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**BOARD COMMUNICATIONS – NOVEMBER 15, 2019
DELIVERED NOVEMBER 18, 2019**

TO: Members of the Board of Education
FROM: Superintendent, Robert G. Nelson, Ed.D.

SUPERINTENDENT – Robert G. Nelson, Ed.D.

S-1 Robert G. Nelson, Ed.D. Superintendent Calendar Highlights
S-2 Patrick Jensen District Student Wellness Policy

ADMINISTRATIVE SERVICES – Ruth F. Quinto, Deputy Superintendent/CFO

AS-1 Kim Kelstrom School Services Weekly Update Report
for November 08, 2019
AS-2 Kim Kelstrom November Legislative Committee Meeting

SCHOOL LEADERSHIP – Kim Mecum, Chief Academic Officer

SL-1 Tamara Neely Classified Professional Development
Conference

Fresno Unified School District
Board Communication

BC Number S-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Robert G. Nelson, Superintendent
Cabinet Approval:

Date: November 15, 2019

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

The purpose of this communication is to inform the Board of notable calendar items:

- Gave interview with CART students for a documentary titled "Shattered: Picking the Pieces"
- Attended CART Board Meeting
- Attended Californians for Civil Learning Meeting with legislative staff in Sacramento
- Spoke at the Hoover Regional Student Leadership Conference
- Recorded video with California Endowment regarding Restorative Justice practices
- Met with district staff and WestEd to discuss the African American Academic Acceleration Taskforce
- Held debrief of annual evaluation with Mary Egan
- Attended Bullard High School football playoff game


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/15/19

Fresno Unified School District
Board Communication

BC Number S-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Patrick Jensen, Administrative Analyst
Cabinet Approval: 

Date: November 15, 2019

Phone Number: 457-3657

Regarding: District Student Wellness Policy

The purpose of this communication is to provide the Board an update on student wellness. Student Wellness is covered under Board Policy 5030, its associated policies, and Ed. Code.

Through the Centers for Disease Control (CDC), the Federal Government has adopted a whole child model for student wellness known as the Whole School, Whole Community, Whole Child model (WSCC). This is an expansion and update of the previous Coordinated School Health (CSH) approach. The adoption of this new model will require an update to existing board policy, as our current policy pre-dates the adoption of this model. In support of this update, the district has re-convened its Student Wellness Committee with representatives from The Superintendent's Office, Health Services, Food Services, Curriculum and Instruction, Risk Management, and Prevention and Intervention with additional supports from The Alliance for a Healthier Generation. The committee is meeting every two weeks to evaluate new language recommended by the California School Boards Association (CSBA) for student wellness policies and anticipates putting forth a recommendation for an updated board policy in January. Additionally, this team will be working on updating administrative regulations to include updated measurable outcomes for student wellness as well as perform community outreach to parents, students and outside organizations in the area of student wellness.

In parallel to these efforts, Fresno Unified is partnering with Valley Children's Hospital and the Center for Wellness and Nutrition on a two-year initiative in which Fresno Unified, along with other school districts in the valley, will be provided education and technical assistance on implementing best practices under the WSCC model. We look forward to this partnership as well as collaboration with other outside entities as we seek to continuously improve the quality of service to our students in the areas of wellness.

If you have any questions or require additional information, please contact Patrick Jensen at 457-3657.


Approved by Superintendent
Robert G. Nelson Ed.D.



Date: 11/15/19

Fresno Unified School District
Board Communication

BC Number AS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Executive Officer, Fiscal Services
Cabinet Approval: 



Date: November 15, 2019

Phone Number: 457-3907

Regarding: School Services Weekly Update Report for November 08, 2019

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Update. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues.

The following SSC Weekly Update for November 08, 2019 is attached.

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907. Thank you.

Approved by Superintendent
Robert G. Nelson Ed.D.



Date:

11/15/19



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DATE: November 8, 2019

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: *SSC's Sacramento Weekly Update*

State Auditor's Office Releases Results of LCFF Audit

The big education news this week is that the California State Auditor released its audit [report](#) on the tracking and use of funds received by local educational agencies (LEAs) through the Local Control Funding Formula (LCFF). The audit was authorized by the Joint Legislative Audit Committee, and the Auditor was tasked with analyzing the LCFF and Local Control and Accountability Plans (LCAPs) for Clovis Unified School District (USD), Oakland USD, and San Diego USD.

The Auditor's findings highlight the significant flexibility allowed over the use of supplemental and concentration grant funds. The report states that flexibility masked whether targeted funding benefitted intended student groups, and thus led to "likely deferred improvements in performance outcomes for intended student groups." The Auditor's findings also noted that the significant length of LCAPs and the construct of the LCAP template have decreased transparency.

The Auditor provides a number of recommendations to the Legislature, including that state law be amended to require that unspent supplemental and concentration grant funds retain their designation at year end and that LEAs use the unspent funds for intended student groups in subsequent years. The Auditor also provided recommendations to the State Board of Education (SBE) aimed at making LCAPs more transparent and effective.

The SBE anticipates that three out of four of the Auditor's LCAP recommendations will be addressed by the updated LCAP template and instructions that will be considered by the SBE at its January 2020 meeting. In addition, the SBE responded to the Auditor's findings by emphasizing that, "One of LCFF's key innovations was to shift the focus of state accountability from 'inputs' to 'output.'" Through the use of illustrative examples, the SBE cautioned that tracking supplemental and concentration grant funds in the manner recommended by the Auditor, "could pose serious challenges and substantially impact the LEA's budgeting process." The SBE also pointed to research that demonstrates that, "LCFF is, in fact, leading to improved outcomes for the students who generate the additional funds."

Election Night Results

While not all Californians went to the polls this past Tuesday for election day, several jurisdictions decided the fate of five K–12 parcel tax proposals. Of those five tax proposals, four cleared the two-thirds vote threshold while the fifth appears to have fallen just short of the mark. The four that passed are:

- Piedmont USD eight-year \$2,763/parcel renewal with 81.37% of the vote
- Piedmont USD eight-year \$0.25 per square foot of building improvements renewal with 73.26% of the vote
- Reed Union School District twelve-year \$589/parcel with 73.53% of the vote
- Cabrillo USD eight-year \$150/parcel with 74.04% of the vote

While the Redwood City School District parcel tax appears to have just failed passage with 66.21%, the San Mateo County elections office is continuing to count the vote-by-mail ballots received on or after Tuesday’s election. There is still a small chance that those ballots could push the measure past the minimum 66.67% required for passage.

Also on Tuesday, California State Assembly District 1 held a Special General Election to fill a vacancy in the state’s lower house.

Republican Megan Dahle defeated Democrat Elizabeth Betancourt 57.9% to 42.1%. Betancourt conceded the race in a Facebook post, but also announced that she intends on challenging Dahle for the seat in 2020.

With the Special Election complete, the Assembly will have a full house when they reconvene for the second year of the 2019–20 Legislative Session on January 6, 2020. Despite the Republican victory in the 1st Assembly District, Democrats will continue to hold comfortable supermajority statuses in both houses. Once the election results are certified and Dahle is officially sworn in, the Assembly will consist of sixty-one Democrats and nineteen Republicans. The Senate, which currently has a vacancy due to Senator Jeff Stone (R-La Quinta) recently resigning to take a position in President Donald Trump’s Administration, will have twenty-nine Democrats and ten Republicans.

The supermajority in both houses allows Democrats to pass tax increases, constitutional amendments, and other measures that would require a higher vote threshold, without needing Republican support.

Leilani Aguinaldo
Robert Miyashiro

Note: PG&E has said publicly that the Public Safety Power Shutoffs (PSPS) may continue over the next decade, meaning LEAs will have to consider factoring PSPS as emergency days in collective bargaining agreements.

California Schools Closed for Unprecedented Number of Days Due to Fire, Power Outages

State, school districts turning to facilities bonds to help fund solar, generators to keep schools open during future outages.

By Diana Lambert
EdSource
November 5, 2019

Multiple years of destructive wildfires and planned power outages have closed California schools for an unprecedented number of days, leaving school districts and the state struggling to adjust to what many call the “new normal.”

In the last month more than a thousand schools were closed for multiple days, robbing students of education hours and leaving school districts worried about losing state funds, which are based on student attendance.

In October more than a dozen large wildfires, including the Kincadee fire in Sonoma County, swept through the state burning over 110,000 acres, according to the California Department of Forestry and Fire Protection.

Pacific Gas & Electric and Southern California Edison cut power to millions of Californians over multiple days to avoid the risk of sparking fires with their equipment during high winds. Both utilities have had a role in igniting fires that burned hundreds of acres in recent years.

Seven fires of various sizes were still considered active across the state on Tuesday. Some schools, evacuated because of wildfires, have been closed for more than a week.

Planned power outages and fires closed 1,510 schools, serving more than 587,000 students, between Oct. 23 and Nov. 1, according to Scott Roark, spokesman for the California Department of Education.

On Oct. 30 alone, 666 California schools were without power. Of those, 222 remained open. That same day 370 schools — some without power — were also closed because of wildfires, according to the California Department of Education.

All six schools in the El Dorado Union High School District in western El Dorado County, just east of Sacramento, lost power in the last two weeks of October. El Dorado High School in Placerville was without power for five days.

“I think in those areas specifically served by PG&E we all feel a need to develop a plan,” said Superintendent Ron Carruth. “They have said publicly that this is a condition that will exist for the next 10 years. We have to find a way to not be dependent on PG&E, so we don’t have a school year disrupted like we had for the last two weeks.”

The El Dorado Union High School District will put a \$120 million facilities bond on the ballot on March 3 that, among other facilities upgrades, will allow the district to purchase generators and backup batteries to

keep the electricity on during power outages, Carruth said. He said the district will be eligible for matching funds from the state if voters passes a \$15 billion statewide facilities bond in March.

Carruth said the district canceled school on more days this year than it has in the past 20 years.

