STATE OF CALIFORNIA
AUTHENTICATED
ELECTRONIC LEGAL MATERIAL

Assembly Bill No. 1436

CHAPTER 527

An act to add Sections 4980.396, 4989.23, 4996.27, and 4999.66 to the Business and Professions Code, relating to healing arts.

[Approved by Governor September 19, 2018. Filed with Secretary of State September 19, 2018.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1436, Levine. Board of Behavioral Sciences: licensees: suicide prevention training.

Existing law, the Licensed Marriage and Family Therapist Act, the Educational Psychologist Practice Act, the Clinical Social Worker Practice Act, and the Licensed Professional Clinical Counselor Act, provides for the licensure and regulation of marriage and family therapists, educational psychologists, clinical social workers, and professional clinical counselors, respectively, by the Board of Behavioral Sciences. Existing law requires a person applying for licensure as a marriage and family therapist, educational psychologist, clinical social worker, or professional clinical counselor to complete specified coursework and training, requires licensees to complete specified continuing education requirements, and requires a licensee on inactive status to complete certain continuing education requirements as a condition of having his or her license reactivated.

This bill, on or after January 1, 2021, would require an applicant for licensure as a marriage and family therapist, an educational psychologist, a clinical social worker, or a professional clinical counselor to complete a minimum of 6 hours of coursework or applied experience under supervision in suicide risk assessment and intervention. The bill would require, as a one-time requirement, a licensed marriage and family therapist, educational psychologist, clinical social worker, or professional clinical counselor to have completed this suicide risk assessment and intervention training requirement prior to the time of his or her first renewal after January 1, 2021. The bill would also require an applicant for reactivation or for reinstatement to an active license status on or after January 1, 2021, to have completed this suicide risk assessment and intervention training requirement. The bill would require that proof of compliance with requirements be certified under penalty of perjury and be retained for submission to the board upon request. By expanding the crime of perjury, the bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that no reimbursement is required by this act for a specified reason.

The people of the State of California do enact as follows:

SECTION 1. Section 4980.396 is added to the Business and Professions Code, immediately following Section 4980.395, to read:

4980.396. (a) On or after January 1, 2021, an applicant for licensure as a marriage and family therapist shall show, as part of the application, that he or she has completed a minimum of six hours of coursework or applied experience under supervision in suicide risk assessment and intervention. This requirement shall be met in one of the following ways:

(1) Obtained as part of his or her qualifying graduate degree program. To satisfy this requirement, the applicant shall submit to the board a written certification from the registrar or training director of the educational institution or program from which the applicant graduated stating that the coursework required by this section is included within the institution's curriculum required for graduation at the time the applicant graduated, or within the coursework that was completed by the applicant.

(2) Obtained as part of his or her applied experience. Applied experience can be met in any of the following settings: practicum or associateship that meets the requirement of this chapter, formal postdoctoral placement that meets the requirements of Section 2911, or other qualifying supervised experience. To satisfy this requirement, the applicant shall submit to the board a written certification from the director of training for the program or primary supervisor where the qualifying experience has occurred stating that the training required by this section is included within the applied experience.

(3) By taking a continuing education course that meets the requirements of Section 4980.54. To satisfy this requirement, the applicant shall submit to the board a certification of completion.

(b) As a one-time requirement, a licensee prior to the time of his or her first renewal after January 1, 2021, or an applicant for reactivation or reinstatement to an active license status on or after January 1, 2021, shall have completed a minimum of six hours of coursework or applied experience under supervision in suicide risk assessment and intervention, using one of the methods specified in subdivision (a).

(c) Proof of compliance with this section shall be certified under penalty of perjury that he or she is in compliance with this section and shall be retained for submission to the board upon request.

SEC. 2. Section 4989.23 is added to the Business and Professions Code, to read:

4989.23. (a) On or after January 1, 2021, an applicant for licensure as an educational psychologist shall show, as part of the application, that he or she has completed a minimum of six hours of coursework or applied

experience under supervision in suicide risk assessment and intervention. This requirement shall be met in one of the following ways:

(1) Obtained as part of his or her qualifying graduate degree program. To satisfy this requirement, the applicant shall submit to the board a written certification from the registrar or training director of the educational institution or program from which the applicant graduated stating that the coursework required by this section is included within the institution's curriculum required for graduation at the time the applicant graduated, or within the coursework that was completed by the applicant.

(2) Obtained as part of his or her applied experience. Applied experience can be met in any of the following settings: practicum, supervised experience gained pursuant to Section 4989.20, formal postdoctoral placement that meets the requirements of Section 2911, or other qualifying supervised experience. To satisfy this requirement, the applicant shall submit to the board a written certification from the director of training for the program or primary supervisor where the qualifying experience has occurred stating that the training required by this section is included within the applied experience.

(3) By taking a continuing education course that meets the requirements of Section 4989.34. To satisfy this requirement, the applicant shall submit to the board a certification of completion.

(b) As a one-time requirement, a licensee prior to the time of his or her first renewal after January 1, 2021, or an applicant for reactivation or reinstatement to an active license status on or after January 1, 2021, shall have completed a minimum of six hours of coursework or applied experience under supervision in suicide risk assessment and intervention, using one of the methods specified in subdivision (a).

(c) Proof of compliance with this section shall be certified under penalty of perjury that he or she is in compliance with this section and shall be retained for submission to the board upon request.

SEC. 3. Section 4996.27 is added to the Business and Professions Code, to read:

4996.27. (a) On or after January 1, 2021, an applicant for licensure as a clinical social worker shall show, as part of the application, that he or she has completed a minimum of six hours of coursework or applied experience under supervision in suicide risk assessment and intervention. This requirement shall be met in one of the following ways:

(1) Obtained as part of his or her qualifying graduate degree program. To satisfy this requirement, the applicant shall submit to the board a written certification from the registrar or training director of the educational institution or program from which the applicant graduated stating that the coursework required by this section is included within the institution's curriculum required for graduation at the time the applicant graduated, or within the coursework that was completed by the applicant.

(2) Obtained as part of his or her applied experience. Applied experience can be met in any of the following settings: practicum or associateship that meets the requirement of this chapter, formal postdoctoral placement that

meets the requirements of Section 2911, or other qualifying supervised experience. To satisfy this requirement, the applicant shall submit to the board a written certification from the director of training for the program or primary supervisor where the qualifying experience has occurred stating that the training required by this section is included within the applied experience.

(3) By taking a continuing education course that meets the requirements of Section 4996.22. To satisfy this requirement, the applicant shall submit to the board a certification of completion.

(b) As a one-time requirement, a licensee prior to the time of his or her first renewal after January 1, 2021, or an applicant for reactivation or reinstatement to an active license status on or after January 1, 2021, shall have completed a minimum of six hours of coursework or applied experience under supervision in suicide risk assessment and intervention, using one of the methods specified in subdivision (a).

(c) Proof of compliance with this section shall be certified under penalty of perjury that he or she is in compliance with this section and shall be retained for submission to the board upon request.

SEC. 4. Section 4999.66 is added to the Business and Professions Code, to read:

4999.66. (a) On or after January 1, 2021, an applicant for licensure as a professional clinical counselor shall show, as part of the application, that he or she has completed a minimum of six hours of coursework or applied experience under supervision in suicide risk assessment and intervention. This requirement shall be met in one of the following ways:

(1) Obtained as part of his or her qualifying graduate degree program. To satisfy this requirement, the applicant shall submit to the board a written certification from the registrar or training director of the educational institution or program from which the applicant graduated stating that the coursework required by this section is included within the institution's curriculum required for graduation at the time the applicant graduated, or within the coursework that was completed by the applicant.

(2) Obtained as part of his or her applied experience. Applied experience can be met in any of the following settings: practicum or associateship that meets the requirement of this chapter, formal postdoctoral placement that meets the requirements of Section 2911, or other qualifying supervised experience. To satisfy this requirement, the applicant shall submit to the board a written certification from the director of training for the program or primary supervisor where the qualifying experience has occurred stating that the training required by this section is included within the applied experience.

(3) By taking a continuing education course that meets the requirements of Section 4999.76. To satisfy this requirement, the applicant shall submit to the board a certification of completion.

(b) As a one-time requirement, a licensee prior to the time of his or her first renewal after January 1, 2021, or an applicant for reactivation or reinstatement to an active license status on or after January 1, 2021, shall

have completed a minimum of six hours of coursework or applied experience under supervision in suicide risk assessment and intervention, using one of the methods specified in subdivision (a).

(c) Proof of compliance with this section shall be certified under penalty of perjury that he or she is in compliance with this section and shall be retained for submission to the board upon request.

SEC. 5. No reimbursement is required by this act pursuant to Section 6 of Article XIII B of the California Constitution because the only costs that may be incurred by a local agency or school district will be incurred because this act creates a new crime or infraction, eliminates a crime or infraction, or changes the penalty for a crime or infraction, within the meaning of Section 17556 of the Government Code, or changes the definition of a crime within the meaning of Section 6 of Article XIII B of the California Constitution.

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School Psychologist vs. Educational Psychologist

Definition of School Psychologist

49424. A **school psychologist** is a credentialed professional whose primary objective is the application of scientific principles of learning and behavior to ameliorate **school**-related problems and to facilitate the learning and development of children in the public **schools** of **California**

Definition of Educational Psychologist

An Educational Psychologist is registered with the California Board of Behavioral Sciences

California law requires experience as a credentialed *school psychologist* to qualify for licensure as an *educational psychologist*. The list below identifies those accredited universities in *California*, that offer a degree and credential in *School Psychology*.

What is the role of an educational psychologist?
Educational psychologists work within local authorities, in partnership with families and other professionals, to help children and young people achieve their full potential. ... They use their training in **psychology** and knowledge of child development to assess difficulties children may be having with their learning.

