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Mao Misty Her

BOARD COMMUNICATIONS – OCTOBER 18, 2024

TO: Members of the Board of Education
FROM: Interim Superintendent, Mao Misty Her

OFFICE OF THE SUPERINTENDENT – Mao Misty Her, Interim Superintendent

S-1 Mao Misty Her Interim Superintendent Calendar Highlights

BUSINESS & FINANCIAL SERVICES – Patrick Jensen, Chief Financial Officer

BFS-1 Kim Kelstrom School Services Weekly Update Reports for
October 10, 2024

BFS-2 Ashlee Chiarito October Legislative Committee Meeting

DIVERSITY, EQUITY & INCLUSION – Carlos Castillo, Ed.D., Chief Officer

DEI-1 Julie Hoopes Student Transfer Applications in Atlas Parent
Portal

INSTRUCTIONAL DIVISION – Natasha Baker, Ed.D., Chief Academic Officer

ID-1 Marie Williams, Ed.D. Procedures for Considering Charter School
Petition Renewals

OPERATIONAL SERVICES – Paul Idsvoog, Chief Officer

OS-1 Heidi Heltne Criteria for Equity Tool Provided by RSS Consulting,
LLC to Establish Potential 2024 Bond Measure
Project Priority List

Fresno Unified School District
Board Communication

BC Number S-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Mao Misty Her, Interim Superintendent
Cabinet Approval:

Date: October 18, 2024
Phone Number: 457-3884

Regarding: Interim Superintendent Calendar Highlights

The purpose of this communication is to inform the Board of notable calendar items:

- Met with Executive Cabinet
- Held Measure H Informational session for staff
- Attended designated schools mediation session
- Attended The Council of the Great City Schools Fall Conference
- Attended The Council of the Great City Schools Board of Directors Meeting

Approved by Interim Superintendent
Mao Misty Her _____

Date: 10/18/24 _____

Fresno Unified School District
Board Communication

BC Number BFS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Chief Executive 
Cabinet Approval: 

Date: October 18, 2024

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for October 10, 2024

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Updates. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues. The SSC Weekly Updates for October 10, 2024 are attached and include the following articles:

- Voters Will Be Asked to Approve \$50 Billion in Local School Bonds – October 08, 2024
- A Guide to What a \$10 Billion Construction Bond on the Ballot Could Mean for Your School – October 04, 2024
- K-12 Reading and Math Scores Inch Upward, but are Still Below Pre-Pandemic Levels – October 10, 2024

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kim Kelstrom at 457-3907.

Approved by Interim Superintendent

Mao Misty Her 

Date: 10/18/24



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DATE: October 10, 2024
TO: Misty Her
Interim Superintendent
AT: Fresno Unified School District
FROM: Your SSC Governmental Relations Team
RE: ***SSC's Sacramento Weekly Update***

With the Legislature on recess from regular session until Monday, December 2, 2024, and with Governor Gavin Newsom done acting on bills, it was a quiet week in Sacramento.

Special Session Update

The big news coming out of the Capitol this week is that the Senate is poised to approve Assembly Bill (AB) 1 of the Second Extraordinary Session ([ABX2-1](#)) on Friday, October 11, 2024. ABX2-1 is the only bill that will come out of the special session that was called by the Governor on August 31, 2024.

ABX2-1 authorizes the California Energy Commission (CEC) to increase transportation fuel supply through various actions, including by authorizing the CEC to develop requirements on refiners to maintain resupply plans to cover production loss during maintenance events and to maintain minimum levels of supply inventories. It is important to note that the bill will not have an impact on Proposition 98 or K-14 education.

The bill will be approved by the Senate on Friday and sent back to the Assembly for concurrence in amendments. Once the amendments are concurred in, the bill will be sent to Governor Newsom and the special session will come to a close. ABX2-1 will take effect 90 days after the special session is adjourned.

Education Bills Signed by Governor Newsom

In last week's *Sacramento Update* we provided an update on a number of education bills that the Governor signed and vetoed. Below we provide an update on more education bills that the Governor signed into law:

- Assembly Bill (AB) 801 (Patterson, Statutes of 2024) requires an operator of a website, online service, online application, or mobile application to delete a student's information at the request of the student's parent or guardian if the student is no longer attending a school or school district.

- AB 1113 (McCarty, Statutes of 2024) requires, beginning with the 2025-26 school year, the California Department of Education (CDE) to define and collect annual pupil enrollment data for each pupil enrolled in an Expanded Learning Opportunity Program.
- AB 1884 (Ward, Statutes of 2024) allows a student an excused absence for purposes of spending time with a member of their immediate family who is an active duty member of the military and has been called to duty for, is on leave from, or has immediately returned from deployment.
- AB 2074 (Muratsuchi, Statutes of 2024) requires the CDE to develop a statewide implementation plan for the English Learner Roadmap Policy.
- AB 2123 (Papan, Statutes of 2024) sunsets provisions in law authorizing an employer to require employees to take two weeks of vacation leave before accessing their benefits under California's Paid Family Leave program.
- AB 2245 (Carrillo, Statutes of 2024) requires, starting July 1, 2025, service as an instructor in classes conducted at a regional occupational center or program operated by a single school district to be included in computing the service required to attain permanent employee status at a school district.
- AB 2377 (Rivas, Statutes of 2024) requires pupils to be granted an accommodation in connection with any physical activity components of a physical education course during a period of religious fasting with written notification from the pupil's parent or guardian.
- Senate Bill (SB) 1091 (Menjivar, Statutes of 2024) allows, for school construction projects approved by the Division of the State Architect by December 31, 2030, certain school ground construction projects to not comply with accessible path of travel requirements if the cost of doing so would exceed 20% of the project's total construction costs.
- SB 1138 (Newman, Statutes of 2024) authorizes a student's excused absence due to participation in military entrance processing.

Unless otherwise specified in the bill, these measures will take effect on January 1, 2025.

Leilani Aguinaldo

Voters Will Be Asked to Approve \$50 Billion in Local School Bonds

By Patti F. Herrera, EdD, and Carmen Thomson
 School Services of California Inc.’s *Fiscal Report*
 October 8, 2024

Voters across the state will be asked to approve over \$50 billion in local school bonds in addition to approving Proposition 2, the \$10 billion statewide school bond. There are a total of 241 general obligation bonds and 24 School Facility Improvement District (SFID) bonds requiring at least 55% support that will appear on local ballots on November 5, 2024.

By comparison, in March 2020 (the last election that a statewide bond measure appeared on the ballot—Proposition 13), there were 118 bond measures. And later that year, during the last presidential election year, voters were asked to approve 61 local bond measures.

Proposition 39 Bonds¹ by County

County	Number of Measures	Amount (in millions)	County	Number of Measures	Amount (in millions)
Alameda	5	\$1,700	Butte	6	\$348
Colusa	3	\$128	Contra Costa	3	\$254
Del Norte	1	\$59	El Dorado	3	\$151
Fresno	11	\$1,991	Humboldt	4	\$153
Inyo	4	\$76	Kern	8	\$294
Kings	2	\$32	Lake	2	\$86
Lassen	1	\$2	Los Angeles	30	\$17,632
Marin	2	\$337	Merced	5	\$206
Mono	1	\$70	Monterey	12	\$739
Napa	1	199	Nevada	1	\$25
Orange	9	\$2,695	Placer	3	\$73
Riverside	12	\$2,653	Sacramento	8	\$2,360
San Benito	3	\$184	San Bernardino	10	\$1,850
San Diego	22	\$6,675	San Francisco	1	\$790
San Joaquin	4	\$848	San Luis Obispo	3	\$776
San Mateo	5	\$556	Santa Barbara	6	\$687
Santa Clara	8	\$2,566	Shasta	9	\$200
Siskiyou	2	\$29	Solano	2	\$382
Sonoma	11	\$761	Stanislaus	12	\$547
Sutter	1	\$14	Tehama	4	\$70
Tulare	8	\$174	Tuolumne	1	\$13
Ventura	4	\$354	Yolo	1	\$160
Yuba	6	\$103			

¹Includes SFID bonds

In addition to bonds that would support the construction of new classrooms or rehabilitation of existing school and community college facilities, voters in 28 local educational agencies will be asked to vote on parcel tax measures that support important educational programs and services.

Note: Proposition 2 (2024) would provide \$8.5 billion to K-12 schools and \$1.5 billion to community colleges to renovate, fix, and construct facilities.

A Guide to What a \$10 Billion Construction Bond on the Ballot Could Mean for Your School

Proposition 2 would subsidize school districts' new construction and pick up a tab for unfunded projects waiting in line.

By John Fensterwald
EdSource
October 4, 2024

More than 1 in 4 school districts are asking local voters to approve a record \$39 billion in school construction bonds on the Nov. 5 ballot. Those that pass will jockey for some of the \$10 billion in matching state funding that Gov. Gavin Newsom and the Legislature are asking voters to approve by passing Proposition 2.

The facility needs of districts are huge and growing, even as the state's overall enrollment is projected to decline over the next two decades.

Decades-old "portable" classrooms are falling apart; many air conditioners are malfunctioning, and classrooms without them are sweltering. Roofs leak, plumbing is corroding, wiring is fraying.

Parents worry about open access to insecure campuses. Schools lack room for new transitional kindergarten classes and plans for climate-resilient, energy-efficient buildings. Increasingly popular career and vocational education programs need up-to-date spaces.

Districts' priorities will vary, and so will their capacity to pay for them. As in the past, districts with high property values, which often correlate to higher-than-average incomes of homeowners, will have a leg up on their property-poor neighbors in terms of what they can ask their taxpayers to approve. Some districts will check off items on their wish list; other districts will resort to triage, fixing what's most falling apart.

In March 2020, amid first reports of a new pandemic on the horizon, statewide voters defeated a state construction bond with an unlucky ballot number. As a result, the state fell further behind in helping districts repair and rebuild school facilities.

"The defeat of Proposition 13 in 2020 and the pandemic made local districts more hesitant to put bonds on the ballot in 2022, so there is a lot of pent-up need," said Sara Hinkley, California program manager for the Center for Cities + Schools at UC Berkeley, which has extensively analyzed facilities needs in the state.

"The number of bond measures and the total amount reflect the aging and deferred maintenance of California schools, as well as the increasing urgency of HVAC and schoolyard upgrades to grapple with extreme heat."

The center estimates that 85% of classrooms in California are more than 25 years old; 30% are between 50 and 70 years old, and about 10% are 70 years old or older.

Proposition 2 won't significantly reform a first-come, first-served funding system if it passes, but it will clear out a backlog of unfunded school projects and partially replenish a state-building fund that has run dry.

With so much on the ballot competing for attention, Proposition 2 may escape many voters' attention. Here are answers to questions that should help you fill out your ballot.

What's on the ballot this year?

School districts have placed 252 bond proposals to raise \$39.3 billion; 15 community college districts are asking voters to pass \$10.6 billion worth of bonds, for a total of 267 proposed bonds valued at \$49.9 billion. They range from a proposed \$9 billion bond issue in Los Angeles, the state's largest district, to \$3 million sought by Pleasant View Elementary School District for repairs to its only school in Porterville.

How is school construction funded?

Unlike school districts' operating money, which mostly comes from the state's general fund, school construction and repairs remain largely a local responsibility, paid for by bonds funded by property taxes. Over the past 20 years, voters approved \$181 billion in local bonds for public school and community college facility projects, according to the Legislative Analyst's Office.

That compares with \$31.8 billion over the same period in state facilities bonds passed for school district and community college construction, plus \$4.6 billion from the general fund that Gov. Gavin Newsom directed toward school construction. Altogether, the state has chosen to bear only 17% — one-sixth — of the total costs of school construction since 2001.

Bonds are essentially loans that are paid back, commonly over 25 or 30 years, with interest. In the past 10 years, interest rates have ranged from about 2% to nearly 5% and now are coming down again. The Legislative Analyst's Office estimates it would cost the general fund about \$500 million annually for 35 years to pay back Proposition 2's principal and interest.

What does it take to pass a bond?

The passage of a local bond requires a 55% approval rate. Despite the higher threshold than a simple majority, voters have approved 80% of local bonds on the ballot since 2001, according to CaliforniaFinance.com. The exception was in 2020, when voters defeated about half of local bonds, along with Proposition 13. The passage rate bounced back in 2022 to 72% — perhaps a good omen for proposals on Nov. 5.

