



association of california school administrators

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April, 2017

Dear Colleague,

On behalf of the ACSA Board of Directors, please accept our thanks and appreciation for giving your time and expertise during the annual Legislative Action Day in Sacramento on April 3, 2017. Your perspectives and experiences will make a huge difference in the State Capitol. We encourage you to tweet and share your experiences here today by using the hashtag **#ACSAadvocates**.

California's legislators depend upon information from constituents within their respective Senate and Assembly districts to make informed decisions. Your participation will educate our state representatives about the real impact of decisions made in Sacramento on the services we provide to California's more than 6 million students.

The ACSA Board of Directors also congratulates each and every one of you for the work that you do. Your job titles and responsibilities vary, but every school administrator makes a critical contribution to the education of our children. Your Leadership Matters!

Sincerely,

Ralph Gómez Porras
President

Linda Kaminski
Vice President for Legislative Action

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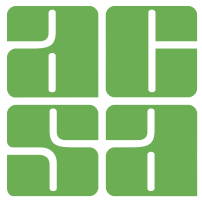
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schedule of events

sunday, april 2

Pre-Legislative Action Day Events (Business Casual)

- 12:30 – 2:00 p.m. **Registration**
(Sheraton Grand Sacramento Lobby Level)
- 2:00 – 2:40 p.m. **Guest Speaker**
Marshall Tuck, 2018 Candidate for
Superintendent of Public Instruction
(Sheraton Grand Ballroom)
- 2:40 – 4:00 p.m. **Briefing in Preparation
for Legislative Action
Day and Advocacy
Training**
(Sheraton Grand Ballroom)
- 4:00 – 4:30 p.m. **Panel Discussion**
Panelists: Rick Pratt, Chief Consultant,
Assembly Education Committee; Kimberly
Rodriguez, Chief Education Advisor, Senate
President Pro Tem De Leon; Jeff Bell, Program
Budget Manager, Department of Finance
(Sheraton Grand Ballroom)
- 4:30 – 5:30 p.m. **Region Preparation/
Questions**
(Sheraton Grand Ballroom and
Meeting Rooms as assigned)
- 5:30 – **Dinner on your own**
(Invite your legislator to join you at dinner)

On Monday, April 3, from 10:00 a.m. through 2:30 p.m., a hospitality tent containing water, snacks, seating and remaining event materials will be open for event participant use. The tent is located in Capitol Park on the east side of the Capitol. Map showing location is included in the event packets.

Sponsored by
**University of the Pacific
Sacramento Campus**

monday, april 3

Legislative Action Day Events (Business Attire)

- 7:30 – 8:30 a.m. **Breakfast Buffet**
(Sheraton, Grand Nave Foyer)
SPONSORED BY AXA
- 7:30 – 9:00 a.m. **Registration**
(Sheraton, Grand Nave Foyer)
- 8:30 – 8:45 a.m. **Welcome and Introductions**
(Sheraton Grand Ballroom)
- 8:45 – 9:00 a.m. **Advocacy Tips**
(Sheraton Grand Ballroom)
Guest Speakers:
Kevin Gordon, President/Partner;
Jack O'Connell, Partner, Capitol Advisors
- 9:00 – 9:30 a.m. **ACSA Friend of
Education Awards:**
Sue Burr, Member, State Board of
Education & CCEE
Senator Ben Allen
- 9:30 – 9:45 a.m. **Closing Comments**
- 9:45 a.m. **Region Delegates
to Capitol**
- 11:00 – 11:30 a.m. **Meeting with State
Superintendent of
Public Instruction**
Tom Torlakson
Hearing Room 112, State Capitol (Optional)
- 12:00 p.m. **Lunch on your own**
- 1:30 – 2:15 p.m. **Meeting with State
Board of Education Staff**
Leilani Aguinaldo and David Sapp
Capitol Hearing Room No. 112 (Optional)
- 2:30 – 5:30 p.m. **LAD Reception**
ACSA Offices: 1029 J Street,
Sacramento, CA 95814, Third Floor
Conference Room/21st Century Classroom

save the date!

2018 legislative action day | **april 15-16, 2018**
sheraton grand, sacramento



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Leadership Matters for California's public education system and the more than 6 million students it serves. School leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.

Most school leaders are principals and vice principals at neighborhood schools. Others manage the essential programs and services that support students and classroom teaching.

School district administrators account for only 0.5 percent of personnel employed in California's schools, compared with teachers at 52.9 percent; student and other support staff (including library aides, bus drivers, cafeteria workers, etc.) at 29.4 percent; instructional aides at 12.4 percent; librarians, counselors, and instructional coordinators at 2.5 percent and principals and assistant principals at 2.3 percent.

Investments Needed to Match Expectations

BACKGROUND: California has raised expectations on student outcomes through the implementation of the new state accountability system, assessments and state standards. The governor's budget continues to commit to funding LCFF with \$744 million, bringing districts to 96 percent of their funding targets. However, this increase is modest compared to the larger funding allocations during the first four years and only provides a Cost-of-Living Adjustment (COLA), thus making it a flat-funded budget. Slower growth in LCFF funding exasperates the lack of sufficient funding for schools to support academic goals and narrow the achievement gap. School districts are experiencing increased cost factors such as energy and fuel costs, increases to pension obligations, special education encroachment, minimum wage increases and purchase of instructional materials. Once LCFF reaches its full implementation, annual COLA will be insufficient to keep pace with fixed cost increases.

ACSA POSITION: ACSA supports the continued commitment to LCFF and the \$744 million investment. However, school districts are experiencing increased cost factors such as energy and fuel costs, increases to pension obligations, special education encroachment, minimum wage increases and purchase of instructional materials. This necessitates that the Legislature examine the base grant funding amount to consider how it can keep pace with growing fixed costs once LCFF is fully funded.

ASK: ACSA requests the following:

- Reject the proposed funding deferral of \$879 million.
- Continue funding LCFF.
- Build and plan for after the full implementation of LCFF.

Support English Learner Reform

BACKGROUND: Currently, 22 percent of California's 6.1 million public school students are identified as English Learners (EL). These students in our schools are diverse and tend to lag behind their native English speaking peers. Closing the achievement gap for EL students has been a long-standing goal for California. It is time to revisit the entry criteria and the Home Language Survey that is the basis for determining whether to assess a student as an EL. The Home Language Survey must ensure parents have the necessary information regarding the purposes of the Survey and the procedures for identification and reclassification of ELs. Further, the criteria for being reclassified as English proficient must be the same regardless of the district in which the student resides.

ACSA POSITION: ACSA supports addressing both the entry and exit criteria for ELs. To this end, it is important to establish statewide criteria for reclassifying ELs and creating consistency to assist administrators, teachers, and families to understand the standards and the reclassification system. This will better serve EL students and ensure there are no academic gaps in their achievement. However, the state should allow local school districts through either their Local Control and Accountability Plan, the English Learner Advisory Committee (ELAC) or District English Learner Advisory Committee (DELAC) to monitor the progress towards reclassification. Creating a new or additional process will further impede the student's success.

