

SCHOOL SERVICES OF CALIFORNIA, INC.

Legislative Report Prepared for:
Oakland Unified School District
Status as of: March 21, 2018

Funding

[AB 60 \(Santiago\)](#)

Title: Subsidized Child Care and Development Services: Eligibility Periods

Status: Senate Education Committee—Two-Year Bill

OUSD Board Adopted Position: Support (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:

The substance of this bill was addresses in the 2017-18 State Budget, so the author may use it later in this legislative year to address other child care issues.

[AB 716 \(O'Donnell\)](#)

Title: Magnet Schools

Status: Senate Education Committee—Two-Year Bill

Position: Recommend Watch (Resolution Withdrawn, 5/24/17)

Summary:

This bill would express legislative findings and declarations related to magnet schools. The bill would establish a magnet school grant program, to be administered by the Superintendent of Public Instruction, under which an applicant school district may apply to the Superintendent for a grant, not to exceed \$575,000 per school district, for the one-time costs associated with the startup of a new magnet school, as defined, in accordance with specified conditions and requirements. The bill would specify that funding provided for purposes of the program in the annual Budget Act or other legislation shall be used to allocate grants.

SSC Comment:

The author has not yet decided whether to move it forward and has until late spring to make that decision.

AB 1743 (O'Donnell)

Amended: 3/14/2018

Title: California Career Technical Education Incentive Grant Program

Status: Assembly Education Committee

Position: Recommend Support

Summary:

This bill would permanently extend the Career Technical Education Incentive Grant (CTEIG) program and provide an ongoing \$512 million appropriation. While the CTEIG program would be largely unchanged, the bill would add to the minimum eligibility standards that a grant applicant demonstrate that it provides opportunities for pupils to participate in leadership development opportunities, career and technical education student organizations, and opportunities for pupils who are individuals with exceptional needs to participate in all of the grant applicant's programs.

The bill would provide that, commencing with the 2018–19 fiscal year, and each fiscal year thereafter, \$12 million of this appropriation would be made available to provide regional CTE coordinators for the provision of technical assistance and support to local education agencies in implementing career technical education courses, programs, and pathways.

SSC Comment:

CTEIG funding expires in 2017-18. The Governor has proposed to continue the current level of CTEIG funding (\$212 million) for a K-12 component of the California Community College Strong Workforce Program.

Oakland USD received \$1.12 million from the CTEIG program in 2017-18.

A Support position on Assembly Bill 1743 is consistent with the District's priority to support the continued investment in the Career Technical Education (CTE) grant program that augments Oakland USD's local parcel tax and efforts to expand CTE opportunities to all students.

AB 1744 (McCarty)

Title: After School Programs: Substance Use Prevention: Funding: Cannabis Revenue

Status: Assembly Desk

Position: Recommend Support

Summary:

The Control, Regulate and Tax Adult Use of Marijuana Act (AUMA) requires the State Controller, by July 15 of each fiscal year beginning in the 2018-19 fiscal year, to disburse 60% of the funds deposited in the California Cannabis Tax Fund during the prior fiscal year into the Youth Education, Prevention, Early Intervention and Treatment Account, to be disbursed by the State Controller to the California Department of Health Care Services for programs for youth that are designed to educate about and to prevent substance use disorders and to prevent harm from substance use.

This bill would state that the Legislature encourages schools that establish a program pursuant to the After School Education and Safety Program, the 21st Century Community Learning Centers Program, or the 21st Century High School After School Safety and Enrichment for Teens Program that is designed to educate about and prevent substance use disorders or to prevent harm from substance abuse to apply to receive funding from the Youth Education, Prevention, Early Intervention and Treatment Account established pursuant to AUMA. The bill would also amend AUMA to specify that the California Department of Health Care Services, in determining which programs to be funded, may consider selecting, among other programs, programs established pursuant to the 21st Century High School After School Safety and

Enrichment for Teens Program, the After School Education and Safety Program, and the 21st Century Community Learning Centers Program.

SSC Comment:

A support position would be consistent with Oakland USD's commitment to seek additional resources, in this case through Proposition 64 funds.

[AB 1951 \(O'Donnell\)](#)

Title: Pupil Assessments: Pathways to College Act

Status: Assembly Education Committee

OUSD Board Adopted Position: Support (2/28/18)

Summary:

This bill would require the Superintendent of Public Instruction to approve a nationally recognized high school assessment (based on specified requirements) that a local educational agency (LEA) may, at its own discretion, administer, commencing with the 2019-20 school year, and each school year thereafter, in lieu of the consortium summative assessment in English language arts and mathematics for grade 11.

The bill would deem certain nationally recognized high school assessments to meet the bill's requirements, and would require the Superintendent to approve these assessments for selection by an LEA.

The bill would require the Superintendent to apportion to the LEA the lesser of the actual cost of administering the alternative assessment and the amount that would have been apportioned to the LEA if it had administered the consortium summative assessment in English language arts and mathematics for grade 11.

The bill would state that an LEA may administer only one nationally recognized high school assessment in lieu of the consortium summative assessment in English language arts and mathematics for grade 11.

SSC Comment:

A Support position is consistent with Oakland USD's goal to eliminate barriers to access, learning, and achievement for all students by opening doors to higher education for students and parents through the offering of college entrance tests like the SAT or ACT during the school day at no cost to students.

[AB 2068 \(Chu\)](#)

Title: Electricity: Rates: Public Schools

Status: Assembly Utilities and Energy Committee

Position: Recommend Support

Summary:

This bill would require the Public Utilities Commission to require electrical corporations to develop a rate that provides a 35% discount to schools that:

- Receive Title I program funding
- Has at least 40% of its pupils who qualify for free or reduced price meals
- Has at least 25% of its pupils who are classified as English learners
- Generate at least 10% of its electrical needs on site from renewable or other sources

This bill would require the governing board of a school district to expend any monetary savings resulting from a rate discounted pursuant to the bill for the public school that is subject to the discounted rate.

SSC Comment:

A Support position would be consistent with Oakland USD's commitment to seek additional resources, in this case by spending fewer funds on electricity.

Note: Fact sheet has not yet been released by the author's office.

