

EXECUTIVE DIRECTOR'S REPORT

April 24, 2017

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:

Wins in All Three Los Angeles Unified School Board Elections

After months of working hard to elect candidates who value a parent's right to choose the best school for their child, the unofficial results of Tuesday's elections for the Los Angeles Unified school board are in and they show success for CCSA Advocates' endorsed candidates. The results are as follows:

- **LAUSD District 2** – CCSA Advocates-endorsed candidate and current school board member Monica Garcia secured 57.72% of the vote and won re-election! Monica has been a champion for all students, and we are eager to continue working with her for another five and a half years to ensure that charter students and families have access to high-quality schools.
- **LAUSD District 4** – Voters selected our endorsed candidate, Nick Melvoin, with 31.22% of the vote and incumbent Steve Zimmer with 47.49% to advance to the general election on May 16. We are also proud of our other endorsed candidate, Allison Holdorff Polhill, who won 14.46% of the vote.
- **LAUSD District 6** – We endorsed Kelly Fitzpatrick-Gonez, who came in first, earning 36.13% of the vote; she will advance to the May 16 general election against Imelda Padilla, who came in second place with 31.04% of the vote.

SB 808

[SB 808 \(Mendoza\)](#) is a **direct attack on charter public schools**. SB 808 puts every charter school and charter school student in the state at risk. The bill proposes to:

- Eliminate any right to appeal when a charter school petition or renewal is illegally denied
- Allow local school districts to deny a charter school petition or renewal if it finds that the charter school creates any financial hardship on the school district.
- Remove the authority of the state board or county boards to authorize charter schools under any circumstance. **This would immediately impact** more than 63,000 students at 166 charter schools.

This bill would allow districts to close any charter school, leaving kids and parents to fend for themselves.

CCSA Condemns Federal Detentions at School Campuses

In the wake of the apprehension and detention of a Los Angeles charter school parent by Immigration and Customs Enforcement (ICE) officers as he was on his way to drop off his children at a member school, the California Charter School Association (CCSA) condemns any immigration enforcement action related to school attendance and activities in Los Angeles and throughout California. We oppose such immigration enforcement actions because they provoke fear and create turmoil in our immigrant communities, and discourage all immigrant children from attending school because of their or their parents' and guardians' immigrant status.

Thirty-five years ago, the U.S. Supreme Court held that all children, including undocumented students, are guaranteed the right to attend public schools across the Country under the federal Constitution. As a nation, we should seek to encourage immigrant parents and guardians to have their children attend the local public schools, including charter schools, and ensure that immigrant children feel safe on their way to or from school and in school-related activities every day.

CCSA calls on the Trump Administration to end and prohibit any immigration enforcement by ICE against students and their parents or guardians in connection with school attendance and activities in California or across the Country. CCSA will continue to work with our member charter schools and advocacy communities to ensure that all charter students and families feel protected and safe when they send their children to school throughout California.

National:

From National Alliance for Public Charter Schools –

Secretary Betsy DeVos and the Trump Administration

Betsy DeVos was confirmed as U.S. Secretary of Education by the U.S. Senate and sworn in by Vice President Mike Pence on February 7. We are excited that Secretary DeVos will be joined by two strong charter school advocates: Jason Botel, Executive Director of MarylandCAN, will serve as a senior White House adviser for education and Ebony Lee, former Senior Program Officer at the Bill and Melinda Gates Foundation has joined the US Department of Education as Special Assistant to the Secretary. We congratulate Jason and Ebony on their new positions.

ESSA Implementation

The House of Representatives, with support from the Trump Administration, voted to repeal the Title I accountability and state plan rules, as well as the teacher preparation regulations recently finalized by the Obama Administration. The National Alliance expects the Senate to consider this bill in the coming weeks.