It takes only a 50% majority to pass a state construction bond. A voter survey in September by the Public Policy Institute of California found that 54% of likely voters said they would vote yes on Proposition 2, with 44% voting no.

The bulk of state funding for school and community college construction came in the early 2000s, during fast-growing enrollment and boom years for the state economy. However, the state issued no state bonds for a decade after 2006. The 2016 bond, Proposition 51, the last that voters approved, allocated \$7 billion for

K-12 and \$2 billion for the state's 115 community colleges. All of that funding has been distributed.

Are there limits to how much districts can tax property owners for school bonds?

Yes. Property taxes from school construction are capped at \$60 per \$100,000 of assessed valuation for unified districts, \$30 per \$100,000 for elementary or high school districts, and \$25 per \$100,000 for community college districts. A person whose home assessed value is at \$400,000 (often significantly less than the market

value) could pay up to \$240 in annual property taxes in a unified district to pay off bonds' principal and interest. Districts will stretch out the timeline for projects to stay under the limit.

How will Proposition 2 be divvied up?

The \$10 billion will split:

- \$1.5 billion for community colleges
- \$8.5 billion for TK-12 districts, allocated as follows:
 - \$4 billion for repairs, replacement of portables at least 20 years old, and other modernization work
 - \$3.3 billion for new construction
 - \$600 million for facilities for career and technical education programs
 - \$600 million for facilities for charter schools
 - \$115 million set aside to remove lead in school water

Will all of this money go toward new projects?

No.

Unfunded projects left over from Prop. 51 in 2016 that are deemed eligible for funding will go to the front of the line. That's how the system worked in the past when there wasn't enough money to go around, and the Legislature applied the same language to Prop. 2. The rationale is that districts spent time and money hiring architects and engineers and drawing up plans, and shouldn't be penalized for efforts done in good faith.

Those existing projects could consume half of the \$8.5 billion for TK-12 funding. As of Aug. 31, the Office of Public Instruction, which tracks projects for funding, reported 1,000 school projects requesting \$3.9 billion were already in line, with requests dating back to 2022. These break down to 812 modernization projects potentially eligible for \$2.6 billion and 189 new construction projects eligible for \$1.3 billion. The deadline for school districts to apply is Oct. 31, so the list may yet grow.

The Office of Public Construction cautioned that although the districts have filed paperwork, they have not been evaluated and approved for funding by the State Allocation Board under the rules in effect for Proposition 51. Some may have been built with local funding and are waiting for a state match.

With \$40 billion in local projects on the ballot and probably a net of \$4 billion available for modernization and new construction, there likely will not be enough to fund more than a portion, leading to the establishment of a new list of unfunded projects.

How does the match work?

The state awards matching money to districts to defray the qualifying cost of individual school projects; it does not provide a lump sum award for all of the districts' requests. The state pays a uniform amount per

student based on a school's enrollment. Districts with growing enrollment, buildings over 75 years old, and a shortage of space can receive funding for new construction.

As with past state bonds, the state will split the cost of new construction; the state will contribute a higher match for modernization projects — 60% by the state and 40% by the district.

A new feature in Proposition 2 will provide a slightly larger state match — up to an additional 5 percentage points on a sliding scale system to districts with both high rates of low-income students, foster children and English learners, and, to a lesser extent, with a small bonding capacity per student, another measure of ability to issue construction bonds. Low-income districts like Fresno Unified and Los Angeles Unified will be eligible for 65% state assistance for renovations and 55% for new construction, lowering their share to 35% and 45%, respectively.

Is the formula fair?

Analyses by the Public Policy Institute of California and the Center for Cities + Schools at UC Berkeley have concluded that the current system favors property-wealthy districts. Property-poor districts serving low-income families can't afford bonds to qualify for state modernization subsidies to repair and upgrade schools.

The center's data showed that the quintile of districts with the lowest assessed property value — those with a median of \$798,000 of assessed value per student — received \$2,970 per student in state modernization funding from 2000 to 2023, while the districts in the highest quintile, where the median assessed property value was \$2.3 million per student, received \$7,910 per student — more than two-and-a-half times as much.

Another factor is that matching money is distributed first-come, first-served, which favors large districts and small property-wealthy districts with an in-house staff of architects and project managers adept at navigating complex funding requirements.

Does Proposition 2 address these complaints?

To an extent, yes.

- Proposition 2 would dedicate 10% of new funding for modernization and new construction to small districts, defined as those with fewer than 2,501 students. First-come, first-served wouldn't apply to them.
- Proposition 2 would expand financial hardship assistance in which the state pays for the total cost of projects in districts whose tax bases are too low to issue a bond. Eligibility would triple the threshold for hardship aid from a maximum of \$5 million to \$15 million in total assessed value; additional dozens of mostly rural districts would become eligible. Some have never issued a bond to fix schools that urgently need attention. Since 1998, about 3% of state bond money has been spent on hardship aid.
- The higher state match for districts with large proportions of low-income students and English learners is a step toward addressing inequalities. However, critics led by the public interest law firm Public Advocates charge that it does not go far enough and uses flawed measures. Districts like 3,500-student Del Norte in the far north of the state and 46,000-student San Bernardino Unified in Southern California would need an 80% to 90% state match to raise enough money to fix critical conditions and add facilities that property-wealthy districts take for granted, they argue.

What else is new in Proposition 2?

The bond will allow districts to seek a supplemental grant to construct or renovate transitional kindergarten classrooms and build gyms, all-purpose rooms, or kitchens in schools that lack them.

Districts must write an overall plan documenting the age and uses of all facilities when submitting a proposal for Prop. 2 funding. The lack of data has made it difficult to determine building needs statewide.

What would happen if Proposition 2 is defeated?

In the last 30 years, voters have nixed state construction bonds twice, but never twice in a row. If voters do that next month, the unmet building needs of districts struggling to address them will mount. The price to fix them will rise, forcing difficult choices on how to scale back and reorder priorities.

The \$9 billion bond issue passed in 2016 would cost \$11.8 billion to cover the same work in 2024, 31% more, according to a U.S. inflation calculator. A \$10 billion bond passed in 2002 would require \$17.5 billion in funding today.

The escalation in materials and labor costs since the pandemic may continue to soar — or maybe not. Voters on Prop. 2 will have to decide whether to take that gamble.

“We believe that voters will understand the value of making the critical repairs and classroom upgrades that our students need and deserve,” said Rebekah Kalleen, legislative advocate for the Coalition for Adequate School Housing or CASH, the lobby representing school districts and school construction contractors campaigning for Prop. 2.

Note: California students made some progress toward regaining their pre-COVID levels of achievement with incremental increases in English language arts, mathematics, and science scores last school year.

K-12 Reading and Math Scores Inch Upward, but are Still Below Pre-Pandemic Levels

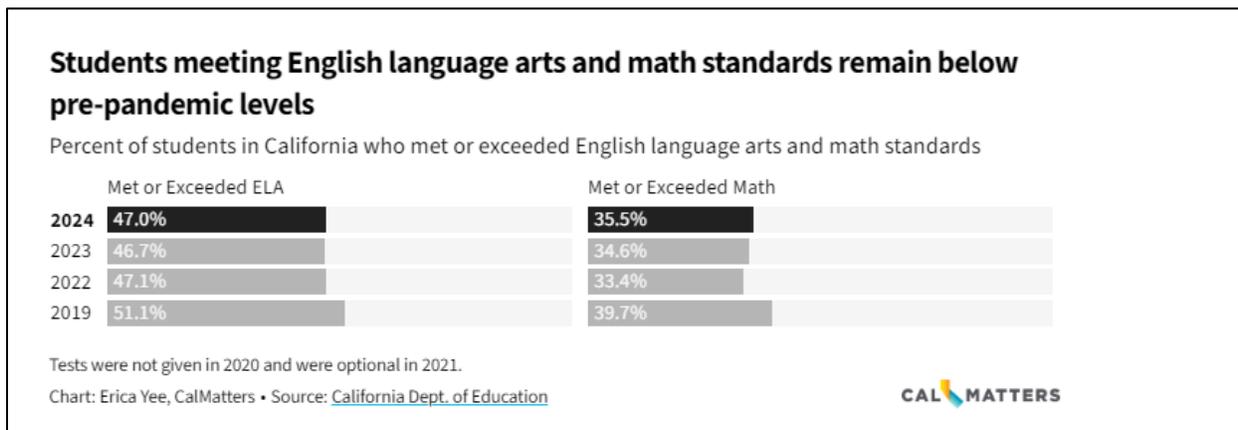
By Carolyn Jones
CalMatters
October 10, 2024

California’s K-12 students are gradually rebounding from the pandemic, with nearly all student groups — especially low-income, Black and Latino students — showing progress in math and English language arts, according to standardized test scores the state released today.

“Today’s results suggest that California’s public schools are making encouraging gains, and these gains are largest for our most vulnerable groups of students,” said Linda Darling-Hammond, president of the State Board of Education.

Last year, 47% of students statewide met or exceeded the English language arts standards, up from 46.7% the previous year, and 35.5% met or exceeded the math standard, up from 34.6% the previous year. Black,

Latino and low-income students showed bigger gains than the state average in most categories, although still had lower scores overall.



The Smarter Balanced test, given annually to students in grades 3 to 8 and 11, provides the most comprehensive look at how California’s students are faring academically. The test measures how much students know, as well as critical thinking, writing ability and problem-solving skills.

Although the scores overall inched upward, they’re still far below pre-pandemic levels. Both English language arts and math scores are 4 percentage points below their 2018-19 levels, which were among the highest scores for California students since the state began administering the Smarter Balanced test in 2014-15.

Still, the results brought some hope.

“There’s reason to be optimistic,” said Lucrecia Santibanez, an education professor at UCLA. “Given the

She also lauded the improvements among Black, Latino and low-income students, many of whom suffered hardships during the pandemic. “Schools put a lot of work into helping those students, and it’s good to see things improving,” she said.

Investments in tutoring pay off

State Superintendent of Public Instruction Tony Thurmond attributed the bump in scores to schools’ heavy investments in tutoring, after-school programs, training for teachers and other programs intended to help students catch up after most campuses closed for the 2020-21 school year due to COVID-19.

Many of those programs were funded through federal pandemic relief grants, which ended last month. Schools have been scrambling to find new ways to pay for the programs, many of which are imperiled due to state budget uncertainty and declining enrollment.

Of particular interest were the third grade results. Last year’s third graders started kindergarten during the pandemic, missing a key part of early education because most school campuses were closed and they had to attend class remotely. Educators feared the scores would reflect that, but third graders performed about the same as their predecessors.

Big gains for some districts

Watsonville Prep School, a charter school in Santa Cruz County where nearly all students are low-income and Latino, saw big gains, especially in reading. Scores jumped 10 percentage points after the school instituted an “all hands on deck” approach to literacy, director of schools Andrea Hernandez said.

“We are really proud of our students,” Hernandez said. “We made this a priority, and it’s validating that it led to results. We’re excited, but the job isn’t done yet.”

Compton Unified continued its upward trajectory, with math and English language arts scores both climbing almost 3 percentage points. The Los Angeles County district, where 94% of students are low-income, invested in a wide range of tutoring services, including tutors in classrooms to provide immediate help for students who need it.

“Compton Unified has shown steady and remarkable progress,” Superintendent Darin Brawley said. “This achievement reflects the district’s commitment to equity, ensuring that all students receive the interventions and support necessary.”

Benicia Unified, in Solano County, also showed big gains. Math scores rose almost 8 percentage points, to 53% meeting or exceeding standards — well above the state average. The district hired a coach to help teachers improve the way they teach math, with a focus on helping students who traditionally lag in that subject. Latino and Black students’ scores shot up almost 6 percentage points.

Fresno Unified School District
Board Communication

BC Number BFS-2

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Ashlee Chiarito, Ed.D.
Cabinet Approval: 

Date: October 18, 2024

Phone Number: 457-3934

Regarding: October Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the October 03, 2024, Legislative Committee Meeting.

