

## **YPI CHARTER SCHOOLS EXECUTIVE DIRECTOR'S REPORT**

**March 18, 2019**

*The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post--secondary education; prepare students to be responsible and active participants in their community; and enable students to become life-long learners. Students at YPI Charter Schools will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.*

### **CCSA:**

#### **Governor Newsom Commissions Blue-Ribbon Panel on Charter Schools; CCSA Advocates for Representation**

On February 6, Governor Gavin Newsom has asked Superintendent of Public Instruction (SPI) Tony Thurmond to convene a Blue-Ribbon Panel to study potential revisions to the Charter Schools Act with a final report due by July 1, 2019. The purpose of the panel is to further study the impact of charters on school district finances and student achievement, statewide.

CCSA has begun advocating for fair and impartial representation and an orientation and scope that is research-driven and balanced. We are encouraged that the announcement of this panel did not affirm growing calls for a moratorium on new charters.

#### **Governor Newsom Proposes Charter School Transparency Legislation**

In his January 10 budget address, Governor Gavin Newsom indicated that charter school transparency would be a high and immediate priority for his administration. As a result, the administration plans to introduce legislation as soon as next week that if passed, would apply open meetings, public records, and public conflict of interest laws to charter schools, beginning in January, 2020.

CCSA has engaged in good-faith negotiations with the administration over the past few weeks to ensure charter schools operate transparently, while also maintaining core autonomy and flexibility. We will continue to advance those twin goals as Governor Newsom's proposal makes its way through the legislative process over the coming weeks.

## **Education Omnibus Trailer Bill Introduced**

Governor Newsom’s Department of Finance has introduced an Education Omnibus trailer bill this week that may pose implications for charter schools. The trailer bill includes changes to charter credentialing assignment flexibility, new requirements on charter schools to translate all Local Control Accountability Plans (LCAPs), requirements that LCAPs be approved at a publicly noticed meeting, and that LCAPs be posted on charter school websites. The trailer bill also includes special education concentration grants that target high cost students and fund inclusive practices. CCSA will continue to analyze the trailer bill and advocate for improvements as the budget process gets underway this month.

### **“Education Equity Now! CCSA Sponsored Legislation AB 575 (Weber) Introduced!”**

AB 575 (Weber) – Education finance: local control funding formula: supplemental grants lowest performing pupil subgroup or subgroups is a reintroduction of CCSA’s AB2635 from the last legislative cycle. During this cycle CCSA was able to secure 300 million of one time funding, which is not enough.

This ongoing bill would, commencing with the 2019–20 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.

*-Ed Source, February 27, 2019*

## **New bills would increase CTE and K-12 mental health funding**

*by Alisha Kirby*

(Calif.) New bills introduced last week aim to boost career technical education spending, improve collaboration between school districts and county mental health systems, and push for a single, statewide database to collect and store long-term student data.

**AB 1303**, authored by Assemblyman Patrick O’Donnell, D-Long Beach and chair of the Assembly Education Committee, would provide an additional \$150 million to K-12 CTE programs.

“We must offer students options,” O’Donnell said in a statement. “Not every student will go to college, and not every job requires a college degree. We have a shortage of workers for jobs requiring technical skills, (and) the state needs to increase its efforts to meet those needs.”

CTE and similar models such as linked learning have become increasingly popular among policymakers throughout the country in recent years as a viable option for

developing work readiness skills and preparing future workers for jobs that require some postsecondary education but not necessarily a four-year degree.

Some states, including Arkansas, Virginia, Alabama and Wisconsin, have gone so far as to adopt graduation standards that encourage or require participation in CTE.

In California, lawmakers appropriated a total of \$500 million in one-time grant money to support programs that linked rigorous academic curriculum with career pathways beginning in 2013 and 2014. A year later, the Legislature and former-Gov. Jerry Brown agreed to provide another \$900 million over three years for similar programs. Additional funding was included in the state's 2018-19 budget as well.

Career pathways in many districts now include courses related to jobs in agriculture, media arts, building trades, engineering and architecture, health care, information technology, fashion design and various public services.

O'Donnell's **AB 1303** builds upon last year's appropriation of \$300 million in ongoing funding for CTE programs. His bill would increase that funding to \$450 million and, he said, make it easier for school districts to apply for funding and meet accountability requirements by aligning two existing programs under the direction of the California Department of Education.

Additionally, the bill would reduce the required match from a grant applicant to \$1 for each \$1 received through the California Career Technical Education Incentive Grant Program beginning this coming fiscal year. Currently, recipients are required to provide a match of \$2 for each \$1 they receive from the program.