”We determined, based on input with all of the principals, because of darkness in the morning, cold in the morning, absence of fire alarms and bells that we couldn’t safely open schools without power,” he said.

Some students were without power in their homes at times their schools had power, prompting principals and district administrators to open locker rooms for showers and to set up charging stations for electronics. Hot breakfast was served to the students as well.

“We did anything we could do to help them manage this outage,” Carruth said.

The shortages have been particularly difficult for students in poorer districts who rely on free and reduced-priced meals, Roark said.

“School closures affect families differently,” said Tony Thurmond, state superintendent of public instruction, in a statement. “Some families may not be able to make arrangements to stay home with their children or have healthy meals available at home. These students may be the same students that need school the most.”

School districts hit by the outages struggled to keep food from spoiling. El Dorado Union High School District trucked food from schools without power downhill to Oak Ridge High School in El Dorado Hills, which only lost power to part of its campus on a single day. The district had to discard food that could not be used by the time-stamped freshness date and couldn’t take delivery on fresh food while schools were closed.

“You can’t confirm the power is going on until late in the afternoons, so coordinating deliveries is very challenging,” Carruth said.

Rescue Union School District, which has two middle schools and five elementary schools in El Dorado County, lost nearly \$5,000 worth of food during the recent outages — just shy of its insurance deductible, said Superintendent Cheryl Olsen.

District staff kept schools open for its 3,700 students all but the first few days of the public safety power shutoffs by using lanterns, space heaters and a handful of generators.

“We decided to get creative if this was going to keep happening and we bought space heaters and additional generators and ordered Porta Potties,” Olsen said. The portable bathrooms were for two school sites that required electricity to pump water uphill.

There is a common misconception that a generator can power an entire school, Olsen said. The district has a handful of generators, which will be used to get water to the two school sites as well as to keep school offices and the district’s transportation office running, Internet systems up and to power space heaters to warm classrooms before school starts, she said.

“It’s quite an ordeal when the power goes out,” she said. “We purchased and ordered several more generators.”

One of the problems with opening schools during a power outage is the lack of fire alarms. Schools without functioning alarms are required to hire someone as a fire watchman to walk the entire campus continuously during the day to look for fire danger. Rescue Unified used school employees to fulfill that requirement.

Rescue Union also is seeking a \$74 million facilities bond in March, a portion of which could be used to buy generators or solar equipment to keep schools open during future power outages.

Rebekah Rocha, principal of Cesar Chavez Language Academy, a TK-6th-grade charter school in Santa Rosa, worried Tuesday about what her staff would encounter when the school reopened. The school was closed last week during the Kincadee fire.

“When we get back, we have lost another week of instruction and social emotional supports,” she said. “Do we need another food bank distribution? What kinds of social emotional supports do we need to have in place for the kids? This will be on their minds and we can’t just jump back into learning and the routine.”

The students at the school had been through this before, when the Tubbs Fire burned 36,807 acres across Sonoma, Napa and Lake counties in 2017. The smoke in the air on the last day school was open before it was evacuated last week had many students on edge and complaining they didn’t feel well.

“I think it was the stress from what happened two years ago,” Rocha said.

Districts that have lost school days due to power outages or wildfires can file a waiver that will allow them to receive full funding and to reduce the required 180 days of student instruction, Roark said.

Districts that have emergency days built into their calendar must use them before filing for the waiver, Roark said. Looking to the future, the state is encouraging school districts to build emergency days for power outages and fires into the school calendar, much as some districts do for snow days, he said.

But deciding whether to stay open or close when the air is too smoky or there is no power is up to each school district. “We are a local control state, we can’t tell people what to do,” Roark said.

Instead, the Department of Education is asking district leaders to consider factors like access to the school, whether the site can maintain fire and safety monitoring and whether low-income families would have options for child care if they close during power outages.

“Our conversations with districts cover everything from where we look to find backup generators to questions about how will they be impacted in terms of revenue if they have to close,” said Thurmond on Tuesday. “We provided information that really spells out how to safely make the decision about when it’s OK to remain open and when to close.”

EdSource reporter Sydney Johnson contributed to this report.

Note: Conceivably, if voters approved both the split roll initiative and CSBA's and ACSA's full and fair funding initiative in November, it is estimated that schools would see about \$20 billion a year in additional financing, or roughly a \$3,000 increase per average daily attendance.

Will Spending More Fix Our Schools?

By Dan Walters
CalMatters
November 3, 2019

Former state legislator Ted Lempert is personally and professionally committed to improving the wellbeing of California's children.

Lempert, the president of Children Now, has tirelessly advocated to improve children's futures and last week released a [lengthy report](#) comparing California to other states and concluding that we are woefully underspending on education.

"Since the 1960s, and accelerated by the passage of Proposition 13 in 1978, California has experienced a decline in adequate funding for the public education system that has created a jarring reality for its 6.2 million students," the Children Now report asserted.

"California is at the bottom of the country in terms of the amount of supports it provides to its students," Lempert said in a statement. "If, as a state, we're serious about providing an equitable, high-quality education for all kids, state leaders must invest more in education, starting early on in order to prepare them for success in high school and beyond."

The report is clearly timed to support drives to place two tax increase measures on the November 2020 ballot, one that would increase property taxes on commercial structures, and another that would increase corporate and personal income taxes.

If both passed, schools would see about \$20 billion a year in additional financing, or roughly \$3,000 for each of the state's 6.2 million K-12 students.

Proponents of the measures, unions for the property tax proposal and the California School Boards Association for the income tax hike, will echo Children Now, telling voters that our schools will once again shine if they have billions of more dollars to reduce class sizes, hire more teachers and expand support services.

But is it true?

By happenstance, the report was issued just as the federal government released scores from the latest round of national academic testing of 4th and 8th graders in reading and mathematics.

California maintained its mediocre status in the National Assessment of Educational Progress (NAEP) tests, up a little in some categories, down a little in others, with huge gaps separating poor and English-learner students from more affluent white and Asian classmates.

California's test results have shown virtually no overall improvement even though we have increased per-pupil spending by about 50 percent in recent years. Nevertheless, Children Now and others contend that our academic shortfall would be closed by spending more.

However, there's almost no correlation between spending and NAEP standing in 8th-grade reading, which is particularly important because reading comprehension is vital to success by students about to enter high school.

The District of Columbia tops per-pupil spending from all sources, according to the U.S. Census Bureau, at \$23,091, followed by New York at \$21,974, Connecticut at \$19,322 and New Jersey at \$18,920.

Utah is dead last at \$7,179, with Idaho (\$7,486) and Arizona (\$8,003) slightly higher. California is already closing in on the top ranks at \$17,160, according to the 2019-20 state budget.

Although the District of Columbia spends the most, its 8th-grade reading score of 250 is 12 points under the national average and one of the nation's lowest. New York is second in spending but its reading score, 262, is identical to the national average, and just three points higher than California's 259.

No. 3 Connecticut and No. 4 New Jersey are both markedly above average, but so are No. 51 Utah and No. 50 Idaho.

An adequate amount of money is obviously needed for education, but contrary to the assertions of Children Now and other advocates, it's not the only factor, and shouldn't be oversold. Our educational dilemma is much more complicated than that.

Note: A new study found that California's recent vaccine mandates for public school children may not have as large of an impact as intended as the bills left loopholes for families to avoid the requirements, such as homeschooling their children.

California's Vaccine Laws Aren't Likely To Have a Dramatic Effect, Study Says

By Hannah Wiley
The Sacramento Bee
November 7, 2019

California's legal efforts to increase vaccination rates among school children could have a weaker impact than lawmakers hoped for, according to a new study that analyzed the state's two laws that restrict when families can skip vaccines.

The two mandates, Senate Bills 277 and 276 passed in 2015 and 2019, respectively. The first eliminated personal beliefs as a valid reason to skip the shots, and the second increased oversight of doctors issuing medical exemptions to children who should otherwise be vaccinated before heading to school.

But because both bills left loopholes for families to avoid the requirements, usually by homeschooling children or putting them in non-classroom learning environments, the percentage of exemptions is unlikely to drop dramatically, according to a [report](#) this week out of the Annals of Internal Medicine.

Before the 2015 law went into effect, 2.59 percent of students had exemptions, the report said. If current trends persist, that number would likely dropped to 1.87 percent by 2027, which the researchers called a “modest decrease.”

With the latest crackdown, the percentage is likely to dip to 1.41 percent by 2027, down from 2.19 percent in 2018.

Paul Delamater, a study co-author and a professor at the University of North Carolina at Chapel Hill, said he wasn't completely surprised by the estimated numbers, given last-minute efforts in the Capitol this year to limit the state's oversight of doctors and the exemptions they've already administered.

“The last-minute changes actually took the teeth out of the (2019) bill,” Delamater said. “I don't think the medical exemptions will drop as low as they could have given those last-minute changes.”

Though the new law authorized an increase in state oversight of physicians who write medical slips for students, last-minute negotiations appeared to weaken certain provisions of the legislation, allowing more time to comply with the law and reducing punishment for doctors who issue questionable exemptions.

State Sen. Richard Pan, the Sacramento Democrat who wrote both laws, disagreed with the study's conclusion, saying that the Legislature acted in 2015 when it noticed exemptions start to rise, not decrease. He pointed to a 2014 measles outbreak at Disneyland as evidence of the problem.

Pan went a step further in a legislative crackdown on vaccine avoidance this year after he noticed a surge in the number of medical exemptions since his 2015 effort. The 2019 legislation was also introduced amid another measles outbreak, which has increased to 1,250 this year.

“We had the largest measles outbreak in over a quarter of a century,” he said. “It's not because things were staying the same, it's because things were getting worse. Why do they think (exemptions) would suddenly stop increasing if we didn't do anything? You think (the law) was just spontaneous?”

