recruitment and development of a talented workforce trained to meet the needs of California's increasingly diverse student body. Additionally, funding for the program would come from outside Proposition 98.

AB 1220 (Weber)

Amended: 4/18/2017

Title: Certificated School Employees: Permanent Status

Status: Assembly Education Committee

Position: Board Discussion; No position at this time (Position adopted 4/12/17)

Summary:

AB 1220 creates the Teacher and Student Success Act, which would:

- Extend the current minimum time to tenure from two years to three years.
- Provide an optional fourth and fifth years with additional mentoring and other professional development resources for teachers who need extra support as a probationary employee.
- Require districts to give priority in allocating professional development funds for probationary employees in the fourth or fifth year of employment.

If the bill conflicts with existing collective bargaining agreements (CBAs), the provisions will not take effect until the expiration or renewal of the CBA.

SSC Comment: This is a controversial topic, and prior attempts at changing the length of tenure have been opposed by the California Teachers Association. A support position could be in line with the District's priority to support new teachers during the critically important first few years in the classroom and tenure policies that promote continuous improvement in teaching practices.

The bill is sponsored by Educators for Excellence and Teach Plus and supported by the Association of California School Administrators.

SB 807 (Stern)

Title: Personal Income Taxes: Credit: Exclusion: Teacher Recruitment and Retention Act of 2017

Status: Senate Governance and Finance Committee

Recommended Position: Await Amendments (No Position at this time)

Summary:

This bill would provide tax credits in the first five years of a teacher's career to help new teachers complete required training to remain in the classroom, and create incentives for effective teachers to stay or return to the classroom by exempting teaching income from state income tax for fully credentialed teachers who teach beyond five years.

SSC Comment: According to the author's office, amendments are pending conversations between stakeholders and with the Committee. We recommend the District wait for those amendments to be in print before taking a position.

Miscellaneous

AB 1506 (Bloom)

Title: Residential Rent Control: Costa-Hawkins Rental Housing Act

Status: Two-Year Bills

Position: No Position at this Time (Position adopted 4/12/17)

Summary:

The Costa-Hawkins Rental Housing Act prescribes statewide limits on the application of local rent control with regard to certain properties. This bill would repeal that act.

SSC Comment: While this topic does not directly affect education, and therefore is deserving of Board discussion regarding concentration of legislative efforts, a support position could potentially align with the District's priority to explore affordable housing options for its employees.

The author recently announced that the bill will not be pursued this year.

School Safety and Student Discipline

AB 424 (McCarty)

Title: Possession of A Firearm In A School Zone

Status: Assembly Floor—Third Reading

Position: **Board Discussion; Supported (Position adopted 4/12/17)**

Summary:

This bill would delete the authority of a school district superintendent, his or her designee, or equivalent school authority to provide written permission for a person to possess a firearm within a school zone.

SSC Comment: Firearms are currently prohibited in school zones unless the Superintendent makes an exception for circumstances like a domestic violence restraining order or some other threat to the safety of an individual on campus.

A support position on Assembly Bill 424 would be consistent with the District's priority to create a safe and supportive school. Alternatively, a local decision could be made to restrict the permission currently allowed under the Education Code.

State Budget, Education Finance, LCFF

AB 418 (Chau)

Title: Elementary and Secondary Education: Computer Science Education Grant Pilot Program

Status: Assembly Appropriations Committee—Suspense File

Position: **No Position at this time (Position adopted 4/12/17)**

Summary:

This bill would establish the Computer Science Education Grant Pilot Program. Under the program, eligible local educational agencies could apply to receive grants, not to exceed two years, to establish and maintain computer science courses in underserved areas and among pupils from groups historically underrepresented in the field of computer science, and to provide professional development for teachers to teach computer science, either as a stand-alone course or as integrated into other courses.

SSC Comment: Because Proposition 98 is a zero-sum game and any dollars being used to fund pilot programs would be dollars unavailable for the Local Control Funding Formula (LCFF), we do not recommend a support position unless the Computer Science Education Grant Pilot Program is of enough importance to override the need for discretionary LCFF funding.

Student Health and Nutrition

SB 138 (McGuire)

Amended: 3/8/2017

Title: School Meal Programs: Free and Reduced-Price Meals: Universal Free Meal Service

Status: Senate Appropriations Committee—Suspense File

Position: Support (Position adopted 4/12/17)

Summary:

This bill would, on or before September 1, 2018, require a school district that has a “very high poverty school” in its jurisdiction to apply to operate a universal meal service pursuant to specified federal law, and to begin providing breakfast and lunch free of charge through the universal meal service to all pupils at the very high poverty school upon state approval to operate that service. The bill would authorize a school district to stop providing the universal free meal service at a school if the school ceases to be a very high poverty school.