**SB 582**, authored by Sen. Jim Beall, D-San Jose, calls on the state Mental Health Services Oversight and Accountability Commission to allocate at least half of grant funds to local educational agency and mental health partnerships to support prevention, early intervention and direct services.

The bill would also annually appropriate \$15 million each fiscal year to the commission for the purpose of grants.

Beall has often advocated for increased mental health services for students. In 2016, Brown approved of a measure introduced by Beall that aimed to improve how services were delivered to children eligible for mental health supports.

**AB 1466**, authored by Assemblywoman Jacqui Irwin, D-Thousand Oaks, reflects a growing desire among lawmakers to more efficiently track long-term student data.

According to a report released in December by the Public Policy Institute of California, the state's current education data systems are fragmented, which prevents state and local policymakers from being able to answer even the most basic questions about whether or not financial investments are paying off or if the programs are effective.

One issue researchers noted in the existing California Longitudinal Pupil Assessment and Data System, or CalPADS, was that the system wasn't linked to any of the major databases maintained by other state agencies that also have important responsibilities over child welfare and education.

A bill separate from Irwin's bill is an intent bill was introduced last month in the Senate, and would establish a more efficient statewide database to collect and store student data as children move from early education and into the workforce.

### **National:**

#### ***From School Services of California –***

The United States Department of Education (ED) released proposed guidance on January 25, 2019, updating the compliance requirements for Supplement, Not Supplant, under the Every Student Succeeds Act (ESSA). ESSA was the reauthorization of the long-standing Elementary and Secondary Education Act (ESEA) and was introduced near the end of the Obama Administration.

Compliance requirement for Supplement, Not Supplant, under ESEA were administratively burdensome and overly complex, Local Educational Agencies (LEAs) were assumed to have supplanted federal funds, and violated this provision if any of the following three instances occurred:

- LEA used Federal funds to provide services that the LEA was required to make available under other Federal, State, or local laws
- LEA used Federal funds to provide services that the LEA provided with non-Federal funds in the prior year
- LEA used Title 1, Part A funds to provide services for participating children that the LEA provided with non-Federal funds for nonparticipating children

The proposed guidance under ESSA shifts the focus from how the funds are spent to the methodology for how the funds are allocated. LEAs must now show that the methodology to allocate State and local funds to school sites results in Title 1 schools receiving all of the State and local funds it would otherwise receive if it were not receiving Title 1, Part A funds.

This methodology, while very similar to the Per Pupil Expenditure reporting, is different. The Per Pupil Expenditure reporting is based on actual expenditures and looks backwards. Conversely, the proposed guidance is based on the budget and looks forward. The proposed guidance goes so far as to provide illustrative examples where average costs are utilized in the methodology rather than budgeted numbers by site.

### **State:**

*From California Consortium of Independent Studies –*

Friday, February 22nd was the deadline for legislators to introduce bills. Since December, lawmakers have introduced 2,589 bills. As one looks through the list, it is worth noting that at this point, many bills are “spot bills,” i.e. works in progress. These are placeholder bills that often just state an author’s intent to do something in the area of education and which will likely be significantly amended in the coming week, if the author decides to pursue it.

One notable theme is the return of a number of bills that were vetoed under the previous Administration, including efforts to allow the administration of cannabis-products on campus to students with severe disabilities and to require that schools start no earlier than 8:30 am. With Governor Newsom in office, many Legislators will now try and see if they will have more success under the new Administration.

**Assessment & Accountability**

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The key bills in the area of assessment and accountability center around how the state measures student achievement. Assembly Member Patrick O’Donnell has reintroduced his effort to reduce student test fatigue and remove a barrier to college attendance, a bill to provide school districts with the option of offering a nationally recognized high school assessment, like the SAT, in lieu of the 11th grade state assessment. The Assembly Member ran a similar bill last year but it was vetoed by Governor Brown, who favored first waiting to see if state universities would start accepting the 11th grade assessment for admission purposes.

Another bill, by Assembly Member Shirley Weber (D-San Diego), would change the formula used to measure student achievement for purposes of the Local Control Accountability Plan (LCAP) priorities. The bill would separate out the percentage of students who have successfully completed courses required for admission to the University of California or California State University and who have successfully completed Career Technical Education (CTE) courses of study as two individual measures but also add the percentage of students who successfully complete both types of courses as a new, additional measure.

