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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

BOARD OF EDUCATION 2017

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April 12, 2017

TO: Board of Education

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

SUBJ: Board of Education - Position on Named State Legislative Bills - As of March 31, 2017

ACTION REQUESTED:

Adoption by the Board of Education of Resolution No. 1617-0165 Board of Education – Position on Named State Legislative Bills – As of March 31, 2017.

BACKGROUND:

The Oakland Unified School District (OUSD) has engaged School Services of California to represent the District in Sacramento, particularly 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.

As of March 31, 2017, the named bills in the attached SSC Report, of interest to the District, are moving with rapid pace through the State Legislature. It is the Ad Hoc Legislative Committee’s recommendation that the Board take the position stated in the Resolution on each named bill as of its status as of March 31, 2017, with the caveat that the Board reserves the right to change its position on legislation should conditions warrant.

The Committee recommends that the Board:

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

Oppose:

AB 1506 (Bloom) Residential Rent Control: Costa-Hawkins Rental Housing Act

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

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

RECOMMENDATION:

Adoption by the Board of Education of Resolution No. 1617-0165 Board of Education – Position on Named State Legislative Bills – As of March 31, 2017.

Attachment: Resolution No. 1617-0165

SSC Status Report – March 31, 2017

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

Resolution No. 1617-0165

Board of Education - Position on Named State Legislative Bills - As of March 31, 2017

WHEREAS, the Board of Education has established its Ad Hoc Legislative Committee to keep track of and make recommendations to the Board of Education on pending federal, state legislation and regulations that affect the interest of the mission of the school district; and

WHEREAS, at the state level the Board has engaged School Services of California, Inc., (SSC) as its state lobbyist in Sacramento, to represent the District’s position and interests in the State Legislature, with the Governor and with state departments and agencies in the areas of education and related issues; and,

WHEREAS, the Ad Hoc Legislative Committee has received recommendations from SSC, as of March 31, 2017, recommending that the District immediately take positions – support, opposition, or otherwise on bills named in SSC’s Status Report to the District as of March 31, 2017; and,

WHEREAS, the Ad Hoc Legislative Committee has reviewed said Report and hereby recommends, the Board take a position on the named bills, as of March 31, 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 each named bill, pending in the State Legislature, as of March 31, 2017, stated below:

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

Oppose:

AB 1506 (Bloom) Residential Rent Control: Costa-Hawkins Rental Housing Act; and takes

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

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

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 12th day of April, 2017, by the following vote:

AYES:

NOES:

ABSTAINED:

ABSENT:

CERTIFICATION

We, James Harris and Devin Dillon, President and Interim Secretary of the Board of Education 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 12th 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: March 31, 2017

Early Childhood Education

AB 60 (Santiago)

Title: Subsidized Child Care and Development Services: Eligibility Periods

Status: Assembly Appropriations Committee

Recommended Position: Support

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 169 (O'Donnell)

Amended: 3/29/2017

Title: Teaching Credential: Teacher Recruitment: Golden State Teacher Grant Program

Status: Assembly Appropriations Committee

Recommended Position: Support

Summary:

As amended on March 29, 2017, this bill, subject to an appropriation by the Legislature, would establish the Golden State Teacher Grant Program to provide a \$20,000 grant to each student enrolled on or after January 1, 2018, in an approved teacher credentialing program who commits to working in a "high-need" field for five years after he or she receives a teaching credential. High-need areas are defined as:

- Bilingual education

- Science, Technology, Engineering, and Mathematics (STEM)
- Special education
- Other subjects as designated annually by the Commission on Teacher Credentialing based on an analysis of California's teacher supply

SSC Comment: We believe Assembly Bill 169 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, especially in the hard-to-place subject matters of science, mathematics, multi-lingual education, and special education. Additionally, funding for the program would most likely come from outside Proposition 98. Note: Fact sheet has not yet been released by the author's office.

AB 234 (Steinorth)

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

Status: Assembly Appropriations Committee

Recommended Position: **Support**

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 Higher Education Committee

Recommended Position: **Support**

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: 3/28/2017

Title: Certificated School Employees: Permanent Status

Status: Assembly Education Committee

Recommended Position: Board Discussion

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.