However, this legislation does not prevent states from moving forward with ESSA implementation. To that end, Secretary DeVos [sent a letter](#) to the Chief State School Officers on ESSA implementation, emphasizing the following: (1) States should continue to follow the previously announced timeline to submit their consolidated State plans by April 3 or September 17; (2) States may use the currently available plan template to submit their plans; (3) the U.S. Department of Education (ED) will provide a new plan template by March 13 that States may use for submission; and (4) States may want to consider developing their own plan template, solely or with other States through the Council of the Chief State School Officers.

Title IX Guidance on Transgender Students Rescinded

[The U.S. Departments of Justice and Education rescinded](#) the Obama administration's interpretation of federal law allowing transgender students to use bathrooms and locker rooms in alignment with their gender identity.

U.S. House of Representatives Hearing on School Choice

The House Education and the Workforce Committee's Subcommittee on Early Childhood, Elementary and Secondary Education held its first [hearing](#) in the 115th Congress – Helping Students Succeed Through the Power of School Choice. Kevin Kubacki, Executive Director of the neighborhood Charter Network Schools in Indianapolis, IN [testified](#) as the charter school representative on the panel.

National Alliance Statement on President's FY2018 Budget

On March 16, 2017, President Trump unveiled his FY2018 budget, which includes a \$168 million increase for charter schools. National Alliance President and CEO Nina Rees released the following statement in response to the president's announcement:

“In the current school year, more than 200,000 new students are attending charter public schools, bringing nationwide enrollment to more than 3 million students. Still, there could be at least another 2 million students whose parents would enroll them in charter schools if they could. Increased funding for the CSP is essential to expanding charter school capacity and reducing the wait for these families.

“President Trump's budget builds on a robust history of support for the charter school movement from every Administration since 1992, Republican and Democratic, helping to expand high-quality public education options for all children. We look forward to working with this Administration and Members of Congress to ensure that the CSP, and other programs that are effective in improving the lives of at-risk or high-needs students, are supported.”

From School Services of California –

BREAKING: National Movement Afoot to Replace Common Core with New Education Standard

[Editor's Note: While we have all read about computer hackers breaking into secure websites, we never thought it would happen to School Services of California, Inc. (SSC), but yet again, on Friday, March 31, some fool broke through our firewall. Rather than stealing or defacing our materials, the hacker simply inserted the following article on our Fiscal Report site. While of dubious origin, the article is thought provoking, so we decided to leave it as a Fiscal Report article.]

It became known through anonymous sources that on April 1, 2017, President Donald J. Trump, along with his Education Secretary, Betsy DeVos, plan to unveil a new set of federal education standards called **Uncommon Core**. In fact, a website has already been established to promote this new initiative—www.uncommon-core.com.

The **Uncommon Core** standards would replace the Common Core standards that were originally developed by the National Governor's Association and the Council of Chief State School Officers nearly a decade ago.

Developed in coordination with the Flat Earth Society, the new **Uncommon Core** standards appear to be an unconventional approach to meeting students' needs in today's modern world. The new

standards are based on trust in everything seen or read on the Internet, like this article, regardless of how foolish it seems.

During his daily press briefing, Sean Spicer, press secretary for the president was asked to comment on the leak of the press materials for the April 1 announcement. Before responding, he took a moment to swallow his gum and said “A common problem with Common Core is that it is commonly disliked for its uncommon approach to common and uncommon situations. The new *Uncommon Core* standards will bring uncommon or ‘off the reservation’ solutions to common problems, such as how to use a screwdriver to open a can, who to appoint to a key education cabinet position, or how to win the presidency despite having no political experience and an ever-changing campaign team (hint... ask for foreign help).”

“We’re going to make uncommon common again. You’ll love it! See you Saturday,” said President Trump on Twitter.

Trump, who found his success by rallying the grassroots will go to the people again to push for the *Uncommon Core* agenda in each state. Heading up the effort for President Trump and Secretary DeVos will be R. MacDonald, whose background as a short order cook exemplifies the uncommon thinking that *Uncommon Core* will bring to the nation.