**AB 751 (O’Donnell) – Pupil assessment: Pathways to College Act** – This bill would require the Superintendent of Public Instruction (SPI) to approve a nationally recognized high school assessment that a local educational agency (LEA), may, at its own discretion, administer, if the alternative assessment is approved by the local educational agency’s governing board or body in a public meeting, commencing with the 2021–22 school year, and each school year thereafter, in lieu of the consortium summative assessment in English language arts and mathematics for grade 11.

**AB 908 (O’Donnell) – Pupil assessment: interim and formative assessments** – Current law requires the California Department of Education (CDE) to acquire, and offer

at no cost to LEAs, interim and formative assessment tools for kindergarten and grades 1 to 12, inclusive, as provided through membership in that consortium. This bill would require formative assessments, like interim assessments, to also be designed to provide timely feedback to teachers that they may use to continually adjust instruction to improve pupil learning.

**AB 1240 (Weber) – School accountability: local control and accountability plans: state priorities: pupil achievement** – This bill would require pupil achievement to be measured by, separate calculations for (1) the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU), (2) the percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education (CTE) sequences or programs of study that align with state board-approved CTE standards and frameworks, as prescribed, and (3) the percentage of pupils who have successfully completed both types of courses described in (1) and (2).

### **Charter Schools**

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With charter reform virtually non-existent under Jerry Brown’s time in office, the election of Gavin Newsom has presented members of the Legislature with new opportunities to seek changes to the law. While backed by CTA in the election, it is still unclear just how far Governor Newsom is willing to go when it comes to charters. While the lone Senate proposal on charter schools, which would explicitly apply the same conflict of interest requirements for school districts to charter schools, has already been fast-tracked through the process and is now on the Governor’s desk, the Assembly has taken a more sweeping, overhaul approach to the issue.

Assembly proposals include changing whether school districts approve a charter from “shall” to “may”, removing authority to appeal charter denials to the county boards and state board of education, capping the total number of charters in the state, and prohibiting charters from locating outside the boundaries of the authorizing school district, among other. It is still early in the process, so we will have to wait to see what shape these proposals are in if, and when, they reach the Governor’s desk.

**AB 967 (Smith) – Local control and accountability plans** – This bill would provide that the development, adoption, and transparency requirements for local control and accountability plans and the updates to those plans that are applicable to the governing boards of school districts and superintendents of school districts, are also applicable to the governing bodies of charter schools and administrators of charter schools, as specified. This bill would also revise and impose additional requirements on superintendents of school districts and administrators for charter schools in regards to presenting the local control and accountability plan and the annual update to the local control and accountability plan to certain parent advisory committees.

**AB 1505 (O'Donnell) – Charter schools: petitions** – This bill would change the authority of a school district to approve a charter petition from “shall approve” to “may approve.” The bill would also 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, 2020, a petition to establish a charter school may be submitted only to the school district the boundaries within which the charter school would be located.

**AB 1506 (McCarty) – Charter schools: statewide total** – The Charter Schools Act of 1992 limits the number of charter schools authorized to operate in this state, as provided. This bill would make nonsubstantive changes to those provisions, including deleting an obsolete provision relating to a Legislative Analyst’s Office report.

**AB 1507 (Smith) – Charter schools: location** – This bill would delete the authority of a charter school to locate outside the jurisdiction or geographic boundaries of the chartering school district because the charter school has attempted to locate a single site or facility to house the entire program, but a site or facility is unavailable in the area in which the charter school chooses to locate, or the site is needed for temporary use during a construction or expansion project.

**AB 1508 (Bonta) – Charter schools: petitions** – This bill would express the intent of the Legislature to enact legislation that would permit chartering authorities to consider, in determining whether to approve a new charter school petition, the financial, academic, and facilities impacts the new charter school would have on neighborhood public schools.

**SB 126 (Leyva) – Charter Schools** – This bill would expressly state that charter schools and entities managing charter schools are subject to the same conflict of interest requirements as school districts, including the Ralph M. Brown Act, the California Public Record Act, Government Code 1090, and the Political Reform Act of 1974.

## **Curriculum & Instruction**

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The adequacy of special education funding has been a long-running debate among the Governor, Legislature, and special education stakeholders. This year, along with Governor Newsom’s budget proposal to provide \$576 million for special education concentration grants aimed at early intervention and school readiness efforts, both the Assembly and the Senate have put forth their own bills to address special education funding. While both proposals would keep the current AB 602 funding model in place, they each take different approaches to the issue.