Miscellaneous

AB 1506 (Bloom)

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

Status: Assembly Housing and Community Development Committee

Recommended Position: Board Discussion

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

School Safety and Student Discipline

AB 424 (McCarty)

Title: Possession of A Firearm In A School Zone

Status: Assembly Floor—Third Reading

Recommended Position: Board Discussion

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

Recommended Position: No Position

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

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

Recommended Position: Support

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 would be 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

Recommended Position: Support

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, food with the packaging still in good condition
- Whole uncut produce
- Fruit that will be peeled

SSC Comment: A support position on Senate Bill 557 would be 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 would be 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

Recommended Position: Await Amendments

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

Recommended Position: Board Discussion

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 that data is available (quarter 3 and 4 of 2016).

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

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

AB 60 (Santiago & Gonzalez Fletcher)

The Child Care Protections for Working Families Act

Bill Summary

AB 60 establishes 12-month child care assistance and a graduated phase out that allows for tapered assistance to families whose income has increased at the time of re-determination, but still does not exceed the federal income limit of 85% of State Median Income (SMI).

Existing Law

Title V of the California Code of Regulations requires families to report, within 5 days, any changes in family income, family size, or activities requiring child care. A parent who is a student must report any request for a change in class schedule within 5 days, and progress reports within 10 days. Families authorized for a "variable schedule" due to unpredictable days and hours of employment must also, every 4 months, submit pay stubs, written statements from their employers, or other records of their time for the prior 4 months. Child care may be terminated for failure to report, or for purported lack of eligibility based on new information.

Current law states that families may not receive child care assistance for more than 12-months without redetermination of eligibility, but offers no protection from repeated reporting or termination prior to 12 months.¹

Existing law allows families in state child care programs to earn no more than 70% of a derived SMI based on income data from a decade ago.²

¹ Cal. Educ. Code § 8263 (a)(state has general authority to adopt rules and regulations on eligibility, enrollment); Cal. Code Regs. tit. 5, § 18103(a)(3)("[F]amilies shall be recertified at least once each contract period and at intervals not to exceed twelve (12) months.").

² Cal. Educ. Code §§ 8263.1(a)-(c)(setting income limits based on SMI in use for the 2007-08 fiscal year, which was based on data collected in 2005).

Background

Currently, many parents who earn the new minimum wage and work full-time no longer qualify for state child care administered by the California Department of Education (CDE). Some families earning only a few more cents per hour have been pushed over the income eligibility guidelines, and are now left with hundreds to thousands of dollars in child care costs that they cannot afford. Outdated income requirements are forcing parents to choose between keeping their jobs or keeping their child care. Moreover, the majority of families who are terminated from their affordable child care due to onerous reporting requirements remain otherwise eligible. These same parents are placed back on long child care waiting lists, where they languish with over 200,000 families also waiting for an opening. Meanwhile, employers and educational institutions are burdened by signing off on endless child care paperwork, and contractors administering CDE child care programs are consumed with piles of reporting forms.

In raising the minimum wage, California has invested in building a more prosperous future for everyone. But that investment will be squandered if working parents lose their child care. There is broad consensus among parents, child care administrators, and advocates that the passage of AB 60 is necessary so parents can continue to work and children can continue to thrive in their child care, preschool and after-school programs.

Need for AB 60

AB 60 will update statewide child care eligibility guidelines that have been frozen for over a decade, taking into account the increase in minimum wage and cost of living in California. This measure will also allow children to stay in child care for as long as needed and streamlines reporting requirements, minimizing disruptions for children, parents, employers and child care providers. Finally, AB 60 will allow parents to slightly increase their earnings so they have a pathway to achieving economic security.

Support

24-Hour Oakland Parent Teacher Children Ctr.
4C's of Alameda County
4C's of San Mateo County
9to5
Advancement Project
Alameda County Early Care and Education
Planning Council
Alum Rock Counseling Center
American Academy of Pediatrics
BANANAS
Bay Area Hispano Institute for Advancement,
Inc.
CA Child Development Administrators
Associations
California Alternative Payment Program
Association
California Child Care Coordinators Association
California Child Care Resource & Referral
Network
California Department of Education
California Family Child Care Network
California Head Start Association
California Women's Law Center
Central Valley Children's Services Network
Child Action, Inc.
Child Care Alliance of Los Angeles
Child Care Law Center
Child Care Links
Child Care Planning Council of San Luis Obispo
County
Child Development Associates, Inc.
Child Development Association
Child Development Centers Continuing
Development Inc.
Children Now
Children's Council of San Francisco
Choices for Children
Coalition of CA Welfare Rights Organization, Inc.
Commerce San Jose
Common Sense Kids Action
Community Action Partnership of San Luis
Obispo
Community Child Care Council of Alameda
County
Community Child Care Council of Sonoma
County
Congregation Beth Am

