



## LEGISLATIVE POLICY COMMITTEE BILL REVIEW MEETING

Wednesday, March 11, 2020 | 9:30AM – 3:00PM

ACSA Sacramento | 1029 J Street | 3<sup>rd</sup> Floor Conference Room(s)

**GINA POTTER, ED.D., CHAIR**

### AGENDA

- I. Welcome & Introductions | 9:30AM
  - a. Gina Potter, Chair, Legislative Policy Committee
  - b. Edgar Zazueta, Senior Director, Policy & Governmental Relations, ACSA
- II. Discussion with Governor’s Office | 9:40AM
  - a. Jennifer Johnson, Deputy Legislative Secretary, Office of Governor Gavin Newsom
- III. ACSA’s Budget Priorities | 10:10AM
  - a. Iván Carrillo, Legislative Advocate, ACSA
- IV. Committee Orientation Refresh | *Gina Potter & Edgar Zazueta* | 10:30AM (30min)
  - a. OneVoice 2020 Legislative Platform Wrap-up
- V. Overview of Legislative Priorities | 11:00AM
  - a. Tanya Lieberman, Chief Consultant, Assembly Education Committee
  - b. Lynn Lorber, Chief Consultant & Staff Director, Senate Education Committee
- VI. Legislative Policy Committee Subcommittee Selection
- VII. Subcommittee Bill Breakouts | *Potter, Zazueta, GR Team*
- VIII. Subcommittees’ Report Out of Hot Topics | *Subcommittee Spokesperson*
- IX. Reflections

### FUTURE COMMITTEE MEETINGS AND IMPORTANT DATES

DATE	EVENT   LOCATION	TIME
TUESDAY APRIL 14, 2020	LPC BILL REVIEW MEETING SACRAMENTO, LOCATION TBD	9:30am – 3:00pm
SUNDAY & MONDAY APRIL 19 & 20, 2020	OPTIONAL: LEGISLATIVE ACTION DAY SHERATON GRAND & CALIFORNIA STATE CAPITOL	TBD
TUESDAY MAY 5, 2020	LPC BILL REVIEW MEETING ACSA SACRAMENTO OFFICE	9:30am – 3:00pm

*\*attendance/participation at ACSA’s Legislative Action Day is optional, and not reimbursable via the committee*

Send reimbursement forms to [ktchamourian@acsa.org](mailto:ktchamourian@acsa.org)

**LEGISLATIVE POLICY COMMITTEE**  
**SUBCOMMITTEES**

SUBCOMMITTEE 1	SUBCOMMITTEE 2	SUBCOMMITTEE 3
<ul style="list-style-type: none"> <li>⇒ Accountability</li> <li>⇒ After School Programs</li> <li>⇒ Assessment   Testing</li> <li>⇒ CALPADS   Data</li> <li>⇒ Early Education   Pre-K</li> <li>⇒ English Language Learners</li> <li>⇒ Equity</li> <li>⇒ Lottery</li> <li>⇒ School Finance   LCFF   Parcel Taxes</li> <li>⇒ State Board of Education</li> <li>⇒ State Budget</li> <li>⇒ Tax Credit   Tax Policy</li> </ul>	<ul style="list-style-type: none"> <li>⇒ California Interscholastic Federation   Physical Education</li> <li>⇒ Commission on Teacher Credentialing (CTC)   Credentialing   Induction</li> <li>⇒ Elections   Political Reform Act</li> <li>⇒ Employee-Employer Relations   Evaluations   Dismissal</li> <li>⇒ Facilities (Class Size Reduction   School Bonds   CEQA   Green Technology   Prop 39)</li> <li>⇒ Governance (Brown Act   District Organization   Elections   Vouchers   Conflict of Interest   Public Records Act   Transparency)</li> <li>⇒ Privacy</li> <li>⇒ State Allocation Board</li> <li>⇒ STRS   PERS   Pensions</li> <li>⇒ Technology</li> <li>⇒ Transportation</li> <li>⇒ Utilities</li> <li>⇒ Worker's Compensation</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Adult Education</li> <li>⇒ Alternative Ed</li> <li>⇒ Alternatives to Discipline</li> <li>⇒ Arts Education</li> <li>⇒ Attendance   Truancy</li> <li>⇒ Charter Schools</li> <li>⇒ Community Schools</li> <li>⇒ Curriculum   Instruction</li> <li>⇒ Graduation Requirements</li> <li>⇒ Dropout Prevention</li> <li>⇒ Health</li> <li>⇒ Higher Ed</li> <li>⇒ Homeless &amp; Foster Youth</li> <li>⇒ Immigration</li> <li>⇒ Instructional Materials</li> <li>⇒ Medi-Cal</li> <li>⇒ Mental Health</li> <li>⇒ Nutrition</li> <li>⇒ Online Learning</li> <li>⇒ Pupil Services (Academic Counseling)</li> <li>⇒ ROC/P's   Workforce Prep   Career Tech Ed</li> <li>⇒ School Safety</li> <li>⇒ School Choice</li> <li>⇒ Special Education</li> <li>⇒ STEM</li> </ul>