The Assembly proposal is threefold and would equalize funding to the 95th percentile, provide supplemental funding for high cost services, and establish a funding formula within AB 602 for preschoolers with exceptional needs. The Senate proposal takes a narrower approach and focuses on providing early education programs with grants to school district based on its number of preschoolers with exceptional needs. Though

introduced as legislative proposals, we expect both houses' proposals to also be a part of ongoing budget negotiations as the budget committees in both houses hold hearings on the Governor's proposal.

Another legislative measure we expect to be a part of the budget conversations is a proposal by Assembly Member Patrick O'Donnell (D-Long Beach) to repeal the move in last year's budget to split funding for the Career Technical Education Incentive Grant (CTEIG) Program between the California Department of Education (CDE) and the Strong Workforce Program, which is run out of the California Community Colleges. Assembly Member O'Donnell is proposing shifting funding completely back to the CDE as well as increasing the total allocation of funding by \$150 million, for an annual total of \$450 million.

**AB 331 (Medina) – Pupil instruction: high school graduation requirements: ethnic studies**– This bill would add the completion of a one-semester course in ethnic studies, in either the subject of social studies or English, based on the model curriculum in ethnic studies developed by the Instructional Quality Commission, to the high school graduation requirements commencing with the 2023–24 school year.

**AB 428 (Medina) – Special education funding** – This bill would increase the percentile to which special education funding rates must be equalized to the 95th percentile, establish a high cost service allowance for the purpose of providing supplemental finding to a Special Education Local Planning Area (SELPA) on the basis of the number of pupils with severe disabilities, and establish a funding formula within AB 602 for programs serving three and four-year-olds with disabilities.

**AB 1303 (O'Donnell) – California Career Technical Education Incentive Grant Program: Strong Workforce Program** – This bill would terminate the appropriation for the K-12 component of the Strong Workforce Program after the 2018-19 fiscal year and instead specify that, upon appropriation by the Legislature, \$450,000,000 shall be made available for the California Career Technical Education Incentive Grant (CTEIG) Program to CDE for the 2018–19 fiscal year and each fiscal year thereafter. The bill would also add regional occupational centers or programs operated by county offices of education (COEs) to the entities authorized to be grant recipients under the program and, commencing with the 2019-20 fiscal year, reduce the required match from a grant recipient to a 1:1 match.

**SB 217 (Portantino) – Special Education: individuals with exceptional needs: early education programs** – This bill would establish the Special Education Early Intervention Grant Program and require, subject to an appropriation, the SPI to allocate to school districts \$4,000 per child within the school district of residence who is 3 or 4 years of age, is an individual with exceptional needs, and is enrolled in an early education preschool program. The bill would also require, for the 2019–20 school year and each school year thereafter, a school district or charter school to admit a child to a transitional kindergarten (TK) program who will have their 5th birthday after December 2 but during that same school year, if the child is an individual with exceptional needs.



## Facilities

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With all of the bond funding provided under Proposition 51 (2016) already accounted for, the Legislature has now turned its attention towards the new bond opportunities on future ballots. One proposal would place bonds of unspecified amounts on the 2020 and 2022 ballots to fund, like with Prop. 51, the construction and modernization of K-12 and community college facilities. Another proposal would place a \$500 million bond on the 2020 ballot to finance a preschool facilities grant program. While these efforts are currently house in different legislative vehicles, it is more than likely they could be merged into a single bond proposal.

**AB 48 (O'Donnell) – Kindergarten- Community Colleges Public Education Facilities Bond Acts of 2020 and 2022** – This bill would set forth the Kindergarten-Community Colleges Public Education Facilities Bond Acts of 2020 and 2022 as state general obligation bond acts that would provide unspecified amounts of funds to construct and modernize education facilities, as specified. These respective bond acts would become operative only if approved by the voters at unspecified 2020 and 2022 statewide elections.

## Governance & Operations

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One of the biggest bills related to school governance introduced this year is actually a remnant from the previous legislative session. Senator Anthony Portantino (D-La Cañada Flintridge) has reintroduced his school start-time bill, which would require schools to start no earlier than 8:30 am, excluding zero period. Last year, a nearly identical bill faced opposition from schools as well as other legislative members before it was ultimately vetoed by Governor Brown, who preferred to defer to local school boards to make the decisions around school start-time.

Another returning bill would prohibit the suspension of a student for willful defiance permanently for grades 4-8 and until 2025 for grades 9-12. Senator Nancy Skinner (D-Berkeley) authored a similar bill last year but it was also vetoed by Governor Brown, who felt teachers and principals, not legislators, were in the best position to make decisions about suspensions.