Desert/Mountain Children's Center

Compliance with AB2022: How to Access Mental Health Services:

Pertinent Points to Follow

- Network – All staff to communicate with one another regarding at-risk students.
- Make all staff members thoroughly familiar with exactly whom they should contact if they become aware of potentially at-risk students and/or students who have mental health needs. Choose one or two point people at your site.
- Educate all staff regarding how to make a referral for mental health services internally or externally to an appropriate provider in the area.
- Instruct all school staff to keep their ears open for any talk of mental health needs, threats or attempted suicides among the student body.
- If an adult in the school becomes aware of the possibility that a student has mental health needs, is suicidal, is homicidal he or she should contact the point person, who will talk with (i.e., assess) the potentially at-risk student or contact the crisis response team for your area (San Bernardino is listed below).
- Be direct with parent(s)/guardian about removing guns and other potentially lethal instruments from the home of a suicidal student.
- Students should be told to talk with any adult in the school community if they are concerned about another student and possible mental health needs.
- Take all threats of suicide seriously.
- Knowledge of local community resources.
- Keep resource list updated. An option is to access San Bernardino County Department of Behavioral Health's website at http://wp.sbcounty.gov/dbh/ and click on the tab "About DBH"- Directory of Providers.
- Have a link on your website regarding Access to MH services with resource list and/or district employee school counselor/psychologist email and phone number.
- On the link, describe your referral system and access to community resources.
- Put information regarding how to access MH service inside the parent and pupil handbook.

Whom to Contact When a Child is at Severe Risk?

911
1-800-SUICIDE
DMCC 24 hour hotline – 1-760-946-5135
Crisis Walk-In Center – 16460 Victor Street, Victorville, CA 92395 – 760-245-8837 24 hours a day, 7 days a week
Crisis Response Team – 1-760-956-2345/Pager 1-760-734-8093
1-800-273-TALK

AB-2083 Foster youth: trauma-informed system of care. (2017-2018)

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Date Published: 09/27/2018 09:00 PM

Assembly Bill No. 2083

CHAPTER 815

An act to add Section 16521.6 to the Welfare and Institutions Code, relating to foster youth.

[Approved by Governor September 27, 2018. Filed with Secretary of State September 27, 2018.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2083, Cooley. Foster youth: trauma-informed system of care.

Existing law, commonly known as Continuum of Care Reform (CCR), states the intent of the Legislature in adopting CCR to improve California's child welfare system and its outcomes by using specified measures, including an increase in the use of home-based family care. Existing law, as part of CCR, provides for the implementation of the resource family approval process, which replaces the multiple processes for licensing foster family homes, certifying foster homes by foster family agencies, approving relatives and nonrelative extended family members as foster care providers, and approving guardians and adoptive families.

As part of the resource family approval process, a county is responsible for, among other things, ensuring that a resource family applicant completes specified training that includes certain courses, including one regarding the effects of trauma and child abuse and neglect on child development and behavior, and methods to behaviorally support children impacted by that trauma or child abuse and neglect. Existing law also establishes an intensive services foster care program, developed by the State Department of Social Services, that provides specialized programs to serve children with specific needs, and requires training for that program to include, among other things, information relating to working with children who have experienced trauma.

This bill would state the intent of the Legislature in adopting the bill to build upon the current CCR implementation effort by, among other things, developing a coordinated, timely, and trauma-informed system-of-care approach for children and youth in foster care who have experienced severe trauma. The bill would require each county to develop and implement a memorandum of understanding, as specified, setting forth the roles and responsibilities of agencies and other entities that serve children and youth in foster care who have experienced severe trauma.

This bill would require the memorandum of understanding (MOU) to include, at a minimum, provisions addressing, among other things, the establishment and operation of an interagency leadership team and an interagency placement committee. The bill would authorize members of the team, to the extent permitted by federal law, to disclose to, and exchange with, one another information or a writing that may be designated as confidential under state law if certain conditions are met, and would make any discussion concerning the disclosed or exchanged information or writing during a team meeting confidential and not open to public inspection. The bill would require members of an interagency placement committee, child abuse multidisciplinary personnel team, or child and family team, as defined, that is convened for the purpose of implementing the MOU, to comply with applicable statutory confidentiality provisions for that committee or team.

By creating new duties for county officials relating to foster care services, the bill would impose a state-mandated

local program.

This bill would require the Secretary of California Health and Human Services and the Superintendent of Public Instruction, no later than June 1, 2019, to establish a joint interagency resolution team, consisting of representatives from specified state departments, whose primary roles would be to develop guidance and provide support and technical assistance to counties with regard to those children and youth and the memoranda of understanding, as specified. The bill would also require the team, no later than January 1, 2020, in consultation with specified entities and persons, to review the placement and service options available to county child welfare agencies and county probation departments for those children and youth, to develop and submit recommendations to the Legislature, regarding identified gaps in placement, needed services, and a centralized process for services, as specified, and, no later than June 1, 2020, to develop a multiyear plan for increasing the capacity and delivery of trauma-informed care to foster children and youth served by short-term residential therapeutic programs and other foster care and behavioral health providers. The bill would authorize the joint interagency resolution team, to the extent permitted by federal law, to disclose to, and exchange with, one another information or a writing that may be designated as confidential under state law, if certain conditions are met, and would make any discussion concerning the disclosed or exchanged information or writing during a team or committee meeting shall be confidential and shall not be open to public inspection.

Existing constitutional provisions require that a statute that limits the right of access to the meetings of public bodies or the writings of public officials and agencies be adopted with findings demonstrating the interest protected by the limitation and the need for protecting that interest.

This bill would make legislative findings to that effect.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that no reimbursement is required by this act for a specified reason.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: yes

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. It is the intent of the Legislature in adopting this act to build upon the current Continuum of Care Reform implementation effort by developing a coordinated, timely, and trauma-informed system-of-care approach for children and youth in foster care who have experienced severe trauma, implementing related memoranda of understanding on the county level, and establishing a joint interagency resolution team on the state level to assist counties in serving those children and youth.

SEC. 2. Section 16521.6 is added to the Welfare and Institutions Code, to read:

16521.6. To ensure that coordinated, timely, and trauma-informed services are provided to children and youth in foster care who have experienced severe trauma, all of the following shall be met:

(a) (1) Each county shall develop and implement a memorandum of understanding setting forth the roles and responsibilities of agencies and other entities that serve children and youth in foster care who have experienced severe trauma. Participants in the development and implementation of the memorandum of understanding shall include, but not be limited to, all of the following:

(A) The county child welfare agency.

(B) The county probation department.

(C) The county behavioral health departments.

(D) The county office of education.

(E) The regional center or centers that serve children and youth with developmental disabilities in the county.

(F) Foster care or other child welfare advocacy groups, as deemed appropriate by the organizations that will be parties to the memorandum, serving in an advisory capacity.

(2) The memorandum of understanding shall include, at a minimum, provisions addressing all of the following:

(A) Establishment and operation of an interagency leadership team.

(B) Establishment and operation of an interagency placement committee, as defined in Section 4096.

(C) Commitment to implementation of an integrated core practice model.

(D) Processes for screening, assessment, and entry to care.

(E) Processes for child and family teaming and universal service planning.

(F) Alignment and coordination of transportation and other foster youth services.

(G) Recruitment and management of resource families and delivery of therapeutic foster care services.

(H) Information and data sharing agreements.

(I) Staff recruitment, training, and coaching.

(J) Financial resource management and cost sharing.

(K) Dispute resolution.

(3) (A) Members of the interagency leadership team described in subparagraph (A) of paragraph (2), may, to the extent permitted by federal law, and subject to the limitations described in subparagraph (B), disclose to, and exchange with, one another information or a writing that may be designated as confidential under state law if the member of the team having that information or writing reasonably believes it is generally relevant to the identification, reduction, or elimination of barriers to services for, or to placement of, children and youth in foster care or to improve provision of those services or those placements.

(B) Members of the interagency leadership team who receive disclosed or exchanged information or a writing pursuant to subparagraph (A) shall destroy or return that information or writing once the purposes for which it was disclosed or exchanged are satisfied. The information or writing shall be used only for the purposes described in subparagraph (A). Any information or writing disclosed or exchanged pursuant to subparagraph (A) shall be confidential and shall not be open to public inspection, unless the information or writing is aggregated and deidentified in a manner that prevents the identification of an individual who is a subject of that information or writing. Any discussion concerning the disclosed or exchanged information or writing during a team meeting shall be confidential and shall not be open to public inspection.

(C) Members of an interagency placement committee, as defined in Section 4096, child abuse multidisciplinary personnel team, as defined in Section 18961.7, or child and family team, as defined in paragraph (4) of subdivision (a) of Section 16501, that is convened for the purpose of implementing the provisions of the memorandum of understanding developed pursuant to this subdivision shall comply with applicable statutory confidentiality provisions for that committee or team. Members of teams convened for purposes of implementing the memorandum of understanding shall comply with applicable records retention policies for their respective agencies or programs.

(4) To the extent possible, the implementation of the memorandum of understanding shall utilize existing processes and structures within and across the respective organizations that are parties to it.

(b) (1) (A) No later than June 1, 2019, the Secretary of California Health and Human Services and the Superintendent of Public Instruction shall establish a joint interagency resolution team consisting of representatives from the State Department of Social Services, the State Department of Health Care Services, the State Department of Developmental Services, and the State Department of Education.

(B) (i) The primary roles of the joint interagency resolution team shall be to develop guidance to counties, county offices of education, and regional centers with regard to developing the memoranda of understanding required by this section, to support the implementation of those memoranda of understanding, and to provide technical assistance to counties to identify and secure the appropriate level of services to meet the needs of children and youth in foster care who have experienced severe trauma.