AB 2186 (Thurmond)

Amended: 3/20/2018

Title: Pupil Instruction: Science, Technology, Engineering, and Mathematics (STEM) Education

Status: Assembly Desk

Position: Recommend Board Discussion

Summary:

This bill calls for \$200 million in 2018-19, one-time competitive grants:

- \$50,000,000 to establish the Early Science, Technology, Engineering, and Mathematics (STEM) Professional Learning Grants Program for local educational agencies (LEAs) to develop, replicate, or expand evidence-based professional development programs for the purpose of enabling LEAs to provide transitional kindergarten to grade 8, inclusive, teachers, principals, and other school leaders with high-quality, evidence-based professional development opportunities in order to improve standards-based STEM pedagogical content knowledge, strategies, and leadership
- \$50,000,000 to establish the STEM Teacher Residency Grant Program for LEAs to develop new, or expand existing, teacher residency programs that recruit and support the preparation of teachers of STEM subjects and STEM-related subjects; the bill would require a grant recipient to provide a 100% match of grant funding
- \$50,000,000 to establish the STEM Local Solution Grants Program for LEAs to develop and implement new, or expand existing, locally identified solutions that address a local need for teachers of STEM subjects and STEM-related subjects; the bill would require a grant recipient to provide a 100% match of grant funding
- \$30,000,000 to establish the Computer Science Education for Schools Grants Program for LEAs to integrate rigorous computer science education into their academic program for kindergarten and grades 1 to 12, inclusive
- \$20,000,000 to establish the STEM Education for Rural Schools Grants Program for rural LEAs to provide professional learning opportunities to teachers, principals, and other school leaders to develop high-quality STEM teaching and learning opportunities for pupils

SSC Comment:

Because Proposition 98 is a zero-sum game and any dollars being used to fund one-time, competitive grant programs would be dollars unavailable for discretionary, one-time per-average daily attendance funding, we do not recommend a Support position unless these programs are of enough importance to override the need for discretionary funding. A support position would be consistent with Oakland USD's commitment to ensuring that every student achieve college, career, and community success in the 21st century.

AB 2514 (Thurmond)

Title: Pupil Instruction: Dual Language Programs: Grant Program

Status: Assembly Education Committee

Position: Recommend Board Discussion

Summary:

This bill would establish the Pathways to Success Incentive Grant Program with the goal of providing pupils in preschool and grades TK to 12 with dual language immersion programs, developmental programs for English learners, or early learning dual language learners programs. The bill would require the California Department of Education (CDE) to award 10 incentive grants each year for 3 years, in an amount not to exceed \$300,000 per incentive grant, to school districts for purposes of the program.

A grant recipient shall use the incentive grant for at least two of the following purposes:

- School administrator, teacher, and staff training specific to the implementation of a dual language learning model and curriculum
- Bilingual preschool and elementary and secondary school teacher and paraeducator recruitment
- Ongoing professional development for teachers
- Ongoing outreach to families of pupils, including strategies for family engagement
- Establishment and support of language learning communities for teachers
- Teacher coaches with demonstrated expertise and experience in implementing a dual language immersion program, developmental program for English learners, or early learning dual language learner program
- Instructional materials in targeted languages for proposed dual language immersion programs, developmental programs for English learners, or early learning dual language learner programs

The bill would require the CDE to develop criteria for awarding the incentive grants and would require the CDE to consult with specified persons and entities in developing those criteria.

SSC Comment:

Because Proposition 98 is a zero-sum game and any dollars being used to fund grant programs would be dollars unavailable for discretionary, one-time per-average daily attendance funding, we do not recommend a Support position unless the Pathways to Success Incentive Grant Program is of enough importance to override the need for discretionary funding.

AB 2635 (Weber)

Title: Education Finance: Local Control Funding Formula: Supplemental Grants: Lowest Performing Pupil Subgroup or Subgroups

Status: Assembly Education Committee

Position: Recommend Support

Summary:

This bill would, commencing with the 2018-19 fiscal year, adjust the definition of “unduplicated pupils” to include pupils who are included in the lowest performing subgroup or subgroups, as defined, based on the most recently available mathematics or language arts results on the California Assessment of Student Performance and Progress. The bill would require the State Superintendent of Public Instruction to annually identify the lowest performing pupil subgroup or subgroups.

The bill would require that implementation of these provisions be contingent upon the appropriation of funds for these purposes in the annual Budget Act or other statute.

SSC Comment:

A support position on AB 2635 would be consistent with the District’s commitment to giving each child what they need; teaching them with high expectations, and supporting them to find joy and success in their education.

AB 2808 (Muratsuchi)

Title: Education Finance: Local Control Funding Formula: Funding Increase

Status: Assembly Education Committee

Position: Recommend Support

Summary:

This bill would increase the Local Control Funding Formula (LCFF) base rates in 2018-19 as follows:

- \$11,799 for average daily attendance (ADA) in kindergarten and grades 1 to 3
- \$11,975 for ADA in grades 4 to 6
- \$12,332 for ADA in grades 7 and 8
- \$14,289 for ADA in grades 9 to 12

The bill makes no other formula or policy changes to the LCFF, so the amount a local educational agency receives in supplemental and concentration grant funds would also increase per the formula.

SSC Comment:

AB 2808 compliments the Board’s adoption of a Full and Fair Funding resolution and provides Oakland USD the greatest opportunity to maintain and improve educational programs for the students in the community through LCFF funding.

Note: Fact sheet has not yet been released by the author’s office.

AB 2820 (McCarty)

Title: School Accountability: Community Engagement and School Climate for Continuous Improvement Block Grant

Status: Assembly Education Committee

Position: Recommend Watch

Summary:

This bill would create the Community Engagement and School Climate for Continuous Improvement Block Grant:

- To ensure that the development of the Local Control and Accountability Plan and the system of support include practices, resources, and expertise in meaningful community engagement throughout the continuous improvement process
- To support local educational agencies in measuring and analyzing school conditions and climate data on an annual basis with valid tools, including surveys of pupils, parents, and staff and resources, free of charge, to support school conditions and climate improvements in schools at the local level

This bill would appropriate an unspecified sum to an unspecified entity for the administration of the block grant.

SSC Comment:

We would recommend a Watch position until AB 2820 is amended since it currently lacks the substance needed to take a position. Once amended, the Board would check for consistency of the bill with Oakland USD's health and wellness goals that support social, emotional, and physical health and a positive school climate.

Note: Fact sheet has not yet been released by the author's office.

