



## **YPI CHARTER SCHOOLS (YPICS) EXECUTIVE DIRECTOR'S REPORT**

**September 19, 2016**

*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:**

#### **“Commentary: Los Angeles is losing good teachers because of this policy” (LA School Report)**

Teachers unions often argue that the “last in, first out” policy is the only fair way to lay off teachers. Reformers say that LIFO protects bad teachers while indiscriminately getting rid of young and creative new teachers. The way we lay off teachers will become more important as Los Angeles Unified School District enters yet another budget crisis. Let’s ignore the policy argument for a moment and instead focus on LIFO’s effect. Ironically, this policy supported by teachers unions ends up benefiting charter schools.

#### **“Op-Ed: If California wants better compliance from charter schools, it must fix its oversight system” (Los Angeles Times)**

California needs reasonable, clearly defined and well-enforced rules for charter school oversight, a point driven home by a recent report issued by the Southern California chapter of the American Civil Liberties Union and the nonprofit law firm Public Advocates. The study concluded that 253 California charter schools may have been in violation of state law because of discriminatory admissions policies. The best way to address this situation is to make a structural change in the state's oversight process.

#### **“LAUSD Superintendent Michelle King says she’ll expand school choice 'pipeline'” (KPCC)**

Superintendent Michelle King, Mayor Eric Garcetti and other elected officials and dignitaries paid visits to several Los Angeles Unified School District campuses on Tuesday to welcome back the roughly 514,000 students who returned to classes. That district projection pegs L.A. Unified's student enrollment roughly 13,000 students smaller

than it was last year, continuing a decade-long decline. In part to reverse that trend, King has said she intends to expand access to L.A. Unified's half-dozen "school choice" programs, which allow parents to send their kids somewhere other than their default, neighborhood school.

**[“Editorial: Teacher tenure debate ends with too little noise” \(Sacramento Bee\)](#)**

With less noise than it takes to close a book – or the door to an underperforming classroom – the movement to make it easier to fire incompetent teachers in California was put to rest on Monday, too quietly. By a 4-3 decision, the California Supreme Court decided not to review *Vergara v. California*. Though a Superior Court judge had found in 2014 that teachers’ job protections in this state go so far that they violate students’ constitutional guarantees of equal treatment and “shock the conscience”, an appellate panel had overruled him in April. Ending the lawsuit this way, without high court involvement, short-circuits one of the state’s most needed conversations.

**[“Editorial: Now that the Vergara case is over, let's reform teacher tenure laws” \(Los Angeles Times\)](#)**

The state Supreme Court made the right call this week when it left in place a lower court's ruling that the teacher tenure system at California public schools does not violate students’ constitutional rights. But even though they’re not unconstitutional, the tenure laws are still problematic, and the Legislature needs to fix them.

**National:**

***From the National Alliance for Public Charter Schools -***

**“ESSA Implementation”**

The National Alliance filed a [comment letter](#) in response to the U.S. Department of Education’s (ED) proposed rule on accountability and state plans in the Every Student Succeeds Act (ESSA). Nearly 60 charter support organizations, charter management organizations, and charter schools signed the National Alliance’s letter. In addition, more than 200 charter school advocates individually contacted ED via the National Alliance website to emphasize the importance of charter school autonomy. We very much appreciate the support of the charter school community on this important effort, and thank the many charter school leaders who worked with us.

ESSA accountability discussions are underway now in the states; the National Alliance strongly encourages charter school leaders to engage with SEAs regarding their strategy for ESSA accountability plans. [ESSA requires SEAs to engage specific groups of stakeholders](#) - including charter school leaders - in the development of state plans. Charter school leaders must ensure that charter autonomy and state charter school laws are taken into consideration as states develop accountability metrics, interventions for low-performing schools, definitions of teacher effectiveness, and as they implement other federal funding programs such as the Student Support and Academic Enrichment Grants.

## **“New IDEA Guidance”**

The United States Department of Education (USDE) has issued a [Dear Colleague Letter](#) to clarify the specific requirements in Part B of the *Individuals with Disabilities Education Act* (IDEA) that apply to public virtual schools. The guidance addresses states’ general supervision responsibilities and the responsibility for the provision of a free appropriate public education (FAPE) to students with disabilities attending such schools.

The USDE also released guidance on positive [Behavioral Supports for Students with Disabilities](#) to support schools that serve these students.