(ii) The agencies shall ensure that a process is developed for counties and partner agencies that are parties to the memorandum of understanding to request interdepartmental technical assistance from the joint interagency resolution team.

(2) (A) No later than January 1, 2020, the joint interagency resolution team, in consultation with county agencies, service providers, and advocates for children and resource families, shall review the placement and service options available to county child welfare agencies and county probation departments for children and youth in foster care who have experienced severe trauma and shall develop and submit recommendations to the

Legislature addressing any identified gaps in placement types or availability, needed services to resource families, or other identified issues.

(B) A report submitted to the Legislature pursuant to this paragraph shall be submitted in compliance with Section 9795 of the Government Code.

(3) No later than June 1, 2020, the joint interagency resolution team, in consultation with county agencies, service providers, behavioral health professionals, schools of social work, and advocates for children and resource families, shall develop a multiyear plan for increasing the capacity and delivery of trauma-informed care to children and youth in foster care served by short-term residential therapeutic programs and other foster care and behavioral health providers.

(4) (A) Members of the joint interagency resolution team described in this subdivision may, to the extent permitted by federal law, and subject to the limitations described in subparagraph (B), disclose to, and exchange with, one another information or a writing that may be designated as confidential under state law if the member of the team or committee having that information or writing reasonably believes it is generally relevant to the identification, reduction, or elimination of barriers to services for, or to placement of, children and youth in foster care or to improve provision of those services or those placements.

(B) Members of the joint interagency resolution team who receive disclosed or exchanged information, or a writing, pursuant to subparagraph (A), shall destroy or return that information or writing once the purposes for which it was disclosed or exchanged are satisfied. The information or writing shall be used only for the purposes described in subparagraph (A). Any information or writing disclosed or exchanged pursuant to subparagraph (A) shall be confidential and shall not be open to public inspection, unless the information or writing is aggregated and deidentified in a manner that prevents the identification of an individual who is a subject of that information or writing. Any discussion concerning the disclosed or exchanged information or writing during a team meeting shall be confidential and shall not be open to public inspection.

SEC. 3. The Legislature finds and declares that Section 2 of this act, which adds Section 16521.6 to the Welfare and Institutions Code, imposes a limitation on the public's right of access to the meetings of public bodies or the writings of public officials and agencies within the meaning of Section 3 of Article I of the California Constitution. Pursuant to that constitutional provision, the Legislature makes the following findings to demonstrate the interest protected by this limitation and the need for protecting that interest:

The Legislature finds and declares that in order to protect the privacy of children and youth in foster care, it is necessary that any discussion, during a meeting by a county interagency leadership team or joint interagency resolution team that is established pursuant to this act, concerning information or a writing disclosed or exchanged pursuant to this act by a member of the team or committee, be confidential.

SEC. 4. To the extent that this act has an overall effect of increasing the costs already borne by a local agency for programs or levels of service mandated by the 2011 Realignment Legislation within the meaning of Section 36 of Article XIII of the California Constitution, it shall apply to local agencies only to the extent that the state provides annual funding for the cost increase. Any new program or higher level of service provided by a local agency pursuant to this act above the level for which funding has been provided shall not require a subvention of funds by the state or otherwise be subject to Section 6 of Article XIII B of the California Constitution.

Crisis Intervention/Suicide Prevention Phone Numbers

National Suicide Prevention Lifeline:

- 800.273.8255

The National Suicide Prevention Lifeline is a national network of local crisis centers that provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Crisis Text Line:

- Text START to 741-741

Crisis Text Line is free, 24 hours a day, 7 days a week for support for those in crisis. Text from anywhere in the USA to text with a trained Crisis Counselor.

El Centro County

- 800.817.5292

Los Angeles County

- 800.854.7771

Riverside County

- 951.686.HELP(4357)

San Bernardino 24-hour Crisis Line:

- 760.365.6558

San Diego County

- 888.724.7240

SB-972 Pupil and student health: identification cards: suicide prevention hotline telephone numbers. (2017-2018)

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Date Published: 09/17/2018 09:00 PM

Senate Bill No. 972

CHAPTER 460

An act to amend the heading of Article 2.5 (commencing with Section 215) of Chapter 2 of Part 1 of Division 1 of Title 1 of, and to add Section 215.5 to, the Education Code, relating to pupil and student health.

[Approved by Governor September 17, 2018. Filed with Secretary of State September 17, 2018.]

LEGISLATIVE COUNSEL'S DIGEST

SB 972, Portantino. Pupil and student health: identification cards: suicide prevention hotline telephone numbers.

Existing law, the California Suicide Prevention Act of 2000, authorizes the State Department of Health Care Services to establish and implement a suicide prevention, education, and gatekeeper program to reduce the severity, duration, and incidence of suicidal behaviors. The act authorizes the State Department of Health Care Services to contract with an outside agency to establish and implement a targeted public awareness and education campaign on suicide prevention and treatment, and requires that the target population include junior high and high school students.

Existing law requires the governing board or body of a county office of education, school district, state special school, or charter school that serves pupils in grades 7 to 12, inclusive, to, before the beginning of the 2017–18 school year, adopt a policy on pupil suicide prevention, as specified, that specifically addresses the needs of high-risk groups. Existing law requires the Instructional Quality Commission to consider developing, and recommending for adoption by the State Board of Education, a distinct category on mental health instruction to educate pupils about all aspects of mental health, including, among other things, depression and suicidal thoughts and behaviors, as specified. Existing law requires the Superintendent of Public Instruction to send a notice to each middle school, junior high school, and high school that encourages each school to provide suicide prevention training to each school counselor, provides information on the availability of certain suicide prevention training curriculum, informs schools about certain suicide prevention training, and describes how a school might retain those services.

This bill would require a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, and that issues pupil identification cards to have printed on either side of the pupil identification cards the telephone number for the National Suicide Prevention Lifeline, and would authorize those schools to have printed on either side of the pupil identification cards the Crisis Text Line and a local suicide prevention hotline telephone number. The bill would require a public or private institution of higher education that issues student identification cards to have printed on either side of the student identification cards the telephone number for the National Suicide Prevention Lifeline, and would authorize the institution to have printed on either side of the student identification cards the Crisis Text Line, the campus police or security telephone number, or the local nonemergency telephone number, as provided, and a local suicide prevention hotline telephone number. The bill would require schools and public or private institutions of higher education subject to these requirements

that have a supply of unissued, noncompliant identification cards as of January 1, 2019, to issue the noncompliant identification cards until that supply is depleted.

Vote: majority Appropriation: no Fiscal Committee: no Local Program: no

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. The heading of Article 2.5 (commencing with Section 215) of Chapter 2 of Part 1 of Division 1 of Title 1 of the Education Code is amended to read:

Article 2.5. Pupil and Student Suicide Prevention Policies

SEC. 2. Section 215.5 is added to the Education Code, to read:

215.5. (a) Commencing July 1, 2019, a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, and that issues pupil identification cards shall have printed on either side of the pupil identification cards the telephone number described in paragraph (1) and may have printed on either side of the pupil identification cards the telephone numbers described in paragraphs (2) and (3):

(1) The telephone number for the National Suicide Prevention Lifeline, 1-800-273-8255.

(2) The Crisis Text Line, which can be accessed by texting HOME to 741741.

(3) A local suicide prevention hotline telephone number.

(b) Commencing July 1, 2019, a public or private institution of higher education that issues student identification cards shall have printed on either side of the student identification cards the telephone number described in paragraph (1) and may have printed on either side of the student identification cards the telephone numbers described in paragraphs (2), (3), and (4):

(1) The telephone number for the National Suicide Prevention Lifeline, 1-800-273-8255.

(2) The Crisis Text Line, which can be accessed by texting HOME to 741741.

(3) The campus police or security telephone number or, if the campus does not have a campus police or security telephone number, the local nonemergency telephone number.

(4) A local suicide prevention hotline telephone number.

(c) Notwithstanding subdivisions (a) and (b), if, as of January 1, 2019, a school subject to the requirements of subdivision (a), or a public or private institution of higher education subject to the requirements of subdivision (b), has a supply of unissued pupil or student identification cards that do not comply with the requirements of subdivision (a) or (b), as applicable, the school or the public or private institution of higher education shall issue those pupil or student identification cards until that supply is depleted.

(d) Subdivisions (a) and (b) shall apply for a pupil or student identification card issued for the first time to a pupil or student, and to a pupil or student identification card issued to replace a damaged or lost pupil or student identification card.

News > Education

California bans for-profit charter schools

By **KATY MURPHY** | kmurphy@bayareanewsgroup.com | Bay Area News Group
PUBLISHED: September 7, 2018 at 4:00 pm | UPDATED: September 8, 2018 at 3:34 am

SACRAMENTO — California has just kicked for-profit management companies out of the charter school business.

A bill signed into law Friday afternoon prohibits companies from managing or running the state's taxpayer-funded, independently run charter schools. Assembly Bill 406 was inspired, in part, by an investigation by this news organization into allegations of profiteering at the expense of children's educations.

The 2016 news investigation focused on K12 Inc., a for-profit company based in Virginia and traded on Wall Street that manages publicly funded charter schools in California and other states. The K12-run network, California Virtual Academies, with an enrollment of roughly 15,000, graduated fewer than half of its high school students, and some teachers said they were pressured to inflate grades and enrollment records.

The bill by Assemblyman Kevin McCarty, D-Sacramento, was the latest of several attempts to crack down on the industry, including schools such as California Virtual Academies that are technically nonprofits but are controlled by corporate interests. A rare alliance of teachers' unions and the state's charter school trade association — which originally opposed the legislation but eventually supported it — pushed it across the finish line.

