



YPI CHARTER SCHOOLS EXECUTIVE DIRECTOR'S REPORT

June 28, 2018

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.

State:

From School Services of California –

Top Legislative Issues for 2018—June 15, 2018

Two weeks ago, both houses met their “house of origin” deadline ahead of schedule, allowing legislators to head back to their districts on Thursday, May 31, 2018, as usual. Many bills fell short of mustering sufficient votes for passing this legislative process hurdle. Since this is the second year of the two-year legislative session, any bill that fails a deadline in 2018 will be considered dead, absent any rule waivers.

The policy process begins anew as bills move into their second house. This week, the Assembly Education Committee held its first hearing in over a month to consider bills that passed the Senate. Due to the higher volume of bills that passed out of the Assembly, the Senate Education Committee has heard and taken action on over 50 Assembly Bills the past two weeks.

Policy committees will need to ramp up their work in the next month to make their deadlines of passing fiscal bills before June 29, 2018, and non fiscal bills before July 6, 2018; after which the Legislature takes a month off for Summer Recess.

Accountability and Assessments:

Assembly Bill (AB) 1951 (O'Donnell, D-Long Beach)—Pupil Assessments: Pathways to College Act.

As amended on May 25, 2018, the Pathways to College Act would authorize school districts, county offices of education (COEs), and charter schools to administer a nationally-recognized high school assessment that meets specified criteria in lieu of the 11th grade Smarter Balance Assessment Consortium (SBAC) assessments. The alternative assessment(s) would be required to align to the state academic content standards and be just as rigorous as the SBAC assessments. The bill would also require districts that administer the alternative assessment to meet federal requirements to accommodate English learners and students with exceptional needs. Districts that administer alternative assessments would be reimbursed the lesser of the cost to administer the alternative assessment or the cost to administer the SBAC.

Employees:

AB 2128 (Kiley, R-Rocklin)—School Employees: Dismissal or Suspension: Hearings: Evidence. This bill makes changes to current procedures for the dismissal and suspension of school employees by expanding the details that are exempt from the current four-year statute of limitations in these cases.

AB 2234 (Jones-Sawyer, D-Los Angeles)—School Districts: Employees: Dismissal or Suspension Administrative Proceedings: Testimony of Minor Witnesses: Pupil Contact Information. Institutes new protections for minors who serve as witnesses at dismissal hearings for certificated and classified employees; authorizes minor witnesses in certain cases to testify in a room outside the hearing room and be televised by two-way closed circuit television; requires witnesses with a cognitive impairment be protected from undue harassment or embarrassment; requires a support person to be appointed for a minor witness; and requires a court order or subpoena to obtain pupil contact information.

Facilities:

AB 2031 (O'Donnell)—Public Contracts: School Facility Projects: Bidding Requirements. As amended on May 25, 2018, AB 2031 would require public works projects of \$1,000,000 or more and that are funded in whole or in part with state bond funds to prequalify prospective bidders using a questionnaire and financial statement that covers at least the information contained in the standard questionnaire and model guidelines published by the Department of Industrial Relations (DIR). The requirement to prequalify bidders is due to sunset on July 1, 2019. AB 2031 repeals the sunset date, make the requirement indefinite. AB 2031 also repeals the requirement for DIR to provide a report to the Legislature as to whether or not the prequalification requirements have resulted in a reduction of labor code violations.

Instruction:

AB 2186 (Thurmond, D-Richmond)—Education Finance: Golden State Science, Technology, Engineering, and Mathematics (STEM) Teacher Grant Program. As amended on May 25, 2018, this bill would, subject to an appropriation by the state, establish the Golden State Science, Technology, Engineering, and Mathematics (STEM) Teacher Grant Program. The Program would provide grants of \$10,000 for potential teachers who commit to teaching in a STEM field. The bill would also require the administrator of the Program to annually report the status and progress of the Program to the Commission on Teacher Credentialing and to submit a final implementation report, within seven years of being selected as the administrator, that describes the outcomes and effectiveness of the program.