Ms. Aguinaldo provided an update on the budget and economic outlook, highlighting the following:

Budget and Economic Update

- The 2024/25 Enacted Budget addressed a \$55 billion deficit, occurring when state revenues are insufficient to maintain programs and services supported by the government
- Of the \$39 billion in the spending solutions, \$19 billion is realized in the K-14 education budget
- The budget agreement uses a 'budget maneuver' that accrues the budget cost of providing \$6.2 billion to K-12 and community college agencies over a ten-year period, beginning in 2026/27
- The Federal Reserve (Fed) reduced the federal interest by half-point to 4.75%-5.00%
- Both the sales tax and personal income tax exceeded forecasted figures for August by \$710 million, 5.5%
- If Proposition 2 is approved, \$10 billion in bonds to fund the construction and modernization of K-14 public education facilities would be issued

Ms. Aguinaldo provided an update on the following bills that were signed into law:

Legislative Update

- AB 2134 (Muratsuchi) – Support – Approves the transfer of sick leave for teachers and classified staff at school districts and county office of education
- AB 3216 (Hoover) – Watch – Allows districts to adopt and update every five years a policy to limit or prohibit student use of smartphones while at school or under the supervision and control of school employees
- SB 1283 (Stern) – Watch – Authorizes districts to limit or prohibit the student use of social media while at school or under the supervision and control of school employees
- AB 2927 (McCarty) – Support – Requires districts in 2027/28 to offer a separate, stand-alone one-semester course in personal finance in all of its high schools
- AB 2508 (McCarty) – Support – Requires the Scholarshare Investment Board (SIB) to open a California Kids Investment and Development Savings Program (CalKIDS) account for a student in the foster care system in grades 1-12 if an account has not already been established
- AB 2316 (Gabriel) – Support – By December 31, 2027, districts will be prohibited from offering, selling, or otherwise providing any food or beverages containing food dye additives

- SB 1063 (Gove) – Support – By July 01, 2025, schools that serve students in grades 7-12 will be required to include the 988 Suicide and Crisis Lifeline on student identification cards
- SB 98 (Portantino) – Support – By January 01, 2026, the Legislative Analyst’s Office would be required to submit a report to the Legislature on the effects of changing the pupil count methodology of the Local Control Funding Formula (LCFF) from average daily attendance (ADA) to enrollment and potential impacts of this change on pupil attendance
- SB 976 (Skinner) – Watch – Prohibits an addictive internet-based service or application from providing an addictive feed to a minor without parental consent
- SB 1318 (Wahab) – Support – By July 01, 2026, the California Department of Education (CDE) will update the model policy to address crisis intervention protocols in the event of a pupil suicide crisis including the process by which staff and external agencies are deployed, limiting the involvement and notification of law enforcement to situation in which a pupil’s life is in imminent danger and their needs cannot be addressed by a mental health professional

The School Services Legislative Committee October 2024 report is attached. The next Legislative Committee meeting is scheduled for November 07, 2024.

If you have any questions pertaining to the information in this communication or require additional information, please contact Ashlee Chiarito, 457-3934.

Approved by Interim Superintendent

Mao Misty Her  _____

Date: 10/18/24

Fresno Unified School District

**LEGISLATIVE COMMITTEE MEETING
OCTOBER 3, 2024**

2023-2024 Legislative Session

Prepared By:

**Leilani Aguinaldo
Director, Governmental Relations**



Public Education's Point of Reference for Making Educated Decisions



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Legislative and Economic Update

School Services of California, Inc.
Legislative and Economic Update Prepared for:
Fresno Unified School District
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LAO Analyzes the 2024-25 State Spending Plan

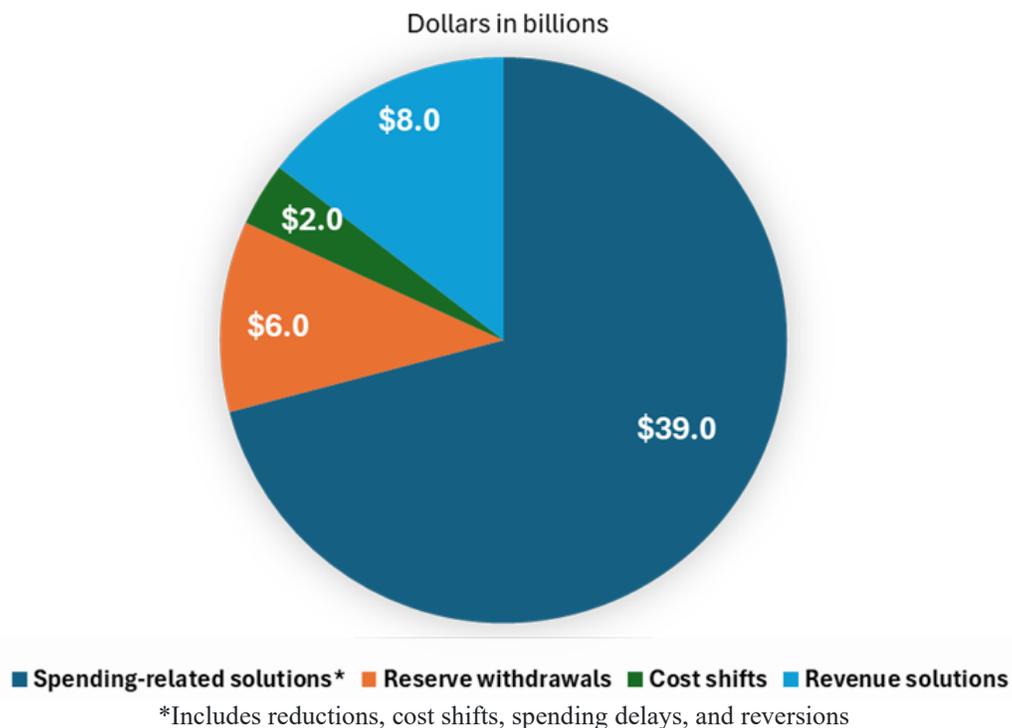
By: Patti F. Herrera, EdD

September 16, 2024

Each year after the Governor and Legislature finalize the State Budget, the Legislative Analyst's Office (LAO) releases an evaluation of California's spending plan. The analysis estimates that the 2024-25 Enacted Budget addressed a \$55 billion deficit, which occurs when state revenues are insufficient to maintain programs and services supported by the government at their current levels. The LAO's cited deficit is slightly higher than the Newsom Administration's May Revision estimate of \$47 billion due differences in how they calculate baseline spending for K-14 education.

The Legislature and the Governor are constitutionally required to pass a balanced budget, and addressing a deficit the size California faced earlier this summer required the deployment of multiple solutions, including the use of reserves, spending reductions (or cuts), revenue increases, and cost shifts (see Figure 1).

Figure 1. 2024-25 Enacted Budget Deficit Solutions



Of the \$39 billion in spending solutions contained in the budget, \$19 billion is realized by the K-14 education budget. According to the report, the Enacted Budget reaps a combined state General Fund savings of \$12.7 billion by reducing the Proposition 98 minimum guarantee by \$2.6 billion and \$8.3 billion in 2022-23 and 2023-24, respectively, which then lowers the state's

education spending obligation on an ongoing basis. Additionally, the budget agreement uses a novel “budget maneuver” that accrues the budget cost of providing \$6.2 billion to K-12 and community college agencies in 2022-23 over a ten-year period beginning in 2026-27. Importantly, as noted by the LAO, when the state recognizes these costs, they will be borne by the non-Proposition 98 General Fund. The LAO likens this accounting maneuver to an internal borrowing, which will “reduce funding available for other [non-education] state programs over the next ten years.”

After deploying the cornucopia of budget solutions, including the use of nearly \$6 billion in reserve withdrawals (excluding withdrawals from the Proposition 98 reserve), the budget leaves the state General Fund with \$21 billion in reserves. As noted in earlier reports of the Enacted Budget, the state was constitutionally required to withdraw the full balance of the Proposition 98 reserve in 2023-24 (\$8.4 billion) to ensure that funding for K-14 agencies was maintained at prior-year levels; however, the state makes a discretionary deposit into the account leaving a modest balance of \$1.1 billion at the end of 2024-25.

The budget’s treatment of the Proposition 98 minimum guarantee was key to enacting a balanced budget. Equally important to lawmakers, however, was to ensure that local K-12 and community college districts were unharmed by the state’s reduced education spending level. Thus, as the LAO analysis summarizes, the education package included fully funding the cost-of-living adjustment (albeit a modest one of 1.07%) and other smaller investments to support K-12 school meals and the community college’s Student Success Completion Grant program. These investments were funded largely from the use of reserve withdrawals and apportionment deferrals. In fiscal year 2024-25 specifically, state spending on education is reduced by nearly \$500 million through a June 2025 to a July 2025 deferral.

Another key feature of the Enacted Budget that was used to address the state’s deficit was spending reductions and cost shifts relating to previous investments in climate, resources, and environmental programs. Altogether, climate-related budget solutions resulted in multiyear savings of \$6.4 billion. The analysis points out that, like the budget’s intent to protect local education programs from the impact of reductions, the cost shift included in the climate package allows climate-related programs to maintain a significant majority (nearly 80%) of their intended funding levels.

Other notable features of the Enacted Budget are changes to state operations and revenues from health-related tax income. The budget achieves \$2.2 billion in savings by reducing state operations that include capturing savings by reducing vacant positions and reorganizing the Governor’s Office of Planning and Research. The budget also makes several changes to the tax on health plan enrollment, known as the MCO tax that reap current-year and outyear solutions of \$6.3 billion and nearly \$15 billion, respectively. Finally, the budget makes changes to spending in the University of California and California State University systems to address housing and homelessness in the state, as well as childcare.

In the end, addressing a \$55 billion budget shortfall required the deployment of multiple budget solutions across almost all areas of spending. In January 2025, we will see how well the solutions addressed the state’s longer-term fiscal health when Governor Gavin Newsom introduces his penultimate budget proposal for the 2025-26 fiscal year.

Fed Reduces Interest Rates

By: Wendi McCaskill

September 19, 2024

Yesterday, September 18, 2024, the Federal Reserve (Fed) reduced the federal funds rate by a half-point to 4.75%-5.00%. While a rate cut was anticipated, many were expecting a quarter percent point reduction, making a half-point especially notable. This represents the first rate reduction in four years and follows two years of elevated interest rates intended to curb inflation. Over the past year, Fed Chair Jerome Powell regularly reiterated the need to gain confidence that inflation was moving towards 2% in order to reduce the federal funds rate.

The annual Consumer Price Index (CPI)—a U.S. measure of inflation—increased to 2.5% in August, slightly below estimates, and marked the lowest year-over-year increase since February 2021. August core inflation, which excludes costs for food and energy, came in at 3.2% as expected. While the CPI is an often watched inflationary measure and tracked by the Fed, the gauge it prefers is the Personal Consumption Expenditures (PCE) Price Index. The July PCE reported by the U.S. Bureau of Economic Analysis matches the August CPI at 2.5%.

While inflation is moving in a better direction, unemployment rates have crept up to 4.2% and are expected to be weaker than previously forecast. The Federal Open Market Committee (FOMC) statement indicated that the FOMC has increased confidence that inflation is moving towards 2% and cited a need to maintain balanced employment and inflation goals. Although based on baseline projections, there is hope for additional interest rate reductions this year, as well as further reductions next year, Fed chair, Jerome H. Powell was careful to point out that the Fed will make its decisions meeting by meeting.

As of this writing, Wall Street has had a mixed response to today's action. The S&P 500 is down by 0.031%. The Nasdaq is up 0.44%, and the Dow Jones Industrial Average is up 0.12%.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

General Fund Revenues Exceed DOF Projections

By: Wendi McCaskill and Michelle McKay Underwood

September 25, 2024

Yesterday, September 24, 2024, the Department of Finance (DOF) published its September 2024 *Finance Bulletin* (Bulletin), reflecting California economic data through August 2024. Total state General Fund revenues for the month of August exceeded Budget Act projections by \$710 million, or 5.5%. Of the “Big Three” tax revenues, both sales tax and personal income tax exceeded forecasted figures for August. While Corporation taxes fell short of projections by \$1 million, or 0.4% (essentially flat), for the month of August, 2024-25 year-to-date actual collections are well above the forecasted amount by \$846 million, or 105.8%. Fiscal year-to-date “Big Three” tax collections are \$1.7 billion, or 7.5%, above forecasted figures.