ASK: Support the passage of both AB 81 (Gonzalez) and SB 463 (Lara)

Extend the Probationary Period

BACKGROUND: It is often stated that a teacher is the most important individual for a student's academic success. If that is the case, then public policy must ensure that teachers receive the best opportunity to succeed. Currently, California is facing a severe teacher shortage due primarily to a high number of retirements and high turnover. The supply of quality candidates is shrinking while the number of inexperienced teachers is increasing. One method to maintain the quality of teacher candidates is to extend the probationary period for new teachers in order to provide them the tools for long-term success. An additional year of coaching, mentoring, or professional development for new teachers will help the employee improve, keep them in the teaching career, and strengthen the academic achievement for our students.

ACSA POSITION: ACSA supports providing school districts with an optional three-year probation period. In the third year of probation, a teaching candidate shall be observed, coached and/or mentored, and provided feedback. At the end of the third year, the district maintains the ability to non-reelect the probationary employee.

ASK: Support a dialogue regarding the appropriate probationary time period, type(s) of support systems to be put in place to assist a probationary employee who is selected for a longer probationary period, how this helps the teacher shortage, and the benefit to students.

about acsa

"We serve educational leaders in the pursuit of equity and excellence to meet the diverse needs of all California students."

The Association of California School Administrators is the largest umbrella organization for school leaders in the United States, serving more than 18,000 California educators. ACSA's top priority is advocating for public school students in kindergarten through grade 12, as well as adult learners. Our mission is to be the driving force of education in California and beyond.

Formed in July, 1971, ACSA became the first operative united administrator organization in the nation.

Since ACSA's inception, administrator associations in 39 states have moved toward some form of consolidated or umbrella organization. ACSA is the only association in the nation that encompasses the broad spectrum of the management/leadership team.

acsa provides members:

- State and federal advocacy.
- ACSA Political Action Committee (PAC).
- Professional development opportunities.
- Professional legal assistance.
- Enhanced professional liability coverage.
- Crisis communication support.
- Equity and Social Justice programs.
- Award-winning publications *EdCal* and *Leadership Magazine*.
- Career advancement assistance and job listings.
- Mentor program.
- Networking opportunities.
- Partner4Purpose vetted business solutions.
- Discounted rates on insurance, financial planning, identity theft protection and reputation management.
- Video news broadcasts, interviews with educational leaders, and ACSA Storytellers series.



governmental relations team



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State Budget

Background

Since 2012, California has invested approximately \$30 billion more in public education in an effort to restore the significant reductions that occurred beginning in 2008. These increases were possible mainly from an improved economy and facilitated by the passage of Proposition 30 in November 2012. Proposition 30 was the statewide initiative that temporarily raised taxes on the state's highest wage earners and increased the sales tax. Proposition 30 provided the state with enough funding, resulting in budget surpluses and helping to eliminate the state's fiscal deficits.

California's state budget is sensitive to economic swings because of the state's overreliance on taxing the wealthiest income earners. So, while voters approved Proposition 55 (the extension of the Proposition 30's income taxes for an additional 12 years), the initiative will not go into effect until the 2018-19 fiscal year. As a result, schools will not experience an immediate financial benefit from Proposition 55.

When Proposition 98 was approved in 1988, California voters confirmed in California's constitution that public education is the top priority for state funding. Proposition 98 was meant to be a floor, not a ceiling. One explicit educational goal at the heart of Proposition 98 was that California's annual per-student expenditures would equal or exceed the average annual per-student expenditures among the top 10 states nationwide. As we approach the 30-year anniversary of the adoption of Proposition 98, the state remains far from achieving that goal.

Prior to the most recent recession, California's per pupil spending ranked in the middle of the 50 states. Fast-forward to 2016, the Education Week study showed California ranked 46th in adjusted per pupil expenditures for K-12 education. According to the study, California's per-student spending is 28 percent below the national average of \$12,156 per pupil. These statistics demonstrate that our state continues to spend less funding on public education compared to other states. The state's responsibility to California's students requires additional resources to adequately fund our K-12 public education system.

Investments Needed to Match Expectations of Diverse Students

California has raised expectations on student outcomes through the implementation of new state accountability system, implementation of new assessments, and new state standards. Meanwhile, California continues to be one of the most diverse, multicultural states in the nation with more than 6 million students from various backgrounds attending our public schools.

California schools are expected to meet a variety of goals established by the state to support a competitive workforce. These expectations are determined through the LCAP process where school districts, with the collaboration and input from their local stakeholders, must develop multi-year strategic plans to consider goals and services to support student growth and achievement.

However, schools continue to face challenging conditions without the sufficient funding to support all of the locally identified needs for the students in our public schools. For example, the majority of California students live in poverty, with 59 percent of our students eligible for free- or reduced-priced meals under the Federal School Nutrition program. While the Local Control Funding Formula (LCFF) was created to provide additional resources for students eligible for the Federal school Nutrition program, the state's current allocation of resources is insufficient to scale up high school programs to provide full range of college and career preparation options for all students.



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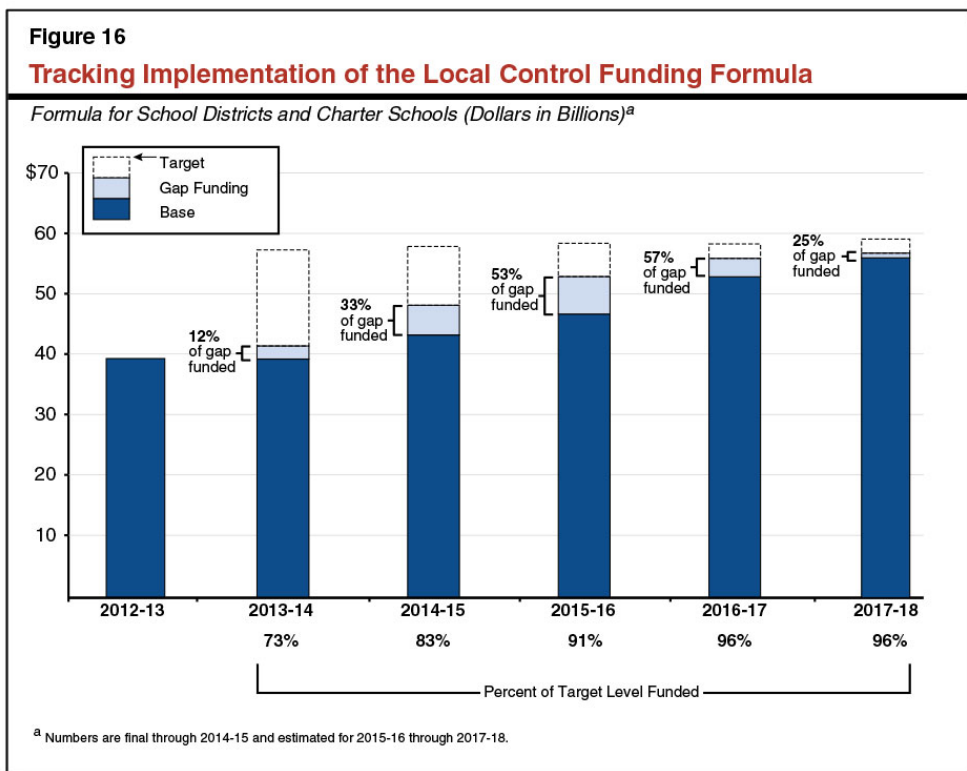
Further, California has 1.4 million English learners, making up 22 percent of the student population with approximately 2.7 million students speaking a language at home other than English, as noted by the California Budget and Policy Center in 2015 and confirmed by the Legislative Analyst this year. Again, LCFF was created to provide additional resources targeted to English Learners, but it takes significant resources to build quality programs for English language learners and provide a broad range of professional development opportunities for new and veteran teachers to provide instruction to our EL students.