“Very high poverty school” is defined as a school that enrolls pupils in kindergarten or in any of grades 1 to 12 and is eligible to receive federal reimbursement that covers 100% of school meals at the rate for free meals pursuant to the Community Eligibility Provision.

SSC Comment: A support position on Senate Bill 138 is consistent with the District’s health and wellness goals that support social, emotional, and physical health. Additionally, the District has been part of a successful pilot of 14 districts that this legislation seeks to expand.

SB 557 (Hernandez)

Title: Food Donations: Schools

Status: Senate Education Committee

Position: Support (Position adopted 4/12/17)

Summary:

Existing law generally prohibits food that is unused or returned by the consumer, after being served or sold and in the possession of a consumer, from being offered as food for human consumption.

This bill would exempt from this prohibition food that a public school cafeteria donates to a food bank or to any other nonprofit charitable organization, as defined, for distribution to persons free of charge that is any of the following:

- Prepackaged, nonpotentially hazardous food, including, but not limited, to food with the packaging still in good condition
- Whole uncut produce
- Unopened bags of sliced fruit and unopened containers of milk that are immediately stored in a cooling bin maintained at 41 degrees Fahrenheit or below

SSC Comment: A support position on Senate Bill 557 is consistent with the District’s health and wellness goals that support social, emotional, and physical health. Additionally, this bill has been crafted with input from the District’s Nutrition Services division.

Transportation

AB 17 (Holden)

Title: Transit Pass Program: Free or Reduced-Fare Transit Passes

Status: Assembly Transportation Committee

Recommended Position: Support

Summary:

This bill would create the Transit Pass Program to be administered by the Department of Transportation. Monies made available for the program, upon appropriation by the Legislature, would support transit pass programs that provide free or reduced-fare transit passes to specified pupils and students, including pupils attending public middle schools or high schools that are eligible for funding under Title I.

SSC Comment: A support position on Assembly Bill 17 is consistent with the District's desire to eliminate barriers to access, learning, and achievement for all students.

Charter Schools

SB 808 (Mendoza)

Title: Charter Schools: Chartering Authorities and Approvals

Status: Senate Education Committee

Position: No position (Awaiting amendments) (Position adopted 4/12/17)

Summary:

This bill would repeal provisions authorizing a county board of education or the State Board of Education (SBE) to approve a petition to establish a charter school and would specify that, on and after January 1, 2018, a petition to establish a charter school may not be approved by a county board of education or the SBE and may be submitted only to the school district the boundaries within which the charter school would be located. The bill would provide that charter schools operating under a charter approved by a county board of education or the SBE may continue to operate under those charters only until the date on which the charter is required to be renewed.

SSC Comment: According to the author's office, amendments are pending conversations between stakeholders. We recommend the District wait for those amendments to be in print before taking a position.

SB 765 (Wiener)

Amended: 3/29/2017

Title: Superintendent of Public Instruction: Powers and Duties

Status: Senate Education Committee

Position: Board Discussion; No position (Position adopted 4/12/17)

Summary:

This bill would require the governing board of a school district seeking to sell or lease real property designed to provide direct instruction or instructional support that the governing board deems to be surplus property to first provide a written offer to sell or lease that property to any charter school that has submitted a written request to the school district to be notified of surplus real property offered by the school district for sale or lease.

Existing law, the Teacher Housing Act of 2016, authorizes a school district to establish and implement programs that address the housing needs of teachers and school district employees who face challenges in securing affordable housing.

This bill would exempt from the requirement to first provide a written offer to the above-specified charter schools the governing board of a school district seeking to sell or lease surplus property intended to be used in accordance with the Teacher Housing Act of 2016 in a county with a Traditional Housing Affordability Index of 20% or less.

Similar requirements were made through State Budget trailer bills, but expired in 2016.

SSC Comment: Similar requirements were made through State Budget trailer bills, but expired July 1, 2016. Districts generally did not favor this provision as the selling price would be below market value.

Regarding the exception, Alameda County has had a Traditional Housing Affordability Index of 22% in the most recent two quarters for which data are available (quarter 3 and 4 of 2016).

We would recommend the Board have further discussion regarding a position on Senate Bill 765.



AB 45 – School Employee Housing Assistance Program

IN BRIEF

AB 45 provides a tool to be used by school districts in order to increase recruitment and retention.

Specifically, the bill creates a \$100 million program which will provide financial assistance to school districts to help fund the predevelopment and development of housing for school employees, including teachers.