General Fund Revenues—Actual vs. Forecast (Dollars in Millions)

	August 2024			2024-25 Year-to-Date		
	Forecast	Actual	Difference	Forecast	Actual	Difference
Personal Income	\$8,057	\$8,389	\$332	\$15,221	\$15,975	\$754
Corporation	\$277	\$276	-\$1	\$799	\$1,644	\$846
Sales & Use	\$3,585	\$4,020	\$435	\$5,249	\$5,378	\$128
Total (including other, smaller revenue sources)	\$12,983	\$13,692	\$710	\$22,727	\$24,427	\$1,700

Source: DOF Bulletin

Second quarter economic growth is up, with U.S. real gross domestic product (GDP) growing at a 3.0% seasonally adjusted annual rate in the second quarter of 2024, an improvement over the 1.4% first quarter growth rate. Personal consumption contributed 2.0% of overall GDP growth. As we also reported in the September 2024 *Fiscal Report* article, [“Fed Reduces Interest Rates,”](#) U.S. headline inflation increased to 2.5% in August, marking the lowest year-over-year increase since February 2021. Core inflation held steady at 3.2%. Shelter continues to be a primary driver of inflation.

The August U.S. unemployment rate is down by 0.1% to 4.2% with the U.S. adding 142,000 jobs and most U.S. employment sectors gaining jobs. In contrast, California’s unemployment rate increased by 0.1 percentage point to 5.3% and is currently tied with Illinois for third highest unemployment rate in the nation. Both the District of Columbia, with an 5.7% unemployment rate, and Nevada, with an unemployment rate of 5.5%, surpassed California’s rate. At both the national and state level, the manufacturing and information sectors lost jobs in August. California also experienced job losses in the sectors of construction, government, mining and logging, and financial activities.

Building activity has not changed since June 2024 and has decreased 2.1% since July 2023. At \$888,740, the median sales price of existing single-family homes is up 3.4% since August 2023, and there was a 0.2% month-to-month increase from July 2024 to August 2024. Existing single-family homes sales in August are down 8.9% month over month and relatively constant between July 2024 and August 2023.

We will be eager to see if and how the Federal Reserve's recent interest rate cut affects California's economic outlook this fall and into the 2025-26 State Budget development season.

CSBA Sues, Citing Proposition 98 Violation

By: Michelle McKay Underwood

September 26, 2024

Today, September 26, 2024, the California School Boards Association (CSBA) announced the filing of a lawsuit against the State of California and the Department of Finance. At the heart of the lawsuit is a provision added to the Education Code with the enactment of the 2024-25 State Budget that, when a significant portion of personal income and corporation tax collections are delayed, excludes from the Proposition 98 minimum funding guarantee calculation certain amounts of funding provided to school districts and community college districts. According to the lawsuit, “Attempts to manipulate the calculation of those formulas in a way that allows the State to avoid its constitutional obligation violates the language and intent of Proposition 98.”

As a reminder, the “Proposition 98 funding maneuver” (as the Legislative Analyst’s Office [LAO] dubbed it) was introduced at the 2024-25 Governor’s Budget and amended at the May Revision. While the “maneuver” proposed to change the Proposition 98 calculation to address the 2022-23 revenue shortfall, the retroactive application was not included in the final budget.

Ultimately, added by Senate Bill (SB) 153 (the 2024-25 education trailer bill), Education Code Section (EC §) 41206.04 creates a structure (effective 2024-25) for recalculating the Proposition 98 minimum guarantee during years in which California personal and corporate income tax filing deadlines are extended, which delays revenue collections until after May 1 in counties that in total contributed more than 50% of the state’s total personal and corporate tax revenue. While SB 153 *does not* affect the 2022-23 minimum guarantee calculation, it envisions the exact scenario that resulted in a Proposition 98 appropriation level approximately \$8 billion higher (as estimated by the LAO in its [analysis](#) of the original “funding maneuver”) than compared to a Proposition 98 calculation based on actual revenues.

Under the set of circumstances outlined in SB 153, the Department of Finance essentially is required to recalculate the Proposition 98 minimum guarantee after the delayed taxes are collected and actual revenues are known, compare that to the appropriation made to school and community college districts when the budget was enacted, and ignore any “excess” appropriation for the purpose of determining the minimum funding obligation for future fiscal years. According to the CSBA, this “unlawful provision has the effect of artificially lowering the baseline upon which future years’ school funding is established, thereby diminishing education funding indefinitely.”

The lawsuit seeks a legal determination that the portion of EC § 41206.04 described above be deemed unconstitutional, in violation of Proposition 98. Should the CSBA prevail in its lawsuit, which was filed with the Superior Court of California, County of Sacramento, there would be no effect on current-year funding, but it could have noteworthy effects on Proposition 98 funding levels should a significant portion of income and corporation taxes be delayed in a future year as they were in 2023.

Tepid Support for School Bond in Latest PPIC Poll

By: Kyle Hyland and Dave Heckler

September 19, 2024

The Public Policy Institute of California (PPIC) released its monthly [survey](#) on September 19, 2024. The survey provides some of the first polling data for the ten statewide ballot measures that voters will decide this November, including Proposition 2 (2024), the K-14 school facilities bond measure.

If approved by voters, Proposition 2 would issue \$10 billion in bonds to fund the construction and modernization of K-14 public education facilities. The survey found that if the election were held today 54% of likely voters would vote for the measure while 44% said they would vote against it. The remaining 2% said they did not know. In contrast, Proposition 4 (2024), another ballot measure that would provide \$10 billion in bonds for safe drinking water, has support from nearly two-thirds of likely voters.

While support for Proposition 2 is strong with Democratic voters, with 74% in support, only half of independent voters and about one of five Republican voters reported they would vote yes on Proposition 2.

It is important to note that the survey included language that the state fiscal impact for Proposition 2 would be about \$500 million annually for 35 years to repay the bond. The survey let respondents know that the measure is supported by the California Teachers Association, the California School Nurses Organization, and the Community College League of California. The survey also said that opponents include the Howard Jarvis Taxpayers Association.

The last time a statewide education facilities bond was placed before voters was the March 3, 2020, primary election ballot. That measure, unfortunately named Proposition 13 (2020), failed passage with 47% voting for the proposition and 53% voting against it.

The Proposition 2 conditions are much different than Proposition 13, however. Proposition 2 has a lower price tag than Proposition 13 (\$10 billion versus \$15 billion), does not include the University of California and California State University systems like Proposition 13 did, is on the General Election ballot versus the primary ballot, is not being decided weeks before a global health crisis, and did not draw the unfortunate proposition number of 13.

We will continue to monitor public opinion regarding Proposition 2 and will provide periodic updates on polling in subsequent articles.

Congress Approves Stopgap Funding Measure

By: Kyle Hyland

September 27, 2024

On Wednesday, September 25, 2024, the House of Representatives and the U.S. Senate approved a continuing resolution (CR) that will keep the government funded at fiscal year (FY) 2024 levels until December 20, 2024. The new fiscal year begins on October 1, 2024, but Congress has yet to come to an agreement on the dozen appropriations bills that comprise the federal budget.

The CR was approved by both houses on Wednesday in a bipartisan manner with a 341-82 vote in the House and a 78-18 vote in the Senate. President Joe Biden signed the stopgap measure the following day, averting a government shutdown and punting the federal budget discussions to after the November 5, 2024, General Election.

The approved CR does not include language from the Safeguard American Voter Eligibility (SAVE) Act, which would require people to show proof of citizenship to register to vote. The SAVE Act language, which was a priority item included in Speaker Mike Johnson's (R-LA) original spending bill, was a nonstarter for Democratic Senate Majority Leader Chuck Schumer (D-NY) and President Biden.

In addition to keeping the government temporarily funded at FY 2024 spending levels, the bill also includes an additional \$231 million to help the U.S. Secret Service protect the 2024 presidential candidates. The additional money will remain available until September 30, 2025.

In addition to the budget, another issue that Congress will need to address as we approach the end of the calendar year is the debt ceiling. The debt ceiling legislation approved by Congress last year suspended the federal government's borrowing limit through January 1, 2025. It is important to note that the U.S. Treasury does have emergency actions that it can take to ensure that the U.S. government is able to temporarily pay its bills after January 1, 2025, which punts the real deadline down the road. However, if Congress does not come to an agreement by the time the Treasury Department's extraordinary measures lapse, the U.S. could be at risk of defaulting on its debt. Even a short-term breach in the debt limit could result in considerable economic implications nationally, which would impact state revenues.

When lawmakers return to Washington later this fall to tackle the FY 2025 spending plan, and potentially the debt ceiling, they will do so as a lame duck Congress under a much different political context as we will know the results of the General Election. Should Congress be unable to come to an agreement on a FY 2025 budget before December 20, then it will have to approve another CR to keep the government funded or face a government shutdown. Stay tuned.

Governor Acts on Critical Employee Bills

By: Leilani Aguinaldo and Danyel Conolley

September 23, 2024

On September 22, 2024, Governor Gavin Newsom acted on two critical bills related to school employees. He signed [Assembly Bill \(AB\) 938 \(Muratsuchi, D-Torrance\)](#) regarding the Salary and Benefit Schedule for the Bargaining Units (Form J-90) for classified and certificated staff, and he vetoed AB 2088 (McCarty, D-Sacramento) regarding classified staff vacancies.

AB 2088 would have required that local educational agencies (LEAs) notify their classified employees of vacancies for ten business days before the position may be offered to an external candidate. If an internal employee met the minimum qualifications for the vacant position, then the employee would have had a right of first refusal for the position. In his [veto message](#), Governor Newsom stated that AB 2088 “may have unintended consequences that are not in the best interest of students.” He also noted that these provisions may already be bargained, and “[p]lacing specific requirements in statute—as this bill does—may make it more difficult for local processes to develop an alternative that best meets the needs of the district, employees, and students.” The Governor vetoed a substantially similar bill, AB 1699 (McCarty), last year. Both AB 2088 and AB 1699 were sponsored by the California School Employees Association, Service Employees International Union, and California Federation of Teachers. The bills were opposed by a lengthy list of LEAs and the Association of California School Administrators, the California School Boards Association, the California Association of School Business Officials, and the California County Superintendents, among others. This news brings relief to many LEAs that expressed concern about AB 2088 because of the impacts to recruitment capabilities and the extension of hiring timelines in the midst of the pervasive staffing shortage.

By signing AB 938, LEAs will be required to complete the Form J-90 for classified and certificated staff assigned to schools. Currently, the Form J-90 is optional, only applies to certificated staff, and does not delineate which staff are assigned to school sites. Under the new law, the California Department of Education (CDE) will update the Form J-90 by July 1, 2025, to include salary data collection for the following classifications:

- Secretaries or administrative assistants
- Custodians
- Bus drivers
- School food service workers
- Instructional aides

LEAs must complete the updated Form J-90 for certificated and classified staff on or before January 31, 2026, and annually thereafter. In addition, a school district is responsible for completing this information for locally funded charter schools if it is the chartering authority or designated oversight agency.

The CDE will use this data to report on the progress of LEAs “in increasing salaries” for staff. Specifically, the CDE report will include the following:

- The change in salary rates for certificated and classified staff as compared to the ten prior fiscal years or whichever year the Form J-90 was filed for first
- The salary rate changes year over year
- The rate of salary change compared to the rate of yearly inflation
- The rate of total compensation changes year over year

AB 938 brings lingering questions regarding how classified job classifications will be benchmarked for salary comparisons and which positions meet the definition of “assigned to a school site.” Additionally, LEAs experience significant variance in classified job classifications and salary schedule structures, which will be challenging for comparative purposes under the broad categories described. Finally, while the local operational impacts are unknown at this time, the reporting responsibilities due to the expansion of the J-90 data submission requirements will have workload impacts to staff responsible for data reporting.

New Law Will Impact Hiring of Certificated Staff

By: Leilani Aguinaldo and Danyel Conolley

September 27, 2024

On September 25, 2024, Governor Gavin Newsom signed Assembly Bill (AB) 2534 (Flora, R-Ripon), which contains legislation that will impact the hiring process for certificated staff. Effective January 1, 2025, the new law will require applicants for a certificated position to provide a complete list of every local educational agency (LEA) where the applicant has previously worked. LEAs considering the applicant must inquire with previous employers whether the applicant was the subject of egregious misconduct complaints, investigations, or discipline.

Per the Senate Education Committee analysis, AB 2534 is intended to “bolster existing protections for students by ensuring that schools have access to comprehensive information about a teacher’s professional history, particularly any instances of serious misconduct.” Egregious misconduct covered by the bill is defined as immoral conduct that is the basis for an offense related to sex offenses, child abuse and neglect offenses, and controlled substance offenses (Education Code Section 44932[a][1]).