**LEGISLATIVE POLICY COMMITTEE**

# LEGISLATIVE POSITIONS

<b>POSITION*</b>	<b>POSITION DESCRIPTION</b>
<b>Sponsor</b>	<i>ACSA will cause a bill to be prepared, secure an author, have it introduced, and support it through the legislative process</i>
<b>Co-Sponsor</b>	<i>Work with Sponsor to assure successful passage</i>
<b>Support</b>	<i>ACSA will strongly back any bill that receives this endorsement. ACSA Governmental Relations staff actively lobbies for the bill</i>
<b>Support if Amended</b>	<i>ACSA will support the bill only if it is amended to address ACSA's concerns</i>
<b>Approve</b>	<i>ACSA is in favor of the bill but does not wish to lend the time and energy required to support</i>
<b>Watch</b>	<i>This is a non-active position, but the Governmental Relations staff will watch to see if the bill is amended. A change in the position may be required at a later date</i>
<b>Seek to Amend</b>	<i>ACSA approves the bill in principle, but has objections to a specific part or parts, which it will seek to amend</i>
<b>Disapprove</b>	<i>ACSA is opposed to the bill but not so strongly as to wish to expend time and energy in opposing it</i>
<b>Oppose</b>	<i>Strong, full-scale opposition</i>
<b>Oppose Unless Amended</b>	<i>ACSA opposes the bill and will seek defeat of the measure unless it is amended to address ACSA concerns</i>
<b>Neutral</b>	<i>The Committee neither supports nor opposes the measure</i>
<b>Staff Approval</b>	<i>Staff took approval position without Legislative Policy Committee review</i>
<b>Staff Support</b>	<i>Staff took support position without Legislative Policy Committee review</i>
<b>Staff Watch</b>	<i>Staff took watch position without Legislative Policy Committee review</i>

\*Position(s) in **Golden Red** are ACTIVE positions, which means ACSA Advocates actively work a bill with that position.



## ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS LEGISLATIVE PLATFORM 2019-2020

{Ratified by the ACSA Leadership Assembly, February 20, 2020 and Adopted by the Board, February 21, 2020}

### INTRODUCTION

The mission of the Association of California School Administrators calls on the organization to be a driving force for an equitable, world-class education system, and work towards the development and support of inspired educational leaders who meet the diverse needs of all California pre-kindergarten to adult students. The latest three-year strategic plan, adopted by the board of directors, directs ACSA to shape policy by aligning the collective influence at the local, state, and federal levels and also calls on the organization to be a recognized expert, authoritative voice, and a partner in addressing the diverse needs of students and the issues that impact learning. The organization's Legislative Platform plays a significant role in guiding the ACSA Governmental Relations staff in steering the course for improvements and progress in public education and school administration.