Crystal Stairs, Inc.
Del Norte Child Care Council
EarlyEdge California
Educare California at Silicon Valley
Educational Enrichment Systems, Inc.
Equal Rights Advocates
First 5 Association of California (E-mail)
First 5 California
First 5 Monterey County
First 5 Sacramento
First 5 San Mateo County
First 5 Santa Clara County
Honorable Tom Torlakson, State
Superintendent of Public Education
Institute for Human and Social Development
Kidango
KinderCare Education
LAUP
Los Angeles of Commerce
Los Angeles Unified School District
Marin Child Care Council (E-mail)
Marin Family Child Care Association
MomsRising.com
National Council of Jewish Women California
Northern California Child Development, Inc.
Parent Voices CA
Parent Voices Oakland (E-mail)
San Francisco County Board of Supervisors
San Mateo County Child Care Partnership
Council
San Mateo County Office of Education
Santa Clara County Office of Education
SEIU California
Shasta Head Start Development, Inc.
Sierra Nevada Children's Services
Siskiyou Child Care Council, Inc.
Stronger California Advocates Network
The Center for Law and Social Policy (CLASP)
The Resource Connection of Amador and
Calaveras County, Inc.
Toddle Flexible Preschool
UDW/AFSCME Local 3930
United Way of San Diego County
Voices for Progress
Western Center on Law & Poverty
Wu Yee Children's Services
Yolo County Office of Education

For More Information

Jaspreet Johl

Assembly Member Miguel Santiago

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MARC STEINORTH

MEMBER FOR THE 40TH ASSEMBLY DISTRICT



AB 234 – Restoring Assumption Program for Loans of Education (APLE)

Summary

Assembly Bill 234 seeks to reduce teacher attrition and assist disadvantaged low-income schools by restoring funding for loan payments through the Assumption Program of Loans of Education (APLE). Funding for the APLE program provides credentialed teachers with the opportunity to stay and teach in low-performing schools that are historically understaffed. Programs like APLE will reduce teacher shortages, augment meager teacher salaries by reducing student loan debt, and give a boost to low-performing schools that need committed instructors.

Background

Established in 1983, the California Assumption Program of Loans of Education (APLE) created loan assistance to credentialed teachers who teach in a California K-12 public school ranked in the lowest 20 percent of the Academic Performance Index. Teachers can earn up to \$11,000 to pay down education debt.

Teachers must commit to four consecutive years of full or part-time teaching service in a low-performing school. Loan forgiveness programs like APLE provide financial help for teachers to stay at low-performing schools instead of leaving for wealthier school districts or other careers that offer higher starting salaries. The APLE program and the similar California Governor's Teaching Fellowship were found to create higher than average teacher retention rates.

The Issue

Schools are facing a severe shortage of teachers that threaten the learning environment of California students, particularly those in disadvantaged communities. A recent California School Boards Association study found 75% of surveyed school districts face teacher shortages and more than 8 out of 10 believe the problem is getting worse. The study also notes that the largest shortages are in the subjects of special education, math, and science.

Urban and rural areas are prone to teacher shortages and the teaching industry as a whole faces stiff competition from other professions that offer a higher starting salary. The current APLE program will continue to pay down loans until 2022 for current teachers, but has no additional funding for new applicants.

The Solution

AB 234 provides an incentive for teachers to work in struggling schools by helping alleviate loan obligations. Renewing APLE will supply the lowest performing schools with a new generation of committed teachers that are not saddled with financial hardship.

Staff Contact

Evan Harris

Office of Assemblyman Steinorth

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(916) 319 - 2040



Assemblymember Rudy Salas, 32nd District
ASSEMBLY BILL 463 – ASSUMPTION PROGRAM OF LOANS FOR EDUCATION (APLE)
FACT SHEET

ISSUE

Enrollment in teaching programs has decreased seventy-six percent since 2002 and currently seventy-five percent of school districts report shortages. This, along with the high number of teacher retirements, has caused a significant teacher shortage statewide, especially in science, technology, engineering, math (STEM) subjects and special education.