The pediatrician-turned-lawmaker said the increase was due to what he called “unscrupulous” physicians. He said they issue bogus exemptions to students who don't need them and imperil children with weakened immune systems who can't risk catching an otherwise preventable disease.

The legislation prompted a wave of opposition from families who said strict federal guidelines on exemptions might be too narrow to include their children. They also likened Pan to a dictator who wanted to strip California families of their “medical freedoms.”

Gov. Gavin Newsom signed the law in September amid protests and arrests at the Capitol in efforts to halt the legislation's progression.

Delamater said it's unclear whether the laws were a fight worth winning, given the loopholes left behind and the deluge of protests and political discord that clogged the Capitol on a near-daily basis during hearings and floor votes.

“All of the attention that gets drawn to these fights, is that even worth it?” Delamater said. “Sen. Pan should be commended for how hard he's pushed to get these through, but with that being said, how effective are they actually going to be in the end? I don't know.”

Pan said the legislative battles were not only worth it, but will change the landscape of public health and school safety throughout the state.

“We can tip over into community immunity,” in which enough people are vaccinated to protect those who are not, he said.

“When you’re right there and tip over it, that makes a huge difference in public health. That’s the difference between an outbreak and no outbreak,” Pan said. “That’s not modest, that’s important.”

Fresno Unified School District
Board Communication

BC Number AS-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Executive Officer *Kim Kelstrom*
Cabinet Approval: *[Signature]*

Date: November 15, 2019

Phone Number: 457-3907

Regarding: November Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the November 07, 2019 Legislative Committee Meeting.

Legislative Update – Leilani Aguinaldo provided an update on legislation. As a reminder, October 13, 2019 was the last day for the Governor to sign bills passed by the Legislature.

The following bills were signed by the Governor:

- AB1240 (Weber) State Priorities Pupil Achievement – (Watch) – This bill revises the definition of pupil achievement on the dashboard to include the percentage of pupils who have successfully completed required courses
- AB 1505 (O'Donnell) Charter School Petitions – (Support) – This bill makes material revisions to the authorization and renewal process for charters. The bill delayed implementation from January 01, 2020 to July 01, 2020. The changes include the following: allows school districts to deny a petition if the district is unable to absorb the fiscal impact; allows school districts to approve a five to seven year renewal if charter is high performing; allows appeals to the County Office of Education without material revisions to the petition; clarifies teacher credential requirements; and, places a moratorium on non-classroom based charters
- AB 1507 (Smith) Charter Boundaries – (Support) – This bill eliminates the authorization of a charter located outside the boundaries of its authorizer
- AB 1353 (Wicks) Classified Employee Probation Period – (Oppose) – This bill shortens the probation period from one year to six months for classified employees
- SB 328 (Portantino) School Start Time – (Support) – This bill prohibits middle schools from starting earlier than 8:00 a.m. and high schools starting earlier than 8:30 a.m.
- AB 218 (Gonzalez) Childhood Sexual Assault Statute of Limitations – (Watch) – This bill extends the statute of limitations to 40 years of age or five years from discovery of injury and would also allow a three-year window for revival of expired claims
- SB 419 (Skinner) Suspensions and Expulsions: Willful Defiance – (No Position) – This bill prohibits suspension for willful defiance for grades K-3, extends prohibition for grades 4-5, and prohibits the suspension of a student in grades 6-8 through January 01, 2025
- AB 1319 (Arambula) Migrant Pupil Residency – (Watch) – This bill allows a migrant student to continue attending their school of origin

The following bills were vetoed by the Governor:

- AB 1233 (Smith) Advanced Placement (AP) Examination Fees – (Support) – This bill would have provided grants to reduce the AP exam fee to \$5 for low-income high school students. Currently there is no appropriation, however, Governor Newsom may include in the January Governor's Budget Proposal

- AB 500 (Gonzalez) Paid Maternity Leave – This bill would have required at least six weeks of paid maternity leave in addition to annual sick and vacation allocations
- AB 197 (Weber) Full-Day Kindergarten – (Support) – This bill would have required districts to transition kindergarten from a partial day to a full-day offering
- AB 1393 (Weber) Laotian History and Cultural Studies – (Support) – This bill would have required the model curriculum in Hmong history and cultural studies to include Laotian history and cultural studies

The following topics are expected to be revisited in the next legislative session:

- AB 331 (Medina) Ethnic Studies – (Support) – This bill proposes to include ethnic studies as a graduation requirement
- AB 428 (Medina) Special Education Funding – (Support) – This bill provides additional Special Education funding. Mrs. Aguinaldo believes the upcoming January Governor’s Budget may include Special Education investments
- AB 39 (Muratsuchi) Local Control Funding Formula (LCFF) – (Support) – This bill proposes higher LCFF base grants

Budget Update – Robert Miyashiro provided an update on the State’s economic outlook. The Federal unemployment rate hit a 50-year low in September and California is at its lowest on record. California’s labor market and sales of goods and services continues to perform strongly. While UCLA continues to warn of a recession, their most recent economic update included “economic slowdown” language rather than the same sense of urgency otherwise previously communicated.

The split roll proposal for commercial property is showing a 50% approval in the poles. This proposal would generate approximately \$10 billion with K-12 districts receiving about \$3.6 billion.

The Legislative Committee November 2019 report is attached and includes several significant articles published this past month. The next meeting is scheduled for December 19, 2019.

If you have any questions or require further information, please contact either Kim Kelstrom at 457-3907 or Ruthie Quinto at 457-6226.

Approved by Superintendent
Robert G. Nelson Ed.D. Robert G. Nelson

Date: 11/15/19

Fresno Unified School District

LEGISLATIVE COMMITTEE MEETING
NOVEMBER 7, 2019

2019-20 Legislative Session

Prepared By:

Leilani Aguinaldo
Director, Governmental Relations

Robert Miyashiro
Vice President



Public Education's Point of Reference for Making Educated Decisions



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Legislative and Economic Update

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The FISCAL REPORT an informational update

Volume 39

November 1, 2019

No. 22

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State Revenues on Target for September

State General Fund revenues for September essentially hit the mark, posting a gain above the forecast of \$98 million, or 0.8%. According to the Department of Finance's *Finance Bulletin*, this brings year-to-date revenues above the forecast level by \$287 million, or 1.0%.

Within this total, however, the story is a little less clear. The corporation tax outperformed the forecast, coming in \$501 million higher than expected (a 45.1% gain), and the sales and use tax beat the forecast by \$52 million (a 2.5% gain). On the other hand, the personal income tax (PIT), the largest of the big three taxes, came in \$401 million short, or 4.6% less than projected.

The shortfall in the PIT was largely related to weakness in estimated payments of tax filers whose income is often related to capital gains. Due to the progressive nature of California's PIT, large swings in this revenue source are not uncommon. The *Finance Bulletin* shows that other receipts, which include estimated payments, were short \$431 million, while withholding receipts from those with payroll jobs were \$53 million above the forecast. All other revenue sources were short a net \$54 million.

On the economic front, the Department of Finance report indicates that state personal income increased by 5.2% from the second quarter of 2018 to the second quarter of 2019, beating the U.S. total gain in personal income of 4.9% for the same period.

California's labor market continues to perform strongly. The state's unemployment rate dropped to 4.0% in September, the lowest rate on record, and the labor force participation rate held steady at 62%. The U.S. unemployment rate hit a 50-year low in September, reaching 3.5%. Similarly, the state added 21,300 jobs in September, accounting for about 16% of the national increase for the month (note: the state accounts for about 12% of the U.S. population).

Housing permits of 116,800 in August 2019 are 4.3% higher than last year's August level of 112,000. For the period January through August, housing permits averaged 108,000 units per month this year, down 14% from the 125,000 average for the same period in 2018.

Finally, home sales in August are up slightly from last year, with 406,100 single family units sold, up 1.6% compared to August 2018. The median home price reached \$617,410 in August, up 3.6% on a year-over-year basis.

[Posted to the Internet 10/29/19]

—*Robert Miyashiro and Patti Herrera*

The FISCAL REPORT an informational update

Volume 39

November 1, 2019

No. 22

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Legislative Analyst Releases 2019 Budget Overview

Earlier this week, the Legislative Analyst’s Office (LAO) released its annual analysis of California’s *Spending Plan* adopted in June. The LAO reports that state spending increased by 2% over the revised 2018–19 State Budget with increased General Fund spending of nearly \$5.1 billion, or 4% above the previous year. In total, lawmakers approved a \$209 billion budget for the 2019–20 fiscal year.

Major Spending: Debt, Ongoing and Onetime Programs, and Budget Resilience

Once the state funded its constitutional obligations, including the minimum level of funding for K–14 education, and provided funds to maintain existing programs, the LAO estimated that the state had over \$21 billion in discretionary funds to spend. Negotiations between the Legislature and Governor Gavin Newsom resulted in the bulk of those funds being committed to paying down debt (\$9 billion), new ongoing program spending (\$4 billion), onetime program spending (\$6.5 billion), and non-mandated reserves (\$2.1 billion). Across all reserve accounts, California now maintains \$19.2 billion to help stabilize the budget in the event of an economic downturn, which includes the first ever deposit into the education rainy day fund of \$377 million.

The LAO highlights that the first budget approved under Governor Newsom includes \$4 billion in ongoing spending in 2019–20, which is expected to grow to nearly \$6 billion when programs are fully implemented. This increased ongoing obligation compares to \$300 million in the 2016-17 State Budget and \$1.3 billion in the 2018–19 State Budget. Importantly, the budget act includes authorization to suspend certain expenditures if the Department of Finance estimates that revenues will be insufficient to cover them, which could yield up to \$1.6 billion in cost savings to the General Fund.

Tax Policy Changes Can Boost State Revenue

Through the State Budget several changes were made with respect to tax policy, in part, in an effort to conform to federal tax changes. Lawmakers extended the earned income tax credit to boost the income of the state’s poorest residents, reducing General Fund revenue by an estimated \$600 million. This “loss” of revenue is offset by tax policy changes on individuals and businesses that conform, in part, to federal policy. In total, tax conformity changes are estimated to yield about \$1.6 billion and \$1.3 billion in state revenue in 2019–20 and 2020–21, respectively.