ACSA's Legislative Platform, adopted every two years, establishes the advocacy priorities for the organization with the underlying premise of supporting what is best for students. The Platform, developed by the Legislative Policy Committee, is ratified by the Leadership Assembly and adopted by the ACSA Board of Directors. By establishing advocacy priorities, the Platform guides the advocacy work of the association and is used to inform lawmakers of the organization's highest education priorities. While the ACSA Legislative Platform is intended to identify major advocacy priorities, the absence of any particular policy issue does not preclude the Governmental Relations staff from representing the membership in policy areas that may arise over the course of the legislative session.

### GUIDING PRINCIPLES

**STUDENT SUCCESS:** ACSA will advocate for aspirational funding levels to achieve world-class educational outcomes for each and every student — from early childhood, to college and/or the 21st century workforce.

**EQUITY:** ACSA will take action to confront barriers that limit the success of historically underserved students and will advocate for policies and practices that result in equitable educational outcomes.

**LOCAL CONTROL:** ACSA supports policies and funding that empowers the local educational leaders best positioned to make decisions for our students, staff, and communities.

### PRIORITY AREAS

#### **Accountability and Continuous Improvement System**

ACSA supports the successful implementation of a single, coherent accountability and continuous improvement system that is grounded on the inclusion of multiple measures to determine student progress and considers conditions of learning. ACSA supports the design and implementation of meaningful professional development opportunities and locally-tailored resources to build the capacity of educators supporting student academic growth and a positive school environment.

Policy recommendations may include, but are not limited to:

- a) Pursue continued improvement of the state accountability system, including the development and refinement of the state and local performance indicators on the California School Dashboard.
- b) Consider modified methods for the accountability system for alternative education that recognizes all growth.
- c) Support policies that focus on the needs of identified student groups, such as adult education and early childhood education.
- d) Seek consolidation and alignment between state and federal reporting requirements to the extent possible.

## **Early Childhood Education**

ACSA recognizes the important benefits of Early Childhood Education in helping with a child's brain development and providing the opportunity to increase students' readiness by the time they enter Transitional Kindergarten or kindergarten. ACSA will evaluate Early Childhood Education funding priorities against all other TK-adult priorities funded by Proposition 98 and the state's general fund.

Policy recommendations may include, but are not limited to:

- a) Pursue policy changes to improve the existing State Preschool program eligibility and program requirements.
- b) Consider the prioritization of existing funds to expand access, improve quality or increase the reimbursement rates.
- c) Respond to the recommendations issued by the Assembly Speaker's Blue Ribbon Commission on Early Childhood Education.

## **Educator Development**

Students deserve the highest-quality educators in every classroom. The teacher and administrator shortage, along with policy changes to restore bilingual education and increased leave benefits, will challenge districts to find and retain qualified employees in order to provide a quality education for all students. Investing in professional learning for teachers and administrators further aids in their preparation and retention.

Policy recommendations may include, but are not limited to:

- a) Embed mental health and trauma-informed training into teacher and administrator credentialing programs.
- b) Support programs that help recruit and retain teachers, especially in critical shortage areas.
- c) Enhance teacher and administrator recruitment and retention by eliminating barriers within the teacher and administrator preparation programs and ease out-of-state reciprocity obstacles.

## **Retirement**

All public educators deserve retirement security. To this end, ACSA is committed to preserving the defined benefit structure, particularly given that most educators do not receive federal Social Security benefits and the current benefit model is a primary recruitment and retention tool for school districts.

Policy recommendations may include, but are not limited to:

- a) Oppose any effort to eliminate defined benefit retirement plans.
- b) Repeal the Government Pension Offset and Windfall Elimination Provision.
- c) Maintain the integrity of the California Rule, which guarantees public employee retirees the pension benefit they were promised at time of hire.
- d) Prioritizing the sustainability of the CalPERS and CalSTRS pension funds over investment mandates that are inconsistent with the pension systems' efforts to maximize risk-adjusted investment returns, control employer and employee contribution rates, and provide the retirement benefits promised to their members.