The large number of vacancies has led districts to rely on substitute teachers or hire uncredited teachers. A loan assumption program has historically served as a beneficial incentive to attract highly qualified, credentialed teachers. According to the California School Boards Association, two-thirds of those entering the teaching profession borrow money to pay for their education, resulting in an average debt of \$20,000 for those with a bachelor degree and \$50,000 for those with a masters degree. By reducing the financial burden on new teachers, AB 463 will attract new people to the profession and reduce the severe shortage of credentialed teachers in high need areas.

THIS BILL

The Assumption Program of Loans for Education (APLE) program, established in 1983, provides loan assumption benefits to credentialed teachers. Generally, APLE warrants are given to credential candidates and then redeemed for the loan assumption benefit once the candidate has earned a credential and completed a year of eligible teaching. The program, which is designed to increase the number of qualified teachers in disadvantaged schools or high-priority subject areas, "forgives" up to \$11,000 of college loan debt for a person who teaches for four consecutive years in a qualifying school or subject area--\$2,000 for the

first year of teaching and \$3,000 for each of the next three years. Additional loan forgiveness of \$1,000 per year over the four years (a total of \$15,000) is provided for those who teach math, science or special education. AB 463 would revive this program by allocating \$5 million dollars from the general fund.

SUPPORT

California Student Aid Commission
California School Board Association
Kern County Superintendent of Schools
Buttonwillow Unified School District

OPPOSITION

FOR MORE INFORMATION

Jose Alvarado
Office of Asm. Rudy Salas
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AB 1220: *Teacher and Student Success Act*
Assembly Member Shirley N. Weber (D – 79)

SUMMARY

For California’s six million public school students to succeed, we must provide their teachers with the time, support and resources they need to achieve success in the classroom. Passionate, hardworking teachers are the foundation of a quality public education, and they should be rewarded with an earned professional milestone.

The Teacher and Student Success Act would provide teachers additional time in which to develop their classroom skills before a permanent status (“tenure”) decision is made by a school district. The bill would also provide support and mentoring along with additional opportunities to achieve permanent status to those teachers who may require additional time and professional development.

BACKGROUND

Teachers in California currently only have two years to demonstrate classroom effectiveness before a tenure decision is made by a school district (this timeline is actually truncated to 18 months given statutory requirements for notification on March 15th). If the teacher is not offered permanent status within that timeframe, there are no “second chances”. He or she would either have to start the tenure process over in another district or consider changing careers.

Teachers, parents and administrators agree that the current timeline to tenure puts both educators and students at an unfair disadvantage. **A statewide poll of teachers**

in traditional public schools found that 85 percent think that tenure decisions should be made after three to five years of classroom instruction.¹ Indeed, 42 states already give teachers three to five years in the classroom to demonstrate success and earn tenure.²

THIS BILL

The Teacher and Student Success Act would:

- Extend the current minimum time to tenure from two years to three, enabling teachers to demonstrate success and administrators to fairly evaluate candidates
- Provide optional fourth and fifth years with additional mentoring and other professional development resources for teachers who need extra support;
- Ensure that tenure is an earned professional benchmark that rewards hard work and success in the classroom.

SUPPORT

Educators for Excellence (Sponsor)
Teach Plus (Sponsor)

FOR MORE INFORMATION

Joe Kocurek
Assemblymember Shirley Weber, Ph.D.
(916) 319-2079 office

¹ *Raising the Bar: The Views of California Teachers on Tenure, Layoffs and Dismissal*. Teach Plus, 2015.

² NCTQ State Policy Issue: Tenure. National Council on Teacher Quality, 2015.

ASSEMBLYMEMBER KEVIN MCCARTY
7TH ASSEMBLY DISTRICT
STATE CAPITOL, ROOM 2136 ★ SACRAMENTO, CA 95814
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AB 424 (McCarty) Gun Free Schools

Sponsor: Everytown for Gun Safety, Adam Keigwin, (916) 444-1380

Staff Contact: Alex Harold, (916) 319-2007

ISSUE

The Gun-Free School Zone Act of 1995 expressly prohibited the possession of a firearm on school grounds. However, the Act did not address concealed carry weapon (CCW) permits. At the time, the number of CCW permits issued was relatively small and was not an issue for school districts. Since 1995, there has been a significant increase in the number of CCW permits issued in California. Between 1995 and 2015, CCWs increased from 39,000 to over 80,000.

