



*everychild.one voice.*

**CUCPTSA LEGISLATION/ADVOCACY TEAM**

**March 2018 Report**

**In Local News:**

Thank you to the 13 members of CUCPTSA Legislation/Advocacy Representatives who travelled to Sacramento to be part of the 2018 4<sup>th</sup> District Sacramento Safari. CUCPTSA was by far the largest contingent from 4<sup>th</sup> District, representing 17% of all attendees. We are slowly gathering all we learned from these 2 days and will have a report to share out by our April 2018 meeting. CUCPTSA is ahead in its use of Ed100.org, and we want to encourage all of our units to share out this educational website. California's education system is always changing. Learn how it really works so you can make a difference - and you could win \$1,000 for your school's PTA! Designed in partnership with California State PTA and available in both English and Spanish, this free and fun online program helps everyone understand our state's education programs and changes, including parents, students, teachers and interested citizens. Find out more at [www.ed100.org](http://www.ed100.org) and start your Ed100 engagement journey today!

Board of Trustees voted (twice) on February 28, 2018, to change graduation requirements. College and Career Planning will no longer be a graduation requirement, and will instead become a highly encouraged elective to fill the timeslot opposite Health, which is a state mandated graduation requirement.

Full implementation of the New California Healthy Kids legislation that includes fairly explicit sexual education components have been delayed again to try and gain consensus between the district and families over proper curriculum that fits the state mandate, as well as the parental choices of CUSD community members. Specifically delayed is the implementation of the 7<sup>th</sup> grade curriculum. More information to come on this as it becomes available.

Members of the public and the Board of Trustees have shared their thoughts on the opening of Esencia K-8 in August 2018. The current debate is over which grades will open

the first year. Schools typically hold a rolling opening over a period of several years as populations in an area grow, along with the school growing in population. Discussions and a final decision of which grades will open will continue at the March 14, 2018, school board meeting. This is sure to be a hot topic of discussion. At the February 28, 2018, meeting, the Board and staff learned that residents in Rancho Mission Viejo have not been updating their addresses as required to prevent moving from impacted (Ladera) schools once they moved to Rancho Mission Viejo and were therefore zoned for Las Flores - this is impacting counts to try and decide which grades to open at Esencia. It was recommended at the February 13, 2018, meeting to open K-5 in 2018, and then roll out a grade at time over the next few years to become a full K-8 by 2021. It is important that all kids be counted, but also, the rigor of a program can only be in place if there are sufficient students. So true population counts are needed - at the moment the district is on a "kid find" mission to see what the true numbers of school age children are in Rancho Mission Viejo and not simply rely on the demographic information compiled by Design Insight.

With the building of new homes in Rancho Mission Viejo, CUSD is starting the discussion on changing high school boundaries and setting new boundaries for both Tesoro and San Juan Hills High Schools to help balance populations when looking at projected student population growth and decline over the next 10 years. This prompted the discussion of whether other boundaries might need to be nudged a smidge this way or that - at the moment, this is not an issue the Board of Trustees is taking up other than to set boundaries for communities that were not in existence the last time boundaries were set.

CUSD is unfortunately facing a structural deficit as a result of LCFF funding being insufficient to cover the costs of a basic education; as a result they are proposing business plan efficiencies to handle declining income as related to declining enrollment in the district. At the moment, none of the proposals will directly affect the classroom, but CUSD is looking for ways of doing more with less revenue, staff, etc.

CUSD is looking for alternative means of funding needed facility repairs and work. As suggested by the public and the Facilities and Finance committee, CUSD should sell off surplus property to the highest bidder and use revenue from the sale for facilities work. The first of several surplus property sales happened on February 28, 2018, through a public bid process. The district property, on Paseo de Colinas above Niguel Hills Middle School, sold/entered escrow for a purchase price of \$7.65 million.