**AB 177 (Low) – Election day holiday** – This bill would add the day on which a statewide general election is held, which is the first Tuesday after the first Monday in November of any even-numbered year, to these lists of holidays. The bill would require community colleges and public schools to close on any day on which a statewide general election is held. The bill would require that state employees, with specified exceptions, be given time off with pay for days on which a statewide general election is held.

**AB 1761 (Jones-Sawyer) – Public schools: accountability: county superintendents of schools** – This bill would recast and revise the duties of the county superintendent by

requiring the county superintendent to identify a list of schools based on the schools identified for support and assistance under the state's multiple measures public school accountability system and the single system of support established under a specified statute, and submit a report as to the state of those schools. The bill would also require the county superintendent, as part of compliance with accountability requirements of the federal Elementary and Secondary Education Act of 1965, to review those identified schools at least annually as priority schools.

**SB 328 (Portantino) – Pupil attendance: school start time** – This bill would require the schoolday for middle schools and high schools, including those operated as charter schools, to begin no earlier than 8:30 a.m. by July 1, 2022, or the date on which a school district's or charter school's respective collective bargaining agreement that is operative on January 1, 2020, expires, whichever is later, except for rural school districts that obtain a waiver from the SBE to delay implementation.

**SB 419 (Skinner) – Pupil discipline: suspensions: willful defiance** – This bill would prohibit the suspension of a pupil enrolled in a school district or charter school in kindergarten or any of grades 4 to 8, inclusive, for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties. The bill would also, until January 1, 2025, prohibit the suspension of a pupil enrolled in a school district or charter school in any of grades 9 to 12, inclusive, for those acts.

## Human Resources

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As part of his January Budget proposal, Governor Newsom proposed shifting the responsibility of monitoring teacher misassignment from COEs to the California Commission on Teacher Credentialing (CTC). While budget trailer bill language has been drafted for this shift, legislation has also been introduced by Assembly Member Reginald Jones-Sawyer (D-Los Angeles) to require the CTC to oversee a State Assignment Accountability System to provide LEAs with a data system for assignment monitoring.

Additionally, Assembly Member Weber has re-upped her efforts to extend the probationary period for certificated staff from two consecutive years to three. The Assembly Member has unsuccessfully run similar legislation the previous two years. Legislation has also been introduced by Assembly Member Buffy Wicks (D-Oakland) that would make changes to the probationary period for classified staff as well.

**AB 196 (Gonzalez) – Paid Family Leave** – This bill would state the Legislature's intent to enact legislation that would expand the paid family leave program in order to provide a 100% wage replacement benefit for workers earning \$100,000 or less annually.

**AB 221 (Garcia, Christina) – Teach for America teachers: assignment prohibition in low-income schools** – This bill would prohibit, commencing with the 2020–21 school

year, Teach for America teachers from being assigned, pursuant to the Teach for America program, to teach at any California public school, including a charter school, that has at least 40% of its pupils being from low-income families, as specified pursuant to Title I of the federal Elementary and Secondary Act of 1965. To the extent that this bill would increase duties on school districts and charter schools, it would impose a state-mandated local program.

**AB 1119 (Garcia, Eduardo) – Substitute teachers: small school districts** – This bill expresses the intent of the Legislature to later enact legislation that would require the Commission on Teacher Credentialing to work with stakeholders to explore opportunities for small school districts, defined as a school district with fewer than 2,501 units of average daily attendance, to expand their pools of eligible substitute teachers.

**AB 1219 (Jones-Sawyer) – Teacher credentialing: certificated employee assignment monitoring** – This bill would repeal the current provisions related to teacher assignment monitoring and would instead require the commission to administer a State Assignment Accountability System for purposes of assignment monitoring.

## School Finance

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Despite the Local Control Funding Formula (LCFF) being fully funded following the 2018-19 budget, California still ranks near the bottom in per pupil funding. Recognizing this, the Legislature’s focus has now turned to the future of education funding in a post-LCFF transition world.

Assembly Member Al Muratsuchi (D-Torrance) has once again introduced a bill that would increase the base grants of LCFF and, in doing so, also increase the supplemental and concentration grants for low income, English learner, foster, and homeless students. Like his AB 2808 from last year, which ultimately failed to make it to Governor Brown’s desk, this year’s proposal would raise LCFF base grants and bring California within the top ten of states in per pupil funding.

Assembly Member Weber has also reintroduced her bill from last year to expand the definition of “unduplicated pupil” to also include pupils in the lowest performing subgroup, based on the math and English language arts scores from the most recent administration of the state assessment.