Finally, 11 percent, or 662,000 of California students, are identified as having a learning disability. Student's learning disabilities range from learning and speech disabilities such as dyslexia to more severe chronic health disabilities and autism. Local school districts are paying for the majority of these costs, given that the federal government has yet to provide the targeted 40 percent of funding as required by IDEA.

Districts would benefit from increased investments to public education for a variety of purposes to implement strategies designed to enhance student achievement and close the achievement gap.

2017-18 State Budget and District Cost Pressures

This year, the governor has proposed a flat-funded state budget that contains various adjustments to constrain spending, while continuing to fund education's minimum guarantee with \$73.5 billion for fiscal year 2017-18. The Department of Finance has forecasted that California's finances are experiencing a moderate deficit resulting in a decline in state revenue projections for the 2015-16 through 2017-18 fiscal years. The governor's budget continues to commit to funding LCFF with \$744 million. This investment closes an additional 23.67 percent of the remaining LCFF gap, bringing the total formula implementation to 96 percent of the funding target. However, this is modest growth compared to the larger investments during the first 4 years of LCFF.





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As schools move towards their full LCFF target levels, they are beginning to see slower growth in LCFF funding. This further exasperates the lack of sufficient funding for schools that is necessary in order to support academic goals and support programs aimed at narrowing the achievement gap. In addition, school districts are experiencing increased cost factors that constrain their ability to maintain balanced budgets without deficit spending. Many of these cost factors include the following:

- Energy bills and fuel costs.
- Step-and Column.
- Increased minimum wage (starting with \$10.50 in 2017 and going up to \$15 by 2022).
- Increases to employer's pension obligations.
- Consumer Price Index (inflation).
- Health insurance costs.
- Special education contribution from unrestricted general funds.
- Maintenance and Operations staffing.
- Deferred Maintenance – 4-5% of the current replacement value of district facilities.
- Instructional materials and supplies – science, social studies, secondary math, visual and performing arts.
- Ongoing professional development needs – Math, Next Generation Science Standards, Social Studies Framework.
- Social-emotional needs.

Once LCFF reaches its full implementation targets in the near future, public education will be in a cost-of-living adjustment (COLA) environment only. With COLA estimated to average approximately 2.5 percent between 2018 and 2021, school district budget solvency will be threatened as COLA is consumed by pension contribution increases and other cost pressures listed above.

Pension Costs

While the issues of increased operational costs and higher employer contribution rates are not addressed in the governor's budget, ACSA encourages the Legislature to explore these issues through budget deliberations and analyze the impact of projected increases on districts' budgets and the student services they are able to provide. Both pension systems, CALPERS and CalSTRS have revised various investment assumptions to address the unfunded liability in the respective pension funds. In December, the CalPERS Board took action to revise employer contribution rates increasing the rate to 15.8 Percent in 2017-18 and up to 28.2 percent by 2024. This coincides with the increases in the CalSTRS employer contribution rates, which are expected to reach 19.1 percent in 2020-21.

The LAO's 2017-18 budget analysis notes that the projected increase in pension costs, estimated at \$6.4 billion, from 2013-14 through 2020-21 would equate to approximately 30 to 40 percent of the increase in school funding over the same period. In the more immediate future, "districts are likely to find pension rate increases more challenging to accommodate in 2017-18;" at a time when student enrollment is flat or declining and most districts are close to reaching their full LCFF implementation targets.

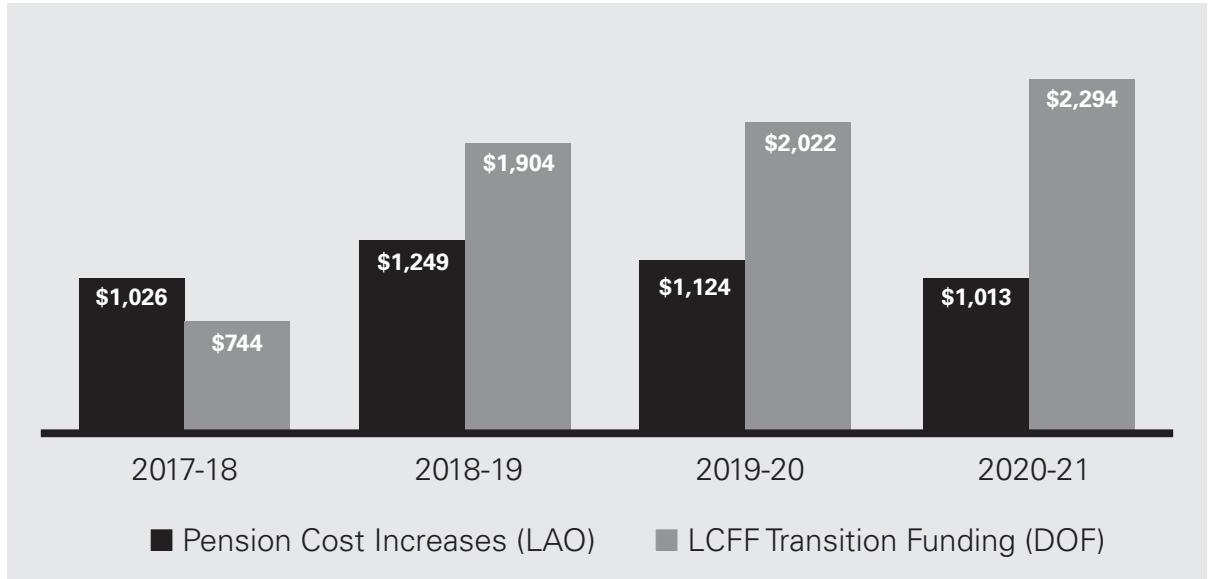
The LAO also indicates that total district pension contributions are expected to increase by about \$1 billion (\$782 million for CalSTRS and \$244 for CalPERS) in 2017-18, yet the LCFF funding amount for the coming year may only be \$744 million. Below is a table to illustrate the projected increases through 2020-21.