In addition to potentially selling off surplus properties to fund facilities work, the Facilities and Finance committee has recommended the district examine the possibility of

another bond measure - looking at both localized bonds to cover by high school family or city boundary as well as the possibility of another district wide bond measure. CUSD staff is looking at the costs of potential bonds, and starting community engagement regarding facility needs. The one thing that the Facilities and Finance Committee has been very clear about is, "Do not rush another bond." CUSD needs to take the time to truly establish community awareness of need and have any future bond measures come from a grass roots position and not top down. At the moment, it seems as if the soonest any future bonds might appear on a ballot is 2020. There have been discussions on a localized bond focusing on San Clemente area so far, given how great the need is within that community's schools and how that city and feeding pattern are contained within a very small area geographically. NOTHING REGARDING A BOND IS DECIDED, at this point it is all just hypothetical discussions.

Dress Code - the final Administrative Regulations with regards to dress code have been released and training is happening with all administration at all school sites across the district. I am attaching a copy of the Administrative Regulation with regards to dress code for your convenience. Please share this with your units.

Approved contract with CUEA (teachers) - A tentative agreement was reached on Friday, January 12, 2018, with details sent out to all families on Thursday, January 18, 2018. The signed final agreement covers the period of July 1, 2016- June 30, 2019. The final version of the agreement was approved by the Board on Tuesday, February 13, 2018.

Agendas from the most recent Board of Trustee meetings can be found here:

February 28, 2018 - Agenda and Exhibits - <http://capousd-ca.schoolloop.com/file/1514016268888/1455438848279/7462085084838907386.pdf>

February 13, 2018 - Agenda and Exhibits - <http://capousd-ca.schoolloop.com/file/1514016268888/1455438848279/9063860992647726859.pdf>

January 24, 2018 - Agenda and Exhibits - <http://capousd-ca.schoolloop.com/file/1514016268888/1455438848279/9064379443927924719.pdf>

Audio Recordings of the Meetings in July 2017-June 2018 can be found at <http://cusd.capousd.org/cusdweb/audio2017-18.html>

## **In State News:**

Senators want to add an additional \$1.2 billion to the LCFF formula for next year. This would be the first real increase to the base funding California has experienced since LCFF was first enacted. See more at <https://edsources.org/2018/senators-want-to-add-extra-1-2-billion-to-california-school-funding-formula-next-year>

## **Report identifies successful efforts at parent engagement within LCFF**

Researchers in the LCFF Research Collaborative, who have studied implementation of the Local Control Funding Formula for four years, document exemplary work of school districts in three areas of the law's implementation in a new report. The three areas cover attempts to:

- meaningfully engage stakeholders in their Local Control Accountability Plan (LCAP) development;
- advance the implementation of the Common Core; and
- take an innovative approach to resource allocation decision-making.

For the report, [\*go here.\*](#)

**Is there a better way to do the LCAP?** Several districts across the state are trying to improve upon the LCAP process as identified in the LCFF. They are working independently and collaboratively this year and will report back to the California Department of Education their findings. Read more at <https://edsources.org/2018/3-districts-and-partners-pursue-ambitious-goal-designing-a-better-lcap>

## **"Fulfilling the Promise of the Local Control Funding Formula"**

Policy Analysis for California Education (PACE), an independent research organization, has opened registration for its research and policy conference on Friday, Feb. 2 on the Local Control Funding Formula in Sacramento. The all-day conference will focus on three key education policy issues: ensuring educational equity under the funding law, rethinking policy and practice in special education, and strengthening alignment between California's pre-K and K-12 education systems. To see a draft agenda and register, go [here.](#)

**There is debate over whether Brown's School Funding Formula (LCFF) has been effective.** Many are questioning if the extra money poured into lower income areas, English Language Learners has been money well spent. Please see the exhaustive debate over data collected and analyzed at

<https://calmatters.org/articles/commentary/commentary-browns-school-finance-reform-paying-off/>

### **Governor wants California School Districts to give more details on use of State Funds**

The proposals are a response to concerns that it is difficult to track how school districts are spending funds they received for high-needs students under the Local Control Funding Formula. Read more at <https://edsource.org/2018/governor-wants-california-school-districts-to-give-more-detail-on-use-of-state-funds-in-budgets>

### **Defining 'continuous improvement'**

There will be a lot of discussion over the importance of "the cycle of continuous improvement" in coming months, with county offices of education preparing to offer the first round of technical assistance to school districts identified as low-performing on the California School Dashboard. In a brief from Policy Analysis for California Education, researchers and policy analysts led by Heather Hough of PACE and Jason Willis of WestEd define the concept and explore the extent to which California policymakers and practitioners are engaged in continuous improvement efforts. Download the brief [here](#).