SB 933 (Allen)

Amended: 3/1/2018

Title: Visual and Performing Arts Education: Grant Program

Status: Senate Rules Committee

Position: Recommend Board Discussion

Summary:

This bill would create the "Arts for Every Student" Incentive Grant Program with the goal of closing the gap in access to visual and performing arts education that exists in communities across the state, particularly the most underresourced.

The California Department of Education would give favorable consideration to plans that include on any of the following:

- Offering high-quality curriculum and instruction in all five disciplines aligned with the state's visual and performing arts content standards for sequential, standards-based arts education, provided by certificated visual and performing arts educators and qualified community arts providers
- Offering visual and performing arts education and integration professional learning for teachers to enhance educator quality, preparation, and professional learning in the visual and performing arts
- Collecting and reporting appropriate data for the evaluation of the grant program.

- Making public and private direct and indirect investments in mentorship and training
- Building awareness and public will through community engagement and mobilization
- Identifying and utilizing community cultural and linguistic resources

Preference for awards would be given to socioeconomically disadvantaged school districts, demonstrated commitment to the arts through their LCAP, and districts that articulate a plan for a sustained visual arts program.

Funding would be one-time to establish models of best practice.

SSC Comment:

Because Proposition 98 is a zero-sum game and any dollars being used to fund grant programs would be dollars unavailable for discretionary, one-time per average daily attendance funding, we do not recommend a Support position unless the Arts for Every Student Incentive Grant Program is of enough importance to override the need for discretionary funding.

Intent Bills

[AB 2471 \(Thurmond\)](#)

Title: Pupil Health: Inschool Support Services

Status: Assembly Desk

Position: Recommend Watch

Summary:

This bill would state the intent of the Legislature to enact legislation that would increase in-school support services to pupils in order to break down barriers to academic success.

SSC Comment:

We would recommend a Watch position until AB 2471 is amended since it currently lacks the substance needed to take a position. Once amended, the Board would check for consistency of the bill with Oakland USD’s health and wellness goals that support social, emotional, and physical health.

[AB 2788 \(Thurmond\)](#)

Title: Teachers: Retention and Recruitment: Teacher Housing

Status: Assembly Desk

Position: Recommend Watch

Summary:

This bill would express the intent of the Legislature to enact legislation that would help close the achievement gap by providing a teacher housing tool to school districts that addresses California’s current crisis of low recruitment and retention of teachers.

SSC Comment:

We would recommend a Watch position until Assembly Bill (AB) 2788 is amended since it currently lacks the substance needed to take a position. Once amended, a Support position will likely be consistent with the Support position taken by Oakland USD last year on AB 45 (Thurmond), which was vetoed by Governor Brown.

AB 3136 (O'Donnell)

Title: Special Education

Status: Assembly Desk

Position: Recommend Watch

Summary:

This is currently a “spot” bill. We will be following its progress if and when it turns into more substantial legislation.

SSC Comment:

We would recommend a Watch position until AB 3136 is amended since it currently lacks the substance needed to take a position. Once amended, the Board would check for consistency of the bill with Oakland USD’s commitment to giving each child what they need; teaching them with high expectations, and supporting them to find joy and success in their education.

Note: Fact sheet has not yet been released by the author’s office.

Charter Schools

AB 1871 (Bonta)

Amended: 3/14/2018

Title: Charter Schools: Free and Reduced-Price Meals

Status: Assembly Education Committee

Position: Recommend Support

Summary:

This bill would require a charter school to provide each needy pupil with one nutritionally adequate free or reduced-price meal during each school day, beginning with the 2019-10 school year. This requirements would not apply to a charter school that offers exclusively nonclassroom-based or nonsite-based instruction.

SSC Comment:

A support position would be consistent with the District’s health and wellness goals that support social, emotional, and physical health.

SB 765 (Wiener)

Amended: 7/3/2017

Title: School Facilities: Surplus Real Property: Charter Schools

Status: Assembly Education Committee—Two-Year Bill

Position: Board Discussion (No Position, 4/12/17)

Summary:

As amended on May 26, 2017, this bill would require the governing board of a school district seeking to sell or lease real property 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.

This bill would authorize districts to use the proceeds from the sale or lease for any one time general fund purpose if certain conditions are met.

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.

SSC Comment:

Similar requirements were made through State Budget trailer bills, but expired on July 1, 2016. Districts generally did not favor this provision as the selling price would be below market value and few districts declared property as surplus during this time.

The author's office has not yet decided whether to move this bill forward in 2018.

SB 1362 (Beall)

Title: Charter Schools: Petitions: Fiscal Impact on A School District: Charter School Special Education Local Plan Area Study by The Legislative Analyst

Status: Senate Education Committee

Position: Recommend Support

Summary:

This bill would expand the ability of a school district governing board to deny a charter school petition because the petition does not contain a reasonably comprehensive description of how it will achieve a balance of pupils receiving special education services that is reflective of the general population of the school district.

The district would also be able to deny a charter school petition if it finds that the charter school would have a negative fiscal impact on the school district because:

- The school district has experienced a decline in pupil enrollment in each of the previous three school years
- The petitioner operates another charter school within the school district, or a neighboring school district, that provides instruction in the same grades as the proposed charter school and has a current pupil enrollment of less than 90% of the estimated enrollment described in its charter school petition
- There is a charter school within the school district that provides a similar academic program and has a current pupil enrollment of less than 90% of the estimated enrollment described in its charter school petition

The bill would also require the Legislative Analyst to submit a report to the Legislature on the impact that a charter school Special Education Local Plan Area serving more than 250 charter schools has on special education services provided to California pupils.

SSC Comment:

A support position would be consistent with the belief in fair and transparent management of Oakland USD's resources in order to ensure the success of all current and future students.

Employees

[AB 1220 \(Weber\)](#)

Amended: 5/30/2017

Title: Certificated School Employees: Permanent Status

Status: Senate Education Committee—Two-Year Bill

Position: Board Discussion (No Position, 4/12/17)

Summary:

As amended on May 30, 2017, the bill authorize a county office of education or school district to offer a third complete consecutive school year of probationary employment to certificated employees, and when invoking this authority would be required to develop, in partnership with the probationary employee and his/her evaluator, an individualized improvement plan to address deficiencies identified as part of a probationary evaluation.

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.