A recent bill, SB 707 (2015) by Senator Wolk, addressed the issue of CCWs on school grounds. The bill added CCWs to the Gun-Free School Zone Act, but did provide a limited exemption. An individual is permitted to carry a concealed firearm if they receive written permission from a superintendent.

Unfortunately, some school boards have used this limited exemption as a way to allow any teacher or staff member to carry a CCW at school. This is a clear overreach of the intent of SB 707 and is raising serious safety concerns for students.

SOLUTION

While these few school districts have claimed safety as their goal with these decisions, the data clearly shows that the presence of CCWs at schools actually makes them less safe.

There are approximately six million secondary school students and 10,000 schools in California. Since 2013, there have been four shootings at California secondary schools, resulting in two deaths and three non-life threatening injuries. The reality is that bringing more guns into schools increases the likelihood of an unintentional shooting or a confrontation turning deadly, that otherwise would have ended without serious injury. California schools are already safe; there is no need to allow untrained civilians to carry concealed firearms around school children.

Statistics also show that the likelihood of an armed civilian actually protecting others in an active shooting situation is extremely unlikely. A recent FBI study of 160 active shooter incidents found that the intervention of an armed civilian has only been successful once and that civilian was in the military. That same study found 20 incidents where unarmed civilians successfully ended an incident.

AB 424 would eliminate the CCW loophole to make California schools gun free and safe.

SUPPORT

Everytown for Gun Safety (sponsor)
California Teachers Association
Equality California

Faculty Association of California Community Colleges
Moms Demand Action

(As introduced 2/09/17)

Senate Bill 138

Medi-Cal Free and Reduced Meals

Senator McGuire

SUMMARY

California has more children in poverty than any other state in the nation, with nearly one in four kids going hungry each day. In fact, there are more kids in poverty here in the Golden State now than there were prior to the recession. The time is right for California to broaden the reach of school meals.

Well-nourished students can learn, grow, and achieve at their fullest potential. **Yet, each year, millions of low-income California children who are eligible to receive free or reduced-price school meals miss out on the academic and health benefits of school meals.**

In 2016, California was granted the authority to use Medi-Cal data to directly enroll students in school meals. With unknown federal changes to our healthcare system on the horizon, now is the time to maximize the opportunity to ensure that all low-income students have access to school meals.

SB 138 will improve the current certification process and ensure that all school districts utilize Medi-Cal data to seamlessly enroll income-eligible students in free and reduced-price school meals.

Background

California was very successful in achieving high enrollment levels through the Affordable Care Act. 60% of California's kids are on Medi-Cal compared to only 24% on CalFresh. This Medi-Cal data is invaluable to maximize school meal participation rates.

Last year, following a 14-district Medi-Cal direct certification pilot program, participating districts saw an increase of more than 60 thousand students enrolled in their free and reduced lunch programs, which brought in over \$33 million in additional federal meal reimbursements.

SB 138 would take this successful pilot statewide. The California Department of Education estimates that this program would benefit over 500,000 additional hungry students statewide.

Problem

California faces significant challenges in enrolling eligible low-income students in school meal programs. The students who are most in need of school meals are often the ones most likely to fall through the paper-application cracks of the process. For example, it may be harder for small school districts to identify low-income students with limited staffing, or for districts with more immigrants to achieve full enrollment through paper applications or direct certification from CalFresh & CalWORKS alone.

Effective direct certification can be leveraged so that schools can use federal funds to serve meals free of charge to all students when enough low-income students are identified. States like Kentucky, Tennessee and West Virginia surpass California in participation in these federal funded opportunities.

SOLUTION

SB 138 would more effectively identify low-income students and significantly increase access to school meals:

- SB 138 would ensure that the Department of Education and school districts identify students eligible for free and reduced-price school meals with verified Medi-Cal income data.
- SB 138 calls for very high poverty schools to provide optimal access to school meals – and receive maximum federal reimbursements with reduced administrative burden – by utilizing federal universal meal provisions to serve breakfast and lunch free of charge to all students.

School meal programs should be able to focus on what matters most – child health – not red tape and burdensome paperwork.