"With support from (the California Charter Schools Association), the Governor sent a clear message today: There's no room for profits in public education," said Jed Wallace, the association's president and CEO. "Charter schools are an integral part of California's public school system. We are thrilled that our state has embraced a thriving charter school sector that is public, free, open to all, and 100 percent operated by non-profit organizations."

California currently has about 35 such charter schools, according to McCarty's office. In 2016 K12 settled a lawsuit with the state for $168.5 million over claims that it manipulated attendance records and other measures of student success.

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A spokesman for K12 Inc. was not immediately available for comment.

Current Charter School Legislations
California Charter School Association

AB 2635 (Weber D) Sponsor
Education finance: local control funding formula: supplemental grants: lowest performing pupil subgroup or subgroups. **Bill Text** html pdf
Location: 6/29/2018 - S . DEAD
Would, commencing with the 2018–19 fiscal year, 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, as specified. The bill would require the Superintendent of Public Instruction to annually identify the lowest performing pupil subgroup or subgroups.

SB 1216 (Glazer D) Sponsor
Charter schools. **Bill Text**
Location: 4/27/2018 - S . DEAD html pdf
Would require the governing body of a charter school to hold its meetings within the physical boundaries of the state and in accordance with specified provisions related to those meetings, as provided, including a requirement that, if the governing body of the charter school operates charter schools in multiple school districts, a teleconference location be available within the geographic boundaries of each school district in which the charter schools are located. To the extent that this teleconference location requirement would impose new duties on charter schools, this bill would impose a state-mandated local program.

2. Support

AB 406 (McCarty D) Support
Charter schools: operation. **Bill Text**
Location: 9/7/2018 - A . CHAPTERED html pdf
The Charter Schools Act of 1992 provides for the establishment and operation of a charter school and authorizes a charter school to elect to operate as, or be operated by, a nonprofit public benefit corporation, as specified. This bill, on and after July 1, 2019, would prohibit a petitioner that submits a charter petition for the establishment of a charter school or a charter school that submits a charter renewal or material revision application from operating as, or being operated by, as defined,

a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.
Chapter 291

AB 1747 (Rodriguez D) Support
School safety plans. **Bill Text**
Location: 9/4/2018 - A . ENROLLED html pdf
Would provide that it is the intent of the Legislature that all public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, including in cooperation with classified employees, develop a comprehensive school safety plan, and that all school staff be trained on this plan.

AB 1871 (Bonta D) Support
Charter schools: free and reduced-price meals. **Bill Text**
Location: 9/18/2018 - A . CHAPTERED html pdf
Would, commencing with 2019–20 school year, require a charter school to provide each needy pupil, as defined, with one nutritionally adequate free or reduced-price meal during each schoolday, except as provided for a charter school that offers nonclassroom-based instruction. For a charter school that becomes operational on or after July 1, 2019, the bill would require the charter school to implement these requirements no later than July 1 of the school year after becoming operational, and to provide written notice, as specified, of the period of time that the charter school will not provide those meals.
Chapter 480

AB 2217 (Burke D) Support
Income taxes: credits: Bridget "Biddy" Mason Golden State Credit Program. **Bill Text**
html pdf
Location: 8/31/2018 - S . DEAD
The Personal Income Tax Law and the Corporation Tax Law allow various credits against the taxes imposed by those laws. This bill, before January 1, 2021, would require the Treasurer to establish a procedure to accept monetary transfers from qualified entities and to transfer golden state credits (GSC) to qualified entities. This bill, on and after January 1, 2021, and before January, 1, 2026, would allow the Treasurer to transfer to a qualified entity one GSC for each $0.90 that the qualified entity transfers to the Treasurer, and would limit the amount of GSCs to be transferred to $50,000,00 per calendar year, as provided. This bill would require any moneys received by the Treasurer, less costs, to be deposited into the General Fund. This bill, on and after January 1, 2021, and before January 1, 2026, would allow a qualified entity to transfer to a donating taxpayer one GSC for each $1 that the donating taxpayer contributes to the qualified entity.

AB 3022 (Gonzalez Fletcher D) Support
Retroactive grant of high school diplomas: departed and deported pupils. **Bill Text**
html pdf
Location: 8/27/2018 - A . ENROLLED

Would authorize the retroactive grant of a high school diploma to a person who has departed California against his or her will, as defined, and, at the time of his or her departure, was enrolled in grade 12 of a high school operated by a school district, by or under the jurisdiction of a county office of education, or by a charter school, who did not receive a high school diploma because his or her education was interrupted due to his or her departure, and who was in good academic standing at the time of his or her departure, as specified.

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4. Oppose

AB 276 (Medina D) Oppose
Local educational agencies: charter schools. **Bill Text**
Location: 8/31/2018 - S . DEAD html pdf
Would expressly state that a local educational agency, including a charter school and an entity managing a charter school, as defined, is subject to the Ralph M. Brown Act, unless the charter school is operated by an entity governed by the Bagley-Keene Open Meeting Act, in which case the charter school would be subject to the Bagley-Keene Open Meeting Act. This provision would become operative on July 1, 2019.

AB 1478 (Jones-Sawyer D) Oppose
Charter schools. **Bill Text**
Location: 2/1/2018 - A . DEAD html pdf
Would expressly state that charter schools and entities managing charter schools are subject to the Ralph M. Brown Act, unless the charter school is operated by an entity governed by the Bagley-Keene Open Meeting Act, in which case the charter school would be subject to the Bagley-Keene Open Meeting Act. This bill contains other related provisions and other existing laws.

AB 3222 (O'Donnell D) Oppose
Public works: prevailing wages. **Bill Text**
Location: 8/17/2018 - S . DEAD html pdf
Would expand the definition of "public works," for the purposes of provisions relating to the prevailing rate of per diem wages, to also include any construction, alteration, demolition, installation, or repair work done under private contract on a project for a charter school, as defined, when the project is paid for, in whole or in part, with the proceeds of conduit revenue bonds, as defined, that were issued on or after January 1, 2019.

6. Neutral

AB 1661 (Limón D) Neutral

School accountability: federal compliance with accountability requirements.

Bill Text
html pdf

Location: 9/22/2018 - A . CHAPTERED

Would update cross-references to the federal Elementary and Secondary Education Act as amended by the federal Every Student Succeeds Act and make various conforming changes, including to provisions relating to foster youth and provisions relating to parent and family engagement programs. By imposing additional requirements on school districts and county offices of education in regards to written parent and family engagement programs, and to the extent other changes are in addition to what is required by federal law, the bill would impose a state-mandated local program.

Chapter 669

SB 607 (Skinner D) Neutral

Pupil discipline: suspensions and expulsions: willful defiance.

Bill Text
html pdf

Location: 9/12/2018 - S . ENROLLED

Current law prohibits the suspension of a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, and recommending the expulsion of a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties.This bill, commencing July 1, 2019, would also prohibit the suspension of a pupil enrolled in grades 4 and 5 for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties.

California's Charter Schools Fight for Most Vulnerable Students, Thank Governor Jerry Brown for Putting Kids First

September 19, 2018

FOR IMMEDIATE RELEASE

Wednesday, September 19, 2018

Media Contact:
Brittany Parmley
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California's Charter Schools Fight for Most Vulnerable Students, Thank Governor Jerry Brown for Putting Kids First

SACRAMENTO, CA - Continuing their commitment to protecting California's most vulnerable students, the California Charter Schools Association (CCSA) applauded Governor Jerry Brown for signing Assembly Bill (AB) 1871, which will ensure that all of California's charter schools provide free and reduced-price lunch to eligible students. This critical legislation was signed yesterday, after a compromise between the California Charter Schools Association (CCSA) and Assemblymember Rob Bonta (D-Oakland) was reached in May.

"California's charter schools have always operated with one goal in mind: Putting kids first," said Carlos Marquez, Senior Vice President, Government Affairs, CCSA. "Without a doubt, our state's most vulnerable students need access to school meals and we look forward to partnering with local districts to make this happen. We thank Governor Jerry Brown and Assemblyman Rob Bonta for passing this critical piece of legislation."

California's charter schools have long recognized the critical link between nutrition and learning, illustrated by the fact that the vast majority already provide meals to eligible students. Less than 5 percent of charters schools across the state have faced unique challenges in providing school meals including lack of access to quality facilities, food service vendors, or the technical expertise required to navigate complicated local and federal food service requirements.

Under this new law, classroom-based charter school programs will provide at least one meal a day to free or reduced-price meal eligible students. Charter schools who are not already providing these meals will coordinate with local districts to properly implement these meal programs and provide technical assistance to ensure the program's success.

This is the second successful common-sense compromise that CCSA has reached with

Assemblymember Bonta this legislative session. In 2017, the Governor signed AB 1360, which gives all students fair and equitable access to all public schools across the state, while also enhancing due process rights for students facing dismissal.

With Governor Brown's signature, AB 1871 will go in effect on July 1, 2019.

About California's Charter Schools

California's charter schools are public schools built to put the needs of students first. Public, free, and open to all, charter schools are a growing and valuable part of our public education. They offer a different approach --one that is as unique as the kids they serve, one that puts kids above bureaucracy, and one that gives passionate teachers the flexibility to create dynamic lesson plans tailored to kids' individual needs. As a result, charter schools send more kids to college and are preparing more kids for the jobs of tomorrow. Learn more here.

Tags: legislation

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California Charter Schools Association Celebrates Landmark Legislation Banning For-Profit Charter Schools

August 23, 2018

Media Contact:
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California Charter Schools Association Celebrates Landmark Legislation Banning For-Profit Charter Schools

SACRAMENTO, CA - Today, the California Charter Schools Association (CCSA) applauded the California State Legislature for approving AB 406 by Assemblymember Kevin McCarty (D-Sacramento). This landmark, bipartisan legislation will prohibit for-profit corporations from managing and operating charter schools throughout the state.