However, there are rumblings that California Governor Jerry Brown will oppose the *Uncommon Core* agenda, should the proposal gain traction in the state. “Make no bones about it, the Governor will fight this reform with every paw possible,” replied Colusa Brown, the Governor’s new first dog. When asked for clarification, Colusa saw a squirrel and darted off with her handler in tow.

Stay Tuned . . .

State:

From School Services of California –

Special Education Input Sessions Take Center Stage

On February 22, 2017, the Advisory Commission on Special Education (ACSE) held a two-day hearing to discuss various special education funding and program issues. The ACSE is a federally mandated special education advisory body, comprised of representatives appointed by Governor Jerry Brown, the State Board of Education (SBE), and legislative leadership, for the purpose of providing recommendations and advice to the SBE, the State Superintendent of Public Instruction, the Legislature, and the Governor regarding new or continuing areas of research, program development, and evaluation of California special education programs.

Before a standing room only audience, the ACSE heard an overview by the Public Policy Institute of California (PPIC) regarding its November 2016 report recommendations to send special education funding directly to school districts instead of through Special Education Local Plan Areas (SELPA), to equalize special education Assembly Bill (AB) 602 funding to the 90th percentile, and then roll that funding into the Local Control Funding Formula (LCFF) base without restrictions on use.

As previously reported, Governor Brown picked up some of PPIC’s themes in his January 2017-18 State Budget proposal, which has raised many questions from local educational agencies. Following PPIC’s presentation, the Department of Finance (DOF) representative Ian Johnson provided an overview of how Governor Brown plans to seek additional input on how best to align

special education funding mechanisms with the LCFF that are ‘equitable, transparent, and easy to understand.’

Following DOF’s presentation, the ACSE heard from Maureen Burness, Co-Executive Director of the California Statewide Task Force on Special Education (Task Force), Mary Samples, the Finance Committee Chair of the Task Force and Assistant Superintendent with the Ventura County SELPA, and Kathy Skeels, SELPA Director from San Joaquin County Office of Education and chair of the SELPA Administrators Association. Ms. Burness highlighted the two common recommendations contained in the reports: (1) Funding AB 602 equalization base rates to the 90th percentile and (2) Establishing a funding mechanism for preschoolers with disabilities. Mary Samples focused on several potential impacts of rolling special education funding into LCFF, and Kathy Skeels discussed the unintended fiscal and program consequences should SELPAs be eliminated.

Following breakout discussions between ACSE Commissioners and meeting attendees, and after public comment, the ACSE voted to send a letter to its appointing bodies recommending that special education funding not be rolled into the LCFF, noting that the SELPA structure should remain and additional measures discussed to increase accountability and transparency.

On February 24, 2017, the DOF announced the schedule for the upcoming stakeholder input session. The sessions will include an overview of the PPIC recommendations and allow for input from attendees.

The California School Dashboard and 2017 LCAP Decision-Making

By now, you are all well aware of the statutory requirements related to the development of your Local Control and Accountability Plan (LCAP), but a quick review never hurts. In developing your LCAP, you must consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and pupils. After consulting with stakeholders and development of a draft plan, you must present the plan to advisory groups for review and comment, hold a public hearing, and then the governing board may adopt the new three-year static plan. Now how hard is that?

In all seriousness, the level of stakeholder engagement that is required presents many challenges as does the task of deciding how to use supplemental and concentration grant dollars in support of the goals, actions, and services each local educational agency (LEA) will identify. It is not our intention to minimize these challenges, rather to remind LEAs of the School Services of California, Inc., LCAP Decision-Making Tree[©] and how it can be used to simplify the decision-making process and to provide some insight into the role the new California School Dashboard (Dashboard) will play in LCAP decision-making.

We have long held that the LCAP, and all decisions related to the LCAP, are rooted in the local needs assessment. We have also said that public school leaders must conduct the local needs assessment long before they engage stakeholders, which, according to the LCAP Life Cycle should begin in the fall of each school year.