CONTACT

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SB 557 (Hernandez) Factsheet

Food Donations: Schools

Purpose

While some food donations from school cafeterias are covered by Good Samaritan laws and the California Retail Food section in the Health and Safety Code, there is concern that food left on cafeteria share tables, which is considered "served" would not fall under those same protections. SB 557 will further attempt to combat food waste and insecurities by addressing food items left on public school cafeteria share tables.

Background

A 2014 Los Angeles Times article highlighted a growing problem in schools – Los Angeles Unified School District (LAUSD) serves nearly 650,000 meals per day, and nearly \$100,000 worth of food is thrown in the trash per day. A 2015 study by the LAUSD's Office of Environmental Health and Safety determined that in any given week the District is throwing out approximately 600 tons of organic waste, including liquid. Expand that statewide and it is clear there is a big problem with food waste. At the same time, according to Let's Get Health California, approximately 5.4 million Californians suffer from food insecurity, including 2.3 million children.

In June 2016, the USDA developed share table guidelines for K-12 schools that encourage the use of share tables and the reduction of food waste. These guidelines state that food or beverage items on a share table may be donated to a non-profit organization such as a community food bank. However, the California Department of Education, in issuing guidance policies on share tables, states this practice is only acceptable when in compliance with applicable state and local health codes, which can often be more restrictive, including only allowing food to be donated that is offered but not served, as well as disallowing share tables altogether. The guidance policies establish that foods and beverages on share tables may not be returned for human consumption. A number of school districts, recognizing this food waste issue, have taken steps to reduce waste – LAUSD and Oakland Unified School District have lead the way in donating excess unserved cafeteria food to needy families in the community. Share tables represent one more opportunity to minimize waste and help reduce food insecurity in the community.

In June 2015, Indiana became the first U.S. state to release guidelines on food recovery programs for food that has been served. These guidelines state that food surpluses that can be donated include served, non-potentially hazardous food with packaging in good condition, whole uncut produce, and fruit which will be peeled. In 2016, Vermont followed Indiana's lead and became the second state in the U.S to have state education and health departments approve guidelines for the safe donation of unopened, unpeeled, and unwanted food items from the trays of students.

This Bill

SB 557 adds an exemption in law to allow public schools to donate food items to food banks that have been served and replaced on share tables. This bill requires the Department of Education to update guidance for allowing public schools to donate food served in cafeterias to food banks or other food service non-profits.

Contact

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AB 17- Student Transit Pass Program

Assemblymember Chris R. Holden

SUMMARY

Assembly Bill 17 establishes the Transit Pass Program, which will provide free or reduced cost transit passes for middle school, high school, community college and university students.

BACKGROUND

The Greenhouse Gas Reduction Fund holds the proceeds of California's Cap and Trade auction revenues. The Fund is legally required to use all proceeds to fund ongoing efforts to reduce greenhouse gas emissions in California. Some of the most successful greenhouse gas reduction programs are those focused on reducing Vehicle Miles Traveled (VMT) and overall petroleum use by consumers.

A recent study suggested that high school and college students represent one of the largest segments of "drive alone" automobile users in California.¹ The same study argued that providing free or low-cost access to public transit significantly reduced the demand for student parking on college campuses and that over half of college students polled favored increasing student fees to help fund low-cost transit programs. Furthermore, traffic decreased in neighborhoods near school facilities. In light of recent California Air Resources Board reports indicating that 37 percent of all greenhouse gas emissions in the state are generated by the transportation sector², low-cost public transit alternatives for students create a healthier and cleaner environment for students on the move.

Small-scale student transit programs have been successful at several California community colleges and universities. Student transit programs at UC Davis and Sacramento State increased student transit ridership by over 70 percent. Similar programs at Rio Hondo Community College and Pasadena City

College increased student transit ridership nearly 40 percent.³ Reports also suggest that providing students access to quality public transit options during school-age years, acquaints students to transit and develop lifelong ridership habits.⁴ Despite the success of these programs, California has no statewide program or plan for providing students access to quality transit programs.

Public transit fares have risen significantly in many areas across the state. Expensive transit fares are contributing to the recent decreases in public transit ridership across California⁵, causing several public transit agencies to come dangerously close to missing the "fare box" revenue targets mandated by the federal government.⁶ Without reversing this trend, California will have a difficult time decreasing its petroleum use and achieving the greenhouse gas emission reduction goals mandated by state law.

