

November 2019 CISI E-Bulletin Governor Signed Education Legislation

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California Institute for School Improvement: partnering with California school districts since 1984.

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Governor Newsom signs legislation in Fall 2019

The Governor's office released a statement regarding Governor Newsom's signing and vetoing of bills from the State Senate and Assembly. Regarding education legislation, he stated, "On education, California brought disparate sides in the education community together and forged a historic agreement on changes to charter school law that was years in the making. We invested more in K-14 education than at any point in our history, and put on next year's ballot the chance to make long-overdue investment in school infrastructure and safety. California made two years of community college tuition-free, increased financial aid for paren

pursuing a college degree and kept tuition from rising in our UC and CSU systems."

Access the Governor's full statement about the recently signed and vetoed legislation [HERE](#).

Summaries of the signed education legislation from the California School Boards Association follow. To access each bill by bill number, please access LegInfo [HERE](#).

Education Finance

AB 48 (O'Donnell D) Education finance: school facilities: Public Preschool, K-12, and College Health and Safety Bond Act of 2020.

Status

10/7/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 530, Statutes of 2019.

Summary

(1) Existing law authorizes the governing board of any school district or community college district to order an election and submit to the electors of the district the question of whether the bonds of the district shall be issued and sold to raise money for specified purposes. Existing law generally requires, to pass a school bond measure, that either at least 2/3 of the votes cast on the proposition of issuing bonds be in favor of issuing the bonds to pass the measure, or, if certain conditions are met, at least 55% of the votes cast on the proposition of issuing bonds be in favor of issuing the bonds. Existing law prohibits the total amount of bonds issued by a school district or community college district from exceeding 1.25% of the taxable property of the district, as provided. This bill would raise that limit to 2%. This bill contains other related provisions and other existing laws.

AB 114 (Committee on Budget) Education finance: education omnibus budget trailer bill.

Status

10/2/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 413, Statutes of 2019.

Summary

(1) Existing law establishes the Early Learning and Care Infrastructure Grant Program under the administration of the Superintendent of Public Instruction to expand access to early learning and care opportunities for children up to 5 years of age by providing resources to build new facilities or retrofit, renovate, or expand existing facilities, as provided. Existing law appropriates \$142,705,000 from the General Fund to the State Department of Education for these purposes, as provided. This bill would appropriate an additional \$102,295,000 to the department for the Early Learning and Care Infrastructure Grant Program. This bill contains other related provisions and other existing laws.

(Based on text date 10/2/2019)

Governing Boards

SB 478 (Rubio D) Commission on Teacher Credentialing: membership.

Status

7/30/2019 - Approved by the Governor. Chaptered by Secretary of State. Chapter 148, Statutes of 2019.

Summary

Existing law establishes the Commission on Teacher Credentialing, consisting of 15 voting members, including 4 representatives of the public. Existing law requires the Regents of the University of California, the Trustees of the California State University, the California Postsecondary Education Commission, and the Association of Independent California Colleges and Universities to each appoint a representative to serve as nonvoting members of the commission. Existing law authorizes the Board of Governors of the California Community Colleges to appoint an alternative representative to serve on the commission in the absence of the California Postsecondary Education Commission's representative. This bill

AB 1353 (Wicks D) Classified employees: probationary period.

Status

10/7/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 542, Statutes of 2019.

Summary

Existing law requires the governing board of a school district to employ persons for positions not requiring certification qualifications and to classify those employees and positions and requires that they be known as the classified service. Existing law requires the governing board of a school district to prescribe written rules and regulations governing the personnel management of the classified service whereby classified employees are designated as permanent employees of the school district after serving a prescribed period of probation that is prohibited from exceeding one year. This bill instead would shorten the maximum length of a prescribed period of probation from not exceeding one year to not exceeding six months or 130 days of paid service, whichever is longer. The bill would provide that to

would require the commission to instead include 3 public representatives and one certificated human resources administrator in a public elementary or secondary school in California. The bill would delete the requirement for the California Postsecondary Education Commission to appoint a representative to serve as a nonvoting member of the commission, and would instead require the Board of Governors of the California Community Colleges to appoint a representative to serve as a nonvoting member. (Based on text date 7/30/2019)

AB 709 (Bonta D) School districts: governing boards: pupil members.

Status

10/2/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 437, Statutes of 2019.

Summary

(1)Existing law requires the governing board of a school district maintaining one or more high schools to appoint to its membership one or more pupil members if pupils submit a petition to the governing board to make those appointments, as provided. Existing law gives each pupil member, among other things, the right to attend each and all meetings of the governing board of the school district, except executive sessions, and requires a pupil member to be seated with the members of the governing board of the school district and recognized as a full member of the governing board at the meetings, including receiving all open meeting materials presented to the board members at the same time the materials are presented to the board members. This bill would require a pupil member additionally to be appointed to subcommittees of the governing board in the same manner as other board members, require a pupil member to be made aware of the time commitment required to participate in subcommittee meetings and work, and authorize a pupil member to decline an appointment to a subcommittee. The bill would require a pupil member to be invited to attend other functions of the governing board of the school district such as forums, meetings with pupils and parents, and other general assemblies, and to also receive all materials received by other board members between open meetings, except for materials that pertain to closed session items. To the extent that these requirements would impose additional duties on school districts, the bill would impose a state-mandated local program. The bill would authorize subcommittee meetings to be scheduled in accordance with the availability of all members, including each pupil member. The bill would authorize the governing board of a school district to appoint a pupil to serve as an alternate pupil member who would fulfill all duties and have the same rights as a pupil member if the governing board determines the pupil member is not fulfilling their duties.

This bill contains other related provisions and other existing laws.

AB 1303 (O'Donnell D) School facilities: Civic Center Act: direct costs.

Status

10/7/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 541, Statutes of 2019.

whenever is longer. The bill would provide that, to the extent these provisions conflict with any provision of a collective bargaining agreement entered into before January 1, 2020, by a public school employer and an exclusive bargaining representative, the provisions shall not apply to the school district until the expiration or renewal of that collective bargaining agreement. (Based on text date 10/7/2019)

AB 1127 (Rivas, Luz D) Interdistrict attendance: prohibition on transfers by a school district of residence.