## **“Report on Special Education Gains and Charter School Restarts”**

The Center on School Turnaround (CST) and The National Center for Special Education in Charter Schools (NCSECS) released a paper that examined how Green Dot Public Schools, a charter management organization (CMO) in Los Angeles, improved student outcomes in a number of its schools with a significant population of students with disabilities. This mini-case illustrates the strategies implemented in the course of its broader school turnaround efforts to improve special education and related services for students with disabilities.

## **State:**

*From School Services of California –*

## **“Measure to Extend Proposition 30 Now Known As Proposition 55”**

On July 1, 2016, Secretary of State Alex Padilla assigned proposition numbers to 17 legislative, initiative and referendum measures slated to be decided upon by voters in November 2016. This ballot will be the longest since March 2000, which had 20 propositions.

With the announcement, the *California Children’s Education and Healthcare Protection Act of 2016* will be known as Proposition 55. Appearing first on the ballot, though, will be Proposition 51, the *Kindergarten Through Community College Public Education Facilities Bond Act of 2016*.

## **“California Energy Commission Unveils Proposition 39 Publicly Searchable Database”**

The California Energy Commission recently unveiled a publicly searchable database for Proposition 39: California Clean Energy Jobs Act projects. The database allows the public to search all approved and completed projects for both K-12 and California Community College (CCC) programs. (Note that while Proposition 39 provides funding for CCC, the Energy Commission does not administer the program).

For K-12, the database allows the public to search by school site, local educational agency (LEA), city, or assembly and senate districts. Further, it provides the ability to filter the search results by project type. For CCC projects, the database can be searched by campus name, district name, city, or zip code. The database not only provides useful information for the public, but could be used as a resource by LEAs to identify the types of energy measures other LEAs are implementing, as well as their potential costs and savings.

You can find a link to the database on the Energy Commission’s Proposition 39 [website](#) under “Program Data”.

*Fenton Primary Center’s estimated annual savings is attached here.*

**“Average Health Benefits Cost Increase 6% in 2017”**

The National Business Group on Health (NBGH) recently released the results of their survey, [Large Employers' 2017 Health Plan Design Survey](#), on the state of health care in the United States. The survey was comprised of responses from NBGH members in May and June of the current year, with responses from 133 large U.S. employers offering coverage to more than 15 million Americans.

On average, health care benefit costs for large U.S. employers are expected to increase 6% in 2017, holding steady as compared to the previous year’s increase. The challenge for employers across the country is managing increases in health plan costs that are outpacing general inflation in the United States (which remains below 2%) and salary budget increases, which are holding at around 3%. For California school employers, we also need to consider state-provided cost-of-living-adjustment (COLA) as a factor in paying for the increases in health care. With a 0% COLA for 2016-17, and a projected 1.11% COLA in 2017, managing increases in health care costs causes a significant strain on available financial resources for school employers and school employees alike.

Some of the top cost drivers that were reported include pharmaceutical coverage, especially the new, high-cost specialty drugs. Thirty-one percent of respondents indicated specialty pharmacy was the highest driver of health costs, up from 6% in 2014. Overall, respondents cited the following as among their top three cost drivers:

- Specialty pharmacy benefits
- High-cost claimants
- Specific high-cost diseases and conditions, such as musculoskeletal claims

Respondents also provided the strategies implemented to control the rising health benefit costs. The top tactics are listed below:

Pharmacy management techniques (traditional and specialty)	68%
Consumer Directed Health Plans as an option or as the only choice	56%
Wellness initiatives	34%

Increased employee cost sharing	34%
Disease/condition management	30%

Source: *National Business Group on Health*

### **“California Supreme Court Denies *Robles-Wong* Appeal”**

On August 22, 2016, the California Supreme Court announced its decision to deny hearing the *Robles-Wong v. State of California* lawsuit, which challenged the funding level provided to the state’s K-12 public education system. By not taking up the case, the high court let stand the lower court ruling which found that the California State Constitution does not require the Legislature to provide any specific level of funding to its K-12 schools.

By a 4-3 vote turning down the petition for hearing, the State Supreme Court upheld the First District Court of Appeal’s decision which concluded that the State Constitution does not guarantee the right to an adequate education, as defined by funding levels or other qualitative measures. This decision, unfortunately, is the final judicial stop in the petitioners’ drive to secure a more adequate level of funding for the state’s “system of common schools.” In November 2011, Alameda County Superior Court Judge Steven Brick initially ruled against the plaintiffs’ adequacy lawsuit, finding that the law does not compel the Legislature to appropriate any particular level of funding “however devastating the effects of such underfunding have been on the quality of public school education.”