### **New science standards a potential boon for youngest students**

Science education has long been a weak spot at some elementary schools, but educators are hoping California's new science standards -- if implemented well -- will entice teachers to expand and improve science lessons for the youngest students. For more information please see <https://edsource.org/2018/new-science-standards-a-boon-for-the-littlest-learners>

**Social Emotional learning is becoming more relevant by the day.** Researchers, educators, parents, teachers and youth advocates across the country increasingly agree that learning and practicing social and emotional skills in tandem with academics is crucial to K-12 student success. See more at <https://edsource.org/2018/student-social-emotional-and-academic-development-becoming-more-intertwined-in-k-12-classrooms>

**Testing for lead in water at all state schools.** With the passage of AB746 signed into law in October 2017, all schools built prior to 2010 must be tested for lead in the water. What is unclear is who will pay for this. Is it yet another unfunded mandate from the state? For more information please see <https://edsource.org/2018/all-california-schools-built-before-2010-must-test-for-lead-in-water>

**Public Employee Retirement Debt** - Historically the State has covered a greater percentage of the cost for CalPERS and CalSTRS, but with the creation of the LCFF in 2013, the state pushed these costs out to the school districts. At the moment approximately 19% is paid by the districts, which will increase to a maximum of 21% in coming years. To better understand this retirement debt and how bad it is please see <https://calmatters.org/articles/california-retirement-pension-debt-explainer/>

**From the California PTA:**

**Largest Child Advocacy Association Demands Action to End Gun Violence**  
**California State PTA "Calls Out" Federal Lawmakers to Protect Children**  
California State PTA President Dianna MacDonald issued the following statement:

*"Our hearts break for the victims who lost their lives in the senseless tragedy earlier this month in Parkland, Florida. There are no excuses that are good enough. The time for change is now. We need to put politics aside and turn emotion into action.*

*"Gun violence is a public-health crisis that affects us all - most of all, our children and youth. And, it's preventable.*

*"For more than a century, California State PTA has advocated for safer schools by supporting legislation on gun restrictions in California. We now have some of the strictest gun laws in the nation. Yet, our children are still vulnerable.*

*"We've heard the voices of our members - the hundreds of thousands of parents, teachers, students, administrators and community members who care about our kids - and they are outraged and asking California State PTA to act. But we can't do this alone. We need the power of our PTA members to create and support change.*

*"We need each and every one of you to take action to end gun violence. #CallOut your federal legislator on March 14 and demand real change. #NoMore."*

**Take Action to End Gun Violence:**  
**March 14 "Call Out" to Federal Legislators**

On March 14, students across the country are planning to "walk out" to make their voices heard. California State PTA is asking for your help to "call out" our federal legislators and demand action.

**Stand together with the voices of students and call your federal legislators on March 14 to demand stronger gun-violence prevention legislation including:**

- **Prohibiting the sale and possession of assault weapons including automatic and semi-automatic weapons**
- **Mandatory background checks**
- **Waiting periods for all firearm purchases.**
- 



### **Student Participation in Public Demonstrations**

While California State PTA supports the rights of students to express their beliefs on campus through organized demonstrations, care must be taken to ensure that the orderly operation of the school is not disrupted and the physical safety of students is not threatened. Leaving during school hours to attend an off-campus demonstration places the student outside the safety zone of the school and unnecessarily jeopardizes that school's education funding.

We entrust our students to our school leadership to ensure a safe environment for our students' voices to be heard. Be sure to talk with your local school district about possible student demonstrations that may affect your school or community.

PTAs can be involved in and support the efforts of our students so that their voices can be amplified. The following guidelines should be followed:

- The event needs to be approved by a vote of the respective PTA
- A PTA spokesperson should be appointed and the messaging should be based on PTAs authorities. Adopted resolutions and positions statements that can be found

on our California State PTA website at [www.capta.org](http://www.capta.org) and the National PTA website at [www.pta.org](http://www.pta.org)

- It is important that if a PTA is participating in an event held by another organization, that our PTA position is in line with that of the other organization. You must have the approval of your association if you are planning on distributing information about another group's event, are attending on behalf of PTA or using PTA contacts to distribute information
- The safety of our members and students needs to be a priority when evaluating participation in any event.