Status

10/12/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 781, Statutes of 2019.

Summary

Existing law authorizes the governing boards of 2 or more school districts to enter into an agreement, for a term not to exceed 5 school years, for the interdistrict attendance of pupils who are residents of the school districts. Existing law, regardless of whether there is an interdistrict attendance agreement or permit, prohibits a school district of residence from prohibiting the transfer of a pupil who is a child of an active military duty parent to the school district of proposed enrollment if the school district of proposed enrollment approves the application for transfer. This bill would require a school district of residence to approve an intradistrict transfer request for a victim of an act of bullying, as provided. The bill would prohibit a school district of residence, regardless of whether there is an agreement or permit, from prohibiting the interdistrict transfer of a victim of an act of bullying if there is no available school for an intradistrict transfer and the school district of proposed enrollment approves the application for transfer. By requiring school districts to approve intradistrict transfers for victims of bullying, the bill would impose a state-mandated local program.

This bill contains other related provisions and other existing laws.

AB 1234 (Patterson R) Standardized tests.

Status

9/12/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 288, Statutes of 2019.

Summary

Existing law requires a test sponsor of a standardized test to provide test subjects materials for not fewer than 50% of regular test administrations, rounded to the nearest larger whole number. This bill would change the required calculation for the number of test administrations from which a test sponsor must provide test materials to a test subject to 50% of regular test administrations, unless the resulting number is a fraction, in which case the number would be rounded down to the nearest whole number, instead of up. (Based on text date 9/12/2019)

Summary

The Civic Center Act authorizes, and in some instances requires, the governing board of a school district to allow the use of school facilities or grounds as a civic center, for specified purposes. The act authorizes or requires, as applicable, the governing board of a school district to charge a fee, not to exceed the school district's direct costs, as defined, for use of its school facilities or grounds. Existing law, until January 1, 2020, defines direct costs that the governing board of a school district may or must charge an entity for the use of school facilities or grounds to include a specified share of the operating and maintenance costs proportional to the entity's use of the school facilities or grounds under this provision and a share of the costs for maintenance, repair, restoration, and refurbishment of the school facilities or grounds proportional to that entity's use of the school facilities or grounds, as specified. This bill would extend until January 1, 2025, the authorization or requirement for the governing board of a school district to charge an entity a fee for the use of the school's facilities or grounds that includes the costs described above. (Based on text date 10/7/2019)

Students (pupils)

AB 272 (Muratsuchi D) Pupils: use of smartphones.

Status

7/1/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 42, Statutes of 2019.

Summary

Existing law authorizes the governing board of a school district or its designee to regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of the school district while the pupils are on campus, attending school-sponsored activities, or under the supervision or control of school district employees. This bill would explicitly authorize the governing body of a school district, a county office of education, or a charter school to adopt a policy to limit or prohibit the use by its pupils of smartphones while the pupils are at a schools ite or while the pupils are under the supervision and control of an employee or employees of that school district, county office of education, or charter school. The bill would, however, specify circumstances in which a pupil could not be prohibited from possessing or using a smartphone. (Based on text date 7/1/2019)

SCR 17 (Leyva D) Read Across America Day.

SB 328 (Portantino D) Pupil attendance: school start time.

Status

10/13/2019 - Approved by the Governor. Chaptered by Secretary of State. Chapter 868, Statutes of 2019.

Summary

Existing law requires the governing board of each school district to fix the length of the school day for the several grades and classes of the schools maintained by the school district in accordance with specified provisions of law. This bill would require the school day for middle schools and high schools, including those operated as charter schools, to begin no earlier than 8:00 a.m. and 8:30 a.m., respectively, by July 1, 2022, or the date on which a school district's or charter school's respective collective bargaining agreement that is operative on January 1, 2020, expires, whichever is later, except for rural school districts. To the extent the bill imposes new duties on school districts and charter schools, the bill would impose a state-mandated local program. The bill would encourage the State Department of Education to post specified information on its internet website, including research on the impact of sleep deprivation on adolescents and the benefits of a later school start time, and to advise school districts and charter schools of this posting.

This bill contains other related provisions and other existing laws.

AB 1062 (Limón D) Pupil instruction:

Status

3/7/2019 - Chaptered by Secretary of State- Chapter 17, Statutes of 2019

Summary

This measure would recognize March 1, 2019, as Read Across America Day, and would call upon all Californians to observe this day by participating in appropriate ceremonies and activities. (Based on text date 3/14/2019)

AB 1354 (Gipson D) Juvenile court school pupils: joint transition planning policy: individualized transition plan.

Status

10/11/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 756, Statutes of 2019.

Summary

(1)Existing law requires a county office of education and county probation department to have a joint transition planning policy that includes collaboration with relevant local educational agencies to coordinate education and services for youth in the juvenile justice system. This bill would require, as part of the joint transition planning policy, the county office of education to assign transition oversight responsibilities to existing county office of education personnel who will work in collaboration with the county probation department, as needed, and relevant local educational agencies to ensure that specified transition activities are completed for the pupil, and to facilitate the transfer of, among other things, complete and accurate education records and the pupil's individualized education plan, when a pupil enters the juvenile court school, as specified. This bill contains other related provisions and other existing laws.

community emergency response training.

Status

7/10/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 70, Statutes of 2019.

Summary

Existing law requires each pupil completing grade 12 to satisfy certain requirements as a condition of receiving a diploma of graduation from high school. These requirements include the completion of designated coursework in grades 9 to 12, inclusive. Existing law authorizes a governing board of a school district to adopt other coursework requirements. This bill would authorize, if the governing board of a school district requires the completion of community service hours as a requirement for graduation from high school, a school district to provide a pupil with credit towards the required community service hours commensurate with the hours required for completion of a course in community emergency response training. (Based on text date 7/10/2019)

AB 1319 (Arambula D) Migrant education: pupil residency.

Status

10/2/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 458, Statutes of 2019.