"Since its inception, California's charter public school movement has been driven by nonprofit organizations - a direction unanimously agreed to by CCSA and our member schools," said Jed Wallace, president and CEO for CCSA. "Virtually all of our schools have always been nonprofit organizations with a miniscule number of exceptions. We have been working with our members for years to ban for-profit charter schools and we are thrilled this day is finally here. Charter schools are public schools created to put the needs of students first. Period."

Charter public schools are an integral part of California's public school system. In fact, 99 percent of charter public schools are run by not-for-profit organizations that are getting great results for kids. AB 406 ensures that the 1 percent of charter public schools that operate for-profit institutions will be shut down.

"California has long embraced a vibrant and thriving charter school sector that's public, free, and open to all. If there was any doubt that the overwhelming majority of charter schools in California are run by nonprofits and play by the rules, let AB 406 settle that question once and for all," said Carlos Marquez, Senior Vice President, Government Affairs for CCSA.

The Legislature's passage of AB 406 created a unique coalition rarely seen in education policy where CCSA, representing over 1200 charter public schools in California, and the California Federation of Teachers (CFT), representing thousands of public school teachers, both came together to support this legislation.

A broad alliance across the state also supported AB 406 including the California Teachers Association, the American Federation of State, County and Municipal Employees, the Association of California School Administrators, the California Labor Federation, the California School Boards Association, the California School Employees Association and the California State PTA.

AB 406 will now go to Governor Jerry Brown for final consideration.

Tags: for-profit, legislation, press release

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CCSA, California Legislative Black Caucus Fight for California's Lowest-Performing Students

June 15, 2018

FOR IMMEDIATE RELEASE
Friday, June 15, 2018

Media Contact:
Brittany Parmley
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916-221-8588

CCSA, California Legislative Black Caucus Fight for California's Lowest-Performing Students

$300 million funding increase will help over 150,000 students statewide

SACRAMENTO, CA - Today, the California Charter Schools Association (CCSA) joined Assemblymember Shirley Weber (D-San Diego) and the California Legislative Black Caucus (CLBC) in announcing that the state's lowest-performing students will receive an additional $2,000 in per pupil educational funding. This one-time funding - known as the "Low Performing Students Block Grant" - will be included in the 2018-19 state budget.

The block grant - adapted from Assembly Bill (AB) 2635, which was sponsored by CCSA and authored by Assemblymember Weber - will provide $300 million in one-time funding to help close the achievement gap. It will increase per pupil funding for over 150,000 of the state's lowest-performing students and drive additional resources to school districts, county offices of education, and charter public schools.

"CCSA is proud to have helped launch a public debate about educational equity and the steps that must be taken to improve educational outcomes for California's lowest-performing students. With Dr. Weber's leadership, alongside a diverse coalition of community stakeholders, we've taken significant steps to level the playing field for all students, and look forward to continuing this fight," said Margaret Fortune, Board Chair, CCSA and CEO, Fortune School of Education. "We're incredibly grateful to Dr. Weber, the California Legislative Black Caucus, Governor Brown, President Pro Tem Toni Atkins, and Speaker Anthony Rendon for funding this critical need."

"This is a huge step forward for thousands of students who are left behind academically year after year," said Assemblymember Weber. "This funding will have strings attached, including accountability and transparency mechanisms, to ensure that the money gets to the students who need it. I am grateful to Fortune School of Education President Margaret Fortune, the California Charter School Association (CCSA), and the California Legislative Black Caucus for partnering with me in this effort."

AB 2635 was supported by a diverse coalition of community members throughout the state. A full list of supporters is below:

California Charter School Association (Sponsor)
Academica California
Black American Political Association of California
Black Parallel School Board
California Alliance of African American Educators
California Black Chamber of Commerce
California Policy Solutions
California School Boards Association
California State Conference of the NAACP
Children Now
Contra Costa County Office of Education
EdVoice
Education Trust - West
Fortune School of Education
Greater Sacramento Urban League
ICEF Public Schools
KIPP LA Public Schools
Los Angeles County Office of Education
Los Angeles Urban League
Magnolia Science Academy 3
National Coalition of 100 Black Women - Sacramento
National Coalition of 100 Black Women - San Francisco
National Coalition of 100 Black Women - Oakland
National Coalition of 100 Black Women - Silicon Valley
National Coalition of 100 Black Women - Los Angeles
National Coalition of 100 Black Women - Orange County
New West Charter
Oakland Unified School District
Resolute Academy
Sacramento Black Chamber of Commerce
Sacramento City Unified School District
Sacramento County Office of Education
San Diego Urban League
United Negro College Fund
Vox Collegiate
Wilder's Preparatory Academy Charter School

Tags: legislation

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CCSA Moves to Position of Support for AB 1871 (Bonta) Ensuring All Students Most in Need Have Access to School Meals

May 25, 2018

FOR IMMEDIATE RELEASE

Friday, May 25, 2018

Media Contact:
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CCSA Moves to Position of Support for AB 1871 (Bonta) Ensuring All Students Most in Need Have Access to School Meals

SACRAMENTO, CA - Today the California Charter Schools Association (CCSA) is proud to announce our support for AB 1871 by Assemblymember Rob Bonta, based on amendments agreed to between CCSA, the author, and its sponsors. This is the second successful common-sense compromise CCSA reached working collaboratively with Assemblymember Bonta's office in this legislative session to give all students fair and equitable access to, and treatment in, public schools across the state.

"We appreciate Assemblymember Bonta's willingness to compromise on practical solutions to ensure our most vulnerable students have access to school meals," said Carlos Marquez, SVP, Government Affairs, CCSA. "This bill encourages the type of district and charter public school collaboration our movement was built on. Our members are looking forward to working with districts to overcome their challenges and implement these programs to better serve kids."

Charter public schools have long recognized the very critical linkage between nutrition and learning, illustrated by the fact that the vast majority of charter schools already provide meals to their students. However, a small minority - less than 5 percent - of charters schools across the state face unique challenges in providing school meals including lack of access to quality facilities, food service vendors, or the technical expertise required to navigate complicated local and federal food service requirements.

AB 1871 would require all classroom-based charter public school programs to provide at least one meal a day to free or reduced-price meal eligible students. The latest amendments to AB 1871 give charter schools ample time to properly implement these meal programs and emphasize the need for school districts to cooperate with charter schools

and provide technical assistance to ensure the meal program's success. The bill now moves to the Assembly floor for a vote.

Tags: legislation

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Charter Community of Silicon Valley Leads Effort to Protect High-Quality Schools, Applauds Senator Beall for Pulling Potentially Harmful Legislation

April 25, 2018

FOR IMMEDIATE RELEASE
Wednesday, April 25, 2018

Media Contact:
Emily Bertelli
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Charter Community of Silicon Valley Leads Effort to Protect High-Quality Schools, Applauds Senator Beall for Pulling Potentially Harmful Legislation

SAN JOSE, Calif. - The Charter Community of Silicon Valley (CCSV) - which represents Santa Clara County's charter public schools and serves as the voice for over 30,000 charter school students in the region - applauded Senator Jim Beall (D-San Jose) for pulling Senate Bill (SB) 1362 today, effectively shelving the bill in this legislative cycle. If passed, SB 1362 would have severely limitied future high-quality charter public school options in California and potentially precipitated the closure of existing high-quality charter public schools.

"I'm grateful to Senator Beall for hearing the impassioned voices of the families and charter schools within his district, and for pulling his proposed legislation, SB 1362," said John Glover, Chair, CCSV and Founder & CEO, Alpha Public Schools. "If passed, this bill would have limited school choice for families and students whose options for high-quality schools are already extremely limited. This is a demonstration of the power our families, schools, and larger education reform community have when we are united and motivated to fight for what is best for the students who need us the most."

SB 1362 was pulled following a weeks-long grassroots effort that spanned from Silicon Valley to the State Capitol in Sacramento. Led by CCSV members, this group collectively engaged principals, teachers, parents and students to call, write letters and personally meet with Senator Beall to share their positive experiences with charter public schools and concerns about the bill itself. Additionally, CCSV wrote a letter outlining concerns around this legislation to the Chair of the Senate Education Committee.

Silicon Valley is home to one of the most vibrant, effective charter public school systems in

the country. The CCSV is a local, nine-person advocacy council that represents and advocates for charter public school students throughout the region. Members include:

John Glover
Chair, Charter Community of Silicon Valley
Founder & CEO, Alpha Public Schools

Frances Teso
Vice-Chair, Charter Community of Silicon Valley
Founder & CEO, Voices College-Bound Language Academies

Cheye Calvo
Chief Growth and Community Engagement Officer
Rocketship Public Schools

Paige Cisewski
Executive Director
Charter School of Morgan Hill

Leslie Eme
Manager of Community & Government Affairs
Summit Public Schools

Wanny Hersey
Superintendent
Bullis Charter School

Greg Lippman
Executive Director
ACE Charter Schools

Judy Tang Nguyen
Managing Director of Schools
KIPP Bay Area Schools

Kevin Sved
Chief Executive Officer
Navigator Schools

Tags: CCSV, legislation, SB1362

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CCSA Statement on SB 1362's Failure in Senate Education Committee

April 25, 2018

FOR IMMEDIATE RELEASE
Wednesday, April 25, 2018

Media Contact:
Emily Bertelli
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412-559-8571

CCSA Statement on SB 1362's Failure in Senate Education Committee

SACRAMENTO, Calif. - Due to lack of support, Senate Bill 1362 (Beall) was withdrawn from consideration today by Senator Jim Beall, effectively killing the bill in this legislative cycle.