## **School Facilities & Safety**

Students and employees deserve high-quality and equitable learning environments. The bulk of Proposition 51 (2016) bond funds for new construction and modernization have been committed to school districts, yet the demand for state funding continues to grow. In light of safety threats at schools, ACSA supports the comprehensive approaches to providing a healthy and safe educational environment that is conducive to student learning.

Policy recommendations may include, but are not limited to:

- a) Support efforts to expeditiously release remaining Proposition 51 bond funds while also supporting the March 2020 school facilities bond, Proposition 13 (2020).
- b) Protect access to local facilities funding sources, including developer fees.
- c) Support funding for early childhood education facilities.
- d) Support funding outside of Proposition 98 to pay for emergency repairs due to natural disasters and to provide clean, lead-free water to our schools.
- e) Update school safety plan requirements to meet current needs.
- f) Partner with state agencies to develop guidance on school closures and Public Safety Power Shutoffs. Support efforts around cybersecurity, student data protection, and privacy.

ACSA is committed to ensuring the physical and emotional health of all students, recognizing that children can only reach their full potential when healthy and safe. Every student, staff, teacher, and administrator must be prepared to respond to any school crisis that threatens the health and safety of school community members. ACSA supports the comprehensive approaches to providing a healthy and safe educational environment that is conducive to student learning.

Policy recommendations may include, but are not limited to:

- a) Work with relevant state agencies to develop consistent guidance on school closures.

### **School Funding**

ACSA calls on the state and federal governments to provide the resources necessary to offer innovative and excellent public education opportunities, support quality teaching and leadership, and foster parent, business and community involvement on behalf of California students. ACSA urges the state legislature and governor to identify and work toward achieving a long-term funding solution to bring California into the top-ten rankings in per-pupil funding, as called for in the State Constitution.

Policy recommendations may include, but are not limited to:

- a) Support allocation of Proposition 98 funds to fully fund existing programs, including adjustments for inflation and enrollment growth, as well as the full reimbursement of mandated activities and the equitable distribution for allocating one-time funds.
- b) Support increased education funding, including the development of a long-term plan to raise revenues for California schools.
- c) Mitigate the impact of increased employer retirement contributions while preserving the solvency of the public retirement systems.
- d) Establish new funding targets for the Local Control Funding Formula and pursue improvements as needed.

### **Special Education**

Special education serves the needs of students with disabilities to help them achieve their educational goals and succeed in school. While special education services are state and federally mandated, state and federal funding have not kept pace with rising costs. ACSA supports special education reform that recognizes the growing number and increased severity of students identified with special needs, provides appropriate funding for special education services, and increases support for districts identified for targeted assistance under the state accountability system. ACSA believes it is time for the state to address the glaring inequities in the current special education funding.

Policy recommendations may include, but are not limited to:

- a) Continue to increase resources for special education, including increasing SELPA base rates, fully funding state special education mandates and supporting efforts to increase inclusive practices.
- b) Support the establishment of an ongoing funding allowance within the AB 602 formula for infants, preschoolers, and students with severe disabilities.
- c) Engaging in the reauthorization of the federal Individuals with Disabilities Act.
- d) Providing ongoing supports for inclusive practices.

### **Wellness and Mental Health**

Student mental health needs are a prevalent statewide issue that require legislative awareness and attention. ACSA members report that rates of anxiety, depression, trauma, and suicide are at all-time highs, including amongst alternative and adult education students. Addressing student mental health needs requires broad, coordinated efforts of which schools play one part.

Policy recommendations may include, but are not limited to:

- a) Increase coordination amongst schools and community providers.
- b) Direct non-Proposition 98 funding to school districts to support local needs, including expanding student access to mental health services. Funding sources may include federal Medicaid/Medi-Cal, as well as revenues from both the Mental Health Services Act (Proposition 63) and marijuana taxes (Proposition 64).
- c) Protect the legal rights of all students to attend schools free of discrimination, harassment, bullying, violence, and intimidation.