# CURRICULUM AND INSTRUCTION

CHANGES IN LAW
2024

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**Agreement on Personal Finance Course Requirement Avoids Ballot Showdown**

In a dance we're seeing more often, proponents of a ballot measure that would have added a standalone course in financial literacy to the list of graduation requirements leveraged their position to force a legislative deal. The result, AB 2927 (Kevin McCarty, D-Sacramento), requires local educational agencies (LEAs) to offer a single, standalone course in personal finance beginning in the 2027-28 school year (for the 2030-31 graduating class), and allows a pupil that has completed a course in personal finance to elect to be exempt from the requirement to complete a one-semester course in economics. AB 2927 also specifies that an LEA may eliminate one or more locally required courses to allow time in the bell schedule for the new course requirement.

AB 2927 specifies that an individual holding a single subject teaching credential in Social Science, Business, Mathematics, or Home Economics is authorized to teach the personal finance course. The bill also gives the Commission on Teacher Credentialing the authority to establish a supplementary authorization that authorizes individuals holding other single subject teaching credentials to teach the personal finance course.

The bill requires the Instructional Quality Commission (IQC) to develop and recommend to the State Board of Education (SBE) for consideration and adoption, a curriculum guide and resources for a separate, stand-alone one-semester course in personal finance that is not combined with any other course. The SBE will be required to adopt, based on the IQC's recommendation, the curriculum guide and resources on or before May 31, 2026. The bill appropriates $300,000 to the IQC for this purpose. If the SBE has not adopted the curriculum guide and resources as of May 31, 2026, LEAs, including charter schools, shall locally develop the curriculum and resources to offer a personal finance course meeting the state's requirements, in order to meet the requirement to offer the course as of the 2027–28 school year.

**Narrow But Meaningful Change Made to College and Career Access Pathways (CCAPs)**

Previous law only allowed a community college to enter into a CCAP agreement with a district or county office of education (COE) outside of its service area under very limited circumstances, often leading to frustration and impasse. Senator Josh Newman (D - Fullerton) authored SB 1244 to broaden those circumstances, stating:

> "*This jurisdictional limitation has resulted in situations across the state where schools seeking dual enrollment partnerships with neighboring districts have been prevented from doing so because the governing community college district arbitrarily denies the requested approval or simply fails to*

*take action, which has the same effect. This bill will ensure that students are not denied quality dual enrollment opportunities due to the requirement in current law that gives local community college districts effective veto power over a school district's request to enter into a dual enrollment relationship with a neighboring community college, where such a partnership may not be possible with the community college in which the school is located."*

Specifically, SB 1244 allows the governing body of a community college to amend or establish a CCAP agreement with a district or COE outside of their primary service area if the primary college has either declined a request from a district or COE, or has failed to take action with 60 calendar days of a request to amend or establish a CCAP agreement.

**Bills Mandates Instruction on Dangers of Fentanyl, Excessive Alcohol Use**

Policymakers will often view school curriculum as a straightforward way to address the problems they see students facing. This year, we saw that in both AB 2429 (David Alvarez, D-San Diego) and AB 2865 (Wendy Carillo, D-Los Angeles).

AB 2429 requires a school district or charter school that requires a course in health education for graduation, to include instruction in the dangers of fentanyl use, commencing with the 2026–27 school year. The bill requires this instruction be consistent with the most recent health framework, and be based on information from the National Institutes of Health and the United States Department of Health and Human Services.

This instruction shall include, but not be limited to, all of the following:

- Information on what fentanyl is, including, but not limited to, an explanation of the differences between synthetic opioids, nonsynthetic opioids, and illicit drugs and the variations of fentanyl.
- The differences between the legal and illegal uses of fentanyl.
- The risks of using fentanyl, including, but not limited to, the lethal dose of fentanyl, including comparing that lethal dose of fentanyl to the lethal dose of other drugs, and how often fentanyl is put into illegal drugs without a user's knowledge.
- An explanation of what fentanyl does to a human body and the severity of fentanyl's addictive properties.
- How the consumption of fentanyl can lead to hypoxia and an explanation of what hypoxia is and how it can affect the human body.
- An explanation of the process of adding or mixing fentanyl with other drugs, a process more commonly known as "lacing," and why lacing with fentanyl is common.