Yet, in 2017, LEAs will be required to use the Dashboard to guide the development of goals, actions, and services long after they’ve engaged stakeholders and perhaps even after they’ve drafted a plan and shared it with required advisory groups. Below we provide a quick summary on the Dashboard and some guidance in terms of the use of the Dashboard in the adoption of the LEA’s 2017-18 LCAP and the role it will play in the annual update of the plan in 2018-19 and 2019-20.

The California School Dashboard

Currently, school districts and charter schools have access to a preview of the Dashboard system and are allowed to share their results with local stakeholders before the March public release. The Dashboard is designed to help LEAs and their individual schools identify successes and challenges to inform LCAP decision-making. The goal of the Dashboard is to give a snapshot of how LEAs and schools are performing on state and local indicators. As an accountability tool, the Dashboard will help the state identify LEAs and schools in need of targeted interventions.

The Dashboard will show LEA performance on the six state performance indicators (only four of which will be available for the 2017-18 LCAP) and the four local indicators (six for county offices of education), as applicable. The state indicators are based on data that is collected consistently across the state from LEAs through the California Pupil Achievement Data System. LEAs and schools will receive one of five color-coded performance levels on the state indicators. From highest to lowest, the five performance levels are: blue, green, yellow, orange, and red. The color and amount of fill (e.g., blue always has five segments filled, red always has one segment filled, etc.) are two ways to show the performance level of the state indicator. State indicator performance levels are calculated using percentiles to create a [5-by-5 reference chart](#) that combines status (ranging from “very high” to “very low”) and change (ranging from “increased significantly” to “declined significantly”). For example, an LEA with a “high” status on the reference chart and “increased” in change on the reference chart would receive an overall performance of green for that indicator.

Since data is not collected at the state level for the local indicators, it is up to the LEAs to collect their own data and self-report on those standards for the Dashboard. LEAs must measure progress on the local indicators with locally available information and report the results to their local governing board at a regularly scheduled meeting, as well as to stakeholders and the public through the Dashboard. Unlike the state indicators, the local indicators will not be ranked on a color or fill scale and instead will be rated as “met,” “not met,” or “not met for two years.” LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. LEAs have two options for the self-reflection tool. The first option allows LEAs to provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools. The second option is to complete the SBE approved [self-reflection tool survey](#).

LCAP Development Guidance

The revised LCAP Template requires you to use the data referenced on the Dashboard, which is referred to as the Local Control Funding Formula Evaluation Rubrics on the Template. The template references the Dashboard in the “review of performance section” where you are asked to measure where you have made your greatest progress, what your greatest needs are, and the steps you are taking to address performance gaps. The Dashboard will play an increasingly significant role in identifying successes and challenges for your subsequent 2018-19 and 2019-20 updates. However, you will be required to complete this section of the template in your 2017-18 LCAP, so we suggest that you become familiar with the Dashboard and incorporate its findings in the current and future LCAPs.

The data contained within the Dashboard is not new to LEAs and should be data that you have been tracking and/or gathered when you completed your local needs assessment prior to engaging stakeholders in the development of this year’s LCAP. Therefore, the planned goals, actions, and services should already address the areas of greatest needs and performance gaps highlighted by

your Dashboard. In the rare case where the Dashboard is highlighting an area of need not already identified in your draft plan, we would recommend incorporating changes to your LCAP and sharing the revisions with the required advisory groups prior to the public hearing and adoption process.

2016-17 First Interim Report Negative and Qualified Certifications

The California Department of Education (CDE) recently released the results of the 2016-17 First Interim reporting by local educational agencies (LEAs). The number of negative and qualified certifications increased significantly at First Interim—up to 34 LEAs certified as qualified or negative from 20 LEAs a year ago at the 2015-16 First Interim reporting period. Three LEAs are on the negative certification list, down from four LEAs last year, and 31 LEAs are certified as qualified up from 16 in 2015-16.