Proposition 98: K–12 and Community College Spending

The 2019–20 Proposition 98 minimum guarantee is \$81.1 billion, up \$2.9 billion from 2018–19. Funding for K–12’s Local Control Funding Formula increased by \$2 billion to cover changes in enrollment and the formula’s cost-of-living adjustment (COLA). An additional \$646 million investment was made to improve services to children and students with special needs. Community college funding increased by \$255 million to address enrollment growth and fund a 3.46% COLA for the Student Centered Funding Formula.

The LAO is expected to release its annual *Fiscal Outlook* report by November 20, 2019, which provides a multiyear projection of the state’s fiscal condition. Stay tuned!

[Posted to the Internet 10/25/19]

**—Patti F. Herrera; Robert McEntire, Ed.D.,
and Robert Miyashiro**

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2019 CAASPP Results Show Modest Growth

The 2019 results for the California Assessment of Student Performance and Progress (CAASPP) were released on Wednesday, October 9, 2019. The CAASPP results serve as the foundation for the academic indicators in the California School Dashboard.

Statewide, the percentage of students meeting or exceeding standards for English-language arts (ELA) and math increased by roughly 1% from the prior year. Over a three-year period, the percentage increased by nearly 3% on both assessments.

2018–19 Students Meeting/Exceeding Standards			
	2018-19	Increase From Prior Year	Increase From 2016
ELA	50.87%	0.99%	2.87%
Math	39.73%	1.08%	2.73%

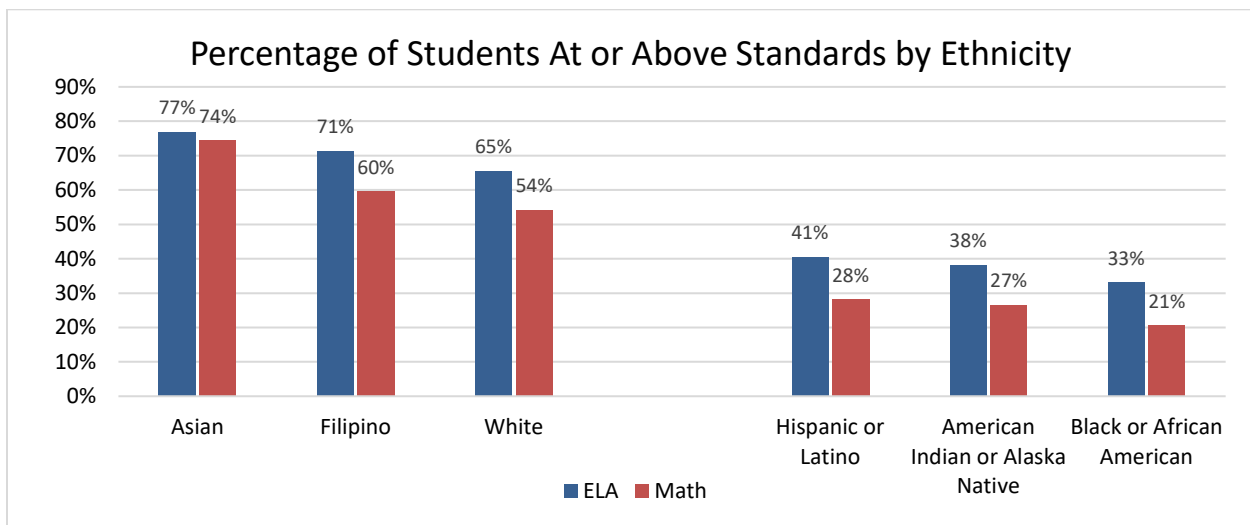
While students as a whole are showing modest progress across the state, the results are very different when reviewed by student group. The number of economically disadvantaged students achieving or exceeding the standards in ELA increased by 1.27% from the prior year. The growth for this group in math was similar at 1.24%.

However, the percentage of students not classified as economically disadvantaged remained relatively flat, with less than half a percent increase in math proficiency and a 0.2% increase in ELA proficiency.

2018–19 Students Meeting/Exceeding Standards by Economic Disadvantage			
	2018–19	Increase From Prior Year	Increase From 2016
ELA			
Economically Disadvantaged	38.96%	1.27%	3.96%
Not Economically Disadvantaged	69.48%	0.20%	0.48%

Math			
Economically Disadvantaged	27.48%	1.24%	3.48%
Not Economically Disadvantaged	58.88%	0.45%	0.88%

State Superintendent of Public Instruction (SPI) Tony Thurmond expressed concern over the performance disparities among white and Asian students compared to other students of color. Students of color consistently scored below the statewide average for proficiency in both ELA and math. Only 28% of Hispanic students were proficient in math compared to nearly three-quarters of their Asian peers. For ELA, only one-third of African-American students met the standards compared to nearly two-thirds of white students.



SPI Thurmond indicated an intent to work with data experts to evaluate what might be causing such a dramatic difference between student groups; noting, “All students should have an equal opportunity to succeed academically and enter the workforce prepared with the needed skills to compete in the industries that drive our state forward.”

The CAASPP results are an excellent resource for K-12 school agencies to measure student progress and assist in monitoring the needs of students. In addition, examining comparative data from districts that share similar student demographics can also provide critical insight on student progress and in the development of the instructional planning process. If you are interested in learning more about the comparative and summative student assessment data reports available at School Services of California Inc., please contact us for more information.

To view the CAASPP results, go to <https://caaspp.cde.ca.gov/>.

[Posted to the Internet 10/10/19]

—*Dave Heckler, Danyel Conolley, and Patti Herrera*

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PPIC September Survey Shows Support for the School Construction Bond and Split Roll Initiative Have Dipped

In its September 2019 statewide survey, the Public Policy Institute of California (PPIC) asked respondents if they supported two significant education measures that are set to appear before voters on the March 2020 Primary Election and November 2020 General Election ballots.

Earlier this week, Governor Gavin Newsom signed Assembly Bill (AB) 48, which places a \$15 billion K–16 school construction bond on the March 2020 Primary Election ballot (see “Governor Newsom Signs \$15 Billion Statewide School Bond Legislation” in the current *Fiscal Report*). Upon the Governor’s signature, the bond officially qualified for the ballot where it will need to be approved by a simple 50% plus 1 majority of voters to pass.

PPIC asked about the bond proposal in its most recent survey and found that while almost two-thirds of adults (66%) indicated support for the bond, that support drops by 12% to 54% when the survey polls likely voters. Additionally, support from likely voters dropped three percentage points from the PPIC’s April survey, which found that 57% supported a school construction bond.

The bond proponents are hoping that the primary election will bring out a strong Democratic turnout as the survey shows that nearly 80% of Democrats support the proposal. The Democratic turnout for March could be historically high if there are still multiple presidential candidates on the ballot. As a reminder, California will be a part of the Super Tuesday states for the first time since 2008 after former Governor Jerry Brown signed a law two years ago to move the state’s primary from June to March.

The September survey found an even larger dip in support for the November initiative that would amend Proposition 13 to require more frequent property tax assessments for commercial and industrial properties with the additional revenues going to local governments and K–14 education (see “Education Funding Initiative to be Refiled for November 2020 Ballot” in the August 23, 2019 *Fiscal Report*). While the April survey showed that 54% of likely voters supported the split roll measure, the September survey found that support has dropped below the majority threshold to 47% with 45% opposed and 8% undecided. These numbers should be concerning to the proponents of the measure considering that the business community has not yet begun to invest in an expected advertisement campaign against the initiative.

The survey also asked respondents how they felt Governor Newsom and the State Legislature were handling their jobs. Newsom’s approval rating remains the same as when he took office in January

with 43% of likely voters approving; however, his disapproval rating among likely voters has jumped to 44% compared to 29% in January. Despite the increase in his disapproval ratings, the Governor continues to enjoy higher approval ratings than the state Legislature. The survey finds that the Legislature's approval ratings have dropped eight percentage points since they began the 2019–20 Legislative Session in January with 38% of likely voters indicating approval compared to 46% in the January survey. A majority (51%) of likely voters also indicated that they disapprove of the way the state's legislative body is handling its job, an eight point jump from January's 43% disapproval rating.

When asked if they felt that the state was headed in the right direction, 41% of likely voters indicated they were optimistic about the state's direction while 54% of likely voters feel that the state is headed in the wrong direction. There was more optimism about the state back in January when Governor Newsom was sworn as the January survey found that a majority (51%) of likely voters were optimistic about the state's prospects while 45% said it was headed in the wrong direction. Perhaps these numbers will shift after the Governor takes his final legislative actions this Sunday, October 13, 2019.

The full results of the September 2019 PPIC survey, including how Californians feel about President Donald Trump, Congress, the 2020 presidential candidates, and the top issues facing the state can be found at <https://www.ppic.org/wp-content/uploads/ppic-statewide-survey-californians-and-their-government-september-2019.pdf>.

[Posted to the Internet 10/18/19]

—*Kyle Hyland*

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New School Funding Initiative Submitted for Title and Summary

A new initiative, titled the Full and Fair Funding: the Public School Progress, Prosperity and Accountability Act of 2020, was submitted for title and summary by the Attorney General on Monday, October 14, 2019. This is the first step before the proposal can be decided by voters at the November 2020 general election.

Proposed by the California School Boards Association (CSBA), the Association of California School Administrators, and the Community College League, the initiative would place a new tax on corporations and millionaires with the new revenues earmarked for K–14 education, estimated to be roughly \$15 billion annually.

In announcing their proposal, CSBA Chief Executive Officer and Executive Director Vernon Billy stated, “This education-only initiative will reverse the disinvestment from public education we’ve seen since the 1970s.”