Summary

Existing law requires each person between 6 and 18 years of age not otherwise exempted to attend a public full-time day school or continuation school or classes in the school district where the residency of the person's parent or legal guardian is located. Existing law provides that a pupil complies with the residency requirements for school attendance in a school district if the pupil satisfies one of specified requirements. This bill would require local educational agencies, as defined, to allow a pupil who is a migratory child, as defined, to continue attending their school of origin, as defined, or a school within the school district of origin, as provided, regardless of any change of residence of the pupil, as specified. By requiring local educational agencies to allow pupils who are migratory children who no longer satisfy the residency requirement to attend their schools of origin or a school within the school district of origin, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

Creating Inclusive Spaces for Students and Parents

AB 413 (Jones-Sawyer D) Education: at-promise youth.

Status

10/12/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 800, Statutes of 2019.

Summary

Existing law uses the term "at-risk" to describe youth for purposes of various provisions of the Education and Penal Codes. This bill would delete the term "at-risk" and would replace it with the term "at-promise"

AB 947 (Quirk-Silva D) Visually impaired pupils: expanded core curriculum.

Status

10/12/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 778, Statutes of 2019.

Summary

(1)Existing law establishes a right of individuals with exceptional needs to receive a free appropriate public education, and ensures the right to special instruction and related services needed to meet their unique needs, in conformity with federal law. Existing law provides for individualized education programs for

for purposes of these provisions. The bill would, for purposes of the Education Code, define “at-promise” to have the same meaning as “at-risk.”
This bill contains other related provisions.

AB 711 (Chiu D) Pupil records: name and gender changes.

Status

8/30/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 179, Statutes of 2019.

Summary

Existing law requires school districts to establish, maintain, and destroy pupil records according to regulations adopted by the State Board of Education, and requires those regulations to establish state policy concerning pupil records. Existing law authorizes the parent or guardian of a pupil or former pupil to challenge the content of a pupil record by filing a written request with the superintendent of the school district to correct or remove any information the parent or guardian alleges to be, among other things, inaccurate or misleading. If the superintendent refuses to correct or remove the information, existing law authorizes the parent or guardian to appeal that decision to the governing board of the school district. Existing law requires the governing board to hold, within 30 days of the appeal, a closed session with the parent or guardian and the employee who recorded the information in question, and sustain or deny the appeal. If the governing board sustains a parent’s or guardian’s request, existing law requires the governing board to order the superintendent to correct, remove, or destroy the information at issue, as provided. Existing law requires records of the administrative appeal proceedings to be maintained in a confidential manner and destroyed one year following the final decision of the governing board of the school district, unless the parent or guardian initiates legal proceedings relative to the disputed information within the prescribed period. This bill would require a school district, charter school, or county office of education to update a former pupil’s records to include the pupil’s updated legal name or gender if the school district, charter school, or county office of education receives government-issued documentation, as described, demonstrating that the former pupil’s legal name or gender has been changed.
This bill contains other related provisions and other existing laws.

SB 265 (Hertzberg D) Pupil meals: Child Hunger Prevention and Fair Treatment Act of 2017.

Status

10/12/2019 - Approved by the Governor. Chaptered by Secretary of State. Chapter 785, Statutes of 2019.

Summary

The Child Hunger Prevention and Fair Treatment Act of 2017, among other things, requires certain local educational agencies, as defined, that provide school meals through the federal National School Lunch Program or the federal School Breakfast Program to ensure that a pupil whose parent or guardian has unpaid school meal fees is not shamed, treated differently, or served a meal that differs from what a pupil whose parent or guardian does not have unpaid

blind, low vision, and visually impaired pupils, as defined. This bill would express legislative findings and declarations relating to the need for blind or visually impaired pupils to receive instruction in the expanded core curriculum. The bill would authorize school districts, county offices of education, and charter schools to consider elements of the expanded core curriculum when developing individualized education programs for a pupil who is blind, has low vision, or is visually impaired.

This bill contains other related provisions and other existing laws.

AB 982 (Holden D) Pupils: homework assignments for suspended pupils.

Status

10/12/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 779, Statutes of 2019.

Summary

(1)Existing law authorizes the teacher of any class from which a pupil is suspended to require the suspended pupil to complete any assignments and tests missed during the suspension. This bill would additionally require, upon the request of a parent, a legal guardian, or other person holding the right to make educational decisions for the pupil, or the affected pupil, a teacher to provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for 2 or more schooldays the homework that the pupil would otherwise have been assigned. The bill would also require, if a homework assignment that is requested pursuant to the bill and turned into the teacher by the pupil either upon the pupil’s return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that the assignment not be included in the calculation of the pupil’s overall grade in the class. By imposing new duties on school districts, the bill would constitute a state-mandated local program.
This bill contains other related provisions and other existing laws.

AB 1666 (Reyes D) The California Complete Count: local educational agencies.

Status

10/8/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 560, Statutes of 2019.

Summary

Existing federal law requires the enumeration of the population of the United States every 10 years, known as the federal decennial census. By executive order in 2018, the California Complete Count Committee was established to develop, recommend, and assist in the administration of a census outreach strategy to encourage full state participation in the 2020 federal decennial census. Existing law requires that the committee’s efforts be coordinated out of the Governor’s Office of Planning and Research. Existing law requires the outreach strategy to include the establishment and support of school-based outreach programs. This bill would require the California Complete Count - Census 2020 Office to partner with local contracted educational agencies to make specified information about the 2020 federal decennial census available to students and their parents or

school meal fees would receive under that local educational agency's policy. This bill instead would require those local educational agencies to ensure that a pupil whose parent or guardian has unpaid school meal fees is not denied a reimbursable meal of the pupil's choice because of the fact that the pupil's parent or guardian has unpaid meal fees and ensure that the pupil is not shamed or treated differently from other pupils. To the extent the bill would impose a higher level of service on school districts, charter schools, and county offices of education, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

guardians at schools.
This bill contains other related provisions and other existing laws.

Child Abuse, Neglect, Sexual Harassment, and Bullying

AB 189 (Kamlager-Dove D) Child abuse or neglect: mandated reporters: autism service personnel.

Status
10/9/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 674, Statutes of 2019.