"Today is a major victory for families for whom charter public schools have provided a lifeline, and a pathway to college and career in California," said Carlos Marquez, Senior Vice President, Government Affairs, CCSA. "We will never apologize for fighting to protect charter schools as a viable and thriving high quality public school option for all students. And we will continue to reject the perverse notion that decades of poorly managed district finances should be corrected on the backs of hardworking charter public school families."

If enacted, SB 1362 (Beall) would have severely restricted the growth of charter public schools in California and potentially forced quality charter schools to close or never allow them to open.

"So long as districts continue to ignore the crushing reality of the looming financial crisis at the hands of unfunded retiree liabilities, and so long as the Legislature fails to fundamentally overhaul the authorizing structure in California, we anticipate that powerful special interests will continue to use charter public schools as a red herring to avoid the hard decisions that lie ahead," continued Marquez. "We'll remain in the arena."

SB 1362 was withdrawn following a weeks-long grassroots effort that spanned from Silicon Valley to the State Capitol in Sacramento. Led by the Charter Community of Silicon Valley (CCSV) - which represents Santa Clara County's charter public schools and serves as the voice for over 30,000 charter public school students in the region - CCSV members, collectively engaged principals, teachers, parents and students to call, write letters and personally meet with Senator Beall to share their positive experiences with charter public schools and concerns about the bill itself. Additionally, CCSV wrote a letter outlining their concerns around this legislation to the Chair of the Senate Education Committee. Today's

victory is owed in large part to the efforts of the CCSV.

"I'm grateful to Senator Beall for hearing the impassioned voices of the families and charter schools within his district, and for pulling his proposed legislation, SB 1362," said John Glover, Chair, CCSV and Founder & CEO, Alpha Public Schools. "If passed, this bill would have limited school choice for families and students whose options for high-quality schools are already extremely limited. This is a demonstration of the power our families, schools, and larger education reform community have when we are united and motivated to fight for what is best for the students who need us the most."

Tags: CCSV, legislation, SB 1362

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Media Advisory: CCSA, California Legislative Black Caucus to Unite & Demand Educational Equity Now

April 10, 2018

FOR IMMEDIATE RELEASE
Tuesday, April 10, 2018

Media Contact:
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* * * MEDIA ADVISORY * * *

CCSA, California Legislative Black Caucus to Unite & Demand Educational Equity Now

Sacramento, CA - In an effort to engender greater equity within California's educational system, the California Charter Schools Association (CCSA) will join members of the California Legislative Black Caucus and members of California's African-American community **TOMORROW, WEDNESDAY, APRIL 11 at 10 am.** to announce Assembly Bill (AB) 2635, which will secure additional educational funding for African-American students by fixing a fundamental flaw in the state's educational budget known as the Local Control Funding Formula (LCFF).

WHO:

- Dr. Margaret Fortune, Board Chair, CCSA and CEO, Fortune School of Education
- Dr. Shirley Weber, Assemblymember (D-San Diego)
- Chris Holden, Assemblymember (D-Pasadena)
- Nailah Dubose, Student at Fortune Early College High School
- Dennis Meyers, Assistant Executive Director for Governmental Relations for the California School Boards Association (CSBA)

WHAT:

Wednesday, April 11

10 a.m. Press Conference:
CCSA will join students, members of the California Legislative Black Caucus and California's African-American community to fight for educational equity now!

1:30 p.m. Assembly Education Committee Hearing:
CCSA, students and members of California's African-American community will attend the

Assembly Education Committee Hearing to fight for the passage of AB 2635.

WHERE:

Press Conference
Speaker's Press Room
State Capitol
Sacramento, California

Assembly Education Committee Hearing
Room 4202
State Capitol
Sacramento, California

WHEN:

Wednesday, April 11
10 a.m. - Press Conference
1:30 p.m. - Assembly Education Hearing

WHY:

AB 2635 drives equitable funding for California's lowest performing subgroup of students not currently receiving funding under the LCFF, which are African-American students. Additionally, this bill demands greater accountability from both school district and charter school recipients of these supplemental funds over the education outcomes of African-American students.

VISUALS:

Students, members of the California Legislative Black Caucus and members of California's African-American community coming together to fight for educational equity now!

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Tags: legislation, press conference

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SB 1362 Would Disrupt Education for 233,000 Charter Public School Students

March 14, 2018

PRESS RELEASE
For Immediate Release

Wednesday, March 14, 2018

Media Contact:
Brittany Parmley, California Charter Schools Association
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SB 1362 Would Disrupt Education for 233,000 Charter Public School Students

SACRAMENTO, California - If enacted, SB 1362 (Beall) would threaten closure of 40% of charter public schools currently operating throughout the state and disrupt the education of 233,000 public school students. This legislation would also impose a chilling effect on all future charter school approvals. Further, while SB 1362 is premised on removing barriers to a high quality public education for all students, with an emphasis on students with disabilities, it fails to address funding and service delivery barriers currently experienced by charter schools at the hands of authorizers and creates a perverse incentive for over-identification of students with disabilities.

"Unfortunately, Senator Beall's legislation scapegoats hard working families who've opted to enroll their students in a high performing charter public school and asserts that they are to blame for poorly managed district finances," said Carlos Marquez, Senior Vice President of Government Affairs at the California Charter Schools Association (CCSA). "Fiscal impact arguments are red herrings for decades of irresponsible governance and operational practices by large school districts. Charter public school families shouldn't be expected to prop up a failing school system and jeopardize the education of their children. Senator Beall's legislation is among the most brazen efforts we've seen recently to rid the state of charter schools. Our families won't go down without a fight."

"Research has shown that when charter public schools are granted programmatic and fiscal autonomy, they serve increased numbers and a broader range of students with disabilities," said Gina Plate, Senior Vice President of Regional Advocacy at CCSA and Chair of the California Advisory Commission on Special Education. "Unfortunately, SB 1362 moves in the opposite direction. We are disappointed in Senator Beall's failure to include our families in the discussion and hope we can work with him to improve his legislation so that it actually meets its stated objectives."

More Information:

- This Center for Reinventing Public Education report provides an in-depth look into how many large districts have experienced enrollment loss for decades.
- Get the facts about California's charter public schools.

Additional Background on CCSA's Opposition to SB 1362:

- The Charter Schools Act is crafted purposefully to keep authorizing decisions focused on the quality and viability of the proposed charter. SB 1362 violates the Legislature's clear intent stated in the Charter Schools Act as outlined in Education Code Section 47605(b).
- This bill perpetuates the false notion that school funding belongs to the district, rather than the students and that district self-interests are more important than education quality. Education funding follows the student, whether they move to another district within the state or choose to attend a charter public school.
- Declining enrollment is attributable a variety of factors that are unlikely to reverse in the coming years including but not limited to: housing costs, local employment opportunities, declining birth rates, students dropping out of school or transferring to other school districts.
- Suggesting a district average is the "right" proportion of special education students for a particular charter school ignores the entire notion of specialized learning and placement for high need students. It also presupposes that districts appropriately identify students.
- Any policy regarding special education in charter schools needs to take into account the two legal options with regards to special education responsibility and funding.

    1. Charter schools that are independent LEAs for special education and have access to special education funds (which is about half of charters in state) have full autonomy and responsibility for placement and services. The percentage of students with disabilities served is very close to statewide averages.
    2. For charter schools that are dependent on their authorizing districts for special education, there is no control over special education decisions or enrollment.

- An evaluation of charter school special education delivery should only be approached in the context of a broader look at all of California's SELPAs to ensure an appropriate base of comparison and avoid over isolating concerns with charter systems that may indeed be statewide issues for all SELPAs.

Tags: legislation

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Developing a Legislative Platform – Identifying the "4 Ps"

PROBLEMS + PROTECTIONS = PRIORITIES + POLICIES

A Legislative Platform is a list of legislative objectives which will be used as a "blueprint" for testimony and lobbying efforts, in conjunction with responses dictated by day to day events. It is important for every organization that is seeking comprehensive legislative or regulatory change to establish a Legislative Platform and approved initiatives, which we will give guidance to your members, legislative advocates and the public at large.

To ensure efficiency in the process of establishing a Legislative Platform, Lighthouse Public Affairs works with many clients to complete a review of the previous legislative session and an analysis and prioritization of issues facing the client or their organization's membership. Under the direction of Legislative Committee, we will work with your association to help facilitate and coordinate a needs assessment and to identify the following:

- **Problems** – Existing laws and regulations to seek change or issues facing the association that need to be addressed. For example, these may include funding formulas or areas of inter-agency shared responsibility.
- **Protections** – Laws, regulations and funding sources that must to be protected
- **Priorities** – Listing the organization's short-term and long-term public policy objectives and goals (this may include specific sponsored bill ideas or budget priorities)
- **Policies** – Formal policy statements which are general in nature, but reflect the organization's fundamental mission, and its overall policy goals and objectives. This list serves as the guiding principles in taking positions on legislation or pending regulatory action.

Generically termed "the 4P's" – this exercise will result in the development of a formal Legislative Platform for your organization. Our team is experienced and has guided the development of multifaceted Legislative Platforms for over a decade for local governments including the County of Orange and national trade associations, including the Personal Care Products Council. In addition, they are experienced with the development and refinement of more focused platforms, not-for-profit advocacy-driven organizations like Habitat for Humanity California, which transcends several policy arenas – however, they are all related to the central focus of promoting housing and homeownership in California.

It is important for the organization to commit the necessary time and energy initially and participate in several strategy sessions with the Lighthouse team. This will allow them to refine the way in which they learn about the organization's issues and forecast potential outcomes to identifying "Problems and Protections," and assisting the organization in accurately setting its legislative priorities and essentially writing the "Policy" statements. Our team is passionate about public policy, we understand the political landscape in Sacramento, and thrive in this policy-making environment!