Beginning in 2021, the proposal would add a two-percent tax on taxable income of more than \$1 million and a 3% tax on taxable incomes greater than \$2 million. Corporate taxes would also be increased by up to 5% for corporate income greater than \$1 million.

Revenues generated from this proposal would be deposited into the Investment in California’s Public Schools and Community Colleges fund with 89% percent of the revenues earmarked for K–12 local education agencies (LEAs) and 11% for community colleges.

Funds would be allocated to LEAs in proportion to each LEA’s share of the Local Control Funding Formula targets after accounting for local revenues, with no LEA receiving less than \$500 per unit of average daily attendance (ADA). Funding, which would be subject to annual audit procedures, would be used for:

- Workforce preparation
- School safety
- Recruitment and retention of teachers and school leaders
- Reducing achievement gaps
- Pre-kindergarten early learning services

- Computer science education

No more than 5% could be used for administration.

In addition, \$500 million of these funds generated from the initiative would be allocated on a per-ADA basis in grades 7 through 12 to LEAs for the purpose of implementing state computer science standards and purchasing computers and technology for the classroom.

In order to qualify for the November ballot, proponents will need to collect a minimum of nearly one million signatures from registered voters.

[Posted to the Internet 10/16/19]

—*Dave Heckler*

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Late School Start Time Bill (SB 328) FAQs

Governor Gavin Newsom officially signed Senate Bill (SB) 328 (Chapter 868/2019) into law on Sunday, October 13, 2019. SB 328 requires the school day for middle schools and high schools, including those operated as charter schools, to begin no earlier than 8:00 a.m. and 8:30 a.m., respectively, by July 1, 2022, or the date in which a district's collective bargaining agreement that is operative on January 1, 2020, expires, whichever is later. The bill exempts rural school districts from the start time restrictions.

Since Governor Newsom signed this bill into law, we have received several questions from the field about the provisions of the law and how this bill will affect school agencies moving forward. We answer many of those questions below:

- Q1.** Can school agencies apply for a waiver from the bill's provisions to the State Board of Education (SBE)?
- A1.** No. While the SBE has some power to grant waivers to school agencies for a number of Education Code sections, this new law is not one of them. The California Department of Education explicitly states on their website that since this statute is not waivable by the SBE, the CDE will return any requests to waive Education Code § 46148 back to the school agency (you can find more information at <https://www.cde.ca.gov/re/lr/wr/>).
- Q2.** How does SB 328 define "school day"?
- A2.** The measure specifies that "school day" has the same meaning as defined by the school district or charter school for purposes of calculating average daily attendance (ADA) in order to compute any apportionments of state funding.
- Q3.** The bill exempts rural school districts from the start time restrictions; how are rural school districts defined in the measure?
- A3.** While SB 328 exempts rural school districts from its provisions, the bill does not define what districts would qualify as rural. The author's office has indicated that this definition will likely get worked out via legislative clean-up language during the 2020 legislative year.

A4. What about zero period?

Q4. The bill does not prohibit a school or charter school from offering classes before the start of the school day to a limited number of pupils who do not generate ADA.

[Posted to the Internet 11/1/19]

—*Kyle Hyland and Michelle McKay Underwood*

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update*

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By the Way . . .

Secretary of State Assigns Proposition Number to the \$15 Billion School Construction Bond Measure. On Friday, October 25, 2019, Secretary of State Alex Padilla assigned the proposition number to the \$15 billion K–16 school construction bond that was signed by Governor Gavin Newsom on October 7, 2019 (see “Governor Newsom Signs \$15 Billion Statewide School Bond Legislation,” in the October 18, 2019, *Fiscal Report*). The lone initiative set to appear on the March 2020 Primary Election ballot has officially been assigned Proposition 13 as its initiative number. The press release announcing the assignment can be found at <https://www.sos.ca.gov/administration/news-releases-and-advisories/2019/secretary-state-alex-padilla-assigns-number-march-ballot-measure-invites-ballot-arguments/>.

[Posted to the Internet 10/29/19]

Draft
Legislative Platform



2014 LEGISLATIVE PLATFORM

CORE BELIEFS	COMMITMENTS
<p>Student Learning Every student can and must learn at grade level and beyond</p> <p>High-Quality Instruction Teachers must demonstrate the ability and desire to educate each child at a high level</p> <p>Leadership Leaders must perform courageously and ethically to accomplish stated goals</p> <p>Safety A safe learning and working environment is crucial to student learning</p> <p>Culture Fresno Unified is a place where:</p> <ul style="list-style-type: none"> ➤ Diversity is valued ➤ Educational excellence and equity are expected ➤ Individual responsibility and participation is required by all ➤ Collaborative adult relationships are essential ➤ Parents, students, and the community as a whole are vital partners 	<p>Student Learning</p> <ul style="list-style-type: none"> ➤ We will provide all students with access to high-quality options and a variety of activities ➤ We will implement, continue, or expand practices proven to raise student achievement; and eliminate practices that do not <p>High-Quality Instruction</p> <ul style="list-style-type: none"> ➤ We expect all students to achieve their personal best; differences in achievement among socioeconomic and ethnic groups are not acceptable ➤ We expect effective teacher performance toward desired results <p>Leadership</p> <ul style="list-style-type: none"> ➤ We will require the timely delivery of high-quality services to every site ➤ We will sustain and monitor a financial plan that ensures the viability of the district ➤ We will provide clear expectations and regularly support professional growth <p>Safety</p> <ul style="list-style-type: none"> ➤ We will provide a safe, clean, and orderly learning and working environment <p>Culture</p> <ul style="list-style-type: none"> ➤ We will establish collaborative relationships with staff, parents, students, and the community ➤ We strongly encourage and welcome the valuable contributions of our families ➤ We expect and depend upon individual responsibility

PROTECTION OF PROPOSITION 98 AND SUCCESSFUL IMPLEMENTATION OF THE LOCAL CONTROL FUNDING FORMULA

Proposition 98 was established in the State Constitution by voters to set a minimum funding level for California's public schools. Fresno Unified School District (District) supports full funding obligated under Proposition 98, and continues to be concerned about possible manipulations of the minimum guarantee that result in reduced funding for schools, including proposals to shift programs and costs into Proposition 98 that have historically been paid for from the state General Fund.

The District's top priority in the State Budget is to support the transition to and successful implementation of the Local Control Funding Formula, which makes progress on both the restoration of the deficit factor, as well as the additional funds for students in poverty and English learners. The District also supports the preservation of Proposition 98 funding, including opposing manipulations that falsely reduce K-12 funding.

ADDITIONAL LEGISLATIVE AND BUDGET ISSUES OF IMPORTANCE

School District Autonomy

The District opposes legislation that would impair or infringe upon the authority of the locally elected Board or interfere with the ability of District staff to carry out the objectives established by the Board. Under current law, dismissal provisions create a process that fails to empower local school boards to make a final decision in a teacher's dismissal, undermines a school board's ability to act decisively, and is costly in terms of time and resources. The District supports legislation that would expedite the dismissal process, especially in the most egregious cases, while protecting the due process rights of our employees.

Funding

The District opposes legislation that would limit local control in making spending decisions that are best for the unique circumstances of our community and the ability to direct funding toward students who require additional support to increase academic performance. The District urges full funding for prior-year mandate claims, reform of the mandate audit process, and avoidance of deferred payments.

One-Time Funding for Implementation of the "Common Core" and Adaptive Assessments

State adoption of the federal "common core" standards and participation in the Smarter Balanced Assessment Consortium will require the purchase of new textbooks, software, and possibly computer hardware for school districts to implement the new state requirements. As additional resources become available, the Legislature and Governor Jerry Brown are urged to set aside funds for allocation to school districts specifically for these one-time implementation costs, as well as any future costs of implementation.

Cost-of-Living Adjustments

The District supports legislation and Budget proposals that provide the same cost-of-living adjustment (COLA) for all education programs, regardless of whether the COLA is specified in statute. Local collective bargaining agreements do not distinguish between staff funded from base grant funds or categorical programs; all programs are entitled to the same COLA.

Special Education

The District supports legislation and budgetary proposals that provide full funding for special education, recognizing the importance of both state and federal funding providing an appropriate and adequate share of support for special education programs. This chronically underfunded federal mandate continues to put a strain on the District's General Fund, exacerbated by federal sequestration cuts to the program. We support the state backfilling the loss of federal dollars due to sequestration in 2014-15 and future years.

Declining Enrollment

The District supports legislation and budgetary proposals to assist districts in maintaining their fiscal solvency while student enrollment declines, either through fiscal relief or through additional time to make the necessary adjustments to account for the decrease in state revenue received.

School Facilities

The District supports legislation or Budget proposals that would provide funding for deferred maintenance for existing facilities and would support statewide school facilities bond proposals that would provide funding for new construction and modernization of existing facilities. The District opposes any proposal to reduce the state's match for facilities funding and supports a statewide facilities bond.

Health Care

The District supports legislation that would promote the efficient and cost effective delivery of health care services, while maintaining the District's authority to negotiate all aspects of health care benefits with its employee representatives.

Drop-Out Prevention

The District supports legislation that would provide financial assistance and/or policy changes that would assist local educational agencies to promote student attendance, reduce the drop-out rate, and increase graduation rates.

Online Education

Our schools and students now have capabilities that allow them to benefit from a wider range of instructional strategies that take advantage of technology to support technology-based learning opportunities. But state law has not kept pace and now acts as a restriction on instructional practices that could accelerate academic achievement for many students. The District supports changes in law that will broaden options to use online delivery of instructional content to K-12 students and members of our educational community while maintaining the integrity of the learning experience and student outcomes.

Bill Update

SCHOOL SERVICES OF CALIFORNIA, INC.