Summary

Existing law, the Child Abuse and Neglect Reporting Act, requires a mandated reporter, as defined, to report whenever they, in their professional capacity or within the scope of their employment, have knowledge of or observed a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Failure by a mandated reporter to report an incident of known or reasonably suspected child abuse or neglect is a misdemeanor punishable by up to 6 months of confinement in a county jail, by a fine of \$1,000, or by both that imprisonment and fine. This bill would add qualified autism service providers, qualified autism service professionals, and qualified autism service paraprofessionals, as defined, to the list of individuals who are mandated reporters. By imposing the reporting requirements on a new class of persons, for whom failure to report specified conduct is a crime, this bill would impose a state-mandated local program.

This bill contains other related provisions and other existing laws.

AB 34 (Ramos D) Pupils: bullying and harassment prevention information.

Status
9/12/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 282, Statutes of 2019.

Summary

The Safe Place to Learn Act requires the State Department of Education to assess whether local educational agencies have taken certain actions related to educational equity, including adopting a policy that prohibits discrimination, harassment, intimidation, and bullying based on specified characteristics, such as disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of the specified characteristics. At the beginning of the first semester or quarter of the regular school term, existing law requires the governing board of a school district to notify the parent or guardian of a minor pupil regarding the right or responsibility of the parent or guardian under specified provisions. Existing

AB 189 (Kamlager-Dove D) Child abuse or neglect: mandated reporters: autism service personnel.

Status
10/9/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 674, Statutes of 2019.

Summary

Existing law, the Child Abuse and Neglect Reporting Act, requires a mandated reporter, as defined, to report whenever they, in their professional capacity or within the scope of their employment, have knowledge of or observed a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Failure by a mandated reporter to report an incident of known or reasonably suspected child abuse or neglect is a misdemeanor punishable by up to 6 months of confinement in a county jail, by a fine of \$1,000, or by both that imprisonment and fine. This bill would add qualified autism service providers, qualified autism service professionals, and qualified autism service paraprofessionals, as defined, to the list of individuals who are mandated reporters. By imposing the reporting requirements on a new class of persons, for whom failure to report specified conduct is a crime, this bill would impose a state-mandated local program.

This bill contains other related provisions and other existing laws.

AB 543 (Smith D) Education: sexual harassment: written policy: posters.

Status
10/2/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 428, Statutes of 2019.

Summary

Existing law requires each educational institution in the state to have a written policy on sexual harassment and to display that policy in a prominent location, as defined, in the main administrative building or other area of the educational institution's campus or school site. Existing law requires a copy of that policy, as it pertains to students, to be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session, as applicable. This bill would require a copy of that policy to also be provided as part of an

law requires that notice to include, among other things, a copy of the school district's written sexual harassment policy, as it relates to pupils. This bill would, commencing with the 2020–21 academic year, require each local educational agency, as defined, to ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the local educational agency's existing internet website in a manner that is easily accessible to parents or guardians and pupils. The bill would require local educational agencies to include specified State Department of Education policies and the policies adopted by a local educational agency relating to hate violence, bullying, harassment, discrimination, and suicide prevention and resources relating to these topics. The bill would, contingent upon the enactment of AB 1767 of the 2019–20 Regular Session, also require each local educational agency to ensure that the local educational agency's policy on pupil suicide prevention in kindergarten and grades 1 to 6, inclusive, is readily accessible on the local educational agency's existing internet website, as specified above. By requiring school districts, county offices of education, and charter schools to ensure specified information on bullying and harassment prevention is readily accessible in a prominent location on the local educational agency's existing internet website, the bill would impose a state-mandated local program.

This bill contains other related provisions and other existing laws.

of that policy to also be provided as part of an orientation program conducted for continuing pupils, as specified.

This bill contains other related provisions and other existing laws.

Student Health (Pupil Health)

AB 743 (Garcia, Eduardo D) Pupil health: self-administration of prescribed asthma medication.

Status
7/12/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 101, Statutes of 2019.

Summary

Existing law authorizes a school nurse or other designated school personnel to assist any pupil who is required to take, during the regular school day, medication prescribed for the pupil by a physician or surgeon if the school district receives specified written statements from the physician or surgeon and from the parent, foster parent, or guardian of the pupil. Existing law authorizes a pupil to carry and self-administer prescription inhaled asthma medication, if the school district receives (1) a written statement from a physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer inhaled asthma medication and (2) specified written statements from the parent, foster parent, or guardian of the pupil, including releasing the school district and school personnel from civil liability if the self-administering pupil suffers an adverse reaction by taking the asthma medication. This bill would require a school district to accept a written statement provided by a physician or surgeon relating to a pupil carrying and self-administering inhaled asthma medication, from a physician or surgeon who is contracted with a prepaid health plan operating lawfully under the laws of Mexico that is licensed as a health care service plan in this state. The bill would require that written statement to be provided in both English and Spanish and to include the name and contact information for the physician or surgeon. The bill would provide that a school nurse or other school personnel shall not be

SB 223 (Hill D) Pupil health: administration of medicinal cannabis: school sites.

Status
10/9/2019 - Approved by the Governor. Chaptered by Secretary of State. Chapter 699, Statutes of 2019.

Summary

Existing law authorizes a school nurse or other designated school personnel to assist any pupil who is required to take, during the regular school day, medication prescribed for the pupil by a physician and surgeon or ordered for the pupil by a physician assistant, if the school district receives specified written statements from the physician and surgeon or physician assistant and from the parent, foster parent, or guardian of the pupil. This bill would enact Jojo's Act, which would authorize the governing board of a school district, a county board of education, or the governing body of a charter school maintaining kindergarten or any of grades 1 to 12, inclusive, to adopt, at a regularly scheduled meeting of the governing board or body, a policy, as provided, that allows a parent or guardian of a pupil to possess and administer medicinal cannabis, as defined, at a school site to the pupil who is a qualified patient entitled to the protections of the Compassionate Use Act of 1996, excluding cannabis, as defined, in a smokeable or vapeable form. The bill would authorize the policy to be amended or rescinded for any reason at a regularly scheduled meeting, as specified, and for exigent circumstances at a special meeting, as specified. The bill, for pupil records collected for the purpose of administering medicinal cannabis, would require those records to be treated as medical records and subject to

school nurse or other school personnel shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for their acts or omissions relating to a pupil self-administering inhaled asthma medication in accordance with a written statement from such a physician or surgeon. The bill would also provide that a school district shall not be subject to civil liability if a pupil self-administering inhaled asthma medication in accordance with a written statement from such a physician or surgeon suffers an adverse reaction. This bill contains other existing laws.

all provisions of state and federal law governing the confidentiality and disclosure of medical records. This bill contains other related provisions and other existing laws.