Before January 1, 2025, LEAs are advised to review their certificated application processes and to modify their job applications to comply with the new law. LEAs may also want to create documentation procedures to communicate with former employers about certificated applicants.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Changes to Traditional Independent Study Documentation Requirements

By: Patti F. Herrera, EdD and Wendi McCaskill

October 1, 2024

Yesterday, September 30, 2024, Governor Gavin Newsom signed Assembly Bill (AB) 176, which includes cleanup language for the education provisions of the 2024-25 Enacted Budget. Included in this cleanup language are refinements to documentation requirements for traditional independent study programs.

The 2024-25 Enacted Budget included several changes to independent study programs immediately operative, which we covered in the July 2024 *Fiscal Report* article, "[2024-25 Enacted Budget Affects Independent Study](#)." Some of the changes affect traditional independent study only since they are specific to student work product. These changes included the expansion of work product for the purposes of generating traditional independent study average daily attendance (ADA) to include the time value spent by a pupil engaged in asynchronous instruction regardless of whether work product is produced if a computer-based or online program documents their participation. Time value can be generated in multiple ways as displayed in the table below.

Traditional Independent Study Time Value		
Work Product		Synchronous Instruction Participation
Work product time value, which includes: <ul style="list-style-type: none">• Time value spent in asynchronous instruction for which an actual work product is not produced or created, and/or• Time value of actual work product produced by the student	Or	A combination of work product time value and verified time value of participation in synchronous instruction

The requirement that local educational agencies (LEAs) maintain documentation of each hour or fraction thereof of work product and the time the pupil was engaged in online or computer-based asynchronous instruction was also included in the 2024-25 Enacted Budget. The language in AB 176 clarifies that LEAs must maintain documentation of hours or fractions of an hour of time value generated based on time spent in online or computer-based asynchronous instruction and work product produced, as opposed to documentation of each hour. This requirement applies to all independent study work product, including but not limited to work packets. It does not, however, require the documentation of time value for each assignment.

This explicit requirement to document hours or fraction of an hour for all work product adds complexity to traditional independent study work product time value documentation requirements in place prior to 2024-25, which required LEAs to register daily or hourly attendance credit as appropriate to the program. LEAs must now ensure that they are also documenting hours or fractions of an hour of actual work product time value prior to the conversion of those hours to days of attendance for attendance recording and reporting.

Work Product and Teacher Supervision

As noted in the table above, independent study attendance is generated based on the time value of student work product or a combination of the time value of student work product and the time value of verified participation in synchronous instruction. The definition of work product also includes work completed on an online or computer-based instructional activity that does not result in a producible student work product if the computer program documents pupil participation. This is commonly referred to as asynchronous online or computer-based instruction. Of course, asynchronous instruction also includes participation in instructional activities outside the presence of a teacher that is not performed via computer or online, as has been the case since the inception of the program.

LEAs can continue to use the value of time attending or participating in assigned events or activities like plays, lectures, or physical activity that occur outside of the presence of a certificated employee or classroom in their work product time value calculations, along with the time value of producible work product that is the outcome of independent study assignments not performed online or through a computer-based activity. Time value of all work product, whether it is time spent on assigned asynchronous instruction that does not result in a producible work product or time value of tangible work product produced by the student, must now be documented in hours or fraction of an hour.

Importantly, the time value that student work product earns continues to be at the discretion of the certificated teacher employed by the LEA, including the engagement or participation in online or computer-based asynchronous instruction. Statute requires a certificated teacher to personally judge student work product and determine its time value. This requirement remains unchanged and is the case for all work product, whether it includes asynchronous instruction that does not result in a producible work product or a hand drawn picture.

ADA

Independent study is provided under the general supervision of a teacher employed by the LEA and is coordinated and evaluated by a supervising teacher.

When a student participates in independent study, they are assigned work by a certificated teacher of the LEA and a date by which that work is due. Sometimes work assigned results in an actual tangible work product like an essay or drawing. Sometimes work assigned results in a documented amount of time spent performing or participating in activities assigned outside of a classroom or the presence of a teacher, like watching a play, a lecture, walking a mile, or participating in asynchronous online instruction.

To generate attendance, it is required that school district and county office of education (COE) students turn their assigned work in by the due date and generate at least a minimum days' worth of work for each day that attendance is claimed. Once turned in, certificated teachers employed by the LEA must personally judge the work product for time value and a supervising teacher (if the supervising teacher is a different person than the certificated teacher judging work product for time value) must review the time value assigned.

Charter school students are required to return their work by the due date and generate a day of attendance for each day on which they documented engagement in instruction through an engagement record and for which a certificated teacher determined that the student completed a days' worth of work. Charter schools do not have an applicable minimum day to evaluate against, so certificated teachers must make a determination with regard to the conversion of hours to a days' worth of work product. The daily engagement record is still required and as in the past, attendance cannot be claimed on a day for which there was no documented student engagement.

Now with the signing of AB 176, time value must be documented in hours or fraction of an hour, which can then be converted to days of attendance for COE, school district, or charter school students participating in independent study.

Time value of synchronous instruction is required to be applied to the day on which it is earned. With the exception of charter schools, whose students must be engaged in instruction on each day that is claimed for attendance, school district and COE students generate time value for work product completed during the assignment period. Attendance credit is based on the number of days attendance credit is earned, after the conversion from total hours for that assignment period, with no student generating more than one unit of ADA for the year.

Independent study attendance must be recorded in days or hours, depending on the type of program, for the purpose of reporting ADA. Beginning with the 2024-25 school year, time value of pupil work product must first be documented in hours or fraction of an hour before converting to days. When calculating time value to determine the number of days of attendance a student has earned in traditional independent study, LEAs must sum any hours or fraction of an hour of time value generated from student work product and each hour or fraction of an hour of time value generated for synchronous instruction participation and determine, based on the total hours generated, how many attendance days are earned for each assignment period.

Calculation of Attendance Days—School District or COE	
	Example:
Work product time value ¹ including: <ul style="list-style-type: none"> • Documented time value spent in asynchronous instruction for which a work product was not produced, and • Time value of actual work product produced by the student 	10 hours of computer-documented time value spent in online asynchronous instruction that did not result in a producible work product as determined by the certificated teacher + 20 hours of time value for essays and packet work completed and turned in
+	+
Verified synchronous instruction participation time value ²	10 hours
=	=

Total hours of traditional independent study time value	40 hours
÷	÷
Hours in the minimum day that applies to the students' grade span	4 hours (minimum day for grades 4-12)
=	=
Days of attendance	10 days of attendance

¹As judged by a certificated teacher employed by the COE or school district

²Synchronous instruction participation time value must be augmented by time value of work product to generate attendance for apportionment

Charter School Calculation of Nonclassroom-Based Attendance Days	
	Example:
Work product time value ¹ including: <ul style="list-style-type: none"> • Documented time value spent in asynchronous instruction for which a work product was not produced, and • Time value of actual work product produced by the student 	10 hours of computer-documented time value spent in online asynchronous instruction that did not result in a producible work product as determined by the certificated teacher + 20 hours of time value for essays and packet work completed and turned in
+	+
Verified synchronous instruction participation time value ²	7 hours
=	=
Total hours of traditional independent study time value	37 hours
Student engagement record indicates the days on which the student was engaged in instructional activities that generated time value	9 days
Teacher determination of number of days total hours equate to	9 days
=	=
Days of attendance	9 days of attendance

¹As judged by a certificated teacher employed by the charter school

²Synchronous instruction participation time value must be augmented by time value of work product to generate attendance for apportionment

Traditional Independent Study Recordkeeping

Traditional independent study has multiple recordkeeping requirements, most of which have been in statute or regulations for decades. For point of reference, listed below are the traditional independent study records requirements, with the new requirement listed in bold first:

Traditional Independent Study Recordkeeping Requirements	Authority	Ongoing or New
Documented hours or fraction of an hour of work product time value	Education Code Section (EC §) 51747.5	New
Verification of each hour or fraction of an hour of synchronous instruction time value	EC § 51747.5	Ongoing
A daily or hourly attendance register, as appropriate to the program in which students are enrolled as time values of work product are personally judged by a certificated teacher and reviewed by the supervising teacher (if they are two different people)	California Code of Regulations (CCR), Title V, Section 11703	Ongoing
A separate listing of independent study pupils by grade level, program and school	CCR, Title V, Section 11703	Ongoing
Units of curriculum taken and completed for students in kindergarten and grades 1-8	CCR, Title V, Section 11703	Ongoing
Course credits attempted and awarded for students in grades 9-12	CCR, Title V, Section 11703	Ongoing
Written agreements	CCR, Title V, Section 11703	Ongoing
Student work samples	CCR, Title V, Section 11703	Ongoing
Documented participation and non-participation in live interaction and synchronous instruction	EC § 51747.5	Ongoing
Written or computer-based evidence of student engagement that included but isn't limited to all assignments, assessments, and associated grades for each class	EC § 51747.5 (c)	Ongoing
Daily engagement records (charter schools only)	CCR, Title V, Section 11960	Ongoing

Considering that the requirements for documenting time value of pupil work product have been modified, we encourage you to create a local protocol for documenting hours of work product time

value and converting those hours to attendance days for attendance recording and reporting purposes.

Bill Report

SCHOOL SERVICES OF CALIFORNIA, INC.

**Legislative Report Prepared for:
Fresno Unified School District
Status as of October 1, 2024**

Chaptered Bills

Bill No./ Author	Title	Position	Current Status	Page
Employees				
AB 796 Weber	Athletic Trainers	Support	Signed by the Governor, Chapter 934, Statutes of 2024	23
AB 938 Muratsuchi	Education Finance: Classified and Certificated Staff Salaries		Signed by the Governor, Chapter 345, Statutes of 2024	23
AB 2134 Muratsuchi	School Employees: Transfer of Leave of Absence for Illness or Injury	Support	Signed by the Governor, Chapter 381, Statutes of 2024	23
Governance and District Operations				
AB 3074 Schiavo	School or Athletic Team Names: California Racial Mascots Act	Support	Signed by the Governor, Chapter 665, Statutes of 2024	24
AB 3216 Hoover	Pupils: Use of Smartphones	Watch	Signed by the Governor, Chapter 500, Statutes of 2024	24
SB 1283 Stern	Pupils: Use of Social Media		Signed by the Governor, Chapter 891, Statutes of 2024	24
Instruction				
AB 1821 Ramos	Pupil Instruction: Course of Study: Social Sciences: Treatment of Native Americans	Support	Signed by the Governor, Chapter 658, Statutes of 2024	24
AB 1871 Alanis	Adopted Course of Study for Grades 7 to 12: Social Sciences: Personal Financial Literacy		Signed by the Governor, Chapter 810, Statutes of 2024	25
AB 2229 Wilson	California Healthy Youth Act: Menstrual Health Education		Signed by the Governor, Chapter 706, Statutes of 2024	25
AB 2268 Muratsuchi	English Learners: Initial Identification: English Language Proficiency Assessment	Support	Signed by the Governor, Chapter 15, Statutes of 2024	25

AB 2429 Alvarez	Pupil Instruction: Health Education Courses: Fentanyl	Support	Signed by the Governor, Chapter 67, Statutes of 2024	25
AB 2927 McCarty	Pupil Instruction: High School Graduation Requirements: Personal Finance	Support	Signed by the Governor, Chapter 37, Statutes of 2024	26
AB 2999 Schiavo	Pupil Instruction: Homework Policy		Signed by the Governor, Chapter 751, Statutes of 2024	26
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Chaptered Bills

Employees

[AB 796 \(Weber\)](#)

Amended: 6/25/2024

Title: Athletic Trainers

Status: Signed by the Governor, Chapter 934, Statutes of 2024

Position: Support

Summary:

As amended, this bill establishes certification and training requirements for athletic trainers and prohibits individuals from calling themselves athletic trainers unless they meet those requirements.

[AB 938 \(Muratsuchi\)](#)

Amended: 8/23/2024

Title: Education Finance: Classified and Certificated Staff Salaries

Status: Signed by the Governor, Chapter 345, Statutes of 2024

Position: No Position

Summary:

As amended August 23, 2024, the bill requires the California Department of Education to update the existing J-90 data collection process to include classified staff, and local educational agencies would be required to submit certificated and classified bargaining unit salary data annually starting on January 31, 2026.