**Legislative Report Prepared for:
Fresno Unified School District
Status as of: November 6, 2019**

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Current Status</i>	<i>Page</i>
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AB 1234 Patterson	Standardized Tests	Support	Chapter 288, Statutes of 2019	22
AB 1240 Weber	School Accountability: Local Control and Accountability Plans: State Priorities: Pupil Achievement	Watch	Chapter 783, Statutes of 2010	22
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AB 1353 Wicks	Classified Employees: Probationary Period	Oppose	Chapter 542, Statutes of 2019	24
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AB 124 McCarty	Childcare: Local Planning Councils	Watch	Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline	32
AB 125 McCarty	Early Childhood Education: Reimbursement Rates		Senate Appropriations Committee—Bill Did Not Meet Deadline	32
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AB 249 Choi	Public Employers: Employee Organizations	Watch	Assembly Public Employment and Retirement Committee—Bill Did Not Meet Deadline	33
AB 843 Rodriguez	Student Financial Aid: Assumption Program of Loans for Education	Support	Senate Education Committee—Bill Did Not Meet Deadline	34
AB 1078 Weber	Certificated School Employees: Permanent Status	Support	Assembly Education Committee—Bill Did Not Meet Deadline	34
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AB 760 Cooper	Education Finance: Local Control Funding Formula: Pupil Transportation: Cost-of-Living Adjustment and Add-On	Support	Assembly Education Committee— Bill Did Not Meet Deadline	38
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SCA 5 Hill	Taxation: School Districts: Parcel Tax	Support	Senate Floor—Inactive File	39

Chaptered Bills

Accountability and Assessments

[AB 1097 \(Holden\)](#)

Amended: 6/11/2019

Title: Pupil Instruction: Credit Recovery Programs: Report

Status: Chapter 451, Statutes of 2019

Position: Watch

Summary:

This bill requires the California Department of Education, on or before July 1, 2021, to provide a report regarding credit recovery programs.

[AB 1234 \(Patterson\)](#)

Amended: 8/15/2019

Title: Standardized Tests

Status: Chapter 288, Statutes of 2019

Position: Support

Summary:

This bill streamlines state reporting requirements for entities that conduct standardized college admission tests in California.

[AB 1240 \(Weber\)](#)

Amended: 9/6/2019

Title: School Accountability: Local Control and Accountability Plans: State Priorities: Pupil Achievement

Status: Chapter 783, Statutes of 2019

Position: Watch

Summary:

This bill revises the definition of the pupil achievement state priority for purposes of school district and charter school Local Control and Accountability Plans to include the percentage of pupils who have successfully completed courses that: (1) satisfy the requirements for entrance to the University of California and the California State University, (2) satisfy the requirements of career technical education sequences, and (3) satisfy the requirements of both (1) and (2).

Charter Schools

[AB 1505 \(O'Donnell\)](#)

Amended: 9/5/2019

Title: Charter Schools: Petitions and Renewals

Status: Chapter 486, Statutes of 2019

Position: Support

Summary:

This bill makes numerous changes relating to charter schools; specific changes include:

- Requires petitions to describe how the charter school will achieve a balance of students with disabilities and English learners that is reflective of the district student population
- Allows school districts to deny a petition to create or expand a charter school if the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate
- Allows school districts to deny a petition to create or expand a charter school if the district is not positioned to absorb the fiscal impact of the proposed charter school
- Authorizes a full appeal to the county board of education, but prohibits material changes to the petition submitted to the county office of education (COE) on appeal
- Establishes a limited appeal process to the State Board, which will hear appeals for a charter school that can show the district or county abused its discretion
- Establishes new charter renewal criteria based on the performance of the charter school on the state and local indicators in the California School Dashboard
- Allows renewals for “high performing” charter schools to be for a period of between five and seven years; allows renewal for “low performing” charter schools to be for a period of two years; and requires renewals of all other charter schools to be for a period of five years
- Extends the timeline to approve or deny a new charter school petition
- Prohibits the approval of a petition for the establishment of a new nonclassroom-based charter school from January 1, 2020, to January 1, 2022
- Clarifies teacher credential requirements
- Makes COEs responsible for providing technical assistance to charters identified for differentiated assistance
- Operative July 1, 2020

[AB 1507 \(Smith\)](#)**Amended:** 9/5/2019**Title:** Charter Schools: Location: Resource Center**Status:** Chapter 487, Statutes of 2019**Position:** Support**Summary:**

This bill eliminates the authorization for a charter school to be located outside the boundaries of its authorizer and allows a charter school to establish resource centers within the jurisdiction of the school district where the charter school is located if explicitly approved by the charter authorizer.

Employees

[AB 644 \(Committee on Public Employment and Retirement\)](#)**Amended:** 3/25/2019**Title:** State Teachers' Retirement: Compensation**Status:** Chapter 96, Statutes of 2019**Position:****Summary:**

This bill revises the definition of compensation earnable for the purposes of the California State Teachers' Retirement System to be the sum of the average annualized pay rate, as defined, paid in a school year divided by the service credited for that school year and the remuneration paid in addition to salary or wages. The bill makes various conforming changes in accordance with the revised definition of compensation earnable.

[AB 1353 \(Wicks\)](#)**Amended:** 6/20/2019**Title:** Classified Employees: Probationary Period**Status:** Chapter 452, Statutes of 2019**Position:** Oppose**Summary:**

This bill shortens the probationary period for classified employees from one year to six months.

[AB 1452 \(O'Donnell\)](#)**Amended:** 3/26/2019**Title:** State Teachers' Retirement**Status:** Chapter 318, Statutes of 2019**Position:****Summary:**

This bill prohibits aggregating creditable service in more than one position for the purpose of determining mandatory membership on a part-time basis for 50% or more of the time the employer requires for a full-time position, as specified.

Facilities

[AB 48 \(O'Donnell\)](#)

Amended: 9/10/2019

Title: Education Finance: School Facilities: Public Preschool, K–12, and College Health and Safety Bond Act of 2020

Status: Chapter 530, Statutes of 2019

Position: Support

Summary:

Assembly Bill (AB) 48 authorizes \$15 billion for the construction and modernization of public preschool, K–12, community college, University of California (UC), and California State University (CSU) facilities to be placed on the March 3, 2020, primary ballot. Bond funds worth \$9 billion are designated for preschool to grade 12, \$2 billion for community colleges, \$2 billion for UC, and \$2 billion for CSU. The bill makes significant changes to the School Facility Program including the following:

- Increases local bonding capacities for elementary and high school districts from 1.25% to 2% and for unified school districts from 2.5% to 4% of the taxable property in the district
- Establishes a new priority system for the processing of applications
- Establishes criteria for determining the state and local share of a school district's project based on the district's gross bonding capacity and the percentage of students that are low income, English learners, or foster youth
- Suspends the provisions establishing level 3 developer fees until January 1, 2028
- Exempts multi-family dwelling units within one-half mile of a major transit stop from developer fees, and reduces nonexempt multi-family dwelling unit developer fees by 20%, with both provisions sunseting on January 1, 2026

[AB 1303 \(O'Donnell\)](#)

Amended: 6/24/2019

Title: School Facilities: Civic Center Act: Direct Costs

Status: Chapter 541, Statutes of 2019

Position: Support

Summary:

This bill extends, until January 1, 2025, the authorization under the Civic Center Act for the governing board of a school district to charge an entity a fee for the use of the school's facilities or grounds.

Governance and District Operations

[SB 328 \(Portantino\)](#)

Amended: 5/8/2019

Title: Pupil Attendance: School Start Time

Status: Chapter 868, Statutes of 2019

Position: Support

Summary:

This bill requires middle school to start no earlier than 8:00 a.m. and high schools no earlier than 8:30 a.m.

Health/Safety

[SB 223 \(Hill\)](#)

Amended: 6/26/2019

Title: Pupil Health: Administration of Medicinal Cannabis: Schoolsites

Status: Chapter 699, Statutes of 2019

Position: Support

Summary:

This bill authorizes a local educational agency to adopt a policy that allows a parent or guardian to possess and administer nonsmokeable and nonvapeable medicinal cannabis to an authorized pupil at a school site, if that pupil is a qualified patient pursuant to the Medical Marijuana Program.

Miscellaneous

[AB 272 \(Muratsuchi\)](#)

Amended: 4/11/2019

Title: Pupils: Use of Smartphones

Status: Chapter 42, Statutes of 2019

Position: Watch

Summary:

This bill allows a local educational agency to adopt a policy to limit or prohibit the use of smartphones by students while at school. However, students would be allowed to use smartphones in case of an emergency, when permitted by a teacher or administrator, or if deemed necessary by a physician.

[AB 1319 \(Arambula\)](#)

Amended: 8/26/2019

Title: Migrant Education: Pupil Residency

Status: Chapter 458, Statutes of 2019

Position: Watch

Summary:

This bill requires local educational agencies to allow a pupil who is a migratory child to continue attending his or her school of origin, as defined, or a school within the school district of origin, as defined.

School Safety and Student Discipline

[AB 218 \(Gonzalez\)](#)

Amended: 8/30/2019

Title: Damages: Childhood Sexual Assault: Statute of Limitations

Status: Chapter 861, Statutes of 2019

Position: Watch

Summary:

This bill extends the time for commencement of actions for childhood sexual assault to forty years of age or five years from discovery of the injury; provides enhanced damages for a cover up, as defined, of the assault; and provides a three-year window in which expired claims would be revived.

[SB 419 \(Skinner\)](#)

Amended: 8/12/2019

Title: Pupil Discipline: Suspensions: Willful Defiance

Status: Chapter 279, Statutes of 2019

Position: No Position

Summary:

Current law prohibits the suspension of students in grades K-3 for willful defiance. This bill extends the prohibition for suspensions for willful defiance to grades 4-5. Until January 1, 2025, this bill also prohibits the suspension of a student in grades 6-8 for willful defiance.

Vetoed Bills

Accountability and Assessments

[AB 751](#) (O'Donnell)

Title: Pupil Assessments: Pathways To College Act

Status: Vetoed by the Governor

Position: Watch

Summary:

Requires the Superintendent of Public Instruction to approve a nationally recognized high school assessment (based on specified requirements) that a local educational agency may administer in lieu of the grade 11 SBAC.