The sharp increase in the number of LEAs certified as qualified is likely due in part to the compounding increases for the employer contributions to the California Public Employees’ Retirement System (CalPERS) and the California State Teachers’ Retirement System (CalSTRS). Employer contribution rates for both retirement systems increase significantly by 2018-19, the third year of the multiyear projection, to 18.7% for CalPERS and 16.28% for CalSTRS. The increases put the squeeze on LEA base grant dollars because the state has not provided any additional funding to support the employer rate increases. This challenge combined with new funding slowing down with the Local Control Funding Formula (LCFF) at a 96% funding level, and the continued effort needed to support new programs and employee compensation creates an impossible challenge for LEAs to manage within the LCFF framework.

The CDE does not have information to determine whether a school district has self-certified as qualified or negative or if the applicable oversight agency required the LEA to lower its certification. LEAs that have self-certified as qualified or negative should be taking the necessary steps to provide public notice acknowledging the pending fiscal challenges and the measures they will take to resolve projected financial problems. The classifications come from the LEAs’ certified budgets in December 2016, which cover the period ending October 31. As a result of the time lag, some LEAs may have already made budget adjustments to change their financial condition of negative or qualified status.

Negative Certification

A negative certification is assigned to a school district or county office of education when it is determined that, based upon current projections, the LEA will not meet its financial obligations for fiscal year 2016-17 or 2017-18.

Number	County	LEA	Total Budget (\$ in Millions)
1	Placer	Colfax Elementary	\$3.5
2	San Luis Obispo	San Miguel Joint Union	\$5.1
3	San Mateo	San Bruno Park Elementary	\$30.4

Qualified Certification

Number	County	LEA	Total Budget (\$ in Millions)
1	Alameda	Newark Unified	66.6
2	Alameda	Oakland Unified	540.0
3	Butte	Bangor Union Elementary	1.2
4	Butte	Feather Falls Union Elementary	0.4
5	Calaveras	Calaveras Unified	31.1
6	Contra Costa	Knightsen Elementary	6.0

7	El Dorado	Black Oak Mine Unified	12.6
8	El Dorado	Gold Trail Union Elementary	6.4
9	Inyo	Lone Pine Unified	6.4
10	Los Angeles	Covina-Valley Unified	142.8
11	Los Angeles	Inglewood Unified	125.0
12	Los Angeles	Los Angeles Unified	7,385.6
13	Los Angeles	Montebello Unified	347.2
14	Madera	Yosemite Unified	15.7
15	Marin	Sausalito Marin City	5.9
16	Marin	Union Joint Elementary	0.2
17	Orange	Saddleback Valley Unified	295.2
18	Riverside	Temecula Valley Unified	285.5
19	Sacramento	Galt Joint Union High	39.9
20	San Bernardino	Baker Valley Unified	3.9
21	San Bernardino	Colton Joint Unified	265.9
22	San Bernardino	Rim of the World Unified	40.5
23	San Diego	Julian Union High	2.7
24	San Diego	San Diego Unified	1,395.0
25	Santa Barbara	Hope Elementary	10.3
26	Santa Clara	Lakeside Joint	2.0
27	Sonoma	Santa Rosa Elementary	180.3*
28	Sonoma	Santa Rosa High	*
29	Sonoma	West Sonoma County Union High	25.6
30	Tuolumne	Curtis Creek Elementary	5.2
31	Tuolumne	Sonora Union High	13.8

Source: CDE

*Santa Rosa Elementary and Santa Rosa High are two districts with joint administration and fiscal reporting. The amount shown is the combined budget.

A qualified certification is assigned to an LEA when it is determined that, based upon current projections, the LEA may not meet its financial obligations for fiscal year 2016-17, 2017-18, or 2018-19.

CalSTRS Unfunded Liability and State Contribution Rate Increase

Today, April 6, 2017, the California State Teachers' Retirement System (CalSTRS) Board adopted the latest actuarial valuation of the retirement system. Despite increases in contribution rates by members, employers, and the state, the funded ratio decreased from 68.5% to 63.7%, and the unfunded actuarial obligation (commonly called the unfunded liability) increased from \$76.2 billion to \$96.7 billion.