BACKGROUND

Districts throughout California still struggle recruiting and retaining teachers. In fact, non-retirement attrition accounts for two-thirds of teachers who leave. Further, increases in student enrollment have left many districts scrambling to find and retain qualified teachers.

Recruiting and retaining teachers affects the classroom as the turnover of teachers feeds into the increasing achievement gap. According to the Center for Education Policy Analysis at Stanford University, teacher turnover has a significant and negative impact on the achievement of students in schools with large populations of low-performing and minority students. These schools, like most schools in California, have seen a rise in the number of temporary permits, waivers, and intern credentials issued by the California Commission on Teacher Credentialing. This means that more students are being taught by individuals who have not completed, or in some instances begun, teacher credentialing.

This dynamic of teacher recruitment and retention has been exacerbated by many factors, including housing. Teachers and school employees, like other civil servants, are paid based on available state funding and not on market pressures. School teacher housing provides a creative tool that school districts can use in order to attract and retain new, qualified teachers.

In high housing cost areas, the issue of teacher retention rests largely on the insufficiency of salaries' capacity to cover housing costs. This year alone, the average rental price in Oakland has risen 13.7 percent to \$2,806 per month. In the City of Richmond, exit interviews have pointed to housing as the number one reason for teachers leaving their post.

For small school districts, especially those in rural areas, compensation tends to be low while housing is too expensive and in many instances unavailable. For other hard-to-staff rural school districts, recruiting teachers to live in remote districts has proved difficult. Teacher housing models have been used successfully in such rural school districts throughout the United States in order to recruit and retain new teachers, including North Carolina and West Virginia.

The long commute faced by such teachers and other classified employees in both high-cost areas is a detriment to children and their communities. When educators are forced to live outside of the community they serve, they are unable to truly become a member of that community. Research shows that teachers living in the communities where they work were more likely to develop the multicultural awareness and sensitivity that is presumably needed by teachers who commit to and continue teaching in the school. Without living in the community, they are unable to spend as much time before or after class with students nor can they provide the individualized teaching that is grounded in the culture of the community they serve. Ultimately, these school employees endure long commutes home and sometimes are forced to leave the profession entirely—leading to the very turnover that perpetuates the achievement gap.

In California, school districts have begun to increase teacher retention by providing housing to teachers. School districts in Los Angeles and Santa Clara, with San Francisco considering such a plan, have teachers in district-sponsored housing. However, for financially-strapped districts who cannot levy a bond to fund such a proven solution is not an option. For school districts in high-cost areas, current public housing subsidies is not a viable funding source due to the cap on income for qualified residents that are placed below the beginning wages for teachers.

SOLUTION

Provide financial assistance to school districts seeking to develop housing for school employees who (1) have land available for development (2) has a high percentage of teachers with intern credentials, permits, and waivers, as determined by the California Department of Education. School districts who have

60% of students participating in the Free and Reduced Lunch Program are prioritized. Predevelopment assistance, excluding costs for land acquisition, are provided to developers who have partnered with qualified school districts. Development funds are provided to a developer partnered with a qualifying school district. Any development funded by this program must remain affordable for 55 years.

SUPPORT

California Federation of Teachers (co-sponsor)
California Teachers Association (co-sponsor)
State Building Trades and Construction Council (co-sponsor)
AFL-CIO Housing Investment Trust
California Apartment Association
California Faculty Association
California School Employees Association
Common Sense Kids Action
San Francisco Unified School District
The Arc and United Cerebral Palsy Collaboration

FOR MORE INFORMATION

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FACT SHEET: (SB 807)

THE TEACHER RECRUITMENT AND RETENTION ACT JOINT AUTHORS: SENATORS STERN AND GALGIANI

COAUTHORS: ASSEMBLYMEMBERS LIMON AND SANTIAGO

INTRODUCED (2/17/17)

THE PROBLEM

Research demonstrates the most important school factor affecting pupil achievement is the classroom teacher. Pupils with well-trained teachers are more likely to earn higher salaries, attend college, save more for retirement and less likely to be teenage parents.

Despite the findings, with each passing year, California is losing more and more experienced teachers.

Today, California schools are facing an unprecedented critical teacher shortage which is negatively impacting California students and the state's economic future. Enrollment in teacher preparation programs has plummeted 76% statewide over the past decade. Currently, over 75% of school districts have difficulties filling positions, with low-income urban and rural areas hit hardest, and the shortage is projected to get worse with the oncoming wave of Baby Boomer retirements. In addition, the problem is bigger than retirements alone. Districts report that the shortage is widespread and increasing and comes from the shrinking supply of new teachers, teachers leaving the district and the profession, as well as retirements.