The Governor's veto message states:

Encouraging student access to college and reducing the student testing burden in high school are laudable goals. However, I am concerned that replacing the state's high school assessment with the Scholastic Aptitude Test (SAT) or American College Test (ACT) will have the opposite effect. Specifically, their use exacerbates the inequities for underrepresented students, given that performance on these tests is highly correlated with race and parental income, and is not the best predictor for college success. It is important to remember that over the last several years California has made great strides towards establishing a coherent accountability system. Measuring how students throughout the state perform on our state's assessments, including the grade 11 assessment, provides critical information to students, families, educators, and our state. Finally, our K-12 system and public universities continue to discuss the potential for using of California's grade 11 state assessment for college admissions or eligibility purposes in the future. This would be a better approach to improving access to college for underrepresented students and reducing 'testing fatigue.'

[AB 1233](#) (Smith)

Amended: 6/28/2019

Title: Advanced Placement Examinations: Fees

Status: Vetoed by the Governor

Position: Support

Summary:

This bill establishes a grant program to make Advanced Placement exams free for low-income students.

The Governor's veto message states:

While I understand the Legislature's intent to promote AP testing opportunities for eligible low-income high school students or foster youth high school students, local educational agencies already have the ability to subsidize AP examination fees using their local control funding formula funds.

Charter Schools

[AB 967 \(Smith\)](#)

Amended: 9/5/2019

Title: Local Control and Accountability Plans

Status: Vetoed by the Governor

Position: Watch

Summary:

This bill requires a charter school to submit its Local Control and Accountability Plan (LCAP) to its charter authorizer for review and approval. It also requires charter schools to comply with various other LCAP requirements that currently apply to school districts and county offices of education (COEs).

The Governor's veto message states:

This year's education budget trailer bill included several provisions that increase transparency around charter school LCAPs. These reforms will be in effect for the first time as charter schools develop their LCAPs this spring. This bill imposes additional requirements on charter schools beyond what was reflected in the final 2019–2020 budget and other measures signed into law this year. I believe the recently enacted changes should be given a chance to work before these additional requirements should be considered.

Employees

[AB 500 \(Gonzalez\)](#)

Title: School and Community College Employees: Paid Maternity Leave

Status: Vetoed by the Governor

Position:

Summary:

Requires at least six weeks of paid maternity leave for certificated and classified employees of school districts and charter schools.

The Governor's veto message states:

Providing every California worker with paid family leave is a noble goal and a priority for my administration. However, this bill will likely result in annual costs of tens of millions of dollars that should be considered as part of the annual budget process and as part of local collective bargaining. Moreover, this proposal should be considered within the broader context of the Paid Family Leave Task Force, which is assessing increased paid family leave for all of California's workers.

Instruction

[AB 197 \(Weber\)](#)

Amended: 8/30/2019

Title: Full-Day Kindergarten

Status: Vetoed by the Governor

Position: Support

Summary:

This bill would have required schools offering kindergarten to implement at least one full-day kindergarten program, commencing with 2022–23. A minimum schoolday for full-day kindergarten is the same number of minutes per schoolday that is offered to pupils in first grade.

The Governor's veto message states:

This bill requires all elementary schools, as well as all charter schools that offer kindergarten, to offer at least one full-day kindergarten program, commencing with the 2022-23 school year. Enrollment in full-day kindergarten has grown for more than a decade. Some school districts opt for part-day programs due to facilities constraints. In order to address this limitation, the 2019 Budget Act includes \$300 million one-time non-Proposition 98 General Fund specifically for facilities construction designed to expand full-day kindergarten offerings. While I support increased access to full-day kindergarten, I cannot sign this bill as it would impose new costs outside the budget.

[AB 1393 \(Weber\)](#)

Amended: 8/26/2019

Title: Pupil Instruction: Model Curriculum: Laotian History and Cultural Studies

Status: Vetoed by the Governor

Position: Support

Summary:

This bill would have required the model curriculum in Hmong history and cultural studies to include Laotian history and cultural studies.

The Governor's veto message states:

This bill requires the State Board of Education (SBE) to add Laotian history and cultural studies to the Hmong model curriculum that the Instructional Quality Commission developed and the SBE was required to adopt, by Senate Bill 895 (Chapter 686, Statutes of 2018). While I appreciate the interest in addressing a gap in prior legislation, I remain concerned that the current process is piecemeal and fragmented, as the adoption of the ethnic studies model has displayed. Before we move forward with additional model curricula, I believe a review of the existing process is necessary to support reforms needed so that our schools can provide instruction in a manner that reflects and honors the experiences of all Californians.

Two-Year Bills

Accountability and Assessments

[AB 1512 \(Carrillo\)](#)

Title: Public Postsecondary Education: Community Colleges: Course Credit for Passage of International Baccalaureate Examination

Status: Assembly Higher Education Committee—Bill Did Not Meet Deadline

Position: Support

Summary:

This bill requires community colleges to award academic credit for a score of 4 or more on an International Baccalaureate subject exam.

Charter Schools

[AB 1506 \(McCarty\)](#)

Amended: 5/17/2019

Title: Charter Schools: Statewide Total: Authorization Restrictions

Status: Assembly Floor—Third Reading—Bill Did Not Meet Deadline

Position: Watch

Summary:

Assembly Bill 1506 would institute a cap on the number of charter schools in the state. The bill specifies that a school district, county office of education, or the State Board of Education shall not authorize a charter school:

- Above the number of operating charter schools authorized by the respective entity as of January 1, 2020
- Until after one charter school closes in its respective jurisdiction
- Unless less than 10% of the average daily attendance (ADA) of pupils attending school within the boundaries of the school district or county office of education in which the charter school would be located are enrolled in charter schools and would not result in more than 10% of the ADA enrolled in charter schools

Early Childhood Education

[AB 123 \(McCarty\)](#)

Amended: 4/29/2019

Title: Early Childhood Education: State Preschool Program: Access: Standards

Status: Senate Education Committee—Bill Did Not Meet Deadline

Position:

Summary:

This bill aims to expand access to high-quality state preschool programs and provide additional adult support in transitional kindergarten classrooms by doing the following:

- Expand access to state preschool programs for four years olds that live in designated low-income neighborhoods
- Cap state preschool classrooms at 24 students
- By July 1, 2028, require state preschool teachers to have a bachelor's degree, 24 early childhood education units, and any other alternative certificates determined by the Commission on Teacher Credentialing
- Establish scholarship program for individuals committed to meeting the new preschool teacher requirements by July 1, 2028
- Increase full day state preschool reimbursement rates to approximately \$14,000 but requires at least 65% of the rate increase to be used to increase wages of preschool classroom staff

AB 124 (McCarty)

Amended: 4/22/2019

Title: Childcare: Local Planning Councils

Status: Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

Position: Watch

Summary:

As amended, this bill requires local childcare and development planning councils (LPCs) to provide information to cities and counties regarding facility needs for early childhood education.

AB 125 (McCarty)

Amended: 6/18/2019

Title: Early Childhood Education: Reimbursement Rates

Status: Senate Appropriations Committee—Bill Did Not Meet Deadline

Position:

Summary:

This bill reforms the state child care and preschool reimbursement rate system into a single regionalized rate system that adequately compensates the workforce for the cost of providing care and education and improves the system quality by providing improvement incentives to fund continuing education and professional development for teachers along with efforts to improve program standards.

SB 174 (Leyva)

Amended: 6/13/2019

Title: Early Childhood Education: Reimbursement Rates

Status: Assembly Appropriations Committee—Bill Did Not Meet Deadline

Position:

Summary:

This bill reforms the state child care and preschool reimbursement rate system into a single regionalized rate system that adequately compensates the workforce for the cost of providing care and education and improves the system quality by providing improvement incentives to fund continuing education and professional development for teachers along with efforts to improve program standards.

Employees

[AB 182 \(Rivas, Luz\)](#)

Amended: 4/2/2019

Title: Teacher Credentialing: Computer Science: Workgroup

Status: Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

Position: Watch

Summary:

As amended, this bill requires the Commission on Teacher Credentialing to establish a workgroup to determine if the development of a single subject computer science credential is warranted and, if so, to consider requirements for that credential.

[AB 221 \(Garcia, Cristina\)](#)

Amended: 4/12/2019

Title: Teachers: Third-Party Contracts: Prohibitions

Status: Assembly Floor—Inactive File—Bill Did Not Meet Deadline

Position: Watch

Summary:

As amended in Assembly Education Committee, AB 221 no longer references Teach for America, but instead the bill prohibits local educational agencies from entering into a contract with a third party organization:

- To employ teachers who commit to teaching in the organization for fewer than five years
- To employ teachers at a Title I school
- To pay a recruitment fee when hiring teachers, consistent with an employment agency

[AB 249 \(Choi\)](#)

Title: Public Employers: Employee Organizations

Status: Assembly Public Employment and Retirement Committee—Bill Did Not Meet Deadline

Position: Watch

Summary:

This bill would prohibit a public employer from deterring or discouraging a public employee or an applicant to be a public employee from opting out of becoming or remaining a member of an employee organization. The bill would prohibit a public employer from taking adverse action against a public employee or applicant to be a public employee who opts out of becoming or remaining a member of an employee organization and would specify that adverse action includes reducing a public employee's current level of pay or benefits.

[AB 843 \(Rodriguez\)](#)**Amended:** 5/16/2019**Title:** Student Financial Aid: Assumption Program of Loans for Education**Status:** Senate Education Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**

As amended, this bill authorizes the California Student Aid Commission (CSAC) to award 7,200 new warrants for the Assumption Program of Loans for Education (APLE). Additional loan assumption benefits of an unspecified amount also would be provided to a person who teaches, mathematics, science, Special Education, bilingual education, or career technical education in a school district that is determined to be in need of differentiated assistance.