[AB 2022 \(Chu\)](#)

Amended: 3/15/2018

Title: Pupil Health: Mental Health Professionals

Status: Assembly Desk

Position: Recommend No Position

Summary:

As recently amended, this bill would require, on or before December 31, 2021, a school to have at least one mental health professional for every 600 pupils generally accessible to pupils on campus during school hours. (Schools with fewer than 600 pupils must have at least one professional.) The bill would require, if the mental health professional is not employed by the school, that the school form a community partnership with and enter into a memorandum of understanding with the entity that employs the mental health professional that clearly specifies certain information relating to the responsibilities of each partner.

The role of this mental health professional shall include, but is not limited to, all of the following:

- Providing individual and small group counseling supports to individual pupils as well as pupil groups to address social-emotional and mental health concerns.
- Facilitating collaboration and coordination between school and community providers to support pupils and their families by assisting families in identifying and accessing additional mental health services within the community as needed.

- Promoting school climate and culture through evidence-informed strategies and programs by collaborating with school staff to develop best practices for behavioral health management and classroom climate.

Providing professional development to staff in diverse areas, including, but not limited to, behavior management strategies, mental health support training, trauma-informed practices, and professional self-care.

SSC Comment:

While a support position would be consistent with Oakland USD's health and wellness goals that support social, emotional, and physical health, it would take additional resources to meet this bill's requirement at every campus. Because resources are scarce, and Oakland USD could employ these professionals without a state mandate being created, we would recommend taking no position on AB 2022.

Note: Fact sheet has not yet been released by the author's office.



FACT SHEET

AB 1743 (O'Donnell, Burke, Chavez, Cunningham, McCarty, Quirk-Silva, and Thurmond)

SUMMARY

AB 1743 would allow students to gain college and career readiness skills through access to high quality career technical education (CTE) by extending funding for the Career Technical Education Incentive Grant (CTEIG) Program. This bill would provide \$500 million per year for an additional three years with a 1:1 local match.

PROBLEM

CTE prepares students for the world of work by introducing them to key workplace skills, and makes academic content accessible to students by providing it in a hands-on context. In this way, students develop career-relevant, real-world 21st Century skills.

CTE involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. CTE programs in California have been organized into 15 industry sectors, covering 58 pathways that identify the knowledge and skills students need. Partnerships are usually developed between high schools, businesses, and postsecondary schools, providing pathways to employment as well as associate, Bachelor, and advanced degrees.

In recent years, the Legislature has allocated \$500 million for the California Career Pathways Trust (CCPT) grant program as well as \$900 million for CTE Incentive Grants. These significant investments demonstrate a firm commitment to CTE. However, these funding streams are due to expire, while the need for the programs remains strong. The ongoing funding of high quality CTE programs in our schools is

essential to meet the state's labor market demands and to serve the needs of all students. Programs that provide quality career exploration and guidance, and appropriate student supports prepare students to transition smoothly into ongoing education and/or directly into the workforce. Participation in CTE classes also motivates students to attend school more frequently and be more engaged, which improves their overall academic outcomes.

SOLUTION

AB 1743 would provide a bridge to a long term, stable funding stream for high quality CTE programs in California's K-12 schools by extending the current CTEIG grant for an additional three years. This additional time will allow for the full implementation of the Local Control Funding Formula (LCFF) and the development of career readiness metrics within the California School Dashboard and Local Control and Accountability Plans (LCAPs).

In addition to a three year extension of the CTEIG grants, AB 1743 would make the following changes to the program:

- Increase the CTEIG annual funding level to \$500 million per year
- Specify a 1:1 local match requirement
- Require CTE programs to provide opportunities for pupils with exceptional needs
- Increase accountability and reporting requirements to ensure program quality

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AB 1744 (McCarty) – After School Education and Safety Program
FACT SHEET

Sponsor: Assemblymember Kevin McCarty
Staff Contact: Terry Schanz, (916) 319-2007
As Introduced: January 3, 2018

SUMMARY

AB 1744 ensures that after school programs are prioritized to receive Proposition 64 (Prop 64) cannabis tax funding. When voters passed Prop. 64, they were promised that generated revenues would go to support after school programs. These programs prevent and reduce substance abuse for students and help to improve school retention and academic performance.

ISSUE

California has a robust system of after school programs. State and federally funded programs support over 4,500 schools that serve over 480,000 K-12 students daily. California’s After School Education and Safety (ASES) program supports over 4,000 elementary and middle schools offering after-school and summer programs to more than 400,000 students daily. These programs operate at the highest poverty schools—with an average of over 80% of students participating in the free and reduced-price meals program.

After-school programs are essential to closing the achievement and opportunity gap. They provide underserved students with meaningful academic and enrichment activities, keep kids safely off the streets during the prime time for crime by and against children, prevent illicit drug use and offer essential child care for working parents. Also, they provide a crucial infrastructure for STEM, summer learning, physical activity and leveraging hundreds of millions of federal dollars for nutritious snacks and meals.

California-specific research has proven that these programs have a range of positive impacts including improved school attendance, English fluency, academic success, crime prevention, improved health and nutrition and important social emotional skill development. They

are also cost effective—with \$2 to \$9 dollars saved for every \$1 invested.

In November of 2016, the voters passed Prop 64—the Control, Regulate and Tax Adult Use of Marijuana Act of 2016—which legalizes, regulates, and taxes the adult use of cannabis. The initiative is expected to generate up to \$1 billion annually in tax revenue, with 60% of revenues dedicated to youth education, prevention, and treatment. The Yes on Prop. 64 ballot argument stated that Proposition, “64 pays for itself and raises billions for afterschool programs that help kids stay in school.” The Prop 64 campaign clearly articulated its intent for after-school programs to be a prime beneficiary of these new revenues and it is critical that laws and regulations honor this intent.

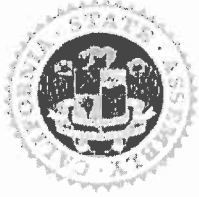
Stagnant funding for after school programs threaten quality and access to successful programs that help prevent youth substance abuse. Keeping kids supervised and providing youth with positive opportunities and mentoring relationships will reduce drug use and ensure better academic success in the classroom.

SOLUTION

AB 1744 prioritizes after school programs to be eligible to receive funding from the Youth Education, Prevention, Early Intervention and Treatment Account established under Prop 64.