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Pension Cost Increases vs. Proposed New, Ongoing K-12 Funding (in millions)



It is important that the state commits to preserving the current defined benefit retirement system while protecting the solvency of district budgets. School districts support the sustainability of a fully-funded pension system, as it is necessary to ensure a secure retirement for educators who have devoted their careers to public service by supporting our children in the classrooms.



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English Learner Reform Efforts

Background

California Student Population

California has more than 6 million students in its public school system and is home of the largest population of English Learners (EL) in the United States. Of the students in California, approximately 1.4 million of them are ELs, which is about 22 percent of the total enrollment in our public schools. While 1.4 million are classified as EL, a total of 2.6 million speak another language in their homes. Meaning 42.8 percent of the students enrolled in California public schools speak one of 60 different languages other than English. Of those 2.6 million EL children, 73 percent are enrolled in elementary grades (K-6), while the remaining 27 percent are enrolled in the secondary grades (7-12). In California, EL data is collected for 60 different languages. Ninety-four percent of the EL students in California speak one of the following ten languages:

Language	Percent
Spanish	83.5%
Vietnamese	2.2%
Mandarin (Putonghua)	1.5%
Filipino (Pilipino or Tagalog)	1.3%
Arabic	1.3%
Cantonese	1.2%
Korean	0.8%
Hmong	0.8%
Punjabi	0.7%
Russian	0.6%

Resources for English Learners

As mentioned above, EL students in California's schools are numerous and diverse. Not surprisingly they lag behind their native English speaking peers in the classroom. Currently, 25 percent of EL students drop out of school (the worst rate of any demographic group in California) and only 60 percent graduate from high school within four years. Closing the achievement gap for EL students has been a long-standing goal for California, and the statistics show it has become imperative that we find a solution to this problem.

EL students face significant challenges to success, which is why the Local Control Funding Formula (LCFF) provides resources directed towards EL students. Districts with significant populations of EL students receive additional resources in the form of supplemental and concentration grants, as long as the student remains an EL.

In order to determine whether a student is deemed an English Learner, federal law requires parental notification of a student's English proficiency within 30 days of the start of school. This determination begins with a home language survey, which is completed by the parents or guardians at the time the student is first enrolled. In addition, California requires schools to determine the language(s) spoken in the home of each student. This is determined by the home language survey as well.

Some of the barriers to the success of the home survey have been identified and brought to light with the implementation of LCFF. Many have raised concerns that the home language survey required under California law fails to provide parents with an understanding of the purpose of the survey and the procedures for identification and reclassification of ELs. Because of these misunderstandings some students are misclassified upon initial enrollment at a school.

Despite the federal and statewide regulations that dictate how and when a student is identified as EL, each school district sets their own EL reclassification criteria and policies. Reclassification is a monumental shift for



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ELs that signifies readiness for mainstream classrooms, so the lack of statewide criteria on when this should happen is concerning. The district established expectations for when a student can and should transition to a mainstream classroom vary widely across the state. In their survey of 303 California school districts, the Public Policy Institute of California found that more than 90 percent of districts report using more demanding criteria for reclassification than those required in existing California statute, and suggested by the State Board of Education.

Studies have shown the longer an EL pupil remains in English language development-only classes, the more they are limited in their ability to access a full curriculum and A-G coursework. This limitation is directly connected to their ability to apply to and their preparedness for college. Policymakers and various stakeholders speculate that reclassifying ELs more quickly may help to close the state's persistent achievement gap.

It is for all of the above mentioned reasons that ACSA supports addressing both the entry and exit criteria for ELs and making modifications to the existing reclassification criteria. We believe it is appropriate to revisit the entry criteria and the Home Language Survey that is the basis for determining whether to assess a student as an English learner. ACSA supports revisiting these criteria with the goal of establishing standardized requirements across the state, as well as providing additional information to parents as part of the annual notification letters.

Assembly Bill 81, authored by Assembly Member Lorena Gonzalez, is implementing these criteria in an effort to address the entry criteria for being identified as an English Learner. Specifically, AB 81:

- 1) Will inform parents if their child is a long-term EL or at-risk of EL in the existing annual English learner progress notification letter sent to parents and guardians on an annual basis.
- 2) Include a supplemental notification letter along with the Home Language Survey, which will explain the purpose of the survey and identification process of an English learner.

Upon receiving the quality instruction and support to become English proficient, English Learners must meet the same criteria regardless of the district in which the student resides. To this end, it is important to establish statewide criteria for reclassifying ELs and creating consistency to assist administrators, teachers, and families understand the standards and the reclassification system. This will better serve EL students and ensure there are no academic gaps in their achievement.

Senate Bill 463 authored by Senator Ricardo Lara establishes the criteria that ACSA believes are necessary to improve the reclassification of EL. Specifically, SB 463 does the following:

- 1) Requires districts to use multiple measures to determine ELs readiness to be reclassified as English proficient:
 - a) Assessment of English language proficiency.
 - b) Teacher evaluation of the student's curriculum mastery.
 - c) Parental or guardian opinion and consultation.
 - d) Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.
- 2) Requires the California Department of Education, with approval from the State Board of Education (SBE), to develop guidance for Local Educational Agencies regarding the definition of "curriculum mastery" and information on seeking parental or guardian opinion and consultation.
- 3) Requires the SBE to determine minimum scores on specified assessments for reclassification of EL students.

ACSA supports revisiting reclassification criteria in 2017, with the goal of establishing standardized requirements across the state, as well as providing additional information to parents as part of the annual notification letters.



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Extending the Probationary Period

Background

For decades, the state and nation have discussed the adequate time period for a new teacher to be granted permanent status (tenure). A significant amount of research, policy discussions, and court involvement has surrounded the importance of a competent teacher to improving a student's education outcomes. This is particularly true for students who have little to no outside support for their educational accomplishments.

California is facing a severe teacher shortage due primarily to a high number of retirements, high turnover and a shrinking supply of new teachers entering the profession. In addition to a total teacher shortage, school districts are faced with a more significant shortage in special education, bilingual education, math and science.

If a teacher is the most important individual for a student's academic success, then public policy must ensure that teachers receive the best opportunity to succeed. One policy decision to consider is extending the probationary period for new teachers in order to provide them the tools for long-term success.

Current Probationary Period

Under current law, a new teacher hired by a school district is placed on probation. The probation period in California is up to two years. California is one of only five states that has a probationary period of two years or less. Because of statutory deadlines, California's probationary law is the shortest of all. Probation periods for the rest of the country show thirty-two states having a three-year probationary period, nine states have four-or-five years and four states have no tenure system in place.