With this decision, the fight to secure an adequate level of support for K-12 education will return to the Legislature and the Governor, the two branches of state government that control the budget process. We nevertheless acknowledge and appreciate the great effort put forth by the California School Boards Association, the Association of California School Administrators, the California State PTA, 9 school districts and approximately 60 individual students and families who brought this suit 6 years ago on behalf of all Californians and pursued it to this final decision.

### **“Justice Department Reaches Settlement with California to Ensure Equal Educational Opportunities for English Learners”**

The Justice Department reached a comprehensive settlement agreement today with the California Department of Education (CDE) and the California State Board of Education to improve their compliance monitoring systems and ensure language instruction services to the approximately 1.4 million English Learner (EL) students in the state’s public schools.

The settlement resolves the department’s May 2015 findings that California’s system for monitoring its public schools’ provision of language services to EL students did not satisfy the state’s obligations under the Equal Educational Opportunities Act (EEOA) of 1974. The state cooperated fully during the review.

The department concluded that the state had failed to respond appropriately to schools' certified reports showing that over 20,000 EL students were not receiving instructional language services each school year since 2007 to 2008. The two-year agreement requires the state to undertake several actions, including:

- respond in a timely and effective manner to credible evidence that schools are failing to serve EL students, including notifying them of violations and providing a protocol by which they must submit to CDE documented evidence that resolves the violations;
- when selecting schools for monitoring reviews, consider their reports of unserved EL students and include charter schools in the selection process for such reviews each year;
- improve CDE's online monitoring tool and require that schools found to be out of compliance with specific requirements in this online tool receive onsite monitoring if they fail to provide adequate evidence that the noncompliance has been resolved; and
- develop and implement policies and training on the monitoring, review and corrective action processes of CDE's monitoring of schools for EL service violations, and ensure that all EL monitoring consultants receive such training.

“We applaud the state of California for working cooperatively with the Justice Department to ensure that all English Learner students can access the language services they need to learn,” said Principal Deputy Assistant Attorney General Vanita Gupta, head of the Justice Department's Civil Rights Division. “We look forward to working with state officials to implement this important agreement and ensure full compliance in the months ahead.”

The agreement addresses many of the legal principles discussed in the United States' [statement of interest](#) filed in July 2014 in a related private EEOA case in state court, *D.J. v. State of California*. The state case resulted in a private settlement whose obligations are unaffected by the agreement reached today between the department and the state.

The EEOA requires state and local education agencies to take appropriate action to overcome language barriers that impede students' equal participation in instructional programs. Enforcement of the EEOA is a top priority of the Justice Department's Civil Rights Division. Additional information about the Civil Rights Division is available on its website at [www.justice.gov/crt](http://www.justice.gov/crt).

[California EL Settlement Agreement](#)

### **“Top Legislative Issues for 2016—End of Session”**

August 31, 2016, has passed and with that came the close of the 2015-16 legislative session.

Two bills being watched for last-minute actions were Assembly Bill (AB) 2835 (Cooper, D-Elk Grove), which would have required an orientation meeting for all new public agency employees and Senate Bill (SB) 799 (Hill, D-San Mateo), which would have made changes to the hastily-enacted local reserve cap policy from 2014.

With support from Democratic leadership and the public employees unions, and amendments designed to soften the impact on local agencies, all the stars appeared aligned to deliver AB 2835 to Governor Jerry Brown's desk before the close of the legislative session. However those amendments were unable to mollify the steadfast opposition from the local government and most education management organizations and the path forward for the bill's proponents was unclear. On Wednesday afternoon, AB 2835 was placed on the Senate's inactive file, ending the proposal's journey.

On Tuesday, August 30, SB 799 was amended to set a school district reserve cap at 15% (the previous version had the reserve cap set at 17%) and eliminate the exemption from the reserve cap for basic aid districts. The bill was also amended to add reporting requirements of fund balances at three times in the year. The bill was still in the Assembly Education Committee and would have required a number of waivers to move. The bill did not go forward and is also done with its legislative journey.

The deadline for bills to be acted on by the Governor in the regular session is Friday, September 30.

### **To The Governor**

**AB 491 (Gonzalez, D-San Diego)—English Learners: Identification Notice.** AB 491 would require the notice of assessment of a child's English proficiency to include specified additional information, including whether a child is a long-term English learner or is an English learner at risk of becoming a long-term English learner. The bill would require a school district to provide a notification letter to a pupil's parent or guardian at the time a home language survey is provided that explains the purpose of the home language survey and the procedures for identification and reclassification of English learners.