EXISTING LAW

Health & Safety Code §39712: Appropriates 35 percent of the Greenhouse Gas Reduction Fund revenues to transit, affordable housing and sustainable community development.

THE SOLUTION

Assembly Bill 17 will increase public transportation ridership, ensure that students arrive at school safely, and will help hard working students and their families lessen the heavy burden of transportation costs. Using new state revenues to create the Transit Pass Program—California's first statewide program designed to provide no or low cost transit passes to

¹ Jeffery Brown, et. al "Fare-Free Public Transit at Universities An Evaluation" *Journal of Planning Education and Research*, 2003.

² <http://www.arb.ca.gov/cc/inventory/data/data.htm>

³ <http://as.pasadena.edu/resources/metro-i-tap/>

⁴ Jeffery Brown, et. al "Fare-Free Public Transit at Universities An Evaluation" *Journal of Planning Education and Research*, 2003.

⁵ McCarty, Megan "Metro Moves to Reverse Falling Ridership on Buses and Trains" *KPCC-Southern California Public Radio*, January 26, 2016

⁶ Tony Bizjak. "Sacramento Transit agency Proposes 20 Percent Fare Hike" *Sacramento Bee* January 22, 2016

California students—California is transforming the way we approach our student's public transportation needs.

Students qualify for the program if they:

- Attend a public middle school or high school
- Attend a California Community College and qualify for a fee waiver
- Attend a California State University or a University of California and receive a Cal Grant or a federal Pell Grant

AB 17 provides students and public schools the opportunity to work with regional transit providers to develop innovative student transit programs. The Transit Pass Program will provide low-cost, effective transportation options to budget conscious students, while providing local transportation agencies with statistically proven source of new riders, which should help offset the ridership losses in recent years.

SUPPORT/OPPOSITION

Support: TransForm (Sponsor)
Move LA (Sponsor)
Student Senate for CCC (Sponsor)
California Faculty Association

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CALIFORNIA
SENATOR TONY MENDOZA
Senate District 32



SB 808 (Mendoza)

CHARTER SCHOOL LOCAL CONTROL

AS TO BE AMENDED

Fact Sheet

SUMMARY

SB 808 ensures public accountability and transparency by providing local control over charter school petitions.

THIS BILL

This bill will require that a petition to establish a charter school be submitted and approved only by the local Board of Education in which the school will be located.

BACKGROUND

California's charter school law was established in 1992 when these schools were expected to be only a small component of state systems of public education. A cap was originally established to limit charter schools to only 100 throughout the state. Although there are many charter schools that greatly benefit communities, the exponential growth of the charter school industry over the last twenty years has not coincided with increased oversight, and there is a need to revisit the impact of charter schools on neighborhood schools.

Charter schools provide an alternative to standard public education for many students. They offer more flexible and unique curriculums with teachers who utilize innovative methods to ensure their students are optimizing their talents. Although charter schools contribute to our state's public education, there must still be oversight to ensure that children are receiving the best education possible.

A school board is elected to make decisions in the best interest of the children living in their district, and democracy is a means for the people to choose their leaders and to hold their leaders accountable for their policies and their conduct in office. The establishment of charter schools in California was meant to allow local communities to innovate. Over the years, implementation charter schools have strayed from this. SB 808 ensures local control and accountability for charter schools.

CURRENT LAW

Currently, a charter school operator can go to the state, the county, or a local school district for approval of a charter school petition. The various entities have different capacities to oversee charters. Limiting which entities can approve charter petitions will help refocus the original intent of charter schools.

The law also allows a charter school to locate a facility in a school district other than the one it is authorized by under a very limited number of circumstances. When this occurs, school districts and charter schools often have differing interpretations of state law, difficulty in ensuring accountability.

The legislature intended charter schools to serve as laboratories of innovation and to provide lessons that show schools how to move public education forward on a path of constant improvement. SB 808 will work to further the original legislative intent.

STATUS

- Senate Education Committee
- Senate Judiciary Committee

SUPPORT

- California Teachers Association (Co-Sponsor)
- California Federation of Teachers (Co-Sponsor)
- United Teachers Los Angeles
- United Educators of San Francisco
- United Teachers of Richmond
- Alliance of Californians for Community Empowerment (ACCE)
- San Diego Education Association

OPPOSITION

- California Charter Schools Association

FOR MORE INFORMATION

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