Current law requires notification of certificated employees by March 15 of each year if they will be released. This applies to both permanent and probationary employees. In order to meet the March 15 deadline and accommodate the legal requirements outlined in the California Education Code, a district begins preparing their non-reelect notices for probationary teachers as early as November or December. A school district is deciding whether to grant someone a 30 year career after only 15-18 months of observation. For many teachers, the answer to grant permanent status for a lifetime job is easy. But for others, this timeframe is simply inadequate.

During a term of probation, the Education Code requires each employee to be evaluated at least once a year. Imbedded in this work are goal setting, observations and feedback. This is typically done two to three times a year. Support and coaching by peers is also encouraged, and a 2-year induction program is required while on the job.

A new teacher faces many challenges when entering a classroom for the first time. These challenges range from managing the complexities of providing differentiated standards based and engaging instruction to meet the needs of each student, effectively collaborating with peers, engaging parents in a meaningful way, and learning to manage a classroom all within 15 months.

Risking a career of mediocrity or worse is not an option for our students. In cases of doubt, districts opt to non-re-elect a probationary teacher. This does not help the probationary teacher improve and further adds to our severe teacher shortage.



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Providing an additional year of coaching, mentoring, or professional development for new teachers in need of additional support and training on the complexities of effective instruction will help the employee improve, keep them in the teaching career, and strengthen the academic achievement for our students.

Solution

ACSA's believes it is important to provide school districts with an optional three-year probation period. In the third year of probation, a teaching candidate shall be observed, coached and/or mentored, and provided feedback. At the end of the third year, the district maintains the ability to non-reelect the probationary employee. An optional third year allows for additional professional development and support to be implemented in order for the probationary employee to hone their skills. An optional third year will result in a better prepared teacher, reduce the turnover of our newest teachers, and ultimately, enhance the academic success for our students.



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Talking Points

State Budget

- Proposition 30 provided the state with enough funding, resulting in budget surpluses and helped eliminate the state's fiscal deficits.
- Proposition 55 (the extension of the Proposition 30's income taxes for an additional 12 years). The initiative will not go into effect until the 2018-19 fiscal year.
- Even after an investment of \$30 billion, California's per-student spending is still 28 percent below the national average of \$12,156 per pupil.
- Investments needed to match expectations of diverse students.
- California has raised expectations on student outcomes through the implementation of new the state accountability system, new assessments, and new state standards.
- However, schools continue to face challenging conditions without the sufficient funding to support all of the locally identified needs for the students in our public schools.
- California has the most diverse student population:
 - 59% live in poverty.
 - 22% identified as English Learners of the student population with approximately 2.7 million students speak a language at home other than English.
 - 662,000 students have a learning disability.
- Grateful for the continued commitment to LCFF and the \$744 million investment.
- The \$744 million LCFF funding is modest growth compared to the larger investments during the first four years of LCFF.
- Slower growth in LCFF funding exasperates the lack of sufficient funding for schools to support academic goals and narrow the achievement gap.
- School districts are experiencing increased cost factors, restricting their ability to maintain balanced budgets. Many of these cost factors include the following:
 - Energy bills and fuel costs.
 - Increased minimum wage.
 - Increases pension obligations.
 - Health insurance costs.
 - Special education costs.
 - Instructional materials and supplies.
- Once LCFF reaches its full implementation, annual Cost-Of-Living Adjustment (COLA) will be insufficient to keep pace with fixed cost increases.
- We insist on the resources needed to foster parent, business and community involvement on behalf of California students.
- ACSA urges Gov. Brown and the Legislature to work towards a long-term funding solution to bring California into the top ten rankings in per-pupil funding.



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Probationary Period

- Few things have as vital an impact on a student's educational outcomes as a highly qualified and engaged teacher.
- California is facing a severe teacher shortage due to a high number of retirements, high turnover and a shrinking supply of new teachers.
- We must ensure that teachers and thus students, get the opportunity to succeed by extending the probationary period for new teachers.
- California is one of only 5 states that has a teacher probation period of 2 years or less. Most states (32) have a 3-year probationary period.
- New teachers face challenges when entering a classroom for the 1st time. We must give teachers the time, training and tools they need.
- Risking mediocrity is not an option for our students. Moreover, the teacher shortage demands focus on limiting teacher attrition.
- Providing another year of coaching/mentoring/professional development for new teachers helps them improve, keeps them teaching, and boosts student achievement.
- A third year will result in a better prepared teacher, reduce the turnover of new teachers and enhance academic success for students.



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English Learner Reform

- California has more than 6 million students and approximately 1.4 million are English Learners. That is the largest population of ELs in the country.
- 2.6 million California students speak a language other than English at home.
- There is an achievement gap between 'reclassified' ELs and EL students. Policymakers believe reclassifying ELs sooner may help close the gap.
- Right now, 25% of EL students drop out of school. Only 60% graduate high school within four years. We can do better.
- LCFF provides resources towards the success of EL students. Statewide reclassification policy is needed to counter disincentives.
- 90% of California districts surveyed by PPIC use more demanding criteria than suggested by the California Department of Education (CDE) adding to the achievement gap for ELs.
- California's new accountability system has presented a chance for a change by revisiting the criteria for reclassifying ELs
- California law fails to provide parents with an understanding of the purpose of the survey and the procedures for identification.
- Some students are misclassified upon initial enrollment at a school.
- Assembly Bill 81 (Gonzalez) implements criteria to address the entry criteria for being identified as an English Learner.
- There is no consistent definition for reclassifying an EL. Each school district sets their own EL reclassification criteria and policies that vary widely across the state.
- SB 463 (Lara) establishes statewide criteria for reclassifying ELs, creating consistency and helping to close the achievement gap.
- SB 463 (Lara) establishes the criteria that ACSA believes are necessary to improve the reclassification of EL.



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Pension

- ACSA encourages the Legislature to explore these issues through budget deliberations and analyze the impact of projected increases on districts' budgets and the student services they are able to provide.
- In the more immediate future, "districts are likely to find pension rate increases more challenging to accommodate in 2017-18," at a time when student enrollment is flat or declining and most districts are close to reaching their full LCFF implementation targets.
- The LAO also indicates that total district pension contributions are expected to increase by about \$1 billion (\$782 million for CalSTRS and \$244 for CalPERS) in 2017-18, yet the LCFF funding amount for the coming year may only be \$744 million.
- As school districts are beginning to see slow growth in LCFF funding, state pension systems are facing significant unfunded liabilities.
- In 2016, CalPERS revised employer contribution rates to address unfunded liability. Rates are projected to increase up to 28.2 % by 2024.
- The CalPERS rate hikes coincide with increasing CalSTRS employer contribution rates, which will reach 19.1 % in 2020-21.
- As California moves closer to fully funding LCFF while facing increased pension costs, districts need the resources to ensure quality education.
- As COLAs average 2.5% between 2018 and 2021, district solvency will be threatened as COLA is consumed by pension contributions.
- Given the magnitude of pension contribution increases, ACSA will examine all options to mitigate their impact on local educational agencies.
- The CalPERS and CalSTRS funds must be viable so they can pay out future benefits but not at the expense of student programs and services.