AB 1744 keeps the promise made by California voters to use cannabis revenue to increase access to high-quality after-school programs for youth in California’s most underserved communities and help to improve school retention and academic performance.

SUPPORT



FACT SHEET
AB 1951 (O'Donnell) – Pathways to College Act
As Introduced

SUMMARY

AB 1951 allows school districts to administer an approved alternative assessment (e.g., SAT or ACT) for students in grade 11, in place of the grade 11 Smarter Balanced Summative test in English language arts & math.

BACKGROUND

Under current law, students in grades 3-8 and 11 are assessed through the California Assessment of Student Performance and Progress (CAASPP) system, which includes:

- Smarter Balanced Summative Assessments (English language arts & math in grades 3-8, 11)
- California Alternate Assessments (grades 3-8 and 11 for students with the most significant cognitive disabilities)
- California Science Tests (grades 5, 8, and assigned grade in high school)
- California Alternate Assessment for Science (grades 5, 8 and assigned grade in high school for students with the most significant cognitive disabilities)

In an effort to increase college-attendance rates, over 30 school districts, including Long Beach Unified School District (LBUSD), Fresno USD, Oakland USD, and San Jose USD administer college entrance exams to 11th grade pupils free of charge.

Administering the exam during the school day removes a barrier to college attendance for students who may not otherwise have access to the exam or take it on their own.

The LBUSD found that pupil performance on the SAT correlates almost identically with the performance on the CAASPP assessment. For example, 49% of 11th graders met or exceeded benchmarks on both the SAT and the CAASPP English language arts assessments, and 28% of 11th graders met or exceeded standards on the CAASPP math assessment, while 29% met or exceeded the benchmark on the SAT math.

Federal law allows states, beginning in the 2017-18 school year, to authorize local educational agencies (LEAs) to administer a nationally recognized high school assessment in place of the state's high school assessment. In fact, other states, including Connecticut, Delaware, Illinois, Maine, and Michigan, have received approval from the U.S. Department of Education to administer the SAT for federal accountability purposes, in place of a state adopted assessment program.

More school districts throughout the state are requesting local control and flexibility when it comes to assessing students in grade 11 so they can choose assessments that are meaningful to their high school students, provide actionable instructional data to teachers and reduce testing time.

SOLUTION

This bill requires the Superintendent of Public Instruction (SPI) to approve one or more nationally recognized high school assessments that a LEA may administer in lieu of the 11th grade state assessment.



FACT SHEET
AB 1951 (O'Donnell) – Pathways to College Act
As Introduced

The bill requires the following for LEAs that choose to administer an alternative assessment:

- The assessment is a statistically reliable and a valid norm-referenced or criterion-referenced test
- The assessment is aligned to the academic content standards
- The assessment is administered at no charge to students
- The assessment is administered to all students in grade 11, except to students with the most significant cognitive disabilities and those students who opt out
- Students with exceptional needs must be provided with appropriate accommodations or with the California Alternate Assessments
- English learners must be provided appropriate accommodations, including access to testing instruction in their primary language, bilingual glossaries and extended testing time.

OPPOSITION

None Received

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SUPPORT

Association of California School Administrators
Central Valley Education Coalition
California Association of Latino Superintendents and Administrators
California Suburban School Districts
Long Beach Unified School District
Oxnard Union High School District
Paramount Unified School District
Sacramento City Unified School District
San Jose Unified School District
Tustin Unified School District
Val Verde Unified School District



AB 2186 – California STEM Grant Program

IN BRIEF

This bill creates a statewide grant program that will fund the expansion and development of high-quality Science, Technology, Engineering, and Mathematics (STEM) programming for California’s students. Grants will be offered for professional development for teachers and other school staff, teacher recruitment and retention efforts, curriculum, and programming.

BACKGROUND

Scientific and technological innovations have become exceedingly important as we face an increasingly globalized world and a knowledge-based economy. STEM workers help drive our nation's innovation and competitiveness by generating new ideas.

To succeed, students need to develop their capabilities in STEM. Employment opportunities in the STEM field are rapidly increasing as compared to non-STEM jobs. The projected growth rate for STEM occupations is 8.9% by 2024. 1.4 million STEM jobs are expected by 2022 and there is a current 2 to 1 ratio of open STEM jobs to qualified applicants.

When children receive access to STEM education, the benefits are numerous. Access to STEM education can help children of color bridge the achievement gap. Additionally, STEM education provides training for a wide variety of potential careers where workers need critical thinking and technical skills. Finally, research shows that STEM degree holders earn higher wages. In 2015, STEM workers earned 29% more than their non-STEM counterparts. For these reasons it is imperative that our students have access to a high-quality STEM education.

SOLUTION

Funding will be provided in several different ways to meet the needs of California’s students:

- 1) Professional learning grants to provide teachers, principals, and other school leaders with STEM-focused professional development,
- 2) Grants to establish or expand teacher residency programs to recruit and retain teachers in STEM subjects,

- 3) Local solution grants that allow districts to address local STEM teacher shortages,
- 4) Grants for the expansion and development of computer science education,
- 5) Grants specifically set aside for rural school districts seeking to develop STEM programs.

The bill also provides funding for a study on the feasibility of early assessments of student performance in science and a statewide survey on instructional hours provided in math and science.

SUPPORT

California STEM Network (Sponsor)
National Education Foundation

FOR MORE INFORMATION

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AB 2514– Grant Program for Dual Language Instruction

IN BRIEF

This bill would create a 3-year grant program to support the creation and expansion of dual language immersion programs, developmental programs for English Learners, and early learning dual language learner programs.

BACKGROUND

There are 1.3 million English Learners (ELs) in California. These students often face language barrier hurdles, requiring services tailored to their needs. The Local Control Funding Formula (LCFF) recognizes the need for support of EL students, but more resources are needed. EL students benefit from dual language immersion and developmental programs that help them learn in both English and their native language. Non-EL students also benefit from dual language immersion programs.

California voters approved Proposition 58 in 2016, which allows local education agencies (LEAs) to adopt multilingual/bilingual programs for pre-school and Transitional Kindergarten (TK) through 12th grade. Many school districts, however, lack resources to establish new dual language programs or to support staff in learning how to successfully implement such a program.