[AB 1078 \(Weber\)](#)**Title:** Certificated School Employees: Permanent Status**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**

This bill extends the probationary period for certificated employees from two years to three years.

[AB 1623 \(Rivas, R.\)](#)**Amended:** 5/16/2019**Title:** Teaching Credential: Teacher Recruitment: Golden State Teacher Grant Program**Status:** Senate Education Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**

This bill establishes the Golden State Teacher Grant Program to provide grants to students enrolled in a teacher credentialing program who commit to teaching bilingual education, math, STEM, science, or Special Education.

Governance and District Operations

[AB 177 \(Low\)](#)**Title:** Election Day Holiday**Status:** Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline**Position:** Oppose**Summary:**

The bill would require community colleges and public schools to close on any day on which a statewide general election is held.

Instruction

[AB 331 \(Medina\)](#)

Amended: 7/3/2019

Title: Pupil Instruction: High School Graduation Requirements: Ethnic Studies

Status: Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

Position: Support

Summary:

This bill adds a one-semester ethnic studies course as a state high school graduation requirement commencing with 2024-25, but authorizes local educational agencies to require a full-year ethnic studies course. Students may fulfill the ethnic studies requirement by completing either an ethnic studies course, or an ethnic studies course taught as another subject.

Mental Health

[AB 8 \(Chu\)](#)

Amended: 5/16/2019

Title: Pupil Health: Mental Health Professionals

Status: Senate Health Committee—Bill Did Not Meet Deadline

Position: Watch

Summary:

This bill requires schools to have at least one mental health professional for every 600 pupils on or before December 31, 2024.

[AB 895 \(Muratsuchi\)](#)

Amended: 4/8/2019

Title: Pupil Mental Health Services Program Act

Status: Assembly Education Committee—Bill Did Not Meet Deadline

Position:

Summary:

This bill would enact the Pupil Mental Health Services Program Act. The act would authorize the State Department of Education, beginning with grants for the 2020–21 school year, to award matching grants to local educational agencies for programs that provide supportive services, defined to mean services that enhance the mental health and social-emotional development of pupils, to eligible pupils at school sites.

The act would award matching grants for a period of not more than three years. The bill would prescribe the procedure for a local educational agency to apply for a matching grant. The bill would also prohibit more than 10% of the moneys allocated to the department for these purposes from being used for program administration and evaluation.

Miscellaneous

[AB 1508 \(Bonta\)](#)

Amended: 4/30/2019

Title: Pupil Nutrition: Breakfast After The Bell Program

Status: Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

Position:

Summary:

As amended, this bill provides grants for schools to serve breakfast after school already has begun, known as “Breakfast After the Bell.” The California Department of Education (CDE) would prioritize funds for schools with high proportions of low-income children.

[SB 2 \(Glazer\)](#)

Amended: 5/23/2019

Title: Statewide Longitudinal Student Database

Status: Assembly Education Committee—Bill Did Not Meet Deadline

Position: Watch

Summary:

This bill would require the Office of Higher Education Coordination, Accountability, and Performance (Office), as proposed to be established by Senate Bill 3 (Allen), to assume the responsibilities previously assigned to the now defunct California Postsecondary Education Commission and to convene a review committee to advise the Office regarding the creation of a statewide longitudinal student database. The bill would require that every education segment (early childhood education, California Department of Education, California Community Colleges, California State University, and University of California) include a representative on the review committee.

School Safety and Student Discipline

[AB 503 \(Flora\)](#)

Title: Gun-Free School Zone

Status: Assembly Public Safety Committee—Bill Did Not Meet Deadline

Position: Oppose

Summary:

Existing law makes it a crime to possess a firearm in a school zone. This bill would exempt from that crime a person who holds a valid concealed carry license who is carrying the firearm described in the license to, from, or in a church, synagogue, or other building used as a place of worship on the grounds of a public or private school, if the person has the written permission of the school authority and subject to specified conditions.

Special Education

[AB 428 \(Medina\)](#)

Title: Special Education Funding

Status: Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

Position: Support

Summary:

This bill would implement several of the recommendations from the California Special Education Task Force and provide support to California's students with special needs by:

- Establishing a funding mechanism to support Special Education preschool programs by adding preschoolers to the Assembly Bill (AB) 602 funding formula
- Addressing long-standing inequities by equalizing Special Education funding rates to the 95th percentile over a five-year period
- Providing a supplemental grant to support students with greater needs, including students on the autism spectrum, and students who are blind, visually impaired, and intellectually disabled
- Amending the current AB 602 calculation to allow the greater of the current or prior school year average daily attendance (ADA) for each district in a multiple district Special Education Local Plan Area (SELPA) to be used in determining total SELPA ADA

[SB 217 \(Portantino\)](#)

Amended: 5/17/2019

Title: Special Education: Individuals With Exceptional Needs

Status: Assembly Education Committee—Bill Did Not Meet Deadline

Position: Support

Summary:

Senate Bill (SB) 217 creates the Special Education Early Intervention Grant Program, which provides school districts with \$4,000 per child to increase inclusive access to early education programs for children with exceptional needs. SB 217 also expands eligibility for transitional kindergarten to include children with exceptional needs turning five years old at any time during the school year.

State Budget, Education Finance, and LCFF

[AB 39 \(Muratsuchi\)](#)

Amended: 8/30/2019

Title: Education Finance: Local Control Funding Formula: Aspirational Funding Level: Reports

Status: Senate Floor—Third Reading—Bill Did Not Meet Deadline

Position: Support

Summary:

This bill would specify new, higher Local Control Funding Formula (LCFF) base grant amounts beginning with the 2020–21 fiscal year, which would also increase the supplemental and concentration grant amounts and result in various other changes to funding calculations for purposes of the LCFF.

[AB 575 \(Weber\)](#)

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

Status: Assembly Education Committee—Bill Did Not Meet Deadline

Position:

Summary:

This bill would adjust the definition of “unduplicated pupils” to include pupils who are included in the lowest performing subgroup or subgroups, as defined, based on the most recently available mathematics or language arts results on the California Assessment of Student Performance and Progress.

[AB 760 \(Cooper\)](#)

Amended: 3/18/2019

Title: Education Finance: Local Control Funding Formula: Pupil Transportation: Cost-of-Living Adjustment and Add-On

Status: Assembly Education Committee—Bill Did Not Meet Deadline

Position: Support

Summary:

This bill adds a cost-of-living adjustment to Home to School Transportation Program funds and incrementally equalizes pupil transportation funding to 90% of a local educational agency's approved transportation cost expenditures.

[AB 1225 \(Carrillo\)](#)

Amended: 3/26/2019

Title: Education Finance: Local Control Funding Formula: Youths Experiencing Homelessness

Status: Assembly Education Committee—Bill Did Not Meet Deadline

Position: Support

Summary:

This bill adds homeless students to the categories of Local Control Funding Formula (LCFF) unduplicated pupils, and allows foster youth who are homeless to be counted twice under LCFF.

[SB 443 \(Rubio\)](#)

Title: Transitional Kindergarten: Average Daily Attendance

Status: Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

Position: Support

Summary:

This bill provides average daily attendance for all TK students, regardless of when the student turns five years old.

[SB 499 \(McGuire\)](#)**Amended:** 5/17/2019**Title:** School Meals: California-Grown for Healthy Kids Program**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** Watch**Summary:**

Existing law authorizes schools participating in certain federal school meals programs to establish a base year for purposes of calculating the number of pupils at the school who are eligible for free or reduced price meals by determining each pupil's eligibility status in that base year and using that number to report eligibility for up to each of the following three school years. This bill would additionally allow schools participating in those federal school meals programs to establish a base year by carrying over the number of pupils at the school who were eligible for free or reduced price meals from the school year in which the school applied to use a federal universal school meal provision.

[SB 729 \(Portantino\)](#)**Amended:** 3/27/2019**Title:** Local Control Funding Formula: School Districts and Charter Schools**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** Support**Summary:**


As amended March 27, 2019, this bill adjusts the LCFF base grant for the 2019-20 fiscal year with a 5.16% cost-of-living-adjustment.

[SCA 5 \(Hill\)](#)**Amended:** 4/22/2019**Title:** Taxation: School Districts: Parcel Tax**Status:** Senate Floor—Inactive File**Position:** Support**Summary:**

This bill would place a proposition on the ballot that would lower the parcel tax threshold for school and community college districts from two-thirds to 55%.

Fresno Unified School District
Board Communication

BC Number SL-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Tamara Neely, Director
Cabinet Approval: 

Date: November 15, 2019

Phone Number: 457-6224

Regarding: Classified Professional Development Conference

The purpose of this communication is to provide the Board information regarding the first Classified Professional Development Conference.

The mission of the Classified Development Department is to provide high-quality learning opportunities for staff to ensure that all employees can achieve excellence in their roles. Accordingly, the Classified Professional Development Conference was developed to provide a wide variety of growth opportunities for Fresno Unified employees.

The conference was held at Fresno Adult School on Monday, October 28, 2019 from 8:00 a.m. to 11:30 a.m.:

- 491 employees attended the conference
- 23 different learning sessions were offered
- Sessions were provided by classified leaders, certificated staff, and outside presenters
- The conference design was a joint effort with various labor partners:
 - California School Employee Association (CSEA) 125 and 143
 - Fresno Teachers Association Building Trades Professionals
 - Service Employees International Union
- Various business and community partners were also available to provide information and resources:
 - CSEA
 - Educational Employees Credit Union
 - Fresno County Economic Opportunities Commission
 - Fresno Fire Department
 - Fresno Teachers Association Building Trades Professionals
 - Human Resources
 - Teacher Development
 - WellPath

Initial feedback from the participants has been positive and will be used to design the next Classified Professional Development Conference.

If you have any questions or require additional information, please contact Tamara Neely at 457-6224.

Approved by Superintendent

Robert G. Nelson Ed.D. 

Date: 11/15/19