Regardless of the size and scope of the organization, to accomplish this task, we need assistance in two key areas:

1) Identifying and analyzing legislative platforms or priorities set in the past (overview of positions on bills, rulemaking procedures, etc.)
2) Coordination of a more defined role for the organization's key advisory committees and/or leadership, in an effort to embrace an integrated approach with our lobbyists in Sacramento.

By focusing and developing these two areas, the goal is enhancing Lighthouse's existing state advocacy efforts by having more detailed information to be more proactive around identifying problems and protecting your organizations core services. By doing so, this approach aims to assist the organization and Lighthouse with defending and advocating the organization's priorities with more comprehensive and quantitative data.

For example, members of the Legislature will often request the organization's position on a bill before casting a vote. Therefore, Lighthouse and the leadership of the organization may have only a short period of time to identify whether the bill supports or threatens a priority or approved policy stated in the platform. With an approved Legislative Platform in place, we can begin working with and promoting the organization's position immediately and continuously help the organization reach it's state advocacy goals together.

Legislative Training, Workshops & Protocols

During the development of the Legislative Platform, we will work daily, weekly and monthly to set goals and standards in promoting a new system for positive change. Specifically, we will facilitate multiple workshops (as needed) with the organization's key stakeholders identified by your leadership. Workshop topics can include:

- An introduction and/or advanced overview of the Legislative and Budget Process
- Developing legislative proposals and policy development
- Refining and analyzing previous positions on legislation and sponsored bill proposals
- Effective advocacy strategies in Sacramento and at the local level (Grassroots)

After successful trainings and workshops on identifying the organization's problems, priorities and protection of services, we can begin the process of writing the formal policy statements to reflect these legislative priorities. The Platform will include updated priorities and policy statements that were developed from the brainstorming sessions with the 4 P's approach. Lighthouse embraces this collaborative method and recommends continuous implementation of this approach in preparation for the upcoming 2019-2020 Legislative Session. The organization should view the Platform as a "living" document, which will be continuously referenced, edited and updated. It is important that the organization continuously assesses and reflects on its priorities that it does not become an annual exercise. Therefore, it is useful to have an amendment adoption process as follows:

- The benefit of establishing a Legislative Platform amendment process is that it allows the organization to adapt to the ever-changing political climate in Sacramento that may necessitate changes to a previously adopted provision in the Legislative Platform. We believe the Legislative Platform amendment process will allow the organization and it's advocates to work most effectively within a system that is constantly growing and evolving.

- The platform amendment can either request changes to an existing policy platform based on analysis and recommendations by the organization's leadership or lobbyists, or a new policy statement or legislative priority may be adopted on matters of importance to the organization.

Lighthouse Public Affairs will maintain a Legislative Platform matrix that will correlate each policy statement and priority with a legislative, administrative, or budget action. We believe this will help the organization to measure the success or failure of certain legislative actions as it relates to it's priorities and policy statements. We understand the importance of monitoring and evaluating our strategy throughout the process and with this proposed metrics system, Lighthouse will also be able to measure our performance and accountability on representing the organization to our best abilities.

Implementation of the Legislative Platform

With 3 registered lobbyists working the halls of the Legislature, we provide exceptional intelligence on the inner workings of the Legislature. Therefore, once the Legislative Platform is approved, our team in Sacramento will devise a plan to implement each item. The primary staff identified in the staffing plan of this proposal is Alice Kessler. She is a seasoned advocate who has represented similar organizations on a variety of issues for over 15 years. Our approach to implementing the organization's Legislative Platform and priorities are divided and shared based on the advisor's strengths and expertise which have been carefully selected to keep the continuity of the primary staff that have learned, studied, and advocated the organization's top priorities. Specifically, there are two main categories of implementing the Platform: Monitoring and Evaluating and Reporting and Responding.

1) Monitor and Evaluate

Our staff operates and manages multiple legislative bill reports for our clients through Capitol Track. Once we evaluate the legislative, policy and regulatory priorities for the organization, we will provide information of interest to the organization, evaluate its impact and act. We can/will provide the services to your organization such as, but not limited to, the following:

- Testify before state policy and fiscal committees on behalf of the organization and participate actively in the legislative process through working groups and relevant coalitions, such as the Educational Management Group.

- Provide copies of committee analyses of bills, white papers, and background research on critical policy issues.

- Educate and persuade the Administration, Members of the Legislature and key Administration officials regarding the organization's core objectives.

- Identify and report to the organization on proposed legislation, policies, regulations, ballot initiatives, and State Administrative actions, which would or potentially could impact special education generally and/or the organization specifically;

- Monitor, analyze, and notify the organization of anticipated, newly introduced or amended legislation ;

- Provide support to key SELPA members in identification of bills of interest/concern and weekly bill tracking and analysis;

- Aid the organization in drafting testimony on proposed State legislation, policies or regulations which could impact the organization;

- Assist with advocacy days for the organization and logistical meeting arrangements with members of the Legislature and/ or regulatory and administrative agencies. Additionally, be available to provide staff support when organizational leaders travel to Sacramento to further the organization's advocacy program;

Specifically, we will service the organization using the following timeline:

January – March– We will seek appropriate authors for any new legislative proposals by using our experience with and access to the Legislature. We will be updating the organization regularly on newly introduced legislation that may be of interest and rallying support for any sponsored legislation. We will work with key stakeholders to define legislative needs and suggest legislative strategies (i.e. legislative authors, vehicles, allies, timing and other advice).

April – June– Our focus will be advocating and negotiating amendments as necessary for bills to pass their house of origin, policy, and fiscal deadline for newly introduced bills. We will be working closely with the Legislative Committee by providing advice and consultation on suggested positions on bills and representing that position before policy committees. We will testify at legislative hearings on all bills in which the organization has an interest and position as well as identifying allies to minimize opposition.

July – August– We will continue to testify at policy hearings but also at fiscal committees, where we will defend the organization's fiscal position on bills of interest and oppose others.

Throughout the duration of any given legislative session, issues might arise, such as through a "gut and amend" process or a "last minute budget deal" which can dramatically impact the organization. This occurs at the end of a legislative session or behind closed doors and requires nimble reaction. When a confluence of events results in the right atmosphere for action, we will work with the organization to prepare a response plan.

Budget Agenda (Timeframe of Implementation January 10 through June 15)
Given the current legislative climate, the greatest challenge facing the organization will be special education finance.

January – March– Every year the budget process starts with the release of the Governor's proposed budget. Normally unveiled around January 10, we will quickly analyze and report all budget proposals that would have an impact on the organization and other issues of interests that are contained in the Governor's budget. After the staff has determined the direct impact the budget would have on the

organization, we will start to engage the Budget Subcommittee members, consultants and staff, the Department of Finance, and the Governor's Office to relay the organization's positions on relevant proposals.

April – June 2015– The budget process will continue throughout the duration of budget subcommittee hearings, the May Revision and finally through the Budget Conference Committee hearings. We will continue to ensure the organization's proposals become part of the May Revision and pass through the budget process.

2) Report and Respond

After meeting with relevant members of the Legislature and key legislative staff regarding the approved platform, we will also schedule meetings with key legislators for greater visibility of the organizations' interests. In addition, we will annually recommend a legislative day at the State Capitol to share the organization's legislative priorities and platform in a formulized setting with legislators, policy committee members and key policy staff.

Based on our experience, we have assessed that it is critical that we keep our clients regularly informed of developments as they occur. In some circumstances, we may request a key member of the organization with expertise in an area to testify before the Legislature to lend "real world" evidence of the problem at hand. In preparation to present a testimony statement, we will work with the legislative staff to develop "on message" talking points. In addition, we pride ourselves on keeping an open line of communication with our clients, especially during the busiest times of the legislative session. The project manager for this account, Alice Kessler, will work directly with the organization on all formal communications in the form of regular conference calls and legislative updates on pending issues. In some cases, daily briefings will be appropriate and necessary.

Communications Plan

One of the most important steps to ensuring we are appropriately reporting and responding to the organization's needs and keeping our advocacy plan on schedule is through an effective communications plan. Lighthouse proposes a customized process of regular communication with the appropriate organizational leadership in order to efficiently advocate and quickly report back on our progress.

Our communications will include, but not be limited to: conference calls, formal monthly reports, presentations to the membership, as desired and regular electronic reports identifying bills and issues that might be of interest to the organization, along with regular updates on bills and/or issues the organization has approved positions on. Highlights of our communications will include:

- *Budget & Political Landscape* – We will highlight the current state of the budget in any given month, along with an overview of any budget-related measures working through the legislative process, along with available grant opportunities. Additionally, this report will highlight the overall political environment in Sacramento (i.e., leadership changes, committee chair changes, election results and polling information).

- *Legislative Platform* – We will provide regular updates on the status of any sponsored legislation. We will notify the organization on a regular basis of all upcoming hearings, legislative actions, critical testimony and political dynamics related to all major priority issue areas.

- *Bills of Interest* – We will provide regular reports to the organization that identify legislative issues or opportunities that may be of interest to the organization. We will assist you in determining the appropriate position and advocacy goals to effectively influence the outcome of the new laws, programs or funding opportunities.

- *Cultivating Relationships* – We will interact regularly within the halls of the Capitol and surrounding community at large. This will include attendance at events and formal and informal meetings with individual members, committee consultants, legislative staffers, state department personnel and/or members of the Governor's staff.

- *Participate in Associations/Organizations with similar interest* – We will attend weekly meetings with other advocates of the Educational Management Group. We will report regularly to the organization and include the highlights of their legislative priorities and other policy actions that are being taken.

With an in-depth approach of the 4P's system described above, a clear plan of establishing training and protocols, implementing the legislative platform through monitoring, reporting and advocating, we believe this a efficient pathway to representing the SELPA Administrators Association of California in Sacramento.