Speaker Profiles

Sunday, April 2



Marshall Tuck
2018 Candidate for
Superintendent of
Public Instruction

Marshall Tuck believes in the power of public schools to change lives – and he’s spent the last 15 years working to make it happen. Tuck is currently an Educator-in-Residence at the New Teacher Center (NTC), a nonprofit organization working with school districts to help develop and retain effective teachers and principals. In 2007, Tuck became the founding CEO of the nonprofit Partnership for Los Angeles Schools, a groundbreaking collaboration between the Mayor’s office and LA Unified School District to operate 17 struggling elementary, middle, and high schools serving 15,000 students. Under Tuck’s leadership, these schools raised four-year graduation rates by more than 60%, and had the highest academic improvement among California’s school systems with more than 10,000 students. Prior to that, Tuck served as President of the nonprofit Green Dot Public Schools, where he helped create 10 new public charter high schools in some of LA’s poorest neighborhoods. All of them outperformed local schools – and 7 have been ranked among the top high schools in America by U.S. News & World Report. Tuck is the son of a teacher, and a graduate of UCLA and Harvard Business School. He lives in Los Angeles with his wife, Mae, and their son Mason.

Monday, April 3



Kevin Gordon
President & Partner, Capitol
Advisors Group, LLC

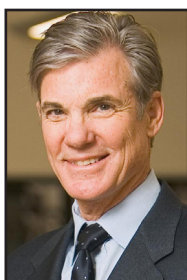
Widely viewed among the top education advocates in California, Kevin is the President and a founding Partner of Capitol Advisors Group. Kevin was the longtime Executive Director of the California Association of School Business Officials (CASBO), and previously served as the Chief Lobbyist and Assistant Executive Director of the California School Boards Association (CSBA). He also served as Chief of Staff to Congressman Robert T. Matsui and as a legislative advocate for the California Building Industry Association (CBIA). He holds a master’s degree in public administration from the University of San Francisco. Prior to that, while completing his undergraduate degree in communication studies at University of California, Davis, he was recruited by the IBM Corporation and served three years in its national marketing division for large systems.



Jack O’Connell
Partner, Capitol Advisors
Group, LLC

Former State Superintendent Jack O’Connell brings decades of public service and expertise to Capitol Advisors Group. During his two terms as State Superintendent of Public Instruction and twenty years as both a state Senator and Assembly Member, O’Connell focused on closing the achievement gap and preparing students for a rapidly changing global economy by holding high standards for all students. He remains a strong supporter and

facilitator of partnerships between schools, businesses, communities, and philanthropies in order to engage all students with challenging, real-world education experiences. Prior to becoming a founding Partner of Capitol Advisors Group, Jack served as the Chief Education Officer at School Innovations & Advocacy. He earned his Bachelor of Arts degree from California State University, Fullerton and a secondary teaching credential from California State University, Long Beach. As a former high school teacher and author of the legislation creating the California High School Exit Exam, he led a comprehensive effort to increase rigor and improve student achievement in California high schools.



Tom Torlakson
State Superintendent of Public Instruction

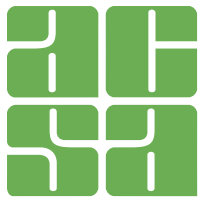
Tom Torlakson was re-elected to a second four-year term as California's 27th State Superintendent of Public Instruction on November 4, 2014. As chief of California's public school system and leader of the California Department of Education, Superintendent Torlakson applies his experience as a science teacher, high school coach, and state policymaker to fight for our students and improve our state's public education system.

Leilani Aguinaldo
Director of Policy and Legislation, State Board of Education

Leilani Aguinaldo is the Director of Policy and Legislation for the California State Board of Education. Prior to being appointed to the SBE staff, Leilani worked for the Los Angeles Unified School District in its Office of Government Relations, most recently as its Director for Government Relations. Leilani has also served as a staff member for the California State Assembly when she was Legislative Director for Assemblymember Warren Furutani from South Los Angeles County. Leilani also worked as a Legislative Advocate for Asian Americans for Civil Rights and Equality, and she has represented various lobbying clients on issues such as public safety, consumer rights, and animal welfare. Leilani tries to stay active at her kids' elementary school as a member of the PTA board and schoolsite council.

David Sapp
Deputy Policy Director and Assistant Legal Counsel, State Board of Education

David Sapp is the deputy policy director and assistant legal counsel for the California State Board of Education. Prior to joining the State Board staff, he was director of education advocacy and legal counsel for the American Civil Liberties Union of California. He initially joined the ACLU Foundation of Southern California as a staff attorney in 2009. He served as a law clerk for the Honorable Raymond C. Fisher at the U.S. Court of Appeals, Ninth Circuit from 2008 to 2009 and as a staff attorney and Skadden fellow at Legal Aid of North Carolina, Advocates for Children's Services from 2006 to 2008. Sapp earned a Juris Doctor degree from Stanford Law School.



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Panel Discussion

This year public education will face a series of intersecting interests and political challenges. Whether it is the impact of federal policies such as immigration or health care, the possible challenges with a new federal Secretary of Education, to the slowing of economic conditions, California will navigate a myriad of activities to successfully implement education policies. Panelists will provide perspectives and outlooks on the key issues facing public education and the political opportunities facing school leaders across the state.

Rick Pratt **Chief Consultant, Assembly** **Education Committee**

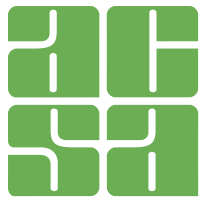
Rick Pratt is the Chief Consultant to the Assembly Education Committee, a position he has held since December 2011. In that position, Mr. Pratt analyzes and helps shape legislation on a wide range of education issues, including school finance, governance, assessments, and education technology. Prior to coming to the Assembly, Mr. Pratt was the Assistant Executive Director for Governmental Relations for the California School Boards Association (CSBA) for 11 years. In that position, Mr. Pratt oversaw the development and implementation of CSBA's political and legislative agendas and led a team of legislative advocates that represented the interests of CSBA before the state legislature, governor, regulatory agencies, Congress, and federal agencies. Prior to joining CSBA, Mr. Pratt served as Senior Governmental Relations Representative for the California School Employees Association (CSEA) and was also a program analyst with California's Office of the Legislative Analyst for nearly five years. In that capacity, Mr. Pratt advised the Legislature on the fiscal impact of the governor's K-12 budget proposal and on legislation before the Assembly and Senate appropriations committees.