### Additional Resources

- [California State PTA Position Statement "Firearms and Assault Weapons"](#)
- [California State PTA Position Statement "Student Participation in Public Demonstrations"](#)
- [National PTA Position Statement "Gun Safety and Violence Prevention"](#)
- [Checklist to Prevent Violence in Schools](#)
- [National PTA FAQs on Gun Violence](#)
- [National PTA Press Statement](#)
- [Talking Points for PTAs - Gun Violence and Student Voice](#)
- [Proposition 63 "The Safety for All Act of 2016" Support Full Analysis](#)

**Save the Date for Convention: April 27 - 29, 2018**

**Registration Opens March 1!**

Join thousands of PTA leaders, child advocates, volunteers, educators and community leaders at the California State PTA Annual Convention from **April 27 - 29, 2018** in Ontario, CA.

Convention attendees can look forward to:

- General sessions and association business
- Workshops and table talks
- Inspiring keynote speakers and presenters
- Gubernatorial candidate forum



- An exciting exhibit hall
- Networking events and much more!

Stay tuned for updates on workshops, keynote speakers, training, exhibitors and more at [www.capta.org/convention](http://www.capta.org/convention).

#### **From Fourth District PTA:**

#### **Talking Points for Legislative Chairs, February 2018**

Details are in the February issue of the *Advocacy Communicator*.

- Governor Jerry Brown presented his proposed budget for the next year. He wants to spend an additional \$4.6 billion on Prop. 98 funding, most of which goes to K-12 schools. (The rest goes to community colleges.) The *Communicator* has a list of his ideas for spending the money. While the additional money is good news, our schools still aren't receiving nearly enough funding.
- Speaking of school funding, that is one of two big goals for California State PTA this year. PTA will try to convince the state legislature to hold informational hearings on ways to bring our state education funding up to the level of the 10 states with the highest achieving students. Fourth District PTA is joining in this effort.
- California State PTA's other big push is to improve the Family Engagement framework in the Local Control and Accountability Plan. The goal is to increase the active involvement of families in their schools. Fourth District PTA is joining this effort also.
- Parent involvement was the focus of the presentation by State PTA President Dianna MacDonald at last month's Advocacy Forum. Families should participate in creating a positive school environment where students have the best chance of success. This is a job for PTA!
- Do you know that California has a new way to measure school performance? Instead of a single number based only on tests we now have the Dashboard, which shows how a district or a school is doing in a number of different areas. You can see the Dashboard at [www.caschooldashboard.org](http://www.caschooldashboard.org).

Back issues of the *Communicator* can be found at:

<http://www.fourthdistrictpta.org/advocacy-communicator/>

#### **At the National Level:**

**Youth Voices are the Wild Card in the Gun Control Debate...** With the recent mass shooting at Parkland, it is the youth who are taking the lead in the debate over gun regulations. These voices are hard for the elected to ignore, since they are the next generation of voters - but will there really be change? Read more at

<https://edsource.org/2018/youth-voices-represent-a-wild-card-in-the-gun-regulation-debate/> and also lessons in civics at <http://hechingerreport.org/marjory-stoneman-students-give-legislators-civics-lesson/> It is also important to note, that mass shootings negatively impact the lives and education of those who survive - with higher rates of depression, lower academic test scores, and greater rates of anxiety. See more at [https://www.washingtonpost.com/news/answer-sheet/wp/2018/02/20/how-mass-school-shootings-affect-the-education-of-students-who-survive/?utm\\_term=.37ac7f851db1](https://www.washingtonpost.com/news/answer-sheet/wp/2018/02/20/how-mass-school-shootings-affect-the-education-of-students-who-survive/?utm_term=.37ac7f851db1)

**Push to Arm Teachers in California would face many hurdles.** Last year AB 424 passed in California that bars everyone with conceal carry permits from bringing them on campus - so arming teachers would require modification of this newly approved legislation. Please see more at <https://edsource.org/2018/push-to-arm-teachers-in-california-would-face-major-hurdles/>