CalSTRS's actuarial firm, Milliman, cites three main factors for the increased unfunded liability:

1. The change in actuarial assumptions adopted by the Board, reducing the assumed rate of return from 7.5% to 7.25% in 2017, and changes in demographic assumptions resulted in an increase of \$13.2 billion in the unfunded actuarial obligation (UAO).
2. Recent investment returns have been below the assumed return, increasing the UAO by \$2.6 billion.
3. The UAO increased by \$4 billion because the contributions received over the 2015-16 fiscal year were not sufficient to cover the interest on the UAO.

Changes to the unfunded liability affect the three contributors in different ways.

State Contribution Rate

For the first time this year, the CalSTRS Board has the authority to adjust the state contribution rate necessary to pay off the state's portion of the UAO. The state contribution rate can be increased by up to 0.5% annually and the Board approved that rate increase, bringing the state contribution rate from 6.328% to 6.828% in 2017-18. Annual increases to the state rate of 0.5% annually is expected for "at least the next decade" according to Milliman.

Employer Contribution Rate

Because employer contribution rates are set in statute until 2020-21, there is no immediate effect on the employer contribution rate, which will increase from 12.58% to 14.43% in 2017-18.

Employee Contribution Rate

Under the Public Employees' Pension Reform Act of 2013 (PEPRA), post-PEPRA employees are required to pay at least one-half the normal cost of their benefits. Based on the valuation presented to the Board, the normal cost *did not* increase by 1%, the threshold for increasing the post-PEPRA employee contribution rate. Therefore, the contribution rate for post-PEPRA employees will remain unchanged at 9.205% of creditable compensation on July 1, 2017.

It is, however, very likely that these employees will experience a rate increase to 10.205% beginning in 2018. That determination will be made with next year's valuation.

Top Legislative Issues for 2017—April 7, 2017

A handful of education bills were heard in committee before the Legislature left for Spring Recess on Thursday, April 6, 2017. Nearly 100 education bills have been amended since last week as the Legislature faces an April 28, 2017, deadline for any bills with fiscal implications to be passed out of policy committee, while bills without fiscal effects have until May 12, 2017, to be passed out of committee. Accordingly, policy committee agendas will ramp up when the Legislature returns from Spring Recess, the week of April 17, in order to ensure that they meet the impending deadlines.

Career Technical Education

Assembly Bill (AB) 445 (Cunningham, R-San Luis Obispo)—Career Technical Education: The California Career Technical Education Grant Program. AB 445 would extend the provisions of the K-12 Career Technical Education Incentive Grant program for an additional three years (2018-19, 2019-20, and 2020-21) and would provide \$300 million each of those three years.

AB 1577 (Gipson, D-Carson)—Career Technical Education: Access Plan. This bill would require the California Department of Education (CDE), in collaboration with the California Workforce Development Board and the Office of the Chancellor of the California Community Colleges, to develop a plan to ensure the provision of, and access to, career technical education (CTE) programs at every K-12 school in California and require the agencies to develop a plan on or before January 1, 2019. The bill would, require the CDE to report the plan to the Legislature on or before January 1, 2020.

Employees

AB 1451 (McCarty)—State Teachers' Retirement: Retirees. This bill would exempt from the postretirement compensation limit the compensation of a member retired for service who has returned to work to fulfill a critical need in a position due to a teacher shortage in the area of special education, mathematics, science, or bilingual education. The bill would require a local

school district, community college district, COE, or other local educational agency (LEA) exercising this exemption to submit specified documentation to substantiate a retired member's eligibility.

AB 1220 (Weber, D-San Diego)—Certificated School Employees: Permanent. (4/3/17) AB 1220 creates the Teacher and Student Success Act, which would:

- Extend the current minimum time to tenure from two years to three years
- Provide optional fourth and fifth years with additional mentoring and other professional development resources for teachers who need extra support as a probationary employee
- Require districts to give priority in allocating professional development funds for probationary employees in the fourth or fifth year of employment

If the bill conflicts with existing collective bargaining agreements (CBAs), the provisions will not take effect until the expiration or renewal of the CBA.