The Legislature is also looking at ways to increase education funding outside of LCFF. A constitutional amendment by Senator Jerry Hill (D-San Mateo) would lower the voter threshold for school parcel taxes to 55%. This effort is nearly identical to an effort by Senator Ben Allen (D-Santa Monica) from last year, SCA 22, that ultimately died in the Senate Appropriations committee.

**AB 39 (Muratsuchi) – Education finance: local control funding formula: funding increase** – This bill would specify new, higher base grant amounts for the 2019–20 fiscal

year, which would also increase the supplemental and concentration grant amounts and result in various other changes to funding calculations for purposes of the local control funding formula.

**SCA 3 (Hill) – Property taxation: change in ownership: inheritance exclusion** – The California Constitution specifies various transfers that are not deemed to be a “purchase” or “change in ownership” of a property for purposes of ad valorem taxes on real property, including the purchase or transfer of a principal residence from parents to their children, or, under certain circumstances, from grandparents to their grandchildren, and the purchase or transfer of the first \$1,000,000 of the full cash value of all other real property transferred from parents or grandparents to their children or grandchildren. This measure would limit the above-described \$1,000,000 exclusion for purchases or transfers of real property other than a principal residence to purchases or transfers of nonresidential real property.

**SCA 5 (Hill) – Taxation: school districts: parcel tax** – This measure would condition the imposition, extension, or increase of a parcel tax by a school district upon the approval of 55% of its voters voting on the proposition, if the proposition meets specified requirements.

### School Safety

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Two of the key efforts around school safety this year are actually proposals returning from the previous legislative session after being vetoed by then-Governor Brown. Assembly Member Lorena Gonzalez (D-San Diego) has reintroduced her bill that would extend the civil statute of limitations for childhood sexual assault by 14 years, revive lapsed claims for three years, and increase penalties for such crimes. Governor Brown vetoed the previous version of this bill because he believed a 2008 law, SB 630 (Simitian), already adequately addressed this issue.

Senator Jerry Hill (D-San Mateo) has also reintroduced his bill to allow the governing boards of school districts, COEs, and charter schools to adopt policies to allow parents to administer medically necessary cannabis-derived products on a school campus to a child with severe medical conditions. Governor Brown vetoed the previous effort over concerns he had around the use of cannabis by children, even for medicinal purposes.

**AB 218 (Gonzalez) – Damages: childhood sexual assault: statute of limitations** – This bill would expand the definition of childhood sexual abuse, which would instead be referred to as childhood sexual assault. This bill would also increase the time limit for commencing an action for recovery of damages suffered as a result of childhood sexual assault to 22 years from the date the plaintiff attains the age of majority or within 5 years of the date the plaintiff discovers or reasonably should have discovered that the psychological injury or illness occurring after the age of majority was caused by sexual assault, whichever is later.

**AB 223 (Hill) – Pupil health: administration of medicinal cannabis: schoolsites –**

This bill would enact Jojo’s Act, which would authorize school governing boards to adopt a policy that allows a parent or guardian of a pupil to possess and administer to the pupil who is a qualified patient entitled to the protections of the Compassionate Use Act of 1996, medicinal cannabis, excluding cannabis in a smokeable or vapeable form, at a schoolsite. The bill would authorize the policy to be rescinded for any reason, as provided.

**SB 541 (Bates) – School safety: lockdown drills –** This bill would require every public, charter, and private, as provided, school that provides educational services to pupils in kindergarten or in any of grades 1 to 12, inclusive, to conduct a lockdown drill in response to a situation that presents an immediate and ongoing danger to the safety of pupils, faculty, staff, and visitors by a person using firearms or other types of weapons or displaying erratic behavior, at least twice per school year. By expanding the duties of a public school, the bill would impose a state-mandated local program.

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### Student Services

The demand for pupil mental health services, particularly on the school site, continues to grow across the state. That need is reflected in the increased number of bills introduced this year in the area of student and youth mental health. While many of these bills only contain intent language at the moment, one early proposal would require schools to have one mental health professional available on campus for every 600 students. As the legislative process moves along, we expect a number of these other bills to be amended with substantive proposals to address youth mental health issues.

**AB 8 (Chu) – Pupil health: mental health professionals –** This bill would require, on or before December 31, 2022, a school of a school district or COE and a charter school to have at least one mental health professional, as defined, for every 600 pupils generally accessible to pupils on campus during school hours. The bill would also require, on or before December 31, 2022, a school of a school district or COE and a charter school with fewer than 600 pupils to have at least one mental health professional generally accessible to pupils on campus during school hours, to employ at least one mental health professional to serve multiple schools.