**From the National PTA:**

**National PTA Position on Gun Safety:**

1. From PTA website

Examples of ways to improve youth safety and to restrict guns to only responsible owners include advocating for the following:

- gun safety locks and other safety devices to prevent young children from accidentally discharging a gun
- alternative educational settings for youth who have brought a firearm to school, along with appropriate evaluation and counseling
- restrict Internet gun sales, including kits that can be used to make/modify guns
- enforce federal and state minimum age requirements for handgun purchases
- raise the minimum age to 21 to be allowed to buy a handgun from non-licensed dealers
- allow at least three business days to conduct background checks
- require non-licensed dealers to conduct background checks and fill out proper paperwork so that guns can be traced
- increase penalties for the transfer of handguns or semiautomatic assault weapons to juveniles for use in a crime
- revoke the license of dealers who knowingly sell to minors
- establish education programs to teach students, parents, and community members about gun safety and violence prevention
- prevent juveniles who commit violent crimes from buying guns as adults
- support state and federal funding initiatives for the research of the causes and effects of gun violence

## 2. From website (pertaining to specific weapons)

Given the history and tradition of strong support for the safety and protection of children and youth, the National PTA supports federal restrictions on firearms that would:

- Require, prior to purchasing a firearm, a waiting period and background check to screen out illegal firearm purchasers such as convicted felons and drug-related offenders;
- Outlaw military-style semi-automatic assault weapons; and
- Require knowledge of appropriate firearms use and safety practices.

Military-style semi-automatic assault weapons would include those firearms which:

- were originally designed for military or law enforcement purposes; and for fully automatic purposes;
- are designed to be fired in full or semi-automatic mode in combat;
- are designed to accommodate a large capacity combat magazine.

These weapons include: INTRATEC TEC - 9, Street Sweeper and Striker 12, Colt AR-15 and CAR-15, MAC 10 and MAC 11 in addition to five firearms that are in the government's ban, including Norinco, Mitchell, and Poly Technologies Automat Kalashnikov S (all models), Action Arms Israeli Military Industries UZI and Galil, Fabrique Nationale FN/FAL; FN/LAR, and FNC, Steyr AU

## 3. Budget Proposal (From Ed Source 2-13-18) Proposed after Congress signed 2 year budget

Trump's budget proposal, released on Monday, was drawn up before Congress passed its two-year deal last week. Although Congress already approved a budget, Trump's proposal can offer funding priorities within approved budget caps, and it lays out his overall vision for the country. It calls for a \$26 billion increase in defense spending next year, but \$5 billion in cuts to non-defense programs, including a 10.5 percent cut to the Department of Education.

Much of the new proposal mirrors his 2018 budget request, calling for the elimination of programs that provide science curriculum and teacher training to K-12 schools nationwide, including:

- [NASA office of education](#), which provides free K-12 science curriculum, teacher training and grants;
- [National Oceanic and Atmospheric Administration office of education](#), which provides environmental curriculum, scholarships and grants;
- [NOAA Sea Grant program](#), which funds research and education in coastal areas;
- [21<sup>st</sup> Century Learning Centers](#), which provide after-school programs — including math and science classes — to students in low-performing or high-poverty schools;
- Teacher training grants, which are part of [Title II of the Every Student Succeeds Act](#). Schools rely on these grants to train teachers on the new science standards and other subjects;
- Enrichment grants, which are part of [Title IV, Part A of ESSA](#) and are used by schools to expand science, math and computer science programs.

**Stop Budget Cuts:** Federal funding for public education programs has remained at 2% of the federal budget for decades, despite the increase in public school enrollment and the rising cost of education resources and services. This disparity between funding levels and actual costs means that the federal government has essentially enacted cuts to classrooms. #STOPCutsToClassrooms

**Advocacy letters for National PTA:** On PTA.org website under Advocacy tab, there are several letters that can be downloaded and sent to your Representative and/or Senator. Issues such as protecting transgender children, concern over Betsy DeVos and school vouchers, encouraging parent engagement (ESSA), protecting Federal nutrition programs, and many more.