The bill would require the California Department of Education (CDE) to make a sample notification letter available to public schools.

**AB 575 (O'Donnell, D-Long Beach)—Instructional Materials: Followup Adoptions.** AB 575 would reestablish a fee-supported process for the follow-up adoption of instructional materials until 2024. The cost of the process would be neutral to the state because publishers choosing to participate would be assessed a fee based on the number of programs the publisher or manufacturer indicates will be submitted for review.

**AB 1014 (Thurmond, D-Richmond)—Education Finance: Safe Neighborhoods and Schools Fund: Learning Communities for School Success Program.** This bill establishes the Learning Communities for School Success Program, which requires the

CDE to administer grants from Proposition 47 funds to improve outcomes for students by reducing truancy and supporting students who are at risk of dropping out of school or are victims of crime. Local educational agencies (LEAs) would apply for grants to provide assistance in identifying and implementing evidence-based, nonpunitive programs and practices that are aligned with the goals for students contained in the LEA's Local Control and Accountability Plan (LCAP). The CDE would develop the grant application and the bill prioritizes funding to LEAs that have a high rate of chronic absenteeism, is in a location with a high crime rate, and/or has a high population of foster youth.

**SSC Comment:** This bill is the result of an agreement on a framework between both houses of the Legislature, in collaboration with the CDE, Department of Justice, Department of Finance, and stakeholders. This bill is identical to Senate Bill 527, authored by Senator Liu.

The 2016-17 State Budget includes \$10 million for these Proposition 47 grants.

**AB 1676 (Campos, D-San Jose)—Employers: Wage Discrimination.** This bill would specify that prior salary cannot, by itself, justify any disparity in compensation between men and women.

**SSC Comment:** A prior version of this bill would have prohibited an employer, including state and local government employers, from seeking salary history information about an applicant for employment.

**AB 1719 (Rodriguez, D-Pomona)—Pupil Instruction: Cardiopulmonary Resuscitation.** This bill would require, commencing with the 2018-19 school year, the governing board of a school district or charter school that requires a course in health education as a condition of graduation from high school to also offer instruction in compression-only cardiopulmonary resuscitation. The bill would also require the CDE to provide guidance on how to implement these provisions.

**SSC Comment:** If the Commission on State Mandates determines that this measure constitutes a reimbursable state mandate, LEAs would be entitled to cost reimbursement, which could be in the tens of millions of dollars.

**AB 1783 (Dodd, D-Napa)—School Facilities: Nonstructural Earthquake Hazards: Inspection.** This bill, as amended on August 16, 2016, would require school districts, county offices of education (COEs), and charter schools with school buildings in a seismic area that the California Geologic Survey identifies as susceptible to seismic activity equal or greater than 0.30g to inspect building contents when those buildings are accessible to or occupied by students. Such buildings include, but are not limited to, classrooms, hallways, libraries, gymnasiums, multipurpose rooms, cafeterias, computer rooms, and administrative offices.

The bill would require school districts, COEs, and charter schools to complete an inspection no later than January 1, 2020, and report to the governing board of the school



district or COE a checklist of compliant and noncompliant contents pursuant to the Brown Act, or in the case of a charter school the Bagley-Keene Act. The report must include prioritization of the most serious threats to safety and include a set of recommended corrective actions for those high-priority contents. The superintendent must annually certify to the governing board of the LEA which corrective actions have been completed and post the certifications online.

If an LEA completes an assessment that complies with these requirements before January 1, 2017 (the effective date of the bill if signed into law), the district may report the assessment and any corresponding corrective actions to be in compliance with the required report to the governing board.

Recent amendments make the bill contingent upon an appropriation in the State Budget.

**AB 1878 (Jones-Sawyer, D-Los Angeles)—Public Employees’ Retirement System: State or School Members: Postretirement Death Benefit.** Existing law requires that, upon the death of any state or school member after retirement and while receiving a retirement allowance, the sum of \$2,000 be paid to the member’s designated beneficiary. This bill authorizes the Board of Administration of the California Public Employees’ Retirement System to annually adjust the lump-sum death benefit for state and school members, based on changes in the All Urban California Consumer Price Index.