The five classifications for reporting classified employee salary information are as follows:

- Secretaries or administrative assistants
- Custodians
- Bus drivers
- School food service workers
- Instructional aides

[AB 2134 \(Muratsuchi\)](#)

Amended: 5/16/2024

Title: School Employees: Transfer of Leave of Absence for Illness or Injury

Status: Signed by the Governor, Chapter 381, Statutes of 2024

Position: Support

Summary:

This bill changes the following related to the transfer of sick leave for teachers and classified staff at school districts and county offices of education:

- Clarifies that there is no time frame during which unused sick leave must be transferred between public school employers
- Requires unused sick leave to be transferred between school employers in days, not hours

Governance and District Operations

[AB 3074 \(Schiavo\)](#)

Amended: 4/16/2024

Title: School or Athletic Team Names: California Racial Mascots Act

Status: Signed by the Governor, Chapter 665, Statutes of 2024

Position: Support

Summary:

The bill would prohibit, beginning July 1, 2026, public schools, except for public schools operated by an Indian tribe or tribal organization, from using any “derogatory Native American term,” as defined, as a school or athletic team name, mascot, or nickname.

[AB 3216 \(Hoover\)](#)

Amended: 8/23/2024

Title: Pupils: Use of Smartphones

Status: Signed by the Governor, Chapter 500, Statutes of 2024

Position: Watch

Summary:

Assembly Bill 3216 requires, rather than allows, local educational agencies to adopt and update every five years a policy to limit or prohibit student use of smartphones while at school or under the supervision and control of school employees. The policy must be adopted by July 1, 2026.

[SB 1283 \(Stern\)](#)

Amended: 8/12/2024

Title: Pupils: Use of Social Media

Status: Signed by the Governor, Chapter 891, Statutes of 2024

Position:

Summary:

This bill authorizes local educational agencies to limit or prohibit the student use of social media while at school or under the supervision and control of school employees.

Instruction

[AB 1821 \(Ramos\)](#)

Amended: 8/23/2024

Title: Pupil Instruction: Course of Study: Social Sciences: Treatment of Native Americans

Status: Signed by the Governor, Chapter 658, Statutes of 2024

Position: Support

Summary:

This bill requires the adopted course of study for grades 1-6 for social sciences to provide a foundation for understanding the Spanish colonization of California and the Gold Rush era, including the treatment and perspectives of Native Americans during those periods. The bill further requires the adopted course of study for grades 7-12 for social sciences to include content on the treatment and perspectives of Native Americans, to the extent a school provides instruction on the Spanish colonization of California or the Gold Rush era.

[AB 1871 \(Alanis\)](#)**Amended:** 8/22/2024**Title:** Adopted Course of Study for Grades 7 to 12: Social Sciences: Personal Financial Literacy**Status:** Signed by the Governor, Chapter 810, Statutes of 2024**Position:****Summary:**

This bill, with respect to the adopted course of study for grades 7-12, would require the social sciences area of study to also include instruction on personal financial literacy.

[AB 2229 \(Wilson\)](#)**Amended:** 4/8/2024**Title:** California Healthy Youth Act: Menstrual Health Education**Status:** Signed by the Governor, Chapter 706, Statutes of 2024**Position:****Summary:**

This bill adds menstrual health to the instruction in comprehensive sexual health education students are to receive in grades 7-12.

[AB 2268 \(Muratsuchi\)](#)**Amended:** 5/8/2024**Title:** English Learners: Initial Identification: English Language Proficiency Assessment**Status:** Signed by the Governor, Chapter 15, Statutes of 2024**Position:** Support**Summary:**

Exempts students in transitional kindergarten (TK) from being assessed for English language development using the English Language Proficiency Assessments for California (ELPAC). The bill further excludes students in TK from being assessed for initial identification as an English learner upon their initial enrollment.

[AB 2429 \(Alvarez\)](#)**Amended:** 5/6/2024**Title:** Pupil Instruction: Health Education Courses: Fentanyl**Status:** Signed by the Governor, Chapter 67, Statutes of 2024**Position:** Support**Summary:**

Starting with the 2026-27 school year, if a school district or charter school requires a health education course as a graduation requirement, then the course must include instruction in the dangers associated with fentanyl use.

AB 2927 (McCarty)**Amended:** 6/24/2024**Title:** Pupil Instruction: High School Graduation Requirements: Personal Finance**Status:** Signed by the Governor, Chapter 37, Statutes of 2024**Position:** Support**Summary:**

As amended June 24, 2024, the bill does the following:

- Commencing with the 2027-28 school year, requires local educational agencies to offer a separate, stand-alone one-semester course in personal finance in all of its high schools
- Adds personal finance as a high school graduation requirement commencing with the 2030-31 school year as a separate, stand-alone one-semester course
- Clarifies that any pupil graduating in the 2030-31 school year who completes a separate, stand-alone one-semester course in personal finance may elect to be exempt from the requirement to complete a one-semester course in economics currently required to graduate high school
- Requires the Instructional Quality Commission (IQC) to develop, by May 31, 2026, a curriculum guide and resources for a separate, stand-alone one-semester course in personal finance.

AB 2999 (Schiavo)**Amended:** 8/15/2024**Title:** Pupil Instruction: Homework Policy.**Status:** Signed by the Governor, Chapter 751, Statutes of 2024**Position:****Summary:**

As amended on August 15, 2024, this bill would encourage each local educational agency (LEA) to develop a homework policy for all grades by the start of the 2027-28 school year, formally adopt a final homework policy by the start of the 2028-29 school year, and update the policy at least once every five years. This bill would also encourage LEAs to annually distribute the adopted or updated homework policy at the beginning of the school year to all certificated staff and administrators, to all pupils and parents, and by publication on the LEA's website. The bill would also authorize the California Department of Education (CDE) to develop and post guidelines for LEAs to use in developing the homework policy.

Before being amended in the Senate Appropriations Committee, the bill required LEAs to develop and adopt a homework policy and the CDE to develop guidelines. The amendments changed the bill from a mandate for LEAs and the CDE to an option.

AB 3010 (Bauer-Kahan)**Amended:** 4/29/2024**Title:** Pupil Instruction: Mindfulness, Distress Tolerance, Interpersonal Effectiveness, and Emotional Regulation**Status:** Signed by the Governor, Chapter 176, Statutes of 2024**Position:** Watch**Summary:**

As amended April 29, 2024, this bill requires the Instructional Quality Commission to consider including information on evidence-based schoolwide programs to support students in developing skills in mindfulness, distress tolerance, interpersonal effectiveness, and emotional regulation, the next time the State Board of Education revises the Health Education Curriculum Framework for public schools.

Miscellaneous

AB 1815 (Weber)**Amended:** 8/21/2024**Title:** Discrimination: Race: Hairstyles**Status:** Signed by the Governor, Chapter 619, Statutes of 2024**Position:** Support**Summary:**

This bill would remove the term “historically” from the definitions of race, thus defining race to include traits associated with race, including hair texture and protective hairstyles.

AB 2137 (Quirk-Silva)**Amended:** 8/22/2024**Title:** Homeless and Foster Youth**Status:** Signed by the Governor, Chapter 382, Statutes of 2024**Position:** Support**Summary:**

As amended August 22, 2024, this bill authorizes a foster youth services coordinating program to provide tutoring, mentoring, and counseling services to foster youth students if a foster youth educational services coordinator determines that the foster youth services coordinator is unable to secure those needed services from the student’s school district.

AB 2508 (McCarty)**Amended:** 8/23/2024**Title:** Student Financial Aid: California Kids Investment and Development Savings (KIDS) Program: Foster Youth**Status:** Signed by the Governor, Chapter 622, Statutes of 2024**Position:** Support**Summary:**

Requires the Scholarshare Investment Board (SIB), subject to appropriation and until January 1, 2029, to open a California Kids Investment and Development Savings Program (CalKIDS) account for a student in the foster care system in grades 1-12 if an account has not already been established and requires the account of a student in the foster care system to receive a one-time enhanced deposit of \$500. It further authorizes the additional enhanced deposit of \$500 for those foster youth who did not previously receive an enhanced deposit that was previously provided to low-income students.

Nutrition

AB 2316 (Gabriel)**Amended:** 8/21/2024**Title:** Pupil Nutrition: Substances: Prohibition**Status:** Signed by the Governor, Chapter 914, Statutes of 2024**Position:** Support**Summary:**

This bill would prohibit, beginning December 31, 2027, local educational agencies from offering, selling, or otherwise providing any food or beverages containing food dye additives (Blue 1; Blue 2; Green 3; Red 40; Yellow 5; and Yellow 6). The bill permits a public school to sell food containing the substances specified above as part of a school fundraising event that takes place off of and away from school premises or takes place on school premises at least one-half hour after the end of the school day.

School Safety and Student Discipline

AB 2481 (Lowenthal)**Amended:** 8/23/2024**Title:** Social Media-Related Threats: Reporting**Status:** Signed by the Governor, Chapter 832, Statutes of 2024**Position:** Support**Summary:**

Beginning January 1, 2026, requires certain social media platforms to establish a process to designate "verified reporters"—a principal or other school official of similar responsibility or a mental health professional—and to establish a mechanism by which verified reporters may report "social media-related threats"—content posted on a social media platform that promotes, incites, facilitates, or perpetrates certain enumerated harmful outcomes. The platform must establish an internal process to receive and substantively respond as to whether such content violates the platform's terms and conditions within 72 hours, or 24 hours if the report is of a severe risk, in which case, a natural person must review the report. Platforms must annually post on their websites information relating to reports received by verified reporters.

AB 2711 (Ramos)**Amended:** 8/21/2024**Title:** Suspensions and Expulsions: Voluntary Disclosures**Status:** Signed by the Governor, Chapter 840, Statutes of 2024**Position:** Support**Summary:**

This bill originally required schools to document other means of correction before suspending a student on the basis of unlawfully possessing, using, or being under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind, or having possessed or used tobacco products. The bill also previously removed these acts from the list of acts for which a student may be recommended for expulsion. The bill was significantly amended on July 3, 2024, and the new bill instead specifies that a pupil who voluntarily discloses their use of a controlled substance, alcohol, tobacco product or intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

SB 1063 (Grove)**Amended:** 6/27/2024**Title:** Pupil Safety: Identification Cards**Status:** Signed by the Governor, Chapter 642, Statutes of 2024**Position:** Support**Summary:**

As amended, commencing July 1, 2025, this bill requires schools that serve students in grade 7-12 to include on student identification cards the number for the 988 Suicide and Crisis Lifeline.

State Budget, Education Finance, and LCFF

SB 98 (Portantino)**Amended:** 6/17/2024**Title:** Education Finance: Local Control Funding Formula: Enrollment-Based Funding Report**Status:** Signed by the Governor, Chapter 442, Statutes of 2024**Position:** Support**Summary:**

Originally, this bill would have provided local educational agencies (LEAs) with supplemental education funding based on the difference between what the LEA would have received if Local Control Funding Formula (LCFF) funds were apportioned using enrollment numbers and what the LEA did receive under the LCFF using average daily attendance (ADA) information. As completely rewritten, the bill would require the Legislative Analyst's Office to submit a report to the Legislature by January 1, 2026, on the effects of changing the pupil count methodology of the LCFF from ADA to enrollment and the potential impacts of this change on pupil attendance. The report, at a minimum, must analyze evidence-based approaches to improving pupil attendance and the extent to which a state's method of funding affects pupil attendance rates, and the fiscal, programmatic, and administrative impacts of changing the pupil count methodology of the LCFF from ADA to pupil enrollment.

Student Health

[AB 1955 \(Ward\)](#)

Amended: 5/22/2024

Title: Support Academic Futures and Educators for Today's Youth Act

Status: Signed by the Governor, Chapter 95, Statutes of 2024

Position:

Summary:

This bill establishes the Support Academic Futures and Educators for Today's Youth (SAFETY) Act, which prohibits a local educational agency (LEA) from enacting or enforcing policies that require disclosure of a student's gender identity, sexual orientation, or gender expression without the student's consent. The bill also prohibits an employee or contractor of an LEA from disclosing information about the student's gender identity, sexual orientation, or gender expression without their consent. The bill also requires the California Department of Education to develop supports and community resources for the support of parents, guardians, and families of lesbian, gay, bisexual, transgender, queer, and questioning students.

[AB 2998 \(McKinnor\)](#)

Amended: 6/20/2024

Title: Opioid Overdose Reversal Medications: Pupil Administration

Status: Signed by the Governor, Chapter 974, Statutes of 2024

Position:

Summary:

As amended, this bill prohibits school districts, county offices of education, and charter schools from preventing a student 12 years old or older from carrying or administering an opioid reversal medication.