Charter Schools

AB 1505 (O'Donnell D) Charter schools: petitions and renewals.

Status

10/3/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 486, Statutes of 2019.

Summary

(1)The Charter Schools Act of 1992 authorizes the establishment and operation of charter schools. Existing law generally requires a petition to establish a charter school to be submitted to the governing board of a school district, and, under specified circumstances, authorizes a petition to be submitted to and approved by a county board of education or the State Board of Education. Existing law authorizes a county board of education to approve a petition for the operation of a charter school that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education. Existing law also authorizes a petition for the operation of a state charter school to be submitted directly to the state board, and authorizes the state board to approve a charter for the operation of a state charter school that may operate at multiple sites throughout the state. This bill would revise and recast numerous provisions relating to the submission of petitions to establish charter schools, the appeal to county boards of education and to the state board of decisions of the governing boards of school districts to deny approval or renewal of charter schools, and the revocation of charters by chartering authorities. The bill would specify criteria and procedures for the consideration and determination of these issues. This bill contains other related provisions and other existing laws.

AB 1507 (Smith D) Charter schools: location: resource center.

Status

10/3/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 487, Statutes of 2019.

Summary

(1)Existing law authorizes a charter school that is unable to locate within the jurisdiction or geographic boundaries of the chartering school district to establish one site outside the boundaries of the school district, but within the county in which that school district is located, if the school district where the charter school proposes to operate is notified in advance of the charter petition approval, the county superintendent of schools is notified of the location of the charter school before it commences operations, and either the charter school has attempted to locate a single site or facility to house the entire program, but a site or facility is unavailable in the area in which the school chooses to

SB 126 (Leyva D) Charter schools.

Status

3/5/2019 - Approved by the Governor. Chaptered by Secretary of State. Chapter 3, Statutes of 2019.

Summary

(1)The Ralph M. Brown Act requires that all meetings of the legislative body, as defined, of a local agency be open and public and all persons be permitted to attend unless a closed session is authorized. The Bagley-Keene Open Meeting Act requires, with specified exceptions, that all meetings of a state body be open and public and all persons be permitted to attend. This bill 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, except as specified.

This bill contains other related provisions and other existing laws.

SB 419 (Skinner D) Pupil discipline:

suspensions: willful defiance.

Status

9/9/2019 - Approved by the Governor. Chaptered by Secretary of State. Chapter 279, Statutes of 2019.

Summary

Existing law prohibits a pupil from being suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed a specified act, including, among other acts, disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. This bill, commencing July 1, 2020, would apply those provisions to charter schools. Commencing July 1, 2020, the bill would additionally prohibit the suspension of a pupil enrolled in a school district or charter school 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. The bill, from July 1, 2020, until July 1, 2025, would prohibit the suspension of a pupil enrolled in a school district or charter school in any of grades 6 to 8, inclusive, for those acts.

locate, or the site is needed for temporary use during a construction or expansion project. This bill would delete the authority of a charter school to locate outside the jurisdiction or geographic boundaries of the chartering school district because the charter school has attempted to locate a single site or facility to house the entire program, but a site or facility is unavailable in the area in which the charter school chooses to locate, or the site is needed for temporary use during a construction or expansion project. The bill would authorize a charter school that established one site outside the boundaries of the school district, but within the county in which that school district is located before January 1, 2020, to continue to operate that site until the charter school submits a request for the renewal of its charter petition, and would authorize a charter school to continue operating that site if the charter school either, before submitting the request for the renewal of the charter petition, first obtains written approval from the school district where the site is operating, or submits a request for the renewal of the charter petition, as specified, to the school district in which the charter school is located. The bill would authorize a charter school to relocate for not more than 5 years a site located within an area subject to a Presidential declaration of a major disaster or emergency, issued in accordance with federal law, to an area outside the area subject to the Presidential declaration, as specified. The bill would require a charter school to be allowed to return to its original campus location in perpetuity if that charter school was relocated from December 31, 2016, through December 31, 2019, due to a Presidential declaration of a major disaster or emergency in accordance with federal law. The bill would exempt from the above-described charter school location provisions a charter school located on a federally recognized California Indian reservation or rancheria or operated by a federally recognized California Indian tribe. The bill would require the State Department of Education to regard a charter school approved pursuant to the above-described provisions as a continuing charter school for all purposes.

This bill contains other related provisions and other existing laws.

This bill contains other existing laws.

Special Education

AB 605 (Maienschein D) Special education: assistive technology devices.

Status

9/5/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 228, Statutes of 2019.

Summary

(1)Existing law establishes a right of individuals with exceptional needs to receive free appropriate public education, and ensures the right to special instruction and related services needed to meet their unique needs, in conformity with federal law. Under existing law, a local educational agency, as defined, may be responsible for providing an assistive technology device, as defined, for the use of a pupil with exceptional needs when that device is needed to implement that pupil's individualized education program. This bill would require a local educational agency, including a charter school, as defined, to provide, on a case-by-case basis pursuant to federal law, the use of school-purchased assistive technology devices in a child's home or in other settings if the

SJR 8 (Wilk R) Special education funding.

Status

8/15/2019 - Chaptered by Secretary of State- Chapter 131, Statutes of 2019

Summary

This measure would respectfully memorialize the Congress and the President of the United States to enact legislation, S. 866, known as the IDEA Full Funding Act, during the current session of Congress to fully fund the federal Individuals with Disabilities Education Act.