**AB 2016 (Alejo, D-Watsonville)—Pupil Instruction: Ethnic Studies.** This bill would require the Instructional Quality Commission to develop, and the State Board of Education (SBE) to adopt, modify, or revise a model curriculum in ethnic studies, and would encourage each school district and charter school that maintains any of grades 9 to 12, inclusive, that does not otherwise offer a standards-based ethnic studies curriculum to offer a course of study in ethnic studies based on the model curriculum.

**AB 2197 (Garcia, Cristina, D-Bell Gardens)—Unemployment Insurance: Classified Employees.** This bill would delete the prohibition on the payment of unemployment benefits to education employees of a public school, other than teachers, researchers, and administrators, between two academic years. The bill would phase in, starting in 2017, up to eight weeks of benefits available to those specified employees over a four-year time frame.

Recent amendments make the bill contingent on funds being appropriated for that purpose in the annual State Budget Act.

**AB 2316 (O’Donnell, D-Long Beach)—School Facilities: Leasing Property.** This bill would alter the authority for school districts to let school construction projects under a lease-leaseback contract. Specifically, this bill would:

- Repeal the authority of school districts to award lease-leaseback contracts without advertising for bids

- Require LEA letting lease-leaseback contracts to establish and use a best value procurement process that includes specified requirements, including sealed bid noticing requirements, clear criteria that bidders must minimally meet, and a methodology to rate and weight criteria
- Entitle contractors to be paid reasonable costs associated with labor, equipment, materials, and services if a contract let prior to July 1, 2015, is deemed invalid by a court of competent jurisdiction and if, as determined by the court, the contractor proceeded in good faith, the district has reasonably determined that the work is satisfactory, contractor fraud did not occur in obtaining the contract or performing the work, and that the contract does not otherwise violate state construction procurement laws

The best value provisions and contractor reimbursement provisions of the bill, if enacted, become inoperative on January 1, 2022; however, the prohibition to let lease-leaseback contracts without advertising for bids would persist in perpetuity unless changed by a later statute.

**AB 2393 (Campos)—School Employees: Sick Leave: Parental Leave.** Existing state law establishes California Family Rights Act, which requires employers to grant employees up to 12 weeks of unpaid protected leave, in any 12-month period, to care for a seriously ill spouse, child or parent, or for their own serious medical condition, which includes the birth of a child or parental bonding.

This bill requires K-14 classified school employees on maternity or paternity leave to receive differential pay for up to 12 workweeks of unpaid and protected family and medical leave.

Recent amendments provide that the employee is not required to have 1,250 hours of service with the employer during the previous 12-month period in order to take parental leave.

**SSC Comment:** Last year, AB 375 (Chapter 400/2015) granted this benefit to K-12 certificated employees. The measure is cosponsored by many K-14 labor organizations, including the California School Employees Association, the California Teachers Association (CTA), and the California Federation of Teachers.

**AB 2548 (Weber, D-San Diego)—School Accountability: Statewide Accountability System.** This bill would require the SBE to do the following in an effort to design and build a coherent and aligned local, state, and federal accountability system, including:

- Establishing clear and ambitious statewide performance standards and expectations for improvement among a set of indicators that shall be differentiated by pupil subgroup
- Establishing a mechanism to meaningfully differentiate school-level performance annually

- Establishing multiple levels of performance for purposes of continuous improvement and the provision of support, including the identification of the lowest 5% of Title 1 schools and schools where any pupil subgroup consistently under-performs or where any one pupil subgroup would on its own cause the school to be among the lowest 5% of lowest performing schools

The bill would require the inclusion of a pupil achievement measure in English language arts, mathematics, and science (an academic measure for the K-8 grade span and graduation rates for the high school grade span), rates of English proficiency, chronic absenteeism, and school climate.

**SSC Comment:** This bill, jointly sponsored by ChildrenNow and Ed Trust West, has sparked a growing debate about the appropriate measures that should be included in the state and federal accountability system.

**AB 2615 (Wood, D-Healdsburg)—After School Programs.** Current law establishes the 21<sup>st</sup> Century High School After School Safety and Enrichment for Teens program and requires a high school after school program to consist of an academic assistance element and an enrichment element that include certain things. Existing law requires applicants for grants to ensure that certain requirements are fulfilled. This bill would (1) authorize a school program participating in the state program to charge family fees, (2) authorize the CDE to withhold or terminate grant allocations that do not comply with specified reporting requirements, and (3) allow participating school programs to transfer program services to another school site within the same LEA under specified circumstances.