- How to detect fentanyl in drugs and how to potentially save a person from a fentanyl overdose, including, but not limited to, how to buy and use fentanyl test strips and how to buy and use naloxone or other opioid antagonists in the form of a prefilled nasal product and an injection.

- How to detect if someone is overdosing on fentanyl.

AB 2865 requires that the currently required instruction on the effects of alcohol also include information about excessive drinking and the short-term and long-term risks of excessive alcohol use. Instruction must include information about excessive drinking, the immediate effects of alcohol that increase the risks of harmful health conditions, and how excessive alcohol use can lead to the development of chronic diseases and other serious problems, including alcohol-related deaths and mental health problems.

School boards must adopt regulations specifying the grades and courses where this instruction will be provided.

**New Accommodation from Physical Education (PE) for Religious Fasting**

To support students who are fasting in observation of their religion, Assembly Member Luz Rivas (D-Sylmar) carried AB 2377, which grants an accommodation for students in kindergarten through grade 12 in connection with any physical activity components of a PE course upon the written submission of a request from their parent or guardian. Students who are 18 and older may submit the request themselves. Students will be given instructional time credit for the minutes for any time for which they were granted an accommodation, provided the student completes alternative assignments or activities.

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The Governor signed the following curriculum and instruction bills:

## CTE

AB 1929 (McKinnor) - Career technical education: data collection.
This bill requires that data reported to the state by recipients of the Career Technical Education Incentive Grant and K-12 Strong Workforce Program to be disaggregated by race and gender.
*Chapter 145, Statutes of 2024*

AB 3131 (McCarty) - Strong Workforce Program: applicants receiving equity multiplier funding.
AB 3131 requires positive consideration for purposes of awarding grants under the K–12 Strong Workforce Program to, among other existing factors, be given to applicants that serve pupils enrolled at LEAs receiving Local Control Funding Formula Equity Multiplier funding.
*Chapter 434, Statutes of 2024*

SB 1244 (Newman) - Pupil instruction: dual enrollment: College and Career Access Pathways partnerships.

For purposes of College and Career Access Pathways (CCAPs), SB 1244 requires a community college district to allow an existing CCAP partnership to be amended, or a new CCAP agreement to be established with a school district, county office of education (COE), or charter school and a community college district outside of the primary community college district's service area, if the primary community college district has declined a request from the school district, COE, or charter school, or has failed to take action within 60 calendar days of a request by the school district, COE, or charter school to either amend into the existing CCAP partnership the requested courses, or to approve another community college district to enter into a CCAP partnership to offer those courses.

*Chapter 789, Statutes of 2024*

## Curriculum and Instruction

AB 1796 (Alanis) - Pupil instruction: course offerings: parental notification.

AB 1796 requires a school district, COE, or charter school to annually notify the parents or guardians of pupils admitted to, or advancing to, grades 7 to 12, of any dual enrollment or International Baccalaureate courses offered by the LEA, and further requires school districts to provide this notice as part of the annual notifications required at the beginning of a school year.

*Chapter 143, Statutes of 2024*

AB 1871 (Alanis) - Adopted course of study for grades 7 to 12: social sciences: personal financial literacy.

Current law requires the adopted course of study for grades 7 to 12 to offer courses in specified areas of study, including social sciences, drawing upon anthropology, economics, geography, history, political science, psychology, and sociology. Current law also requires social science instruction to include instruction that provides a foundation for understanding the development of the American economic system, including the role of the entrepreneur and labor. This bill, with respect to the adopted course of study for grades 7 to 12, requires the social sciences area of study to also include instruction on personal financial literacy.