(Based on text date 8/23/2019)

devices in a child's home or in other settings if the child's individualized education program team determines that the child needs access to those devices in order to receive a free appropriate public education. The bill would also require a local educational agency to be responsible for providing an individual with exceptional needs who requires the use of an assistive technology device with continued access to that device, or to a comparable device when that individual, due to enrollment in another local educational agency, ceases to be enrolled in that local educational agency. The bill would specify that this responsibility would be in force until alternative arrangements for providing the individual with exceptional needs with continuous access to the assistive technology device, or to a comparable device, can be made or until 2 months have elapsed from the date that the individual ceased to be enrolled in that local educational agency, whichever occurs first.

This bill contains other related provisions and other existing laws.

AB 1172 (Frazier D) Special education: nonpublic, nonsectarian schools or agencies.

Status

10/2/2019 - Approved by the Governor. Chaptered by Secretary of State - Chapter 454, Statutes of 2019.

Summary

Existing law sets forth a method for providing special education and related services to pupils with exceptional needs. Existing law permits, under certain circumstances, contracts to be entered into for the provision of those services by nonpublic, nonsectarian schools or agencies, as defined, and requires a contracting local educational agency to pay to the nonpublic, nonsectarian school or agency the full amount of the tuition for individuals with exceptional needs who are enrolled in programs provided pursuant to the contract. Existing law authorizes a master contract for special education and related services provided by a nonpublic, nonsectarian school or agency only if the school or agency has been certified as meeting specified standards. Existing law sets forth the certification process and procedures for the nonpublic, nonsectarian schools or agencies that seek certification from the Superintendent of Public Instruction. This bill would instead require a contracting local educational agency to pay the full amount of the tuition or fees, as applicable, for individuals with exceptional needs who are enrolled in programs or receiving services provided pursuant to such a contract. Commencing with the 2020–21 school year, the bill would require a nonpublic, nonsectarian school or agency to include in its certification application documentation that the nonpublic, nonsectarian school or agency will train staff who will have contact or interaction with pupils during the school day, as prescribed, and would impose related training and verification requirements on nonpublic, nonsectarian schools or agencies and contracting local educational agencies. Commencing with the 2021–22 school year, the bill would require a nonpublic, nonsectarian school or agency to include in its certification application documentation that the administrator of the nonpublic, nonsectarian school holds or is in the process of obtaining a specified

credential, degree, or license and, in certain cases, 2 years of experience. Commencing with the 2020–21 school year, the bill would require a local educational agency that enters into a master contract with a nonpublic, nonsectarian school to conduct onsite visits to the nonpublic, nonsectarian school, as specified, and would require the State Department of Education, on or before June 30, 2020, to create and publish criteria for reporting the findings of a monitoring visit to the department.

This bill contains other related provisions.

Safety and Precautions

SB 316 (Rubio D) Pupil and student safety: identification cards: domestic violence hotline telephone number.

Status

9/6/2019 - Approved by the Governor. Chaptered by Secretary of State. Chapter 270, Statutes of 2019.

Summary

Existing law requires a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, that issues pupil identification cards, and a public or private institution of higher education that issues student identification cards, to have printed on the identification cards the telephone number for the National Suicide Prevention Lifeline, and authorizes those schools to have printed on the identification cards certain other suicide-prevention and emergency-response telephone numbers. This bill would, commencing October 1, 2020, additionally require a public school, including a charter school, or a private school, that serves pupils in any of grades 7 to 12, inclusive, that issues pupil identification cards to have printed on the identification cards the telephone number for the National Domestic Violence Hotline. The bill would, commencing October 1, 2020, require a public or private institution of higher education that issues student identification cards to have printed on the identification cards the telephone number for the National Domestic Violence Hotline or a local domestic violence hotline. (Based on text date 9/6/2019)

SB 390 (Umberg D) School safety: school security officers and security guards.

Status

10/2/2019 - Approved by the Governor. Chaptered by Secretary of State. Chapter 475, Statutes of 2019.

Summary

Under existing law, every school security officer employed by a school district or community college district, and every security guard working on the property of a school district or community college district pursuant to a contract with a private licensed security agency, who works more than 20 hours a week as a school security officer or security guard is required to complete a course of training developed by

SB 541 (Bates R) School safety: lockdown drills and multioption response drills: report.

Status

10/12/2019 - Approved by the Governor. Chaptered by Secretary of State. Chapter 786, Statutes of 2019.

Summary

Existing law requires school districts and county offices of education to be responsible for the overall development of a comprehensive school safety plan for each of its schools operating a kindergarten or any of grades 1 to 12, inclusive. Existing law requires, except as provided for a small school district, the school site council of a school to write and develop the comprehensive school safety plan relevant to the needs and resources of that particular school. Existing law requires the comprehensive school safety plan to include certain things, including the development of certain school safety policies and procedures, including procedures for conducting tactical responses to criminal incidents. This bill would require the State Department of Education to collect, and local educational agencies to provide, data pertaining to lockdown or multioption response drills conducted at school sites within school districts, county offices of education, and charter schools, as provided. To the extent the bill would impose additional duties on a local educational agency, the bill would impose a state-mandated local program. The bill would require the department to conduct, or contract to conduct, a study that identifies, among other things, best practices for age-appropriate drills. The bill would require the data and the study to be submitted to the Governor and relevant policy committees of the Legislature on or before November 1, 2021, as provided.

This bill contains other related provisions and other existing laws.

the Bureau of Security and Investigative Services of the Department of Consumer Affairs in consultation with the Commission on Peace Officer Standards and Training. This bill would require school security officers employed by a school district, charter school, county office of education, or community college district, commencing July 1, 2021, and security guards working on the property of a school district, charter school, county office of education, or community college district, to complete that training course regardless of the number of hours worked per week. The bill would require school districts, charter schools, county offices of education, and community college districts to provide the training required for their school security officer employees during regular work hours, except as specified. By imposing additional duties on school districts, charter schools, county offices of education, and community college districts, the bill would impose a state-mandated local program. This bill contains other related provisions and other existing laws.

Turning Around a High-Poverty School District: Learning from Sanger Unified's Success: An external evaluation commissioned by S. H. Cowell Foundation

(Oct 2012 - Final Report)

"Take a developmental approach to change."