SELPA Administrators of California

2018 Legislation of Interest – Final Outcomes

AB 3136 (O'Donnell) – Special Education Finance
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB3136
Held in the Senate Appropriations Committee.

AB 2657 (Weber) – Restraint and Seclusion
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2657
Signed into law by Governor Brown.

AB 2423 (Holden) – Physical Therapists
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2423
Signed into law by Governor Brown.

AB 3096 (Rubio) – School Accountability Report Card
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB3096
Held in the Senate Appropriations Committee.

SJR 19 (Wilk) – Special Education Funding
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SJR19
Adopted.

AB 2083 (Cooley) – Foster Youth: Trauma-Informed System of Care
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2083
Signed into law by Governor Brown.

AB 1951 (O'Donnell) – Pupil Assessments
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB1951
Vetoed by Governor Brown.

Governor's Message

To the Members of the California State Assembly: I am returning Assembly Bill 1951 without my signature. This bill requires the Superintendent of Public Instruction to approve one or more nationally recognized high school assessments that a local school may administer in lieu of the state-administered high school summative assessment, commencing with the 2019-20 school year. Since 2010, California has eliminated standardized testing in grades 9 and 10 and the high school exit exam. While I applaud the author's efforts to improve student access to college and reduce "testing fatigue" in grade 11, I am not convinced that replacing the state's high school assessment with the Scholastic Aptitude Test or American College Test achieves that goal. Our K-12 system and our public universities are now discussing the possible

future use of California's grade 11 state assessment for college admission purposes. This is a better approach to improving access to college for under-represented students and reducing "testing fatigue". Sincerely, Edmund G. Brown Jr.

SB 354 (Portantino) – IEP Translation Services

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB354
Vetoed by Governor Brown.

Governor's Message

To the Members of the California State Senate: I am returning Senate Bill 354 without my signature. This bill requires local schools, upon a parent's request, to translate a student's individualized education program (IEP) and other related documents prepared as part of their special education services in the native language of the parent within 30 days of the IEP meeting. I cannot support this bill. Current law requires that non-English speaking parents understand their child's IEP, and in fact gives parents the right to have an interpreter present at their child's IEP meetings. To the extent that this is not sufficient, I think the remedy is best handled at the local school district. Sincerely, Edmund G. Brown Jr.

AB 2171 (Frazier) – Inclusion of Employment Planning in IEP

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2171
Died on the inactive file.

SB 1127 (Hill) – Medical Cannabis at Schools

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB1127
Vetoed by Governor Brown

Governor's Message

This bill is overly broad as it applies to all students instead of limited cases where a doctor recommends medical marijuana for a student in order to prevent or reduce the effects of seizure. Generally, I remain concerned about the exposure of marijuana on youth and am dubious of its use for youth for all ailments. This bill goes too far -- further than some research has -- to allow use of medical marijuana for youth. I think we should pause before going much further down this path.

AB 2580 (Cunningham) – Special Education Due Process Hearings

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2580
Signed into law by Governor Brown.

AB 2168 (Thurmond) – Special Education Teachers Grant Program

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2168
Vetoed by Governor Brown.

Governor's Message

To the Members of the California State Assembly: I am returning Assembly Bill 2168 without my signature. This bill establishes the Special Education Teacher Grant program for the purpose of retaining and mentoring special education teachers. While I support the need to retain and support special education teachers, I cannot support this bill. The 2018 Budget Act includes $50 million Proposition 98 General Fund for the Local Solutions Grant Program for schools to develop and implement new, or expand existing, locally identified solutions that recruit, support and retain special

education teachers. Nothing in the grant language prohibits schools from providing mentors for special education teachers. Sincerely, Edmund G. Brown Jr.

SB 328 (Portantino) – School Start Time
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB328Vetoed by Governor Brown.

Governor's Message

To the Members of the California State Senate: I am returning Senate Bill 328 without my signature. This bill would prohibit middle and high schools from starting earlier than 8:30 in the morning, unless in a rural area. This is a one-size-fits-all approach that is opposed by teachers and school boards. Several schools have already moved to later start times. Others prefer beginning the school day earlier. These are the types of decisions best handled in the local community. Sincerely, Edmund G. Brown Jr.

AB 1436 (Levine) – Suicide Prevention
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB1436
Signed into law by Governor Brown.

AB 2022 (Chu) – Notification About Student Mental Health Services
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2022
Signed into law by Governor Brown.

AB 2639 (Berman/O'Donnell) – Suicide Prevention Policies
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180AB2639
Signed into law by Governor Brown.

SB 972 (Portantino) – Pupil Identification Cards/Suicide Hotline Numbers
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB972
Signed into law by Governor Brown.

SB 1019 (Beall) – Mental Health Partnerships
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201720180SB1019
Vetoed by Governor Brown.

Governor's Message

To the Members of the California State Senate: I am returning Senate Bill 1019 without my signature. This bill would require the Mental Health Services Oversight and Accountability Commission to allocate at least half of its triage grant funds to local education and mental health partnerships. The bill as written would limit the Commission's authority to exercise its judgment in the distribution of these grants. I believe the better practice would be to leave this matter to the Commission. Sincerely, Edmund G. Brown Jr.

GRR UPDATE & OVERVIEW OCTOBER 2018

Legislative Cycle Update – VETOES

As of September 30th Governor Brown has acted on the following:

- SB 354 (Portantino) Translations: **VETOED**
- SB 328 (Portantino) Pupil attendance: School start time. **VETOED**
- SB 1127(Hill) Pupil Health: administration of medicinal cannabis: school sites **VETOED**
  - Medical Cannabis Due Process Case – Update
  - (will be presented in more detail in November)
- AB 1951 (O'Donnell): Pupil Assessments: Pathways to College Act **VETOED**
- AB 2168 (Thurmond): Special Education: Teachers grant Program: **VETOED**

Legislative Cycle Update – SIGNED by Governor Brown (Approved into law)

Bills we supported:

- AB 2423 (Holden): Physical therapists: Direct access to services: plan of care approval: **SIGNED**
- AB 2657 (Weber): Pupil discipline: restraint and seclusion. **SIGNED**

Bills we monitored:

- AB 1747 (Rodriguez) School safety plans. **SIGNED**
- AB 2083 (Cooley): Foster youth: trauma-informed system of care: **SIGNED**
- AB 2580 (Cunningham): Special Education: due process hearings: extension of hearings: good cause. **SIGNED**

Legislative Committee Roles

- Identify and track bills
- Seek positions on key bills that support the goals of the Association
- Work the legislative process with Government Relations Representative (GRR) firm representative (Alice Kessler) and Staff
  - In busy season attend meetings and/or hearings in Sacramento (at times a minimum of once a week during the busy hearing season)
- Connect with other Associations working on behalf of students
- Develop grass roots support
- Provide tools for members to work their own legislative process at home
- Work together as a committee.
  - Connect at least once monthly on conference call or in person
  - Committee is committed to capacity building within the committee and association around legislative advocacy

Role of Government Relations (GR)

- Lighthouse Public Affairs: Government Relations Rep: Alice Kessler
- http://lh-pa.com/
- Draft letters of support or oppose
- Testify at hearing and/or prepare members to testify
- Relationships and connecting our goals to those who may have similar goals.
  - Connecting the Association and Legislative Committee members to members of the Legislature, Governor's Office, LAO, DOF, etc.
  - Securing appointments with policymakers and other associations
- Educating the Association on the Political Implications of positions
- Making recommendations to the Association on our goals
- Recommending and/or assistance in crafting legislation that would benefit our goals
- Monthly report on legislative activities and legislative matrix
- Bringing information to the Leg committee on legislation introduced that would impact our Association goals and/or the students we serve.

How to Get Involved

- Read Legislative Matrix every month
- Reach out to Legislative Committee members with questions about legislative matrix and activities or specific legislative priorities
- Connect with local legislative offices/staff
- Write Letters of support
- Write to inform legislators of key issues
- Invite legislative staff to see school activities or programs you want to highlight
- Participate in Legislative Sharing Day (early May). Bring parents and/or staff to connect with your representatives about our Legislative Priorities.

Planned Leg Committee Services

- Continue monthly PPT – include notes section and expand documentation of evidence of work
- Continue monthly GRR Report – expand the items that are listed related to communication and information sharing
- Continue support to Interagency for CCS work – include notes and documentation of evidence of work
- Continue to support OOHC funding work – include notes and evidence of work

Planned Legislative Committee Activities

- October SELPA – Legislative Priorities Generation Activity
  - Begin Legislative Priorities within Association through regional engagement
  - Focus of Legislative work for organization
  - Creation of Common Message

- November SELPA – Legislative Platform Refining
  - Led by Lighthouse Public Affairs: Alice Kessler and Holly
  - Setting a legislative platform – “How to”
  - Developing a Legislative Platform: Identifying the 4 P’s:
    - Problems + Protections = Priorities + Policies

- December SELPA –
  - Review Legislative Priorities and Platform
  - Grassroots to Grasstops Advocacy Training – How to message from Leadership to Parent
  - Bill Analysis Training – How to read legislative language
  - All will be a great “prep” for Legislative Sharing Day in May!

- Monthly Comments/conversation section

2017-2018 Legislative Priorities: Where are we NOW?

- Special Education Finance: Equalization and Preschool Funding
  - Support AB 3136 (O'Donnell) (HELD/Died)

- Accountability and Transparency
  - Support AB 2704 (O'Donnell) (HELD/Died)
  - SELPA Focus on Accountability and Transparency
    - SELPA commitment: Continuous improvement model and work
    - SELPA Finance Committee's work with CDE on creating a more parent/user friendly Annual Budget Plan
    - Partnerships with CDE on accountability and monitoring alignment
    - Partnerships with CACs
    - ADR

Legislative Priorities Activity

Questions?