*Chapter 810, Statutes of 2024*

AB 2073 (Quirk-Silva) - Physical education courses: alternate term schedules.

This bill authorizes the governing board of a school district serving grades 6 to 12 to adopt a policy providing for an alternate term schedule for physical education (PE) courses if (A) pupils in grade 6 receive no fewer than 400 minutes of instruction every 10 days for a semester of not fewer than 18 weeks during the regular school year, for a total of 3,600 instructional minutes for the school year, and pupils in grades 7 to 12 receive no fewer than 800 minutes of instruction every 10 days for semester of not fewer than 18 weeks during the regular school year, for a total of 7,200 instructional minutes for the school year, (B) the PE program is aligned with the PE framework adopted by the State Board of Education (SBE), (C) the PE program complies with regulations regarding the course of study requirements for high school PE programs, and (D) pupils are prepared for, and participate in, required physical performance testing.

*Chapter 375, Statutes of 2024*

AB 2377 (Rivas, Luz) - Pupil instruction: physical education: accommodation: religious fasting.

AB 2377 requires a student in kindergarten through grade 12 to be granted an accommodation in connection with engaging in any physical activity components of a PE course during a period of religious fasting upon the submission to the school principal of written notification from the pupil's parent or guardian, if the pupil is less than 18 years of age, or from the pupil, if the pupil is 18 years of age or older, that the pupil is participating in religious fasting. For purposes of calculating compliance with PE instructional time requirements, this bill requires a pupil to be credited with instructional time for any time for which the pupil was granted an accommodation in connection with engaging in any physical activity components of a PE course pursuant to that religious exemption process, upon completion of alternative assignments or activities by the student.

*Chapter 960, Statutes of 2024*

AB 2429 (Alvarez) - Pupil instruction: health education courses: fentanyl.

Beginning with the 2026–27 school year, AB 2429 requires the governing board of a school district or the governing body of a charter school that has elected to require its pupils to complete a course in health education for graduation from high school, to include instruction in the dangers associated with fentanyl use.

*Chapter 67, Statutes of 2024*

AB 2865 (Carrillo, Wendy) - Pupil instruction: excessive alcohol use.

This bill requires the mandated instruction on the nature and effects of alcohol to include information about excessive alcohol use and the short-term and long-term health risks of excessive alcohol use, and requires this instruction to include information about excessive drinking, the immediate effects of alcohol that increase the risks of harmful health conditions, and how excessive alcohol use can lead to the development of chronic diseases and other serious problems, including alcohol-related deaths and mental health problems.

*Chapter 314, Statutes of 2024*

AB 2932 (Patterson, Joe) - Pupil instruction: sextortion prevention.

AB 2932 requires the Instructional Quality Commission (IQC), when the health curriculum framework is next revised on or after January 1, 2025, to consider providing for inclusion in that curriculum framework content on sextortion.

*Chapter 118, Statutes of 2024*

AB 2999 (Schiavo) - Pupil instruction: homework policy.

AB 2999 enacts the Healthy Homework Act, which encourages each school district, COE, and charter school to (1) develop a homework policy for all grades maintained by the LEA by the start of the 2027–28 school year, (2) formally adopt a final homework policy by the start of the 2028–29 school year, and (3) update the adopted homework policy at least once every 5 years. The bill encourages 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 or legal guardians, and by publication on the LEA's website and on the websites of its individual schools. For an LEA that formally adopted a homework policy on or before July 31, 2024, the bill encourages that the policy be updated before the start of the 2028–29 school year or within 5 years of its adoption, whichever is later, and to be updated to this bill's provisions. Additionally, the bill authorizes CDE to develop and post on its

website, guidelines for LEAs in developing the homework policy, and encourages those guidelines to be developed and posted by January 1, 2026.
*Chapter 751, Statutes of 2024*