Over 30 percent of new teachers in California leave the profession in the first five years. According to data from the California State Teacher Retirement System, teachers leave the

profession at a rate six times greater than other public employees, and 50 percent faster than first responders.

Individual teachers, as well as taxpayers – through government support for public colleges and student financial aid – invest in training costs that are often never recouped. Districts pay a substantial cost to recruit, hire and train a steady stream of new teachers, with the highest-poverty districts shouldering an even greater burden because they have the highest rates of teacher turnover. High-need schools must continually invest in recruitment efforts, professional support, and training for new teachers without reaping the benefits of many of these investments.

Teachers, districts and researchers report and have found that working conditions and compensation matter. Several national studies show that teachers' salaries can affect the supply of teachers both in the short and long run. Many studies have found that both beginning and veteran teachers are more likely to leave the profession or change schools because of low salaries.

EXISTING LAW

Under current law, aspiring teachers in California often report the path for completing the training requirements for a teaching credential is uneven and costly. And because of the elimination of state and local district financial support for mandatory training and

mentoring, some teachers face unexpected paycheck deductions and even program closures for training required to clear a credential and legally teach in California, making it unnecessarily difficult to enter and remain in teaching.

Today there are over 150,000 students in California being taught by temporary teachers, and the number is growing rapidly. The number of teacher permits and waivers being sought by districts as temporary fixes to the teaching shortage has increased several fold over the last five years, with 6,138 being granted in the 2015-16 school year, the increase has jumped by over 270% in just 4 years. And this does not include those students being taught by long-term substitutes. Research demonstrates that teacher shortages affect turnover within and across districts; and, on average, high teacher turnover rates have a negative impact on pupil achievement and the effect is more pronounced in high-minority, high-poverty schools.

The U.S. Department of Education 2011–12 Schools and Staffing Survey found that, of public school teachers who left the profession and said they would consider returning, 67% rated an increase in salary as extremely or very important to their decision to return.

Studies have also found that teachers in high-demand fields such as mathematics and science are especially responsive to salary differences in their decisions to remain in teaching because of the opportunity costs of forgoing higher-paying jobs available to them.

TEACHER RECRUITMENT PROGRAM HISTORY IN CALIFORNIA

California's teacher recruitment and financial aid programs were eliminated during the last two decades. Specifically, both the Governor's Teacher Fellowship and Cal Grant T programs were eliminated in 2003, and funding for new

participants in the Assumption Program of Loans for Education (APLE) was line-item vetoed by the Governor in 2012. Over a decade ago, California spent over \$80 million on statewide teacher recruitment efforts.

Last year, the 2016 Budget included \$35 million to address the teacher shortage, but none of the efforts provided a long-range solution to California's shortage and the need for comprehensive recruitment and retention efforts:

- \$20 million in grants for teacher's aides and other school employees to pursue a credential.
- \$10 million for colleges and universities to create blended degree/credentialing programs.
- \$5 million for re-establishing the California Center on Teacher Careers, which is designed to create materials for recruiting teachers.

THE SOLUTION

SB 807 recognizes the significance of teachers to the children and economy of California by providing tax incentives to help new teachers gain the skills they need to be successful and keep experienced teachers in the classroom.

Specifically, SB 807 structurally addresses the current and growing shortage of teachers across the state by providing tax credits in the first five years to help teachers complete required training to remain in the classroom.

SB 807 also incentivizes qualified teachers to stay or return to the classroom by exempting teaching income from state income tax beginning in year six.

Providing relief from student loan debt and fees for required job training, and encouraging teachers to stay or return to the classroom with income tax relief will go a long way to alleviate

the teacher shortage crisis. Well-trained teachers in more classrooms will improve educational outcomes leading to long-term economic benefits, and societal savings.

Specifically, the benefits of SB 807 include:

- Every child in California will have a higher likelihood of having an effective teacher.
- A clear signal nationwide that California honors teaching as a noble profession.
- Helps teachers and school districts address cost of induction and support for clear credentials.
- Teachers will stay in teaching longer than 5 years rather than leave (current norm for one-third of workforce).
- Qualified teachers will stay teaching in classrooms longer (rather than moving to other roles).
- Delays retirement of veteran teachers in California schools.
- Non-retired teachers in labor force return to teaching, increasing effective teacher pool.
- Schools of education will get a broader pool of potential candidates to train as teachers.
- Out-of-state teachers come back to California, including minorities who left for college.

SB 807 follows a simple formula: Investing in well-trained teachers = better academic outcomes better jobs, and a better economy.

SPONSOR

EdVoice

Contact: Bill Lucia, President

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