Existing law also establishes the After School Education and Safety Program program to serve pupils in kindergarten and grades 1 to 9, inclusive, at participating public elementary, middle, junior high, and charter schools, as specified. This bill would specify that grades to be served by participating school programs may be determined by local needs and require that participating school programs that charge family fees to waive or reduce these fees for pupils who are eligible for free or reduced-price meals.

**AB 2738 (Olsen, R-Modesto)—School Bonds: Local School Bonds: Investment.** AB 2738 would prohibit school or community college districts from withdrawing proceeds issued by the county for purposes of making investments outside the county treasury.

**AB 2815 (O'Donnell)—Pupil Attendance: Supervisors of Attendance.** The bill would delete the requirement that a county board of education approve a contract between a school district and the county superintendent of schools for the supervision of attendance of pupils in the school district.

**AB 2826 (Weber)—Teachers: Evaluation and Assessment.** Existing law, known as the Stull Act, requires school districts to evaluate teacher performance on a periodic basis as it relates to the following:

- 1) The progress of pupils toward the standards established pursuant to subdivision (a) and, if applicable, the state adopted academic content standards as measured by state adopted criterion referenced assessments
- 2) The instructional techniques and strategies used by the employee
- 3) The employee's adherence to curricular objectives
- 4) The establishment and maintenance of a suitable learning environment, within the scope of the employee's responsibilities

This bill specifies measures of pupil progress, instructional techniques and strategies, and adherence to curricular objectives that school districts may use for purposes of teacher evaluation.

**AB 2656 (O'Donnell, D-Long Beach)—Pupils: Diploma Alternatives: Fee Waiver: Foster Youth.** This bill extends to foster youth the fee waivers for the California High School Proficiency Exam and the high school equivalency exam that are currently provided to students who are homeless.

**SB 884 (Beall, D-San Jose)—Special Education: Mental Health Services.** This bill would require the K-12 Annual Audit Guide to include a procedure to review "whether funding for educationally related mental health services was used by local educational agencies for its intended purposes in the 2016–17 fiscal year." The bill requires the CDE to report to the Legislature by June 30, 2017, (1) its compliance findings and corrective action plans related to the provision of mental health services for pupils with individualized education programs using data the department collects through its verification and comprehensive reviews; and, (2) outcomes for pupils receiving mental health services through an individualized education program, including graduation dropout and suspension/expulsion rates; and statewide assessment results.

**SB 1029 (Hertzberg, D-Van Nuys)—California Debt and Investment Advisory Commission: Accountability Reports.** This bill would impose new reporting requirements to the California Debt and Investment Advisory Commission (CDIAC) by LEAs relating to state and local debt issuances. Specifically, this bill would require LEAs to submit an annual report to CDIAC covering the period from July 1 to June 30 that includes debt authorized and outstanding during the reporting period, as specified, and the use of proceeds from the issuance of debt during the reporting period.

**SB 1072 (Mendoza, D-Artesia)—Schoolbus Safety: Child Safety Alert System.** This bill would require that transportation safety plans include procedures to ensure that a pupil is not left unattended on a school bus, and procedures and standards for designating an adult chaperone, other than the driver, to accompany pupils on a school pupil activity bus. The bill would additionally require a charter school to prepare this plan.

By the 2018-19 school year, this bill would require school buses and child care motor vehicles to be equipped with a “child safety alert system,” which is a device located at the interior rear of a vehicle that requires the driver to either manually contact or scan the device before exiting the vehicle, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting.

**SSC Comment:** SB 1072 was prompted by a recent incident when a special-needs pupil passed away after being left alone on a hot school bus for several hours at the end of a school trip.

**SB 1413 (Leno, D-San Francisco)—School Districts: Employee Housing.** This bill establishes the Teacher Housing Act of 2016 and provides that a school district may establish and implement programs that address the housing needs of teachers and school district employees who face challenges in securing affordable housing.

The bill creates a state policy supporting housing for teachers and school district employees, pursuant to the IRS code, and permits school districts and developers in receipt of local or state funds designated for affordable rental housing to restrict occupancy to teachers and school district employees on land owned by school districts, so long as that housing does not violate any other applicable laws.

**SB 1455 (Block, D-San Diego)—Pupil Enrollment: Military Dependents.** This bill provides that a student meets residency requirements for school attendance if the student’s parent is transferred or is pending transfer to a military installation that is within the boundaries of the school district.