Sanger USD's success has been recognized through honors including State Distinguished Schools and National Blue Ribbon Schools, as well as achievement awards Charter Education and Community of Caring. Their success is also notable through their rates of Latino graduates. Actual graduation rate is 78, which is 11 percent higher than the expected rate of 67. *Sanger attracts hundreds of visitors each year, because of "Sanger's exceptional track record, and by the honor and national publicity associated with Marc Johnson's selection as AASA's 2011 Superintendent of the Year."* "Our sense is that most visitors are looking for answers in the wrong places. They are looking for concrete answers to the question "what works"? Observers often conclude that it was all about the superintendent's charismatic leadership."

Visitors are surprised by conversations that are had at Sanger's Principal Summits, which provide principals with the opportunity to collaborate with one another and share where their focus has been in their schools and where they are looking to improve. Visitors often come in with the idea that Sanger will offer a concrete answer or program for their success, but in reality, it is Mr. Johnson's leadership and developing the core focus that have led to their success.

This evaluation articulates five key areas in the Sanger USD's approach to school improvement that has been sustained for more than ten years:

Sanger's Vision for a District Culture of Continuous Improvement

1. Shift from Focus on adults to focus on students

- children reach their potential
- using evidence to select and refine strategies leading to improvement.

2. Shift from following the textbook to diagnosing student needs

- across the system, decisions would no longer be based on routines,
- evidence of student learning.

3. Shift from isolation to collaboration and shared responsibility

- "Together we can"
- Teacher professional learning communities in schools
- adults would collaborate to ensure student success.

4. Shift from top-down to reciprocal accountability

- From teachers' ongoing reviews of student progress to principals' annual presentations of school trends in student performance to district leaders

- presentations of school trends in student performance to district leaders
 - educators would be held accountable for grounding decisions in evidence of student learning.
- central office would be obliged to provide teachers and principals what they need to succeed.

5. Shift from administrators as managers to leaders of learning

- support the development of a pipeline of teacher leaders and potential administrators steeped in the district's reform culture.

This evaluation focuses on two key questions:

What vision for their school system's culture did Sanger leaders pursue in the quest to improve student achievement?

How did they bring about the desired changes?"

Sanger's success, importantly, "features a growing cadre of leaders," and although there are "instructional initiatives" that can describe what these lead have pursued, it would undermine the "principles and strategies of their leadership for changing the system."

Based on Rick and Becky Dufour's work, the following is an excerpt from the articles indicates that four questions oriented the district's model for improvement in order to frame PLC work place considerable demands on teacher learning and collaboration:

- **"What do we want students to learn?"** means that teachers have to know and share understandings of the state standards for their grade level each content area.
- **"How will we know when they have learned it?"** prompts teachers to develop or adopt a common assessment to measure student learning of standard and also to decide on a threshold for proficiency (often defined as scoring 70% correct on the assessment to correspond to the Califor State Test threshold for Proficient). PLCs also set a "SMART goal" 17 for themselves – typically that 80 percent of students in the class will be proficient on the standard.
- **"How will we respond if they have not learned it?"** requires that teachers agree on a re-teaching intervention for students who score below proficient on the common assessment. In the DuFour model, they should 1) identify individual students who fell below standard and 2) compare average student performance across classes to see if one teacher did much better. If a teacher stands out on success in teaching a standard, then colleagues might get his or her recommendations for re-teaching the standard in their classroom with target students or the PLC might decide to "deploy" students and send all low-performing students to this teacher's classroom for re-teaching.
- **"How will we respond when learning has already occurred?"** requires that teachers create enrichment activities that build on the standard to use in their classroom or, if they deploy students, in the class designated for enrichment. This vision and design for teacher collaboration on instruction poses considerable technical, organizational, and cultural challenges of change. Sanger administrators understood this and took a strategic, developmental approach to their PLC initiative. They began by ensuring that teachers and principals understood and came to believe this new model of collaborative teaching. The focus of student learning would move away from a standard curriculum for all students and instead adjust according to "evidence of student learning."

Each of these goals focuses on "questions are asked, evidence gathered, and actions taken leading to another cycle." This culture of continuous improvement had its challenges because these were not conditions that could be implemented in programs, but instead required "changing people's minds and habits."

Shift from isolation to collaboration and shared responsibility

"Sanger Unified stands out for its strong *districtwide* collaborative culture" Previously had insulated central office departments, isolated principals, and autonomous schools with teachers on their own behind classroom doors." Rick and Becky DuFour in Riverside County led a conference that served as a model for how Sanger Unified executed their leadership. The authors state, "The difference is that Sanger administrators understood that developing highfunctioning teacher PLCs is not primarily a matter of mandating and enforcing new structures and routines. Rather, it meant changing teachers' habits of mind, building trust and transparency, and creating shared accountability for student success." As a result of this conference district leaders in Sanger Unified took a "developmental approach, linked PLC work to other goals for district reform and communicated and modeled this the idea that all the adults in the system shared the responsibility of student success and were held accountable for the results." The authors also state, "Notably, given a long-standing schism in education, special education and academic instruction units now work together; and principals and district officers work together in PLCs."

Following is an excerpted table from the report.

How Sanger High School accomplished significant improvement in English Learners' performance

Sanger High School systematically improved its instructional supports for English learners with dramatic results. EL students' API scores grew from 646 in 2006 to 744 in 2011, and during the same period EL sophomores' CAHSEE passing rates soared from 27% to 47% in ELA and 32% to 51% in math. At the same time, Sanger High has steadily increased its rate of reclassifying ELs.

How did the school accomplish significant improvement in EL success? By combining Sangers'

key strategies for continuous improvement, with a focus on EL students' learning needs:

- *Leadership development.* Invested in a full-time ELD CSP position charged with overseeing all strands of EL instruction across content areas; enhanced teacher training in strategies to support ELs' access to content.
- *Instructional interventions:* Refined the EL intervention system to include a pathway to redesignation that includes different levels and kinds of ELD support along the way: sheltered ELD/ SDAIE/English Lab with regular curriculum supplemented by a Corrective Reading Program.
- *Evidence use:* Introduced ELA assessment of all 8th graders who scored below Basic on the CST during the spring before they enter 9th grade to determine needs; required teachers to use a class seating chart that indicates each student's CELDT score as a reminder and an aid to observers; began closely monitoring EL students' grades to make sure they meet the reclassification standard of at least a C in all course.
- *Collaboration:* The ELD CSP and English department chair began working together on 8th grader assessments and orientation; created a PLC for ELD and SDAIE teachers across subjects, including joint PD and classroom observations.
- *Communication:* Involved students in looking at their data and learning how the EL support and reclassification system works; created celebrations for 'graduation' from EL classification and student motivation to achieve the criteria; developed reciprocal accountability among teachers and EL students to reach criteria for reclassification.