AB 3010 (Bauer-Kahan) - Pupil instruction: mindfulness, distress tolerance, interpersonal effectiveness, and emotional regulation.
This bill requires, when the health framework is next revised on or after January 1, 2025, the IQC to consider including information on evidence-based schoolwide programs to support pupils in developing skills in mindfulness, distress tolerance, interpersonal effectiveness, and emotional regulation.
*Chapter 176, Statutes of 2024*

SB 1277 (Stern) - Pupil instruction: genocide education: the Holocaust.
SB 1277 establishes the California Teachers Collaborative for Holocaust and Genocide Education, to be responsible for establishing a statewide teacher professional development program on genocide, including the Holocaust, for school district, COE, and charter school teachers. The Collaborative shall consist of leading genocide and Holocaust education organizations and institutions, genocide survivors, and community leaders, with a mission to ensure that genocide, including Holocaust, education is taught consistent with the content standards, curriculum frameworks, and instructional materials adopted by the SBE in ways that are interdisciplinary and age-appropriate to pupils of different grade levels. The duties of the Collaborative include developing and providing curriculum resources on genocide and Holocaust education, and subject to funding, the bill authorizes other duties including providing annual verbal or written reports to CDE and the Legislature. The implementation of these provisions is contingent upon an appropriation in the state budget for these purposes.
*Chapter 890, Statutes of 2024*

SB 1410 (Ochoa Bogh) - Pupil instruction: curriculum frameworks: mathematics: algebra.
This bill requires the IQC, when the mathematics curriculum framework is next revised after January 1, 2025, to consider including that students in 8th grade be offered the opportunity to take an Algebra I or Mathematics I course that is aligned to the content standards adopted by the SBE.
*Chapter 476, Statutes of 2024*

SB 1471 (Stern) - Pupil instruction: quiet reflection.
SB 1471 authorizes an employee at a public school to conduct a brief period of quiet reflection, with the participation of pupils in attendance. The bill prohibits an individual from requiring a pupil to participate in a period of quiet reflection, and prohibits the governing board of a school district, a county board of education, or the governing body of a charter school from requiring a certificated or classified employee at a public school to conduct a brief period of quiet reflection.
*Chapter 11, Statutes of 2024*

## English Learners

AB 2074 (Muratsuchi) - Pupil instruction: English Learner Roadmap Policy: statewide implementation plan.

AB 2074 requires CDE to develop a statewide implementation plan for the EL Roadmap Policy through an advisory committee with representation from specified entities. The plan must include, among other things, clear and measurable statewide goals of implementation and a system of monitoring and accountability of the implementation of the plan. CDE must, on or before November 1, 2026, submit a report with the statewide implementation plan for the EL Roadmap Policy to the appropriate policy and fiscal committees of the Legislature.

*Chapter 946, Statutes of 2024*

## Graduation Requirements

AB 2927 (McCarty) - Pupil instruction: high school graduation requirements: personal finance.

This bill adds the completion of a separate, stand-alone one-semester course in personal finance, that is prohibited from being combined with any other course, to the graduation requirements commencing with pupils graduating in the 2030–31 school year, including for pupils enrolled in a charter school. The bill authorizes, commencing with students graduating in the 2030–31 school year, including students in a charter school, a student who completes a separate, stand-alone one-semester course in personal finance, that is not combined with any other course, to elect to be exempt from the graduation requirement to complete a one-semester course in economics.

*Chapter 37, Statutes of 2024*

## Instructional Materials

AB 1805 (Ta) - Instructional materials: history-social science: Mendez v. Westminster School District of Orange County.

This bill requires the IQC, when the SBE adopts new instructional materials for history-social science on or after January 1, 2025, to consider providing for inclusion, in its evaluation criteria, content on the case of Mendez v. Westminster School District of Orange County, a case which challenged racial segregation in Orange County.

*Chapter 302, Statutes of 2024*

AB 1821 (Ramos) - Pupil instruction: course of study: social sciences: treatment of Native Americans.