SOLUTION

AB 2514 establishes the Pathways to Success Incentive Program, to be administered by the California Department of Education (CDE). The three-year program will annually award grants of up to \$300,000 to LEAs to assist them in establishing or expanding dual language immersion programs, developmental programs for ELs, or establishing early learning dual language learner programs.

Grant money will go towards:

- 1) Training administrators, teachers, or staff on the implementation of a dual language learning model and curriculum,
- 2) Recruiting bilingual teachers and paraeducators,
- 3) Professional development for teachers,
- 4) Outreach to, and engagement of, families of students,
- 5) Establishing language learning communities for teachers,

- 6) Recruiting teacher coaches with experience in the programs, and
- 7) Instructional materials in target languages.

This bill would require the CDE to submit a report to the Legislature detailing the successes, best practices, and other information gathered by the program.

SUPPORT

California Association for Bilingual Education (sponsor)
Californians Together (sponsor)
California School Boards Association

FOR MORE INFORMATION

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AB 2635: Local Control Funding Formula: Lowest Performing Subgroup

Assemblymember Shirley Weber (D – 79)

SUMMARY

AB 2635 will create a new supplemental grant category in the local control funding formula for the lowest performing subgroup of students not currently receiving a supplemental grant.

BACKGROUND

The Local Control Funding Formula (LCFF) was enacted in 2013. The LCFF was designed to be a more equitable system of funding, with the goal of providing additional funding for the highest needs students. Base grants, concentration grants and supplemental grants were created to provide additional funding and accountability to school districts and charter schools to provide extra support for high needs students. These subgroups of students include English Language Learners, low-income students, and foster/homeless youth.

Statewide 2017 testing data shows that African American students are the lowest performing subgroup with only 31% meeting English Language Arts (ELA) Standards and only 19% meeting Math Standards. The statewide average for all students was 49% meeting ELA and 38% Math Standards. This is not a new phenomenon as African American performance has been low for decades. There are 350,000 African American students in California, yet only 260,000 receive supplement funding under LCFF because they are low income or homeless or foster youth. As such, 90,000 African American students or 26% are not receiving additional supplemental funding through the LCFF.

African American students have the highest suspension rate of any subgroup at 9.8% compared to 3.7% Latino and 3.2% Caucasian. In addition, they have the lowest high school graduation rate of 72.9% compared to 80.5% Latino, 88.9% white and 93.7% Asian. These students are not being given enough academic support. The equitable goals of the formula are not being met.

EXISTING LAW

Existing law, the Local Control Funding Formula, generates a base grant of funding per student. The LCFF generates additional supplemental grant funds per student if they are low-income, English Language Learners, or a foster/homeless youth. These supplemental grant funds come with additional accountability required for each of these subgroups within each school district and charter school's Local Control Accountability Plan (LCAP).

THIS BILL

Seeks to add a new supplemental grant category in the LCFF to include the lowest performing subgroup of students statewide (currently African American students). This would ensure that every African American student within the state is generating additional supplemental funding to provide resources to increase their academic performance (approximately 90,000 African American students currently are not generating funding). This would additionally ensure that school districts and charter schools throughout the state are being held accountable to provide additional services

and improve academic performance among African American students.

PREVIOUS LEGISLATION

AB 97 (BUDGET, 2013) ESTABLISHED THE LOCAL CONTROL FUNDING FORMULA

SUPPORT

California Charter Schools Association
(Sponsor)
Black Parallel School Board
California Black Chamber of Commerce
California Association of African American Superintendents
National Coalition of 100 Black Women, Sacramento Chapter
California Association of Black School Educators
Sacramento Black Chamber of Commerce

OPPOSITION

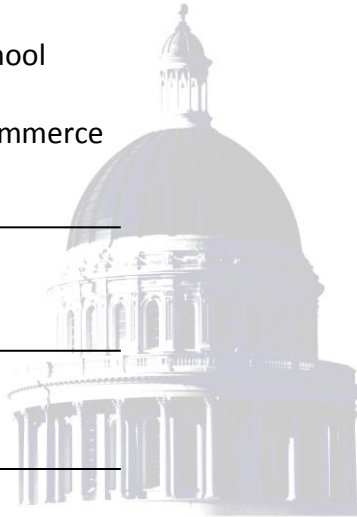
None On File 2/16/2018

STATUS

Introduced 2/15/2018

FOR MORE INFORMATION

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AB 2635 (Weber)
Increase LCFF Funding for the Lowest Performing Subgroup of Students
Not Currently Receiving Funds

- **Problem:** Under the current Local Control Funding Formula (LCFF), several subgroups of students who are performing academically below the state average are targeted with supplemental grants in an effort to elevate their academic performance. These subgroups of students include English learners, low income students, and foster/homeless youth. However, performance data show that the academic performance of another subgroup of students, African American Students, falls below the state average for both ELA and Math. This performance gap persists, even when the data removes black students who are already receiving supplemental funds as one of the other targeted groups, such as low-income. Despite chronic under-performance, non-low-income African American students do not receive targeted funding to help elevate their academic performance. There are an estimated 90,000 African American students who are in need of additional support yet under the current system are not receiving targeted supplemental assistance under LCFF.
- **Solution:** Modify the LCFF by adding a new supplemental grant category to include the lowest performing subgroup of students. This will provide additional support for struggling students who are not currently receiving targeted funds in the unduplicated pupil count. In addition, these students would be considered high needs and school districts and charter schools receiving these funds would have to describe in their Local Control and Accountability Plans (LCAP) how they will implement and evaluate the supplemental educational support for these students.
- **Why:** Students' lives and their futures are on the line. It is imperative that California modify LCFF now so that the lowest performing subgroup of students not already included in LCFF supplements are better served and can thrive in school and in the global economy. Rather than investing in prisons, California should dedicate more funds to education.
- **What students in California would benefit?** Students at ALL public schools both traditional district and charter schools would benefit from the additional funding and supports from this proposal.
- **Which School Districts would benefit the most from this proposal?** School districts from both Northern and Southern California would benefit. 13 School Districts serve over 1,000 non-low-income African American students. They are Los Angeles, Oakland, Long Beach, San Diego, Elk Grove, Corona-Norco, Pasadena, West Contra Costa, San Francisco Unified, Fairfield-Suisun, Sacramento City, San Juan and Vallejo City Unified School Districts In addition, in 16 districts or County Offices of Education, this group is over 5% of the population and includes Emery Unified, Wiseburn Unified, Sacramento County Office of Ed, Pasadena Unified, Inglewood Unified, Culver City Unified, Vallejo City Unified, Travis Unified, Natomas Unified, Fairfield-Suisun Unified, San Bernardino County Office of Education, Los Angeles County Office of Education, Antioch Unified, Lammersville Joint Unified, Oakland Unified and Etiwanda Elementary.
- **Are there any schools in the state that are excelling in educating African American Students?** Yes, there are 12 schools in the state that serve a majority African American