Together these strategies built Sanger High School's capacity to continuously improve its EL students' progress on language and academic development, from the time they enter the school.

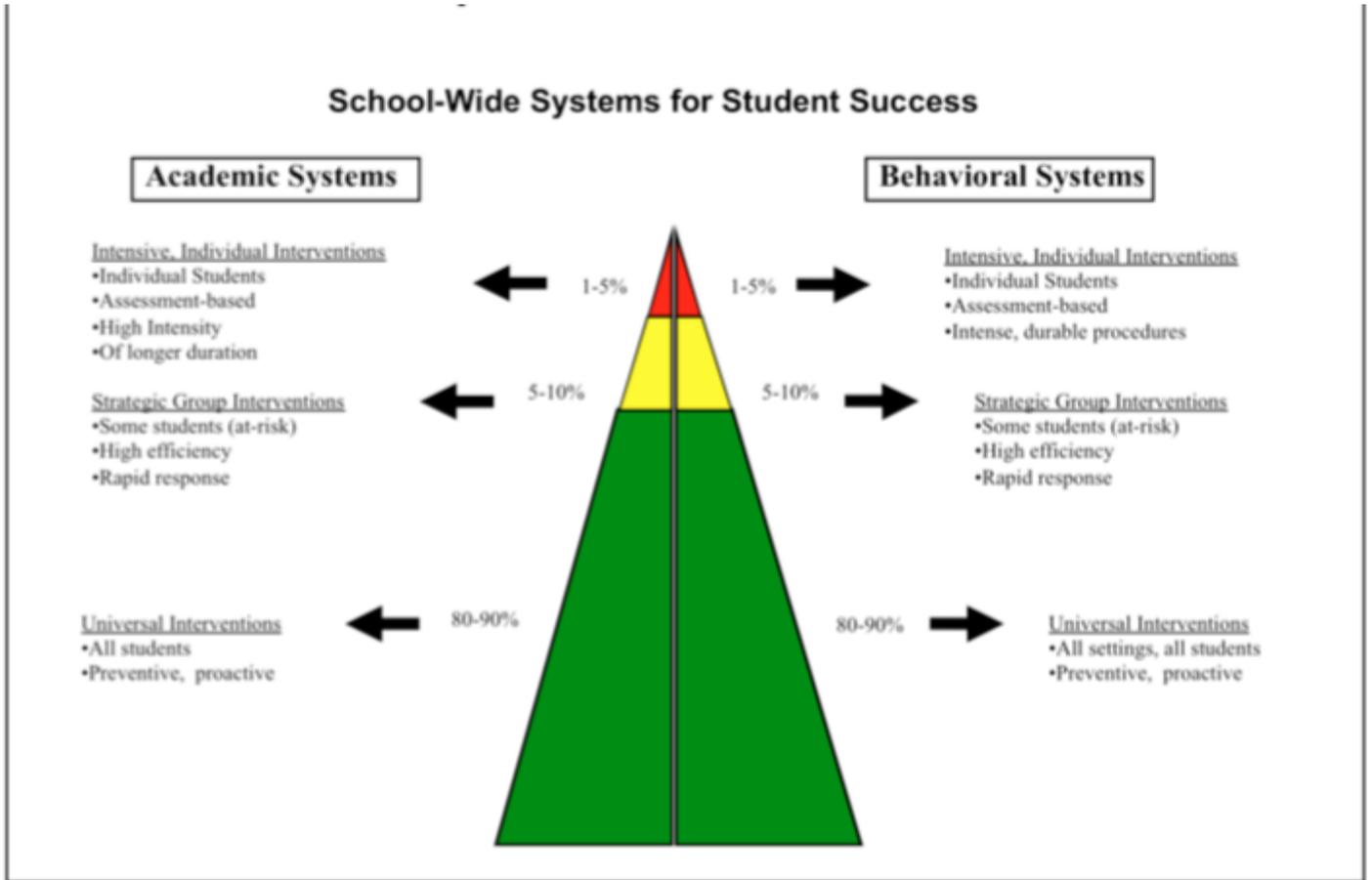
This research shows that colleges that significantly broadened access to transfer-level courses, "saw dramatic gains

Access report [HERE](#)

Sanger USD's Pyramid of Interventions

The Pyramid of Interventions represents three levels or tiers of instructional and behavioral intervention with the expectations that at least 80 percent of students' needs will be met in the bottom tier. The broadest tier at the base represents instruction for all students, including classroom instruction and interventions to which students are deployed during the school day. The interventions are targeted to students' particular level of need ranging from work on particular skills to enrichment activities. The second tier represents instruction targeted to small groups of students during classroom time to provide just-in-time instruction to those needing additional help. The third tier at the top represents more intense individual interventions for those whose needs are not met by Tier 1 or Tier 2 interventions. The figure below illustrates the Pyramid and its application both to academics and behavior.

Response to Intervention



Most popular items from last month's CISI E-bulletin

Based on analytics from the September CISI E-bulletin, the following three items received the most clicks by CISI Members and bulletin recipients.

1. [Turning Around a High-Poverty School District: Learning from Sanger Unified's Success](#)
2. [Teacher peer observation and student test scores: Evidence from a field experiment in secondary schools](#)
3. [English Language Arts/Literacy and Mathematics: Smarter Balanced Summative Assessments](#)

Interested in seeing more on a particular topic? CISI would like to support your work in connecting research to practice. Please follow this link to let us know your thoughts and requests for specific topics [HERE](#)

Any other feedback or suggestions? [LINK](#)

We look forward to hearing from you!

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