School Safety and Student Discipline:

AB 1747 (Rodriguez, D-Pomona)—School Safety Plans. This bill would require school site council to consult with a fire department and other first responder entities in the writing and development of a comprehensive school safety plan and would require the comprehensive school safety plan and any updates made to the plan be shared with the law enforcement agency, the fire department, and the other first responder entities. The bill would require a school district or a COE to conduct drills, not less than once per year, on its tactical responses to criminal incidents, as provided. The bill would require tactical responses to criminal incidents to include procedures related to individuals with guns on school campuses and at school-related functions.

The bill would also extend the comprehensive school safety plan requirements to the charter schools.

Senate Bill (SB) 1203 (Bates, R-Laguna Niguel)—School Safety: Active Threat Drills. This bill requires a comprehensive school safety plan, a charter petition, and every private school that provides educational services to pupils in Kindergarten or in any of grades 1 to 12, inclusive, and has an enrollment of 50 or more pupils or more than one classroom, to have procedures for conducting an active threat drill.

“Active threat” is defined as “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.”

SSC Comment: This bill previously would have required schools to conduct an active threat drill at least once per school year.

State Budget, Education Finance, Local Control Funding Formula:

SB 840 (Mitchell, D-Los Angeles)—Budget Act of 2018. This is the main 2018-19 State Budget bill and includes all appropriations and some implementing language.

AB 1808 (Committee on Budget)—School Finance: Education Omnibus Trailer Bill. This is the early education and K-12 education trailer bill. It contains details on the Local Control Funding Formula, the one-time discretionary funding, and many other programmatic provisions.

AB 1825 (Committee on Budget)—Education Finance: Constitutional Minimum Funding Obligation: Local Control Funding Formula. This is the Budget trailer bill that contains the provisions of the new Proposition 98 certification process. Under this new process, the Department of Finance would publish a final calculation of the prior-year minimum guarantee (inclusive of its calculation factors) with the May Revision, triggering a public comment period. There would be an additional legislative review period prior to the final Proposition 98 certification, and if there are no challenges, the certification would become final. Any funding provided above the minimum guarantee could be used as credit toward future minimum guarantee obligations, and any amount owed would be paid over a specified period.

Student Health and Nutrition:

AB 3192 (O'Donnell)—LEA Medi-Cal Billing Option: Audit Guide. Existing law provides for the Medi-Cal program, which is administered by the Department of Health Care Services (DHCS), under which qualified low-income individuals receive health care services. The Medi-Cal program is, in part, governed by, and funded pursuant to, federal Medicaid Program provisions. Existing law also provides that specified services provided by a local educational agency (LEA) are covered Medi-Cal benefits and are reimbursable on a fee-for-service basis under the LEA Medi-Cal billing option.

As amended on May 30, 2018, this bill would require DHCS, in consultation with the LEA Ad Hoc Workgroup and the California Department of Education, to prepare and complete a fiscal and compliance audit guide of the LEA Medi-Cal billing option (LEA Billing Program), for distribution by June 30, 2019. The bill would also require DHCS to provide specific written notice prior to adopting a revision to the audit guide and would further require the department to only conduct an audit of a Medi-Cal billing option claim according to the audit guide and any revisions that are in effect at the time the service was provided.

Increasing Academic Performance Leads to Greater Economic Growth

Improvements in academic test scores are linked to a nation's economic growth rates, according to Eric Hanushek, a senior fellow at Stanford University's Hoover Institution. While it is widely accepted that people with a better education tend to earn more over their lifetimes, few understand the overall effects of an educated society on the country's economy.

In a commentary in *Education Week*, Hanushek noted that there was a positive association between nations' scores on international math and science tests and their economic growth rates. He also found that improvements in student academic achievement could be traced to exit exams, higher relative teacher salaries, and more choice and competition among schools.

As an example of the strength of the association between test scores and national economic output, Hanushek points to Canada, which has consistently outperformed the U.S. on international academic assessments.