**AB 265 (Hertzberg) – Pupil meals: Child Hunger Prevention and Fair Treatment Act of 2017–** This bill would require local educational agencies to ensure that a pupil whose parent or guardian has unpaid school meal fees is not shamed, treated differently, or served a meal that differs from what a pupil paying for a school meal would receive.

*-EdSource-February 12, 2019*

“Governor Newsom Names Linda Darling-Hammond as Next SBE President During His First State of the State Address”

Gov. Gavin Newsom has named Linda Darling-Hammond, a Stanford University professor emeritus and one of the nation's most prominent education researchers, to head California's State Board of Education.

He announced her appointment during his State of the State speech on Feb. 12 in the State Capitol. "We need a new president for the State Board of Education, to lead the way and work alongside State Superintendent Tony Thurmond, and to lift up all of our students," Newsom said. "Thank you, Linda, for doing this."

The 11-person board plays a key role in formulating and overseeing implementation of multiple education policies and reforms in what is by far the nation's largest school system. It serves 6.2 million children, who comprise 1 in 8 public schoolchildren in the U.S.

Darling-Hammond, who currently chairs the California Commission on Teacher Credentialing, will succeed another Stanford professor emeritus, Michael Kirst, who led the state board during Jerry Brown's first terms as governor, as well as his last two terms. Kirst, a close advisor to Brown for over four decades on education matters, decided to step down from the board in December at the end of Brown's four terms as governor.

Darling-Hammond and Kirst have been close collaborators, and in fact live within blocks of each other adjoining the Stanford campus.

Over the past few weeks, Newsom has assembled the largest team of advisers on children and education of any governor in California's history. The appointments so far have tilted towards early education, Newsom's major education priority.

Darling-Hammond represents by far the most prominent appointment regarding K-12 education, and she will presumably be a key player in helping Newsom to fulfill his major campaign pledge to create a "cradle-to-career" system of education in California.

Her appointment sends a strong message that Newsom is seeking continuity with several notable K-12 education policies introduced by Brown over the past eight years. Darling-Hammond has been an outspoken supporter of those policies, many of which she helped shape in discussions with Brown.

These include the Local Control Funding Formula targeting funds at low-income and other high needs children, a new state accountability system based on multiple measures, a color-coded California School Dashboard showing how schools and districts are doing on those measures, and an expansion of the state's efforts to deal with teacher shortages in several key subjects, including math and science and special education.

"This is a critical moment in California education," said Darling-Hammond in an interview. She said both Brown and Kirst had "laid a strong foundation for a new approach to 21st century learning." She said she was interested in "continuing that very

strong trajectory,” while “taking it to the next level.” That, she said, would include “adding early childhood components that will obviously be on the table.”

“Any state or nation that has improved education outcomes has had a 15- to 20-year trajectory and stayed the course” with its reform initiatives, she said.

Kirst said he was “elated” about Darling-Hammond’s appointment. “It is another signal that the governor doesn’t want to drastically change course and doesn’t want to overturn what has been done but wants to improve things and build on them.”

He said that Darling-Hammond’s expertise in teaching and learning will represent a major addition to the board. “She brings new strengths in a state where we have to strengthen instruction for such a diverse student body,” he said.

Darling-Hammond left Stanford in 2015 to establish the Learning Policy Institute, a research and policy organization based in Palo Alto, where she is currently president. In 2008 she headed President-elect Obama’s education transition team, and was a leading contender to be his secretary of education. Instead, Obama chose Arne Duncan, then the superintendent of the Chicago Public Schools.

The state board will now have had two nationally renowned scholars with a strong policy bent serving back-to-back terms. Darling-Hammond is a former president of the American Educational Research Association, the leading education research organization in the U.S., and is a prolific author, with over 500 publications under her belt, including several books.

Last year Darling Hammond was named the No. 1 scholar in the nation “doing the most to shape educational practice and policy,” based on a ranking by a panel of distinguished scholars assembled by the American Enterprise Institute.

Former Gov. Brown appointed Darling-Hammond to chair the California Commission on Teacher Credentialing, where she led major reforms of what teachers need to know to earn a credential. “The focus (in the credentialing process) has to be on how to meet students’ needs, rather than just check the boxes of state requirements,” she said.