Kimberly Rodriguez **Chief Education Advisor, Senate** **President Pro Tem De Leon**

Kimberly Rodriguez has over 17 years of legislative experience, working in the CA State Legislature and lobbying for school district organizations. Ms. Rodriguez has worked as an education policy and fiscal consultant for the Assembly Education Committee, Assembly Budget Committee and the Assembly Appropriations Committee. Currently, Kimberly works for Senate President pro Tempore Kevin de Leon as his chief education advisory. Ms. Rodriguez advises Senator De Leon on all K-12, Higher education, and child care budget and policy issues.

Jeff Bell **Program Budget Manager,** **Department of Finance**

Jeff Bell is the Program Budget Manager for the California Department of Finance's Education Systems Unit, which is responsible for overseeing the budget, programs, and policies affecting higher education, K-12 education, child care, the State Library, and local library grant programs. Prior to his current position, Jeff served as a Director of Management Consulting Services at School Services of California, an education consulting company based in Sacramento. Jeff began his state career in 1997 as a Finance Budget Analyst in the Education Systems Unit. He has served as a Principal Program Budget Analyst in various assignments, primarily working on budget and policy issues surrounding the state K-12 education budget. In addition to working at Department of Finance, Jeff served as both an Education Consultant and later as a Fiscal Staff Director in the State Senate, where he was directly involved in staffing budget negotiations between the Governor and legislative caucus leaders. At the local level, Jeff served for 4 years as the County Budget Administrator for Placer County.



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2017 Friend of Education Award Winners



Sue Burr, Member, State Board of Education and CA Collaborative for Educational Excellence

Sue Burr has served as a member of the California State Board of Education since 2013. She previously served as the executive director of the California State Board of Education and as education policy advisor to Governor Brown from 2011 to 2012. She served as the executive director of the California County Superintendents Educational Services Association from 2006 to 2011 and was the Association's governmental relations director from 2003 to 2006. Burr was the assistant superintendent for business services with the Elk Grove Unified School District from 2000 to 2003. She served as the undersecretary of education under Governor Gray Davis from 1999 to 2000, also serving as interim secretary in 2000. She has been a strong supporter of the LCFF and has ensured that school leaders are provided a voice in the implementation of LCFF and LCAP. Her leadership in the development of the LCAP template and the Dashboard has afforded ACSA the opportunity to provide valuable input on the design and implementation of the LCAP.



Ben Allen, Senator (D - SD26), CA State Senate

California State Senator Ben Allen was elected in 2014 to represent the 26th Senate District, which consists of the Westside, Hollywood and coastal South Bay communities of Los Angeles. Senator Allen serves as chair of the Senate Education Committee and the legislature's Joint Committee on the Arts. He is a former board member, and board President, of the Santa Monica-Malibu Unified School District, where he was a leader on issues of environmental sustainability, financial accountability, and community engagement. As a member of the Senate Education Budget Subcommittee, Allen has provided an open door for ACSA. He has also sought ACSA's position on various educational issues such as vaccines, teacher/administrative shortage and education finance.



legislative **action** day

Please join the Association of California School Administrators for a reception in honor of our annual Legislative Action Day.

When: Monday, April 3, 2017

Time: 2:30 – 5:00 p.m.

Where: ACSA 21st Century Classroom
and Suite 320



association of california
school administrators

ACSA is a non-profit, non-partisan professional development association representing more than 17,000 school, district and county office of education administrators who champion public education on behalf of every student in California.

Attendance at this event by a public official will constitute acceptance of a reportable gift.



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region breakout rooms

sunday, april 3, 2016

region	advocate	start time	room
Region 1	Edgar Zazueta	4:30 p.m.	Sheraton Grand Ballroom
Region 2	Martha Alvarez	4:45 p.m.	Bataglieri, 2nd Level
Region 3	Edgar Zazueta	4:30 p.m.	Sheraton Grand Ballroom
Region 4	Adonai Mack	5:15 p.m.	Beavis, 2nd Level
Region 5	Edgar Zazueta	4:30 p.m.	Sheraton Grand Ballroom
Region 6	Laura Preston	5:15 p.m.	Durang, 2nd Level
Region 7	Laura Preston	5:00 p.m.	Schmidt, 2nd Level
Region 8	Martha Alvarez	5:00 p.m.	Compagno, 2nd Level
Region 9	Martha Alvarez	4:30 p.m.	Tofanelli, 2nd Level
Region 10	Martha Alvarez	4:30 p.m.	Tofanelli, 2nd Level
Region 11	Adonai Mack	4:30 p.m.	McGinnis, 2nd Level
Region 12	Laura Preston	4:45 p.m.	Falor, 2nd Level
Region 13	Edgar Zazueta	5:00 p.m.	Carr, 2nd Level
Region 14	Sal Villaseñor	4:45 p.m.	Hendricks, 3rd Level
Region 15	Laura Preston	4:30 p.m.	Bondi, 2nd Level
Region 16	Sal Villaseñor	4:30 p.m.	Baker, 2nd Level
Region 17	Adonai Mack	4:45 p.m.	Royal, 2nd Level
Region 18	Adonai Mack	5:00 p.m.	Clark, 2nd Level
Region 19	Sal Villaseñor	5:00 p.m.	Kamilos, 2nd Level