On the 2015 Program for International Student Assessment's (PISA) math tests for 15-year-olds, [Canada ranked 9th, while the United States ranked 39th](#). Hanushek concludes that based on historic patterns, if the U.S. were to close the gap between U.S. students' and Canada's students' PISA scores by half, this improvement would lead to long-run annual economic growth rates that are almost 0.5 percentage points higher. An increase of this magnitude would raise the average U.S. gross domestic product 7% across the 21st century, an improvement that would be more than 10 times larger than the economic losses from the 2008 recession.

Hanushek concludes that the economic costs of not paying attention to the message of stagnating schools are huge. The disappointing performance of U.S. students on international academic assessments not only translates into significantly lower economic outcomes for our children, but it also signals a loss of U.S. international prestige and influence. He asks, "Why risk losing our country's top leadership position in the world economy and the futures of our next generations in one fell swoop?"

Reclassified English Learners Outperform English-Only Students on the English Language Arts Assessment

Students who were English learners (ELs) and subsequently reclassified as English proficient outperform students who speak English only on the English Language Arts (ELA) assessment and are generally equally successful in passing the math assessment.

In May 2018, the Public Policy Institute of California (PPIC) reported that based on the most recent results from the Smarter Balanced Assessment, former ELs who have been reclassified as proficient in English—otherwise referred to as Reclassified Fluent English Proficient (RFEP)—outperform students whose only language is English on the ELA assessment at a rate of 58% to 54%, respectively. Students who are currently ELs, however, met the ELA standard at a rate of 12%.

With regard to math, the PPIC study indicates that RFEP students met the standards at a rate of 41% compared to English-only students who met the standards at a rate of 43%. EL students met the standards at a rate of 12%.

The author of the PPIC report, however, cautions that these results may be misleading. It is unclear from the research to date whether reclassification causes improved outcomes for EL students or whether the process acts as a screen to identify high-performing students.

The report also notes that EL students make up about 21% of the student enrollment in California’s public schools and that Spanish is by far the most common language spoken by EL students (83%), followed by Vietnamese (2%), and Mandarin (1.6%). Arabic, Filipino, and Cantonese each make up about 1% of the languages spoken.

The PPIC report notes that recent changes in reclassification criteria have made the process of reclassification more complicated. The State Board of Education recommends that districts base their reclassification decisions on four basic criteria: (1) English proficiency, as measured by the California English Language Development Test; (2) basic skills in English, per the ELA assessment; (3) teacher recommendations; and (4) parent consultation. While the California Department of Education allows local educational agencies (LEAs) some flexibility in choosing assessment and classification thresholds, the federal Every Student Succeeds Act requires states to standardize reclassification policies across LEAs.

The report concludes by suggesting that state policy makers should: (1) refine reclassification policies to make them consistent across LEAs; (2) make the English Language Proficiency Assessment for California the primary reclassification tool; and (3) consider creating different reclassification criteria for high school and elementary school EL students.

LCFF COLA for 2018-19 Set to Be 3.7%

The Budget trailer bill, Assembly Bill 1808, was released on June 12, 2018. The bill sets the cost-of-living adjustment (COLA) for the 2018-19 Local Control Funding Formula (LCFF) base rates at 3.7%, slightly higher than what had been estimated previously.

When funding was proposed for the LCFF beyond that required to fully fund the targets in the 2018-19 May Revision, we adopted the terminology of an “augmented COLA,” as it exceeded the statutory COLA of 2.71%. Interestingly, the trailer bill language that was just released calls the 3.7% a “statutory” COLA for the purpose of calculating the LCFF target funding levels for 2018-19 when other programs receiving the statutory COLA are receiving 2.71%.

With the higher COLA, school districts and charter schools will see an average increase from the prior year of about 6.86%, or \$653.79 per unit of average daily attendance (ADA) in LCFF funding. Actual per-ADA funding will vary among local agencies given each agency’s unique funding characteristics and student demographics.

District:

Kelly Gonez, LAUSD Board of Education member who represents Board District 6, continues to actively support the YPI Charter schools and visited BCCHS on January 18th, and BCCS on May 29th. Even after her election, she has continued to support and recognize our parents, and during her first year in office has made a very positive impact on the northeast San Fernando Valley. We wish her well as she and husband Manny prepare to welcome a baby boy on July 3rd.