SSC Comment: Prior attempts at changing the length of tenure have been opposed by the California Teachers Association. The bill is sponsored by Educators for Excellence and Teach Plus.

Facilities

As the issue of lead levels in drinking water emerges as a health and safety concern for California public school students, several bills are making their way through the Legislature to address this concern. We highlighted AB 567 (Quirk-Silva, D-Fullerton) in our last update. Since then, ranking Assembly Democrats have co-authored an additional measure relating to this policy.

AB 746 (Gonzalez-Fletcher, D-San Diego, McCarty, Rubio, D-Baldwin Park)—Public Health: Potable Water: Lead Testing: Schoolsites and Campuses. AB 746 would require LEAs to test potable water systems at each site under their jurisdictions, inclusive of preschools and schools serving grades TK-12, at least once annually for the presence of lead. If test(s) reveal that a site(s) has lead levels higher than the Environmental Protection Agency's drinking water standards, as they existed on January 1, 2017, LEAs would be required to notify parents or guardians of students attending the school(s) of the elevated lead levels and give information about how to obtain physician's testing of their child(ren). Finally, the LEA would be required to shut down or make inoperable any potable water system with elevated lead levels.

AB 305 (Arambula, D-Fresno)—School Accountability Report Card: Drinking Water Access Points. AB 305 would add a reporting requirement to the annual School Accountability Report Card to include an assessment of drinking water access points, as defined, at each school site that include the number, locations, and conditions of them, as well as goals, actions, and progress toward addressing deficiencies identified in the assessment. The bill would require the CDE to compile the assessments and transmit them to the State Water Resources Control Board.

Senate Bill (SB) 423 (Cannella, R-Ceres)—Indemnity: Design Professionals. Current law provides, with respect to contracts and amendments to contracts entered into on or after January 1, 2011, with a public agency for design professional services, that all provisions, clauses, covenants, and agreements contained in, collateral to, or affecting these contracts or amendments to contracts that purport to require the design professional to defend the public agency under an indemnity agreement, including the duty and the cost to defend, are unenforceable, except for claims that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the design professional. Current law provides that all contracts and all solicitation documents between a public agency and a design professional are deemed to incorporate these provisions by reference.

This bill would make these provisions applicable to all contracts for design professional services entered into by any person or public or private entity on or after January 1, 2018.

Special Education

AB 254 (Thurmond, D-Richmond)—Local Educational Agency Pilot for Overall Needs. This bill would require the Department of Health Care Services to establish the Local Educational Agency Pilot for Overall Needs program for the purpose of improving the mental health outcomes of students through a whole person care approach that is accomplished by providing funding to an eligible participant for the provision of direct health services.

The bill would require an LEA receiving funding through the program to use funds received to increase direct health services provided to all registered students, with a concerted effort toward providing services to students enrolled in the Medi-Cal program. The bill would authorize an LEA to provide direct health services through direct employment of health care providers, or by contracting with health care providers or school health centers.

The bill would require a school health center that contracts with an LEA under the program to work in partnership with the school nurse to deliver direct health services, to serve all registered students, and to seek reimbursement for services provided from private health insurers or health care service plans, if applicable.

The program would be dependent upon an appropriations.

AB 312 (O'Donnell, D-Long Beach)—School Finance: Special Education Funding. AB 312 would resolve two major special education funding adequacy and equity issues by (1) equalizing special education AB 602 base rates to the 90th percentile; and, (2) including the average daily attendance (ADA) of preschoolers with disabilities into the AB 602 funding model.

AB 1449 (Muratsuchi, D-Torrance)—Education Finance: Local Control Funding Formula: Special Education Grant. This bill would require funding pursuant to the Local Control Funding Formula to include, in addition to a base, supplemental, and concentration grant, a special education grant add-on that is based on the percentage of individuals with exceptional needs, as defined, served by the county superintendent of schools, school district, or charter school.