### Chaptered Bills

**AB 1557 (Chapter 764/2016)—School Facilities: Use By Nonprofit Youth Organizations: Recreational Youth Sports Leagues.** AB 1557 adds to the of nonprofit organizations, clubs, or associations to whom LEAs shall authorize the use of their facilities under the Civic Center Act, and consequently limit the amount of facilities use fees it may charge, to include recreational youth sports leagues that charges their participants, on average, no more than \$60 per month. This bill is intended to distinguish recreational youth sports leagues from competition leagues and limit the fees charged to such organizations to “direct costs” as defined under the Civic Center Act.

**AB 2116 (Chapter 129/2016)—School Bonds: Projections of Assessed Property Valuations.** AB 2116 requires that before school and community college districts order a local bond election they shall obtain “reasonable and informed projections of assessed property valuation” that include projections made by a county assessor.

**SSC Comment:** In advancing the need for AB 2116, Assembly Member James Gallagher argued that requiring the acquisition of assessed valuation projections inclusive of those conducted by the county assessor would improve local bond oversight, accountability, and fiscal responsibility.

**AB 2537 (Chapter 106/2016) Pupils: School Attendance: Residency Requirements.**

AB 2537 eliminates the existing July 1, 2017, sunset of the provisions of the Education Code authorizing a pupil to enroll in a school district where at least one of the parents or legal guardians of the pupil is physically employed within the boundaries of that school district for a minimum of ten hours during the school week. During the period of enrollment the parent or legal guardian of the pupil must continue to be physically employed by an employer situated within the attendance boundaries of the school district.

**Failed**

**AB 934 (Bonilla, D-Concord)—Certificated School Employees.** This bill would have required the public school employer and the exclusive representative, upon request of either party, to meet and negotiate regarding procedures for disciplinary action, including dismissal, based solely on unprofessional conduct or unsatisfactory performance, or both, affecting certificated employees. If mutual agreement was not reached, current law (Education Code Section 44944) would have been maintained.

**SSC Comments:** Students Matter supported a prior version of this bill, but opposed the bill in the Senate Education Committee after it was substantially amended. Also in opposition were the California Teachers Association (CTA), California Federation of Teachers, and Service Employees International Union. The bill failed in the Senate Education Committee.

**AB 1084 (Bonilla)—Charter Schools: Operation.** This bill, commencing on July 1, 2017, would have required that a charter school only operate as, or be operated by, a nonprofit public benefit corporation, a school district, a county office of education, or the University of California.

**SSC Comment:** While supported by both the California Charter Schools Association and the California Teachers' Association, Assembly Member Bonilla dropped the bill because it no longer accomplished her intended purpose.

**AB 2835 (Cooper) Public Employees: Orientation and Informational Programs: Exclusive Representatives.** AB 2835 would have required all local and state public employers, including school and community college districts, to provide new employee orientations that would be required to include a 30-minute session for union representatives to make a presentation to employees within four months of hiring and to be conducted in-person, during work hours. The bill would have required, if employees are represented, that the exclusive representative be given notice not less than ten days in advance of an orientation. The bill would have required the pertinent exclusive representative to be permitted to make a presentation of 30 minutes in the first half of the orientation.

The bill would have required employers to provide bargaining units with the name, job title, department, work location, telephone number, and home address of all newly hired employees within 30 days of the date of hire. The bill would have required public

employers to provide the exclusive representative with the name, job title, department, work location, telephone number, and home address of all employees in the bargaining unit at least every 90 days.

**SSC Comment:** A coalition of public employers, including ACSA, ACCCA, CASBO, and several local educational agencies, actively opposed AB 2835, which ultimately did not reach the Governor's desk.

**SB 322 (Leno)—Charter Schools: Pupils: Suspension and Expulsion: Admissions.** This bill would have permitted charter school admission preferences in the event more students wish to attend a charter school than space allows. The preferences would have been required to be approved at a public meeting and ensure that students with disabilities, academically low-achieving pupils, low-income students, and English learner students will be served. The bill would also have required charter schools to notify parents of applicant students and current pupils that parental involvement is not a requirement for acceptance or continued enrollment at the charter school.

The bill would have required a charter petition to identify the acts for which a pupil may be suspended or expelled and the length of time for which a pupil may be suspended. This bill would have allowed a charter school to determine the actions subject to suspensions and expulsions and the length of suspensions.

**SSC Comment:** This bill was introduced in 2015 and inactive until last month when it was approved in the Assembly Appropriations Committee. The bill failed passage in the Assembly, with numerous Democrats not voting on the bill.