Los Angeles Daily News - OPINION:

“LAUSD’s Fiscal Crisis Can’t Be Blamed on Charter Schools or Declining Enrollment”

Lisa Snell, June 14, 2018

Los Angeles Unified School District has lost 245,000 students over the last 15 years. Officials frequently claim charter schools are taking students and causing LAUSD’s budget crisis in the process. But a new report shows the district’s spending, including its hiring of more administrators as enrollment drops, is to blame.

A new Reason Foundation study finds only 35 percent of LAUSD's enrollment decline over the past 15 years is due to students going to charter schools. In fact, as the district continues to lose students — losing 55,000 since 2013 — a smaller percentage of the loss can be attributed to charter school students. Only 13 percent of the district's enrollment loss for 2017-18 stemmed from students choosing charters.

In the last five years, LAUSD's K-12 student enrollment dropped by nearly 10 percent and the number of teachers decreased by more than 5 percent. According to the California Department of Education, LAUSD's per-student revenue went up 33 percent between FY 2012 and FY 2016 so LAUSD should have had more revenue to spend on fewer students.

But, even as it was losing students, the number of total LAUSD employees grew by 5 percent over the last five years, primarily thanks to a nearly 16 percent increase in administrators.

Additionally, the costs of the district's employee benefits have increased 44 percent since 2014. And its spending on outside consulting services rose by 110 percent since 2014. As a result of these decisions, LAUSD's long-term debt liability, which was \$8 billion in 2007, tripled to \$25 billion by 2017.

Just as troubling, the new Reason study finds that just four years from now, in 2022, the district's spending on pensions, health care, and special education programs will be eating up over 57 percent LAUSD's main operational funding before a single dollar is spent on a regular school program.

A growing number of families across Southern California rightly view charter schools as a high-quality option. They should not be scapegoated for LAUSD's financial troubles because they sought-out high-performing schools for their children. Los Angeles' public charter school students are outperforming students in LAUSD's traditional schools. For example, on the National Assessment of Educational Progress, also known as the Nation's Report Card, 8th-grade students in public charter schools outscored LAUSD students in traditional public schools by 26 points in reading and 28 points in math.

Southern California charter schools are also putting their students on a significantly better path to pursue college. Whereas less than half of LAUSD's traditional public-school students in the class of 2015 had passed their A–G requirements — the courses needed to enroll in University of California and California State University system schools — 85 percent of Los Angeles charter students completed these courses. Just 13 percent of LAUSD students were accepted to the UC system in 2013 compared to the 20 percent of Los Angeles charter students who earned admission to UC schools.

It makes sense for parents and students to choose charter schools that are outperforming LAUSD in almost every measure, and it won't be surprising if more and more parents select charter schools in years to come. Additionally, the state's Department of Finance projects that over the next decade Los Angeles County will lose another 119,000 K-12 students, more than any other county in California.

LAUSD is going to have to stop blaming its fiscal situation on charter schools and start addressing the root causes of its own financial woes: spending more than it takes in, in large part due to long-term pension and health care costs, and its insistence on increasing staffing levels even though there are fewer students to serve.

LAUSD is going to have to right-size itself — closing some schools and reducing administrative positions to align with falling enrollment. The fiscal crisis will also force it to implement reforms that reduce long-

term pension and health care costs. Ultimately, the district will have to prioritize and focus on its core mission: educating kids, not providing jobs and retirement income to administrators.

Lisa Snell is director of education policy at Reason Foundation and co-author of the new study “A 2018 Evaluation of LAUSD’s Fiscal Outlook.”

YPICS:

2018-2019 Focus

The YPICS Leadership Team focused on three areas this school year, increasing academic achievement outcomes for students, creating school culture and climate to increase positive school experiences for students and adults, and increasing teacher retention. EAs will report on the increases in academic achievement in their reports. They will also highlight the areas of growth in culture and climate based on the Youth Truth Surveys.

YPICS LEA Plans

Each school community reviewed their LEA Plans and no changes were made. LEA Addendums will be reviewed, added, and submitted to the CDE by the August 15th deadline.