[SB 976 \(Skinner\)](#)

Amended: 8/22/2024

Title: Protecting Our Kids From Social Media Addiction Act

Status: Signed by the Governor, Chapter 321, Statutes of 2024

Position: Watch

Summary:

This bill prohibits an addictive internet-based service or application from providing an addictive feed to a minor without parental consent. It prohibits an addictive internet-based service or application from sending notifications to minors between 12:00 a.m.-6:00 a.m. and 8:00 a.m.-3:00 p.m., from Monday through Friday from September through May, unless the operator has obtained parental consent. Requires an operator to provide a mechanism through which the verified parent of a user who is a minor may change specified settings, including notifications, the amount of time per day the minor user may access the service or application, the ability to view forms of feedback within an addictive feed, and privacy settings. These provisions would only be enforced in a civil action brought by the Attorney General.

SB 997 (Portantino)**Amended:** 8/22/2024**Title:** Pupil Health: Opioid Antagonists and Fentanyl Test Strips**Status:** Signed by the Governor, Chapter 872, Statutes of 2024**Position:** Watch**Summary:**

This bill prohibits local educational agencies from prohibiting students in middle schools, junior high schools, high schools, or adult schools, from carrying fentanyl test strips or a federally approved opioid antagonist for over-the-counter use for the emergency treatment of persons suffering from an opioid overdose while on a school site or while participating in school activities.

SB 1318 (Wahab)**Amended:** 6/17/2024**Title:** Pupil Health: Suicide Prevention Policies: Pupil Suicide Crisis**Status:** Signed by the Governor, Chapter 645, Statutes of 2024**Position:** Support**Summary:**

This bill would require, on or before July 1, 2026, the California Department of Education to update the model policy to address crisis intervention protocols in the event of a pupil suicide crisis including the process by which staff and external agencies are deployed to address a pupil suicide crisis, limiting the involvement and notification of law enforcement to situations in which a pupil's life is in imminent danger and their needs cannot be addressed by a mental health professional, and the assessment process that law enforcement officers should follow to determine whether the pupil experiencing a suicide crisis is endangered by parental notification. The bill would require, by July 1, 2026, the governing board or body of a local educational agency to update their pupil suicide prevention policy to include these crisis intervention protocols.

Vetoed Bills

Early Childhood Education

AB 1947 (Rivas, Luz)

Amended: 7/1/2024

Title: California State Preschool Programs: Contracting Agencies: Staff Training Days

Status: Vetoed by the Governor

Position: Support

Summary:

Current law allows California State Preschool Programs to schedule up to two days of staff training per contract period, using state reimbursement funding. This bill instead authorizes up to six days of staff training. In addition, if a program's enrollment is at least 25% dual language learner children, and the program schedules at least three days of staff training, then at least one staff training day must be used to provide staff development that is specific to supporting dual language learner children.

The Governor's veto message state in part:

I appreciate the author's commitment to ensuring that dual language learners are provided a culturally appropriate and equitable educational experience. Our preschool, child care, and development workforce plays a key role in the academic future of such learners, and I agree with the author that it is important to provide our educators with the training to support these children. This is why the Department of Social Services, in collaboration with the Department of Education, is continuing its work to develop a single child care and development rate reimbursement structure that will include a new methodology to address some of these very same issues. These new requirements are better considered in a holistic manner as a part of the rate reform process.

Employees

[AB 2088 \(McCarty\)](#)

Amended: 8/23/2024

Title: K-14 Classified Employees: Part-Time or Full-Time Vacancies: Public Postings

Status: Vetoed by the Governor

Position: Oppose

Summary:

This bill establishes a statutory right of first refusal to current, regular nonprobationary classified employees of school and community college districts for part-time and full-time vacant positions. Current classified employees must meet the minimum qualifications for the vacant position and must apply for the position within ten business days of receiving notice for the new classified position. Education employers may only offer a vacant classified position to an external candidate after posting the position for ten days and if no qualified internal candidate applies for the position. Assembly Bill 2088 continues through the legislative process.

The Governor's veto message states in part:

This bill is significantly similar to Assembly Bill 1699 of 2023, which I vetoed, and several of the same concerns remain. In particular, like Assembly Bill 1699, this bill may have unintended consequences that are not in the best interest of students. As noted previously, this issue is already bargainable and several local bargaining agreements have such provisions in place. Placing specific requirements in statute - as this bill does - may make it more difficult for local processes to develop an alternative that best meets the needs of the district, employees, and students.

Miscellaneous

[SB 1374 \(Becker\)](#)

Amended: 8/23/2024

Title: Net Energy Metering

Status: Vetoed by the Governor

Position:

Summary:

This bill would require, by July 1, 2025, the Public Utilities Commission (PUC) to update its tariffs for renewable electrical generation facilities that serve multiple customers with meters at apartment buildings on a single property or multiple meters of a public school in an equivalent way to how self-consumption is handled for single-family homes, multifamily residential customers, and non-residential customers with a single meter. Recent PUC rule changes disadvantage non-residential utility customers—including apartment buildings, schools, community colleges, universities, water agencies, city facilities, farms, and shopping centers—by taking away any benefit for self-consuming their own on-site (usually solar) generation, if it is metered separately from their other usage.

The Governor's veto message states in part:

the CPUC facilitated a robust, public decision-making process over the last several years to revise the applicable electric rate tariffs that provide these rate subsidies to customers with solar PV systems. The revisions adopted by the CPUC from this process focused on aligning these rate subsidies with the measurable value these systems provide to the electric grid and towards furthering the state's greenhouse gas emission reduction goals. This endeavor stems from the growing need to address the affordability of electric bills for all customers. While I support the continued growth of the customer solar PV market, this bill would compound the challenge of electric bill affordability by overturning a key component of a recent CPUC decision adopting these alignment changes. Specifically, this bill would increase the amount that most customers would pay for their own electric service to provide a rate subsidy to certain customers, and public schools, that install solar PV systems on their property.

School Safety and Student Discipline

[AB 1919 \(Weber\)](#)

Amended: 8/21/2024

Title: Pupil Discipline: Suspension: Restorative Justice Practices

Status: Vetoed by the Governor

Position: Watch

Summary:

This bill would require, beginning July 1, 2026, that local educational agencies adopt at least one of the best practices for restorative justice practice implementation developed and made available by the California Department of Education (CDE). Current law requires the CDE to develop such practices for implementation and post them to the CDE website by June 1, 2024. However, adoption of the restorative justice practice is contingent upon a State Budget appropriation for this purpose.

The Governor's veto message states in part:

I respect the author's commitment to expanding restorative justice practices in our schools. Providing students with alternative conflict resolution methods is an important strategy for improving the academic achievement and school environment for all students. Unfortunately, while contingent upon budget appropriation, this bill adds tens of millions in ongoing cost pressures to future budgets.

Student Health

[SB 954 \(Menjivar\)](#)

Amended: 8/27/2024

Title: Sexual Health

Status: Vetoed by the Governor

Position: Support

Summary:

By the 2025-26 school year, this bill requires public schools to make free internal and external condoms available to all pupils in grades 9-12. The condoms shall be placed in a minimum of two locations on school grounds where the condoms are easily accessible to pupils during school hours without requiring assistance or permission from school staff. Pupils shall be notified through existing school communication channels that free condoms are available and where the condoms can be obtained on school grounds.

This bill also requires public schools serving grades 7-12 to allow condoms to be made available through educational or public health programs, such as organizations providing instruction for purposes of the California Healthy Youth Act, pupil peer health groups, pupil health fairs, and school-based health centers. This bill prohibits a retail establishment from refusing to furnish nonprescription contraception to a person solely on the basis of age by means of any conduct, such as requiring the customer to present identification for purposes of demonstrating their age. As amended, implementation of these provisions is contingent upon a State Budget appropriation for this purpose.

The Governor's veto message states in part:

I thank the author and sponsors for their commitment to the health and safety of California's youth. While this bill is contingent on an appropriation, it creates significant ongoing Proposition 98 General Fund cost pressures in the millions and these ongoing costs were not accounted for in the 2024 Budget Act. I vetoed a similar bill last year, conveying that the bill created an unfunded mandate that should be considered as part of the annual budget process. While the author successfully championed \$5 million for a similarly aligned purpose in this year's budget, one-time funding does not adequately address the fiscal concerns associated with this bill.

Inactive Bills

Employees

[AB 2901 \(Aguiar-Curry\)](#)

Amended: 8/23/2024

Title: School and Community College Employees: Paid Disability and Parental Leave

Status: Senate Floor—Inactive File—Bill Did Not Meet Deadline

Position:

Summary:

Assembly Bill 2901 would have required a public school employer and community college district to provide up to 14 weeks of paid pregnancy leave for employees who experience pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions the bill continues through the legislative process. However, the bill was amended on August 23, 2024, to delay implementation to January 1, 2028, and it would have taken effect only if an appropriation were to be made for these purposes.

Governance and District Operations

[AB 1917 \(Muratsuchi\)](#)

Amended: 8/23/2024

Title: Local Educational Agencies: Governance Training

Status: Senate Floor—Inactive File—Bill Did Not Meet Deadline

Position: Support

Summary:

This bill would require all local educational agency (LEA) governing board members to receive training in K-12 public education governance laws at least once during their tenure. The training would include the following:

- Open meeting laws, including the Ralph M. Brown Act
- Public education school finance laws, including laws related to the creation and approval of an LEA budget
- Laws related to personnel and employees
- Public school accountability laws related to pupil learning and achievement
- The training may be provided by an LEA, an association of LEAs, or a different entity.

Instruction

[AB 2097 \(Berman\)](#)

Amended: 6/3/2024

Title: Pupil Instruction: High Schools: Computer Science Courses: Implementation Guide

Status: Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

Position: Watch

Summary:

As amended June 3, 2024, this bill requires school districts and charter schools that serve grades 9-12 to adopt a plan by January 1, 2026, to offer at least one computer science course in each of their high schools according to the following timeline:

- By the 2026-27 school year, in at least one high school per school district
- If a school district has only one high school, then by no later than the 2027-28 school year
- By the 2027-28 school year, all charter schools maintaining any of grades 9-12
- By the 2027-28 school year, at least 50% of the high schools per school district
- By the 2028-29 school year, all high schools in a school district

If a traditional classroom setting is not feasible, then the school district or charter school shall include in its plan to offer a virtual or distance course option for computer science. As amended, the bill no longer adds computer science as a high school graduation requirement.

[AB 2222 \(Rubio, Blanca\)](#)

Amended: 3/18/2024

Title: Science of Reading: Accreditation: Professional Development: Instructional Materials

Status: Assembly Education Committee—Bill Did Not Meet Deadline

Position: Watch

Summary:

Require all public schools to teach students to read using the “science of reading,” a phonics-based approach to reading. By March 1, 2026, local educational agencies shall ensure participation in the California Department of Education-approved professional development and training, and by June 30, 2027, teachers of students in grades TK-5 must have completed the training.

[SB 1094 \(Limón\)](#)

Amended: 6/17/2024

Title: Pupil Instruction: Course of Study: Social Sciences: Civic Engagement

Status: Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

Position: Support

Summary:

This bill requires social sciences to include principles of democracy and the state and federal constitutions, as well as civic engagement experiences with governmental institutions. Amendments to the bill remove the previously proposed requirement for pupils to complete one civic engagement with a local, state, or national governmental institution, at least once while in grades 1-6 and at least once while in either grade 7 or 8.

Nutrition

[AB 2595 \(Rivas, Luz\)](#)

Amended: 6/26/2024

Title: School Nutrition: Guardian Meal Reimbursement

Status: Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

Position: Support

Summary:

This bill requires the California Department of Education (CDE) to establish a pilot process for federal summer meal program operators to receive state reimbursement, adjusted annually for inflation, for meals served to guardians of eligible pupils receiving a meal pursuant to a summer meal program hosted at a public library. It also requires the CDE to develop guidance for summer meal program operators participating in the federal Seamless Summer Option or the Summer Food Service Program on how to serve guardians a meal at public library summer meal program sites. As amended, the bill would limit reimbursement to one guardian per eligible pupil.

School Safety and Student Discipline

[AB 2351 \(Lowenthal\)](#)

Amended: 5/2/2024

Title: Suspensions and Expulsions: Acts Occurring Outside of School Hours

Status: Assembly Appropriations Committee—Bill Did Not Meet Deadline

Position:

Summary:

Until January 1, 2028, this bill would authorize suspension or recommendation for expulsion if certain conduct (such as sexual harassment, hate violence, harassment, threats, or intimidation) occurs during or outside of school hours, is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, or creating an intimidating or hostile educational environment. A pupil may not be suspended or expelled for an act that occurs outside of school hours unless other means of correction fail to bring about proper conduct.