Students and in the top half of student performance and in the top 10% when compared to similar schools. They are mostly in Los Angeles and Sacramento region. They include Wilder's Preparatory Academy Charter, Cowan Avenue Elementary, KIPP Empower Academy, Pasadena Rosebud Academy, Loyola Village Fine and Performing Arts Magnet, Watts Learning Center, Baldwin Hills Elementary, Broadacres Avenue Elementary, La Tiejera K-8 Academy of Excellence, Fortune School, Oak Park Preparatory Academy and St. Hope Public School 7.

- **How are students identified in this proposal?** Students in the lowest performing subgroup who are not already receiving an LCFF supplement under the current unduplicated pupil count would qualify. Currently this subgroup is African American pupils. We estimate that approximately 90,000 students are in the subgroup of African American pupils who are not currently receiving an LCFF supplement.
- **Where would the funding come from? Would this negatively impact other subgroups?** The funding would come from Proposition 98 and would become part of the ongoing LCFF appropriation. This would be an addition to other supplemental funds generated under LCFF. However, because LCFF supplements are unduplicated counts, only students who are not already included in a supplemental count, such as low-income students, would generate additional funds. We estimate this proposal would generate approximately \$388 million in additional supplemental grant funds to support pupils in the lowest performing subgroup not already receiving and LCFF supplement.
- **Sponsor/Support:** California Charter Schools Association, California Black Chamber of Commerce, National Coalition of 100 Black Women, California Association of Black School Educators, California Association of African American Superintendents & Administrators, Sacramento Black Chamber of Commerce
- **Opposition:** None at this time

SB 933 – Arts for Every Student Act

SENATOR BEN ALLEN

FACT SHEET

SUMMARY

SB 933 establishes the Arts for Every Student Act, which is intended to close the gap in access to visual and performing arts education for California students. The Act creates an incentive grant program for school districts to expand visual and performing arts instruction.

BACKGROUND

California requires that students in grades K through 12 receive arts education that includes elements of dance, music, visual arts, and theater. According to the California Arts Data Project, 86% of California schools provide at least one course in an arts discipline, but only 12% offer all four disciplines.¹

During the 2016/2017 school year, only 39% of California students were enrolled in an arts course.¹ The majority of students were enrolled in visual arts and music courses, with theater and dance lagging behind. In order to graduate from high school, a student must have one course of visual/performing arts, foreign language or career technical education. This permits California students to fulfill high school graduation requirements without taking any arts courses.

A strong body of academic research has shown that arts instruction and arts integrated education engages students and increases learning achievement in non-art subjects. A 2012 UCLA study found that teenagers from low-income backgrounds who have a history of in-depth arts involvement have better academic outcomes and higher rates of college enrollment and attainment².

¹ Arts Education Dashboard for California
<http://www.createca.dreamhosters.com/interactive-dashboard>

² James Catterall et al, The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies; 2012.

Arts education has been shown to improve critical thinking and problem-solving skills, facilitate cross-cultural understanding, and support civic engagement.³ Several studies have determined that arts education helps boost literacy, advance math achievement and increases capacity for leadership.³

SOLUTION

SB 933 provides a one-time investment to create new programs for schools with limited arts resources and match local funds for existing programs in order to expand arts education access and opportunities for students across the state.

SUPPORT

California Alliance for Arts Education (Sponsor)
Alfred Music
Art=Opportunity
Claire Raley Studios For the Performing Arts (CLARA)
Constellation Musical Instruments
Drama Education Network
DynaMount
Inner City Arts
Los Angeles Philharmonic Association
Music for Minors
National Association of Music Merchants (NAMM)
San Diego Music Studios
Santa Clara County Office of Education
Rockin' Kids
Techno Empire
The Academies
Yamaha Corporation of America
Young Storytellers

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³ Preparing Students for the Next America: The Benefits of an Arts Education; Arts Education Partnership, April 2013.





AB 2471–School-Based Student Support Services Program

IN BRIEF

AB 2471 addresses California’s deficit of student support services by establishing grants that increase the delivery of support services and the integration of services within the school and the existing community as well as state. In creating a supportive learning environment in school, this bill will improve the academic preparation and social development of California’s youth.

BACKGROUND

Student support services meet a crucial need for California’s students that extends beyond academics. Peer pressure, bullying at school, family troubles, drug use, and teen suicide all contribute to barriers to learning. Student services personnel such as school counselors, nurses, and social workers, provide the critical support students need. Especially for those who abuse substances or have physical, emotional, or behavioral needs.

With limited school resources and numerous demands, the State of California has not fully met the existing need. For example, in 2015, California’s nurse to student ratio was 2,784:1 and, worse yet, social worker to student ratio was 12,870:1. Funding is needed so that student support staff meet student needs that otherwise may fall to already strained administrators and teachers to address—or that may not be addressed at all. Supportive services, in general, are linked to many positive outcomes including an improved learning environment, student behavior, engagement in school, and academic achievement.

Schools are a trusted and comfortable setting for families and students to receive assessments and link to community and county services. By prioritizing integration, this bill will ensure no students slip through the cracks while navigating the complex health care system. In establishing a grant for supportive service positions, a multi-tiered care system is created where teachers are the frontline of recognizing and referring students who need services; school nurses and counselors provide preventive services, referrals, and health assessments; and community-based organizations as well as health providers give services.

SOLUTION

This bill establishes the School-Based Student Support Services Program. Specifically, it provides schools with specified qualifications relating to students with need, the ability to: 1) receive a planning grant to develop assessments of student need and a coordination team so that they may design sustainable programs that link the community and state resources to the school, and 2) receive an operational grant once they have demonstrated a readiness to begin or extend the operation of a supportive services program that, among other things, increases the presence of supportive services staff and has an aim to reduce substance abuse. This bill appropriates funds pursuant to the Youth Education, Prevention, Early Intervention and Treatment Account of Proposition 64.