**SB 799 (Hill)—School Finance: School Districts: Annual Budgets: Reserve Balance.** SB 799 would have set a hard cap of 15% of the combined unassigned General Fund balances and Special Reserve Fund for Other than Capital Outlay Projects (Fund 17) balances. The bill also would have clarified that the reserve cap only applies to General Fund unassigned balances and Fund 17 balances to ensure that the cap does not impact funds that districts may have already set aside as funds committed for other long-term projects or obligations. Finally, recognizing the unique circumstances of small school districts, the bill would have exempted them from the cap on ending balances.

The bill would also have required reporting of fund balances three times throughout the year.

### **District:**

### **Board Unanimously Re-Elects Mr. Steve Zimmer as President**

On July 6, 2016, the LAUSD board met for the first time during the 2016-17 year to elect one member of the board to serve as president and to approve the annual calendar of board meetings. To begin the meeting, each board member, in random order, had the opportunity to either nominate a fellow board member to serve as president, or to

publicly share information about what they were looking for in the next board president. After each board member spoke, the board would vote on any nominees put forward, and the first nominee to receive majority support would be the new president.

Dr. Vladovic was the first to go, immediately nominating last year's Board President, Mr. Steve Zimmer, to serve for a second term. Dr. George McKenna and Mr. Scott Schmerelson used their initial speech to voice immediate support for Mr. Zimmer, even before the board moved to an official vote on his presidency.

Board Member Ratliff used her platform to voice extensive concerns about the way board meetings were run during the 2015-16 school year, pleading for the next board president to focus on efficiency out of respect for both fellow board members and the public. She offered many suggestions about improving the way board meetings are run, including not allowing the morning Closed Session meetings to run over into the regularly scheduled board meetings, assigning times for each agenda item, and approximating how long each agenda item would take to keep the board on track. CCSA strongly supports these recommendations, and plans to work with the board, school leaders, and parents to hopefully secure improvements to the board meeting process.

Board Members Rodriguez and Garcia each used their speaking time prior to the election of the president to point to specific improvements they hoped to see during the 2016-17 school year. Ms. Garcia shared that she was "certain the board could do more," pushing her colleagues to prioritize student achievement and learning. Dr. Rodriguez stated that he was concerned about the slow pace of change, since "kids only have one shot." He encouraged the next board president to "stop entertaining polarizing conversations" and to move the board in a way that is "urgent and brings us together."

After each board member spoke, Board President Zimmer had the opportunity to address the board and some of the concerns members raised. He pledged to address the board meeting inefficiencies Ms. Ratliff mentioned, and also put forward a personal platform focused on early childhood education and opportunities for all students to graduate fluent in multiple languages to compete in the global economy. After Mr. Zimmer spoke, he was re-elected unanimously by the rest of the board, and appointed Dr. McKenna as his Vice President. Mr. Zimmer will appoint committee chairs at the board's August meeting.

### **2016-17 LAUSD Board Meeting Calendar**

- August 23, 2016
- September 20, 2016
- October 18, 2016
- November 15, 2016
- December 13, 2016
- January 10, 2017
- February 14, 2017
- March 14, 2017



- April 18, 2017
- May 9, 2017
- June 13, 2017
- June 20, 2017 (Budget and LCAP adoption)
- July 11, 2017 at 10am (2017-18 Annual Board Meeting)

**YPICS/MORCS:**

On July 29, 2016, the YPI Charter Schools submitted one renewal petition for Monseñor Oscar Romero Charter School to the Los Angeles Unified School District. This is the second renewal for Monseñor Oscar Romero Charter (original petition submitted on March 20, 2007 and approval on May 22, 2007; first renewal on February 07, 2012).

Ruben Duenas, Chief Operations Officer, Kevin Myers, Director of Academic Achievement, Jose Castillo, MORCS Lead Administrator, along with Executive Director King-Berg presented the petition at a public hearing at the Los Angeles Unified School District Board of Education on Tuesday, August 23, 2016. The YPICS Executive Team and Director Castillo spoke about the histories and successes of the school. The following are some of the highlights that each addressed:

- A professional learning community focused on growth for ALL stakeholders; our authentic learning opportunities yield strong academic results that are competitive with resident schools.
- Strong school culture and climate that makes students feel connected and safe and yields high levels of parent engagement.
- A model co-location site and strong district partner.

The final vote is scheduled for Tuesday, September 20, 2016. Parents, teachers, and students plan to attend to support the school.