The 115<sup>th</sup> Congress is considering the following legislation items. The National PTA is supporting (green checkmarks) or opposing (red x) the following items:

Child Health and Safety

H.R. 695: Child Protection Improvements Act of 2017 (115th Congress (2017-2018)) 

H.R. 1957: Safe Schools Improvement Act of 2017 (115th Congress (2017-2018)) 

H.R. 2160: Best to Use Safety Belts Act of 2017 (115th Congress (2017-2018)) 

H.R. 2401: To amend the Richard B. Russell National School Lunch Act to prohibit the stigmatization of children who are unable to pay for meals. (115th Congress 

(2017-2018))

H.R. 2926: REACH Act (115th Congress (2017-2018)) ✓

H.R. 3006: To amend the Richard B. Russell National School Lunch Act to require the Secretary of Agriculture to make loan guarantees and grants to finance certain improvements to school lunch facilities, to train school food service personnel, and for other purposes. (115th Congress (2017-2018)) ✓

H.R. 3024: Stop Child Abuse in Residential Programs for Teens Act of 2017 (115th Congress (2017-2018)) ✓

H.R. 3580: To promote State requirements for local educational agencies and public elementary and secondary schools relating to the prevention and treatment of concussions suffered by students. (115th Congress (2017-2018)) ✓

S. 705: Child Protection Improvements Act of 2017 (115th Congress (2017-2018)) ✓

S. 786: Student and Student Athlete Opioid Misuse Prevention Act (115th Congress (2017-2018)) ✓

S. 1064: Anti-Lunch Shaming Act of 2017 (115th Congress (2017-2018)) ✓

S. 1401: Get the Lead Out of Schools Act (115th Congress (2017-2018)) ✓

S. 1402: A bill to amend the Richard B. Russell National School Lunch Act to require the Secretary of Agriculture to make loan guarantees and grants to finance certain improvements to school lunch facilities, to train school food service personnel, and for other purposes. (115th Congress (2017-2018)) ✓

#### Early Learning and Childhood Education

H.R. 3773: Child Care for Working Families Act (115th Congress) ✓

S. 1806: Child Care for Working Families Act (115th Congress) ✓

#### Elementary and Secondary Education

H.R. 627: Streamlining Energy Efficiency for Schools Act of 2017 (115th Congress) ✓

H.R. 1864: To amend the Elementary and Secondary Education Act of 1965 to allow ✓

local educational agencies to use Federal funds for programs and activities that address chronic absenteeism. (115th Congress)

H.R. 2475: Rebuild America's Schools Act of 2017 (115th Congress)



H.R. 3246: To amend the Elementary and Secondary Education Act of 1965 to establish a Teacher Advisory Committee and a Parents and Families Advisory Committee. (115th Congress)



S. 383: Streamlining Energy Efficiency for Schools Act (115th Congress)



#### Gun Safety and Violence Prevention

H.R. 1478: Gun Violence Research Act (115th Congress (2017-2018))



H.R. 4909: STOP School Violence Act of 2018 (115th Congress (2017-2018))



#### Juvenile Justice and Delinquency Prevention

H.R. 1809: Juvenile Justice Reform Act of 2017 (115th Congress (2017-2018))



S. 866: Prohibiting Detention of Youth Status Offenders Act of 2017 (115th Congress (2017-2018))



#### Post-Secondary Access and Opportunity

S. 1615: Dream Act of 2017 (115th Congress)



#### Private School Choice and Vouchers

H.R. 610: To distribute Federal funds for elementary and secondary education in the form of vouchers for eligible students and to repeal a certain rule relating to nutrition standards in schools. (115th Congress)



H.R. 895: Educational Opportunities Act (115th Congress)



H.R. 1387: To reauthorize the Scholarships for Opportunity and Results Act, and for other purposes. (115th Congress)



H.R. 4269: Public Funds for Public Schools Act (115th Congress)



S. 148: Educational Opportunities Act (115th Congress)



## Special Education

H.R. 2782: Respond, Innovate, Succeed, and Empower Act of 2017 (115th Congress (2017-2018))



H.R. 2902: To amend part B of the Individuals with Disabilities Education Act to provide full Federal funding of such part. (115th Congress (2017-2018))



S. 1295: Respond, Innovate, Succeed, and Empower Act of 2017 (115th Congress (2017-2018))



Links to all of these bills for further information can be found at:

<https://www.pta.org/home/advocacy/federal-legislation/Key-legislation>