legislative calendar

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2017

COMPILED BY THE OFFICE OF THE SECRETARY OF THE SENATE & THE OFFICE OF THE ASSEMBLY CHIEF CLERK

12/05/2016	12 Noon convening of 2017 and 2018 Regular Session (Art. IV, Sec.3(a)).
01/01/2017	Statutes take effect (Art. IV, Sec. 8(c)).
01/04/2017	Legislature reconvenes (J.R. 51(a)(1)).
01/10/2017	Budget must be submitted by Governor (Art. IV, Sec. 12(a)).
01/16/2017	Martin Luther King, Jr. Day.
01/20/2017	Last day to submit bill requests to the Office of Legislative Counsel
02/17/2017	Last day for bills to be introduced (J.R. 61(a)(1)), (J.R. 54(a)).
02/20/2017	President's Day.
03/31/2017	Cesar Chavez Day.
04/06/2017	Spring recess begins upon adjournment of this day's session (J.R. 51(a)(2)).
04/17/2017	Legislature reconvenes from Spring recess (J.R. 51(a)(2)).
04/28/2017	Last day for policy committees to hear and report to fiscal Committees fiscal bills introduced in their house (J.R. 61(a)(2)).
05/12/2017	Last day for policy committees to hear and report non-fiscal bills introduced in their house to Floor (J.R. 61(a)(3)).
05/19/2017	Last day for policy committees to meet prior to June 5 (J.R. 61(a)(4)).
05/26/2017	Last day for fiscal committees to hear and report to the Floor bills introduced in their house (J.R. 61(a)(5)). Last day for fiscal committees to meet prior to June 5 (J.R.61(a)(6)).
05/29/2017	Memorial Day.
05/30/2017	05/30/2017 - 06/02/2017 Floor Session Only. No committees, other than conference or Rules committees, may meet for any purpose (J.R. 61(a)(7)).
06/02/2017	Last day for bills to be passed out of the house of origin (J.R. 61(a)(8)).
06/05/2017	Committee meetings may resume (J.R. 61(a)(9)).
06/15/2017	Budget must be passed by midnight (Art. IV, Sec. 12 (c)(3)).
07/04/2017	Independence Day observed.
07/14/2017	Last day for policy committees to hear and report fiscal bills to fiscal Committees (J.R. 61(a)(10)).
07/21/2017	Last day for policy committees to meet and report bills (J.R.61(a)(11)). Summer Recess begins upon adjournment of session provided Budget Bill has been enacted (J.R. 51(a)(3)).
08/21/2017	Legislature Reconvenes (J.R. 51(a)(3)).
09/01/2017	Last day for fiscal committees to meet and report bills to Floor (J.R. 61(a)(12)).
09/04/2017	Labor Day.
09/05/2017	9/05/2017 - 9/15/2017 Floor session only. No committees, other than conference or Rules Committees, may meet for any purpose (J.R.61(a)(13)).
09/08/2017	Last day to amend on the Floor (J.R. 61(a)(14)).
09/15/2017	Last day for each house to pass bills (J.R. 61(a)(15)). Interim Study Recess begins at the end of this day's session (J.R. 51(a)(4)).
10/15/2017	Last day for Governor to sign or veto bills passed by the Legislature on or before Sept. 15 and in his possession after Sept. 15 (Art. IV, Sec. 10(b)(1)).
01/01/2018	Statutes take effect (Art.IV, Sec. 8(c)).
01/03/2018	Legislature reconvenes (J.R. 51(a)(4)).



legislative calendar

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Monday, April 3, 2017

2:30 p.m.

ASSEMBLY JOINT HEARING BUDGET SUBCOMMITTEE NO. 1 ON HEALTH AND HUMAN SERVICES AND BUDGET SUBCOMMITTEE NO. 5 ON PUBLIC SAFETY

ARAMBULA, WEBER, Chairs

LOCATION: State Capitol, Room 437 (Note: At 3 p.m. Subcommittee No. 1 on Health and Human Services will convene in Room 127)

JOINT HEARING WILL RECESS AT 3 P.M.

TRANSFER OF RESPONSIBILITY FOR PSYCHIATRIC INPATIENT CARE FROM DSH TO CDCR AND CCHS

Item No. Description

5225 Department of Corrections and Rehabilitation

4440 Department of State Hospitals

Transfer of Intermediate and Acute Levels of Care from Department of State Hospitals to California

Department of Corrections and Rehabilitation and California Correctional Health Care Services

3:00 p.m.

ASSEMBLY BUDGET SUBCOMMITTEE NO. 1 ON HEALTH AND HUMAN SERVICES

ARAMBULA, Chair

LOCATION: State Capitol, Room 127 (note time change)

Item No. Description

4260 Department of Health Care Services

Mental Health and Substance Use Disorder Services

4560 Mental Health Services Oversight and Accountability Commission

0977 Health Facilities Financing Authority

Note: This hearing will convene after the joint hearing with Budget Subcommittee No. 5 on Public Safety at 2:30 p.m. in room 437

3:00 p.m.

ASSEMBLY BUDGET SUBCOMMITTEE NO. 5 ON PUBLIC SAFETY

WEBER, Chair

LOCATION: State Capitol, Room 437 (note time change)

Item No. Description

5225 Department of Corrections and Rehabilitation

Receivership Overview and Budget Change Proposals

Note: This hearing will convene after the joint hearing with Budget Subcommittee No. 1 on Health and Human Services at 2:30 p.m.



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tips for successful advocacy

1. Develop a relationship before you arrive (a year, an hour, a 15 minute phone call).
2. Understand what motivates your audience (i.e. the Member or his/her staff).
3. Understand what is possible and what is not. Sometimes less is more.
4. Find a floor manager (i.e. someone who will champion your issue).
5. Tell them what you want and why they should care.
6. Bring them solutions, not problems (i.e. interest group agreement).
7. Describe the elements of a solution, rather than insist on your solution.
8. Do not chastise, insult or threaten the Member or his/her staff.
9. Persistence pays off.
10. The value of a "thank you" (send a thank you note as a follow-up to your visit).



internetresources

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California Legislative Resources

Web address

California State Legislature	http://www.legislature.ca.gov
California State Assembly	http://www.assembly.ca.gov
California State Senate	http://www.senate.ca.gov
State of California Homepage	http://www.ca.gov
California Legislative Analyst's Office	http://www.lao.ca.gov
California Legislative Information	http://www.leginfo.ca.gov
California Department of Finance	http://www.dof.ca.gov
Governor's California Budget Proposal	http://www.govbud.dof.ca.gov
California's Ballot Measures	http://www.sos.ca.gov/elections/elections_j.htm
California Attorney General's Initiatives	http://www.ag.ca.gov/initiatives

Other California Resources

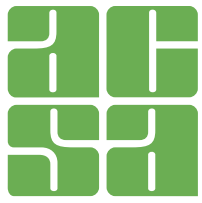
Web Address

Rough & Tumble (electronic clipping services)	http://www.rtumble.com
California Budget Project	http://www.cbp.org
California Department of Education	http://www.cde.ca.gov
California Health and Human Services Agency	http://www.chhs.ca.gov
EdSource	http://www.edsource.org
CalSTRS	http://www.calstrs.ca.gov
CalPERS	http://www.calpers.ca.gov
Commission on Teacher Credentialing	http://www.ctc.ca.gov
California State Controller	http://www.sco.ca.gov

Federal Resources

Web Address

Library of Congress Legislative Information	http://thomas.loc.gov
United State Senate	http://www.senate.gov
United States House of Representatives	http://www.house.gov
White House	http://www.whitehouse.gov
U.S. Department of Education	http://www.ed.gov
California Institute for Federal Policy Research	http://www.calinst.org



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event map



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What is

ACSA PAC

anyway?


ACSA's Political Action Committee (PAC) acts
as a megaphone for our collective voice.

Our PAC is a financial tool that unifies our
message in an effort to leverage
our political influence
more effectively.

By combining our resources
we speak as
ONE.

acsa.org/PAC





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association of california
school administrators



advocacy in action

OCTOBER 2017

Advocacy is not 'one-and-done.'

Keep fighting for students this fall and invite your legislator to your school site for a firsthand look at education in California.

Show them your district's story and give them the opportunity to see how statewide policies affect students locally.

Every ACSA member is a champion for education – so let's show our Advocacy in Action! **#ACSAadvocates**

Who: ACSA member + Your Legislator

What: Advocacy in Action!

When: Anytime in October

Where: Your school site

Why: Because Your Leadership Matters!



association of california school administrators
acsa.org/advocacy | **#ACSAadvocates**