SB 191 (Beall, D-San Jose)—Pupil Health: Mental Health and Substance Use Disorder Services. This bill would authorize a county, or a qualified provider operating as part of the county mental health plan network, and an LEA to enter into a partnership to create a program that includes, among other things, targeted interventions for pupils with identified social-emotional, behavioral, and academic needs.

SB 354 (Portantino, D-La Cañada Flintridge)—Special Education: Individualized Education Programs: Translation Services. This bill would require an LEA to communicate in the native language of the parent, or in another mode of communication used by the parent, during the planning process for the Individualized Education Program (IEP) and to provide alternative communication services, including providing translation services for a pupil's parent. The bill would require the LEA, if requested by a pupil's parent, to provide the parent with a copy in the native language of the parent of the IEP, any revisions to the IEP, and certain documents discussed at an IEP team meeting within 30 days of that meeting or within 30 days of a later request.

The bill would require the CDE to revise its notice of procedural safeguards, in English and in the primary languages for which the department has developed translated versions, to inform parents of their right to request the translation of these documents.

LAUSD/YPICS:

Bert Corona had an oversight visit on April 20, 2017. The CSD staff commented that they always look forward to visiting the YPICS. The overall tone was they were pleased to see the team of new teachers providing a learning atmosphere which exhibited common core implantation, project-based learning, and high levels of rigor along with high levels of student academic talk. The classroom visits verified that the differentiated PD provided in classroom management, special education accommodations, EL instructional practices, and thinking skills was implemented at the highest levels. They were pleased to hear that all but two teachers will be returning for the 2017-2018 school year. Retention of teachers and staff is one of the YPICS priorities for this school year.

Listed below are other highlights from the visit and of course I will provide a full report when we receive it from the CSD.

Instructional Highlights:

- students able to articulate learning goals, which were posted in all classrooms
- Use of SFA Math structures and the modeling of math academic language
- Small group for struggling students
- TA & Resource teacher in classrooms
- Groups for collaborative learning
- Projects and student presentations
- Cooperative groups and conversations
- Rigorous discussion and accountability carried over from SFA structure to core-content classes
- Student focused activities
- Gallery Walk - Chunking movement
- Use of sentence starters and language frames
- Pre/Post data in all classrooms
- NWEA, ALEKS, and Achieve 300 data trackers posted and personalized
- Thinking Maps Used
- Evident that all students have been trained to respond and use complete sentences
- One to one technology use in most classrooms
- Unit Boards
- Use of art critical friends protocols for reflection and feedback
- Professional Development series on Differentiation
- Professional development connects to classroom instruction
- Increase student engagement in non SFA group work
- Intentional use of strategies during class discussion
- Use of student roles in group work
- More strategic and consistent use of rubrics
- Review testing schedule to see how we can decrease stress in students

Culture and Climate Highlights:

- Kids are thoughtful and respectful to each other.
- Behavior Expectations are clear.
- 8th Grade students spoke highly of gear up.
- Students voiced that they love the small school environment. They feel like a family.
- Kids had positive things to say about Takeyama.
- “They are not preparing us for high school. They are preparing for us college.”

Culture and Climate Extensions:

- Students are concerned about peer respect for teachers
- Increase student voice and explain reasons behind decisions.

Operations Highlights:

- “They listen to me and they address my issues.”
- Parents understand the IEP process.
- Office staff is very polite. “Sometimes I’m having a bad day I walk in and they make me smile”
- They trust the leadership on campus to make sure that things are done the right way.
- Parents have been heard in committees.
- Parent communication (Remind/flyers)
- Parents trained to observe classrooms
- One parent talked about growth of the school over the past few years and how they are excited for the future.
- Ms. Zubia’s Credential Binder was perfect.
- Happy that we are building a higher gate

Operations Extensions/Parents desires:

- Want a nurse
- Want a library but teachers provide them in classrooms
- Want a security gate