

## SCHOOL SERVICES OF CALIFORNIA, INC.

### Legislative Report Prepared for: Oakland Unified School District Status as of: April 3, 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**Position:** Recommend Watch (Resolution Withdrawn, 5/24/17)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.

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**AB 1743 (O'Donnell)**

**Amended:** 3/14/2018

**Title:** California Career Technical Education Incentive Grant Program

**Status:** Assembly Education Committee

**OUSD Board Adopted Position:** Support (3/28/18)

**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.

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**AB 1744 (McCarty)**

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

**Status:** Assembly Desk

**OUSD Board Adopted Position:** Support (3/28/18)

**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 21<sup>st</sup> Century Community Learning Centers Program, or the 21<sup>st</sup> 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 21<sup>st</sup> Century High School After School Safety and

Enrichment for Teens Program, the After School Education and Safety Program, and the 21<sup>st</sup> 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.

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**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.

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**AB 2068 (Chu)**

**Title:** Electricity: Rates: Public Schools

**Status:** Assembly Utilities and Energy Committee

**OUSD Board Adopted Position:** Support (3/28/18)

**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.

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**AB 2186 (Thurmond)**

**Amended:** 3/20/2018

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

**Status:** Assembly Desk

**OUSD Board Status:** Staff Researching Further

**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 21<sup>st</sup> century.

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**AB 2471 (Thurmond)****Amended:** 3/22/2018**Title:** Pupil Health: School-Based Pupil Support Services Program Act**Status:** Assembly Desk**Position:** Recommend Support**Summary:**

The bill would enact the School-Based Pupil Support Services Program Act, under which grants would be awarded by the California Department of Education to qualifying schools. The bill would specify that recipient qualifying schools would provide \$1 of matching funds for each \$4 of grant funds received. The bill would authorize two types of grants: planning grants and operational grants. The bill would specify that planning grants would be used by qualifying schools for planning and coordination activities relating to specified support services. The bill would specify that operational grants would be used by qualifying schools for, among other purposes, increasing the presence of school health professionals, as defined, in schools and providing programs that prevent and reduce substance abuse among pupils.

A “qualifying school” includes any of the following:

- A local educational agency (LEA) in which 50% or more of the enrolled pupils are either of the following:
  - From families that receive benefits from CalWORKS or any successor program, or have limited English proficiency, or both
  - Are eligible to receive free or reduced-price meals
- An LEA which has higher-than-average dropout rates
- A school that does not satisfy the above criteria, but demonstrates other factors that warrant its consideration, including, but not necessarily limited to, fulfilling an exceptional need or providing service to a particular target population

The bill would specify that the source of the funding for the grants would be an appropriation from the Youth Education, Prevention, Early Intervention and Treatment Account established pursuant to the Control, Regulate and Tax Adult Use of Marijuana Act (Proposition 64, as approved by the voters at the November 8, 2016, statewide general election).

**SSC Comment:**

A Support position would be consistent with Oakland USD’s health and wellness goals that support social, emotional, and physical health.

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**AB 2514 (Thurmond)****Title:** Pupil Instruction: Dual Language Programs: Grant Program**Status:** Assembly Education Committee**OSD Board Adopted Position:** Support (3/28/18)**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.

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**AB 2635 (Weber)**

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

**Status:** Assembly Education Committee

**OUSD Board Adopted Position:** Support (3/28/18)

**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.

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**AB 2808 (Muratsuchi)**

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

**Status:** Assembly Education Committee

**OUSD Board Adopted Position:** Support (3/28/18)

**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.

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**AB 2820 (McCarty)**

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

**Status:** Assembly Education Committee

**OUSD Board Status:** Awaiting Further Amendments

**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 watching AB 2820 until it 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.