SUPPORT

FOR MORE INFORMATION

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AB 2788—School Employee Housing Assistance Program

IN BRIEF

AB 2788 will provide resources that will enable school districts to use a proven tool for recruiting and retaining teachers. Specifically, it will help the 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. Increases in student enrollment have left many districts scrambling to find and retain qualified teachers.

Consistent 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 meaning more students are being taught by individuals who have not completed, or in some instances begun, teacher credentialing.

Housing has exacerbated the problem of teacher recruitment and retention. In high housing cost areas, the insufficiency of salaries to cover housing costs is a barrier to retention. 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.

In rural areas, compensation tends to be not enough to cover otherwise expensive housing—and in many instances unavailable. Additionally, 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, including North Carolina and West Virginia.

The long commute faced by teachers and classified employees is a detriment to children. Research shows

that teachers living in the communities where they work were more likely to develop multicultural awareness and sensitivity. When forced to live outside the community, they are unable to spend much time before or after class with students. They cannot provide individualized teaching grounded in the culture of the community. Ultimately, these school employees endure long commutes home and sometimes are forced to leave the profession entirely—leading to turnover that perpetuates the achievement gap.

SOLUTION

Provide resources to local education agencies so that they may develop rental housing as a recruitment and retention tool for teachers and classified staff.

SUPPORT

FOR MORE INFORMATION

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AB 1871 (Bonta) – Meals in Charter Schools

(As Introduced)

SUMMARY

AB 1871 would ensure that low-income, public charter school students – like all other low-income, traditional public school students – have access to at least one nutritious, free or reduced-price school meal each school day.

BACKGROUND

In 1975, California established a law to protect children from hunger by guaranteeing that all low-income, traditional public school students would have access to at least one nutritious, free or reduced-price school meal each school day. Despite attending public schools, charter school students are not protected under this law.

Public charter schools can receive federal entitlement funds and categorical state funds for the operation of school meal programs. All schools have a variety of options for operating meal programs, from preparing meals in an onsite or central kitchen to contracting with a local school district or private vendor.

Public charter schools have grown rapidly in California since being authorized in 1992. California now houses the most charter schools and charter school students in the country, enrolling more than 630,000 students, including an estimated 27,000 new students in the 2017-18 school year.

THE NEED FOR THE BILL

More than 340,000 low-income students attend California public charter schools.

School meals support the academic achievement and fundamental well-being of all students, particularly low-income students who may not otherwise have adequate access to nutritious meals. Hungry children

struggle to learn, grow, and achieve at their fullest potential.

As public charter schools to continue to expand across California, so will the number of low-income, public school students who do not have equitable access to free or reduced-price school meals. Withholding such important resources exacerbates the achievement gap for low-income students, including students of color.

School nutrition programs are a critical resource for all students in need, regardless of which public school they attend. It should be the intent of the Legislature that no student goes hungry in a California public school.

SOLUTION

AB 1871 is an opportunity to advance equity and support the academic achievement and well-being of charter school students. AB 1871 would require a charter school to provide each needy pupil with one nutritionally adequate free or reduced-price meal during each schoolday.

SUPPORT

California Food Policy Advocates (Sponsor)
California Parent Teacher Association (Co-Sponsor)
California Teachers Association (Co-Sponsor)
Western Center on Law and Poverty (Co-Sponsor)
American Academy of Pediatrics – CA
Food for People

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SB 1362 (Beall)
Local Control of Charter Schools
Managing Impact on Special Education and Neighborhood Public Schools
Fact Sheet

ISSUE

The charter act is now 25 years old, and it is past the time to revisit the policy and make modifications to give our local districts the tools they need to adequately assess the impacts new charter schools will have on the district.

Flaws in charter school law require approval of new schools regardless of their negative impact on a districts overall budget and can further erode vital support services for the remaining students. School board members are elected to be responsible stakeholders in determining the public educational programs that will best serve the students in their district. Unfortunately, they are not allowed to consider the impacts a new school will have on the local district's budget or the unexplored impacts to the delivery of special education services.

As the number of charter schools continues to grow, it is increasingly important for school districts to estimate and manage the costs associated with charter expansion, and consider the impacts new charter schools have on neighborhood public schools.

BACKGROUND

First established in 1992, the charter school act originally set a cap of 100 locally-driven experiment schools. Today, the charter school industry in California has grown to more than 1,200 charter schools. The system is shifting into one that prioritizes the growth opportunities for charter school operators over the educational opportunities for all students.

In school districts where new charter petitions are forced to be approved despite declining enrollment, district leaders are having very real conversations about laying off employees and closing schools. It is beyond reason that a school district struggling to maintain enrollment or to maintain a balanced budget should be mandated to approve new schools. This lack of local control and oversight are having significant consequences in school districts throughout the state.

Additionally, trends in enrollment of students with special education needs in charter schools has led to significant differences in the level of services provided by charter schools and the neighborhood public schools. School districts typically serve a larger and more diverse population of students with special education needs. This

often requires more intensive support, and puts additional funding strains on neighborhood public schools. The full financial impact of these developments requires closer inspection.

Statewide Charter Special Education Local Plan Areas have grown from a pilot program to now one formally working with more than 300 charter schools. About 1 in 4 charter schools statewide are served by a single Statewide Charter SELPA, and the number is likely to grow. While the rest of the state is underfunded and struggles to provide adequate resources to students with special education needs, some Statewide Charter SELPAs have a surplus of funds.

The state's priority must be to ensure the needs of all children are met, and more information is needed on the current disparity of services for students with special education needs between neighborhood public schools and charter schools.

THIS BILL

SB 1362 will require the Legislative Analyst Office to submit a report to the Legislature on the impact large Charter SELPAs have on special education services provided to all of California's students. Furthermore, this bill requires that charter schools demonstrate within their charter school petition how they will achieve a balance of pupils receiving special education services that is reflective of the general population residing within the school district.

Additionally, the bill promotes local control, and permits a charter school authorizer to deny a charter school petition based on the negative fiscal impact the proposed school would have on neighborhood public schools if the district has consistently declined in enrollment or has already approved similar charter school programs to the petition that are not at capacity.

STATUS/VOTES

Introduced February 16, 2018

SUPPORT

California Teachers Association

OPPOSITION

FOR MORE INFORMATION

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