She said she was encouraged by teacher activism around the state and the country, including in Los Angeles, where teachers have placed a range of support services, such as additional counseling, as a core part of their organizing efforts. The focus on the “whole child,” she said, should be at the root of the state’s efforts to serve children from their earliest years.

The state board approves curriculum frameworks, recommends instructional materials, and adopts tests and assessments that are administered statewide to millions of students.

The board also considers appeals from charter schools that have been denied authorization to open by local districts or county offices of education.

Positions on the board are unpaid, although members receive a \$100 per diem to attend meetings and their travel expenses are covered. Technically, the president is selected by the board, although Newsom has indicated that Darling-Hammond is his choice to fill the top slot, and there is little doubt that she will be selected by her fellow board members to the position. There are currently three openings on the board that Newsom has yet to fill

Like other members, Darling-Hammond must be confirmed by the state Senate within a year of her appointment.

Besides announcing Darling-Hammond's appointment, Newsom discussed other education issues and school financing problems only in general. His speech mainly focused on housing costs, immigration, health care, water, high-speed rail and other issues.

While mentioning few education specifics, he spoke of how school districts "all over the state are challenged to balance budgets even in this strong economy."

"The teachers' strike in L.A. is over but the need to confront its underlying causes is obviously only just begun. Understaffed schools, overcrowded classes, pension stresses, the achievement gap, the growth of charter schools. These stresses are showing up all over the state," the new governor said.

In his recent budget plan, Newsom proposed the funds from the state budget surplus help erase districts' pension fund obligations and he called for \$576 million more for special education, among other increased aid to K-12 schools. But in his speech Tuesday, he declared that such efforts are "not enough."

"We are still 41<sup>st</sup> in the nation in per-pupil spending," he said. "Something needs to be changed."

Newsom called for "an honest conversation" about school funding "not only on the state level but also at the local level." However, he offered no concrete plans for possible changes.

### **DISTRICT:**

**LOS ANGELES (CBSLA)**-This summer, Los Angeles County voters will likely decide whether to pass a new property tax that would provide hundreds of millions of dollars in funding for the L.A. Unified School District.

In the wake of facing its first teachers' strike in thirty years, the LAUSD Board of



Education Thursday unanimously approved a resolution to place a parcel tax measure before voters in June. A parcel tax is not based on the assessed value of a property, but is generally a flat fee based on square footage. It requires a two-thirds margin for approval.

If passed by voters, it would impose a levy of 16 cents per square foot of building improvements on properties within the district. The parcel tax, which would remain in effect for 10 years, would raise an estimated \$500 million a year.

Exemptions would be provided for parcels owned by people aged 65 or older and used as their primary residence.

It will likely go on the June 4 ballot but could be delayed to the Nov. 5 ballot.

In a statement Tuesday, LAUSD Superintendent Austin Beutner expressed his support for the measure.

“It is time for Los Angeles Unified to pursue a local measure to increase funding for schools,” Beutner said. “A revenue measure, if approved by voters in June could provide additional funding for schools during the upcoming school year. This will allow for the accelerated improvement in student learning, further reduction in class size and providing more support to students and educators in schools. It is time to build on the commitment the community has expressed and move forward together.”

After 21 months of unsuccessful contract talks between the district and the teachers union, about 34,000 LAUSD teachers went on a nine-day strike in January, the first such strike since 1989. The two sides finally reached a deal on Jan. 22.

The deal included a 6% pay raise for teachers, a phased-in reduction of class sizes over the next three school years and provisions for more support staff such as nurses, librarians, and counselors.

### **YPICS:**

YPICS Executive Team along with the Academic Teams from each school site met with the YPICS Board Excellence in Academic Achievement Committee last month to review and discuss data outcomes. The Board Excellence Academic Achievement provided actionable feedback to each school team’s Academic Achievement Success Plan.

Monseñor Oscar Romero Charter School had its LAUSD Oversight visit on February 26, 2019 and Bert Corona also had their visit on March 7, 2019. The high school is scheduled to have their review on March 3, 2019.

The YPICS teachers, instructional aids, office and support staff, participated in a YPICS-wide Professional Development day on Monday, March 4, 2019, which focused on

learning strategies for ELs, LTELs, a data review, suicide prevention, and operations topics.

Looking Ahead:

YPICS is working on mid-year teacher and staff evaluations. Administrative evaluations are also taking place during March. Additionally, YPICS is working on the school's reorganization process to prepare for the 2019-2020 school year. The Learning and support staff have been attending local hiring fairs to support the hiring of new Talent for anticipated vacancies.