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**AB 3136 (O'Donnell)**

**Amended:** 3/22/2018

**Title:** Special Education Funding

**Status:** Assembly Education Committee

**Position:** Recommend Support

**Summary:**

Assembly Bill (AB) 3136 would implement several recommendations contained in the 2015 California Special Education Task Force and the 2016 Public Policy Institute of California reports, including addressing special education funding equity by:

- Leveling up base AB 602 funding rates to the 95<sup>th</sup> percentile
- Establishing a funding formula within AB 602 for programs serving preschoolers with disabilities
- Amending the current AB 602 formula to allow school districts within multi-district Special Education Local Plan Area (SELPA) the ability to calculate a declining enrollment adjustment based on individual school district average daily attendance (ADA) instead of aggregated SELPA ADA

Additionally, AB 3136 provides a mechanism within AB 602 that provides additional funding for students with significant high-cost disabilities.

**SSC Comment:**

A Support position would be consistent 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.

AB 3136 would provide Oakland USD with a special education funding increase of \$9.3 million annually.

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**AB 3228 (Burke)**

**Amended:** 3/22/2018

**Title:** School Facilities: Surplus Real Property: Proceeds to Pay Emergency Apportionment Loan

**Status:** Assembly Education Committee

**Position:** Recommend Support

**Summary:**

This bill, notwithstanding existing specified procedures and requirements for the sale of surplus real property by a school district, would authorize a school district that receives an emergency apportionment, and has an outstanding balance on its emergency apportionment loan, to sell or lease surplus real property, together with any personal property located on the real property, owned by the school district and use the proceeds from the sale or lease to service the debt on the emergency apportionment loan or to reduce or retire the emergency apportionment loan, as provided. The bill would prohibit a school district that uses the proceeds from the sale or lease of surplus real property pursuant to these provisions from being eligible for financial hardship assistance under the Leroy F. Greene School Facilities Act of 1998.

The bill would make these provisions inoperative on July 1, 2023, and would repeal them as of January 1, 2024.

**SSC Comment:**

A Support position would be consistent with Oakland USD's commitment to seek additional resources, in this case by being given the authority to sell or lease surplus property to pay off the outstanding balance of



the state emergency loan. Only four districts would currently qualify to use this provision, including Oakland USD. The bill is sponsored by the Superintendent of Public Instruction.

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**SB 933 (Allen)**

**Amended:** 3/1/2018

**Title:** Visual and Performing Arts Education: Grant Program

**Status:** Senate Rules Committee

**OUSD Board Status:** Awaiting Further Amendments

**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.

## Charter Schools

### **AB 1871 (Bonta)**

**Amended:** 3/14/2018

**Title:** Charter Schools: Free and Reduced-Price Meals

**Status:** Assembly Education Committee

**OUSD Board Adopted Position:** Support (3/28/18)

#### **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

**OUSD Board Status:** Awaiting Further Amendments (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.

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**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

**OUSD Board Adopted Position:** Support (3/28/18)

**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.

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**Employees**

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**AB 1220 (Weber)**

**Amended:** 5/30/2017

**Title:** Certificated School Employees: Permanent Status

**Status:** Senate Education Committee—Two-Year Bill

**OUSD Board Adopted Position:** Support (3/28/18)

**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.

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**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 Assembly Bill 2022.

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

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**AB 2788 (Thurmond)**

**Amended:** 3/22/2018

**Title:** Teachers: Retention and Recruitment: Teacher Housing

**Status:** Assembly Desk

**Position:** Recommend Support

**Summary:**

This bill would create the School Employee Housing Assistance Program, which would require the California Department of Housing and Community Development (DHCD) to administer a program to provide assistance for the creation of affordable housing for school district employees for “qualified” districts, which would be defined as a school district that has acquired land that may be used to engage in a lease and development agreement, including, but not limited to, a joint occupancy agreement, for the purposes of design, construction, financing, and long-term operation of a housing development and amenities.

The bill would require the DHCD to draft regulations that would address:

- Deadlines and written procedures to apply for assistance
- Procedures to ensure a reasonable geographic distribution of funds to the extent feasible
- Threshold requirements for project applications including a requirement that the proposed project be located within reasonable proximity to public transportation services; that development costs for a project be reasonable compared to costs of comparable projects in the area; parameters for feasibility of the project; and a requirement that the project leverage other available funds.

**SSC Comment:**

A Support position would be consistent with the Support position taken by Oakland USD last year on Assembly Bill 45 (Thurmond), which was vetoed by Governor Brown.