[AB 2441 \(Katra\)](#)

Amended: 8/23/2024

Title: School Safety: Mandatory Notifications

Status: Senate Floor—Inactive File—Bill Did Not Meet Deadline

Position:

Summary:

- This bill eliminates criminal penalties for “willful disturbance” of a school or school meeting by students
- Requires the school principal to notify law enforcement if a pupil sells, rather than possesses, or sells as stipulated in statute, a narcotic or controlled substance
- Requires the school principal to notify law enforcement if a pupil possesses a firearm, weapon, or knife, as specified; possesses, sells, or furnishes, a firearm; brandishes a knife at another person; unlawfully sells a controlled substance, as specified; commits or attempts to commit sexual assault; or possesses an explosive

[AB 2583 \(Berman\)](#)**Amended:** 6/27/2024**Title:** School Zones: Speed Limits**Status:** Senate Appropriations Committee—Suspense File—Bill Did Not Meet Deadline**Position:** Support**Summary:**

As amended, this bill would reduce the school zone speed limit from 25 miles per hour to 20 miles per hour commencing January 2028.

[AB 3038 \(Essayli\)](#)**Amended:** 4/1/2024**Title:** School Safety: Armed School Resource Officers.**Status:** Assembly Education Committee—Bill Did Not Meet Deadline**Position:** Oppose**Summary:**

This bill would require a school district or a charter school to hire or contract with at least one armed school resource officer authorized to carry a loaded firearm to be present at each school during regular school hours and any other time when pupils are present on campus.

[SB 1011 \(Jones\)](#)**Title:** Encampments: Penalties**Status:** Senate Public Safety Committee—Bill Did Not Meet Deadline**Position:****Summary:**

Prohibits a person from sitting, lying, sleeping, or storing, using, maintaining, or placing personal property upon a street or sidewalk if a homeless shelter is available to the person. Prohibits a person from sitting, lying, sleeping, or storing, using, maintaining, or placing personal property upon a street, sidewalk, or other public property within 500 feet of a public or private school, an open space, or a major transit stop.

Note: Fresno USD opposed a similar bill—SB 31 (Jones)—in 2023 that would have prohibited a person from sitting, lying, sleeping, or storing, using, maintaining, or placing personal property upon any street, sidewalk, or other public right-of-way within 1000 feet of a school, daycare center, park, or library. SB 31 failed passage in the Senate Public Safety Committee.

SB 1026 (Smallwood-Cuevas)

Amended: 3/11/2024

Title: School Safety: School Security Departments: Contracted Private Licensed Security Agencies

Status: Senate Education Committee—Bill Did Not Meet Deadline

Position: Watch

Summary:

As amended, this bill requires local educational agencies that have a security department or that contract with a private licensed security agency to specify both of the following:

- The parameters on the use of weapons, including handcuffs, pepper spray, batons, and firearms, on the school campus
- The roles and responsibilities of school administrators, school security personnel, and contracted school security officers, for the purpose of ensuring the safety of personnel and pupils, consistent with assigning school administrators primary responsibility for de-escalation

Student Health

AB 2052 (Jones-Sawyer)

Amended: 4/8/2024

Title: School-Based Health and Education Partnership Program

Status: Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

Position: Support

Summary:

This bill requires the Department of Public Health to collaborate with the California Department of Education's Office of School-Based Health Programs to award grants for expansion, renovation, and retrofitting of existing school health centers. Preference shall be given to centers that are in medically underserved areas, experiencing health disparities in child and adolescent access to care, and schools with more than 55% unduplicated pupils.

AB 2110 (Arambula)

Title: Medi-Cal: Adverse Childhood Experiences Trauma Screenings: Providers

Status: Assembly Appropriations Committee—Suspense File—Bill Did Not Meet Deadline

Position: Support

Summary:

Allows community health workers and doulas to receive Medi-Cal reimbursement for providing adverse childhood experiences screenings. Under current law, Medi-Cal providers receive \$29 per trauma screening for children and adults with Medi-Cal coverage, but the list of eligible providers does not include community health workers or doulas.

Fresno Unified School District
Board Communication

BC Number DEI-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Julie Hoopes
Cabinet Approval:


Carlos Castillo (Oct 16, 2024 21:16 PDT)

Date: October 18, 2024
Phone Number: 248-7487

Regarding: Student Transfer Applications in Atlas Parent Portal

The purpose of this Board communication is to provide the Board with information regarding new functions in the Atlas Parent Portal that provides more transparency for families regarding the student transfer process. This work is due to input from the Board of Education and our educational partners to continue to achieve our goal of operational excellence. The new functions include:

- The ability to see the application is received
- The number of lotteries conducted for the requested school
- When the last lottery was conducted
- The status of the application includes:
 - Waiting for lottery
 - Pulled in lottery
 - Placement has been accepted

The attached flyer will go out to all families who have submitted a 2025/26 application. The flyers have been shared in multiple settings with district staff to share with families.

The Atlas Development team, the Project Management Office in the Information Technology (IT) Department, and the Transfers Department are developing new features to be included in the future. One feature in development will give families the ability to accept or decline placement offers.

If you have any questions pertaining to the information in this communication or require additional information, please contact Armen Karamanian at 457-3811.

Approved by Interim Superintendent

Mao Misty Her 

Date: 10/18/24

TRANSFER APPLICATION STATUS IS NOW AVAILABLE IN THE ATLAS PARENT PORTAL

Full Year 2023-2024 | Student Profile | Registration | Need Help

Hamilton 13 years old Seventh Grade

Active Applications

Current - Intra-Magnet

Received	First Choice	Second Choice	Status
03/24/23	Hamilton TK-8 (2023-24) ✓ Has been run in 1 lottery Last run was on 04/21/23	Baird 5-8 (2023-24) Has been run in 1 lottery Last run was on 04/17/23	Accepted

NEW MENU!

Get up-to-date application status

Hover over the status to get more info!

Hamilton 13 years old Seventh Grade

Active Transfers

Current

Begins	To	From	District
08/01/23	Hamilton K-8	Fort Miller Middle	N/A

See current and future transfers in place

Ask your school staff for Parent Portal information

ESTADO DE LA SOLICITUD DE TRANSFERENCIA YA ESTÁ DISPONIBLE EN EL PORTAL DE ATLAS PARA PADRES

Solicitudes Activas

Actual - Intra-Magnet

Recibida	Primera elección	Segunda elección	Estatus
10/06/22	Duncan Applied Tech 9-12 (2023-24) ✓ Ha participado en 1 sorteo La última vez fue el 01/10/23	Duncan Medical 9-12 (2023-24) Ha participado en 1 sorteo La última vez fue el 01/09/23	Accepted

¡MENU NUEVO!

Obtenga la actualización y estado de la solicitud

¡Pase el cursor sobre el estado para obtener más información!

Transferencia Activas

Current

Principio	Para	De	Distrito
08/01/23	Hamilton K-8	Fort Miller Middle	N/A

Vea la transferencia actual y las que ya están realizadas

Pida información al personal de su escuela sobre el Portal para Padres.

COV NTAWV THOV TSHAI TAWM XWM TXHEEJ

TAM SIM NO MUAJ RAU
NTAWM ATLAS PARENT
PORTAL



Fresno Unified School District

TRANSFERS DEPARTMENT

2011 Fresno Street, Fresno, CA 93721
(559) 248-7538
TransfersDepartment@FresnoUnified.org

Taw nia status mus kawm ntxiv

Tam sim no - Nkag kawm cov tsev kawm ntawv tshaj lij

Tau txais	Thawj qhov xav tau	Qhov thib ob xav tau	Nyob li cas
10/06/22	Duncan Applied Tech 9-12 (2023-24) ✓ Rhov npe xeem hmoov 1 Rhov npe Hnub kawg rhov npe 01/10/23	Duncan Medical 9-12 (2023-24) Rhov npe xeem hmoov 1 Rhov npe Hnub kawg rhov npe 01/09/23	Accepted

Txheej Txheem Tshiab

Xyuas tam sim no daim ntawv thov txog theem twg

Cov Tseem Muaj Npe Tshais Tawm

Current

Cov pib	Rau	Los Ntawm	District
08/01/23	Hamilton K-8	Fort Miller Middle	Siv Tsis Tau

Saib qhov tam sim no thiab tom ntej kev tso npe tshai tawm

Nug koj lub tsev kawm ntawv tus neeg ua hauj lwm txog Parent Portal cov ntaub ntawv

Fresno Unified School District
Board Communication

BC Number ID-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Marie Williams, Ed.D., Instructional Superintendent
Cabinet Approval: 

Date: October 18, 2024
Phone Number: 457-3731

Regarding: Procedures for Considering Charter School Petition Renewals

The purpose of this board communication is to provide the Board with information regarding the procedures for considering a charter school petition per the California Department of Education Code (EC) section 47605(b). The procedure for considering a petition requires the following:

- The Board must hold a public hearing on the provisions of the charter no later than 60 days after receiving the petition, at which time the Board must consider the level of support for the petition.
- The Board must review the petition and must publish all staff recommendations, including the recommended factual findings regarding the petition, at least 15 days before the public hearing at which the governing board of the school district will either grant or deny the charter.
- Following review of the petition and the public hearing, the Board must either grant or deny the charter within 90 days of receipt of the petition at a public hearing during which petitioners must have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings.

The current procedures are set up in the manner that the public hearing on the provisions of the charter occurs first while the petition is under review by staff. This review culminates with the report of factual findings published at least fifteen days before the second public hearing where the board will decide to either grant or deny the charter petition. University High School's report of factual findings will be emailed to the Board and publicly posted on the Charter Office website on October 18, 2024. The second public hearing will ensure that equivalent time and procedures are given to district staff and the charter school to present evidence and respond to the findings in the report of factual findings.

In addition, the memorandum of understanding (MOU) with the charter school is negotiated during this timeframe and Fresno Unified School District (FUSD) requires the charter board to approve the MOU prior to FUSD's decision to either grant or deny the petition. Both public hearings will be a B item to present and discuss and hold a public hearing. If the MOU approval process has not been completed by the second public hearing, a decision to grant the petition with the condition of approving the MOU will be recommended.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Felicia Olais at 559-457-3923.

Approved by Interim Superintendent

Mao Misty Her  _____

Date: 10/18/24

Fresno Unified School District
Board Communication

BC Number OS-1

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Heidi Heltne and Alex Belanger
Phone Number: 457-6126
Cabinet Approval: 

Date: October 18, 2024

Regarding: Criteria for Equity Tool Provided by RSS Consulting, LLC to Establish Potential 2024 Bond Measure Project Priority List

The purpose of this communication is to inform the Board about the criteria used to establish the Overall Facility Assessment score, as reflected in the RSSC Equity Tool. The facility data incorporated into the Equity Tool originated from the Facility Assessment rankings in the district-wide facilities study conducted by MGT Consulting in May 2023. RSSC integrated each school's facility ranking into the Equity Planning Tool to develop a prioritization methodology for future facility projects.

- Building Condition - rated each major system in a building as “new”, “good”, “fair”, “poor”, or “unsatisfactory” based condition assessment
- Educational Suitability – evaluated how well the facility supports the educational program that it houses
- Technology Readiness - measured the capability of the existing infrastructure to support information technology and associated equipment
- Grounds Condition - measured the amount of capital needs or deferred maintenance at the site (includes driveways, walkways, parking lots, playfields, utilities, fencing, etc.)

The four scores were combined into one score for each facility and weighted as follows: building condition score 30%, suitability score 50%, technology readiness score 10%, and grounds condition 10%. The Combined Score ranges fall within five categories:

SCORES	DESCRIPTION
> 90	Excellent/Like New
80 - 90	Good
70 - 79	Fair
60 - 69	Poor
< 60	Unsatisfactory

District schools were ranked 3% Excellent/Like New, 14% Good, 43% Fair, 32% Poor, and 8% Unsatisfactory.

These rankings were used as a Key Principle metric in the Equity Tool under the ‘Overall Facility Assessment’ ranking to ensure safe, healthy, and well-built facilities. The two other Key Principle metrics were the Equity Index, aimed at reducing or eliminating existing disproportionalities, and the Community Impact Rank, designed to provide innovative learning environments informed by community knowledge and expertise.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Paul Idsvoog at 457-3134.

Approved by: Interim Superintendent,
Mao Misty Her 

Date: 10/18/24