This bill adds instruction that provides 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, to the adopted course of study for grades 1 to 6. For social science instruction in grades 7 to 12, to the extent instruction is provided on the Spanish colonization of California or the Gold Rush Era, AB 1821 requires instruction that provides a foundation for understanding the treatment and perspectives of Native Americans during those periods. The bill requires the IQC, when the SBE next revises the history-social science curriculum framework or adopts new instructional materials, on or after January 1, 2025, to consider including content on the treatment and

perspectives of Native Americans during those periods in that curriculum framework or evaluation criteria for instructional materials.
*Chapter 658, Statutes of 2024*

AB 2053 (Mathis) - Pupil instruction: abusive relationships.
The California Healthy Youth Act requires school districts to ensure that all pupils in grades 7 to 12 receive comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education. This instruction includes information about adolescent relationship abuse and intimate partner violence. This bill requires the sexual health education and HIV prevention education to also include information about resources available to pupils related to adolescent relationship abuse and intimate partner violence, including the National Domestic Violence Hotline and local domestic violence hotlines.
*Chapter 695, Statutes of 2024*

AB 2229 (Wilson) - California Healthy Youth Act: menstrual health education.
This bill adds the topic of menstrual health to the definition of "comprehensive sexual health education" within the California Healthy Youth Act.
*Chapter 706, Statutes of 2024*

AB 2876 (Berman) - Pupil instruction: media literacy: artificial intelligence literacy: curriculum frameworks: instructional materials.
This bill requires the IQC to consider incorporating artificial intelligence (AI) literacy content into the mathematics, science, and history-social science curriculum frameworks when those frameworks are next revised after January 1, 2025.The bill defines AI to mean the knowledge, skills, and attitudes associated with how AI works, including its principles, concepts, and applications, as well as how to use AI, including its limitations, implications, and ethical considerations.
*Chapter 927, Statutes of 2024*

## Special Education

AB 438 (Rubio, Blanca) - Pupils with exceptional needs: individualized education programs: postsecondary goals and transition services.
This bill changes the point at which postsecondary transition planning for students with exceptional needs begins from age 16 to when the student starts their high school experience and not later than when the student is 16. Effective July 1, 2025, an individualized education program (IEP) must include measurable postsecondary goals and transition services, if determined appropriate by a pupil's IEP team.
*Chapter 901, Statutes of 2024*

AB 1938 (Gallagher) - Special education: inclusion and universal design for learning.
This bill requires LEAs to consider specified variables for pupils who are deaf, hard of hearing, or deaf-blind when designing the least restrictive environment (LRE) for students with disabilities and requires CDE to communicate this information to all LEAs and other entities serving pupils who are deaf, hard of hearing, or deaf-blind.
*Chapter 903, Statutes of 2024*

AB 2173 (Addis) - Special education: emotional disability.

While current federal law defines the term "emotional disturbance" for purposes of the federal Individuals with Disabilities Education Act (IDEA) and current state law uses the term "emotional disturbance" for certain purposes relating to the provision of special education services, the term has long been seen as stigmatizing. This bill provides that the term "emotional disturbance" may also be known as "emotional disability" under state law.

*Chapter 149, Statutes of 2024*

SB 445 (Portantino) - Special education: standardized individualized education program template: translation.

This bill requires CDE, by specified dates, to translate the final draft of the state standardized IEP template developed by the California Collaborative for Educational Excellence, into the top 10 most commonly spoken languages used across the state, make those templates available on its website, and notify LEAs that the template and translations are available.

*Chapter 906, Statutes of 2024*

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*Capitol Advisors Group has produced a set of comprehensive client briefs detailing new education laws that were passed by the Legislature and signed into law by Governor Newsom in 2024. Each brief is organized by subject area and includes an executive summary highlighting major changes we think you should know about. Bills signed by the Governor take effect on January 1, 2025, unless the bill specifically states otherwise.*