



## BOARD COMMUNICATIONS

MARCH 21, 2025

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

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Board Communications Approved by: Interim Superintendent Mao Misty Her



Fresno Unified School District  
Board Communication

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

Date: March 21, 2025  
Phone Number: 457-3884

Regarding: Interim Superintendent Calendar Highlights

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

- Participated in Read Across America at Powers-Ginsburg
- Site visits at Hamilton and Fresno High
- Met with Executive Cabinet
- Held principal pool interviews
- Attended Portrait of a Learner Community Feedback Meeting
- Held meeting with staff to design draft goals and guardrails monitoring calendar
- Attended Ramadan Mubarak 2<sup>nd</sup> Annual Iftar at Fresno State
- Held Labor Management Partnership Meeting
- Met with Larry Salinas, Deputy Chief of Staff to Congressman Costa, regarding issues affecting education
- Met with Sade Williams, GO Public Schools
- Attended the Foundation for Fresno Unified Students Board Meeting
- Attended the ACSA Fresno Charter Administrator of the Year Celebration
- Met with ACSA Principals

If you have any questions pertaining to the information in this communication, or require additional information, please contact Misty Her at 457-3884

Cabinet Approval: 

Name and Title: Mao Misty Her, Interim Superintendent

Fresno Unified School District  
Board Communication

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

Date: March 21, 2025

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for March 14, 2025

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 March 14, 2025 are attached and include the following articles:

- Federal Funding: Here today, Here Tomorrow? – March 11, 2025
- Trump Guts the Education Department with Massive Layoffs; Shock Waves Reach California – March 12, 2025
- Schumer Says He'll Vote To Keep Government Open as Democrats Criticize GOP Plan – March 14, 2025

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

Cabinet Approval:



Name and Title: Patrick Jensen, Chief Financial Officer



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DATE: March 14, 2025

TO: Misty Her  
Interim Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: ***SSC's Sacramento Weekly Update***

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### **Assembly Education Committee Holds First Hearing of 2025**

On Wednesday, March 12, 2025, the Assembly Education Committee, chaired by Assemblymember Al Muratsuchi (D-Torrance), held its first hearing of the year. The committee approved the following seven measures that would have a potential impact on local educational agencies (LEAs) should they be signed into law:

- Assembly Bill (AB) 65 (Aguilar-Curry, D-Winters) would require K-12 public schools and community college districts to provide up to 14 weeks of paid leave for employees experiencing pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions
  - A nearly identical measure made it all the way to the Senate floor last year, but never received a vote after “contingent upon an appropriation” language was added to the measure in the Senate Appropriations Committee
- AB 86 (Boerner, D-Encinitas) would require, by July 1, 2028, the State Board of Education (SBE) to adopt instructional materials for health education for grades K-8, pursuant to the requirements in existing law relating to follow-up adoptions of instructional materials, and in alignment with the 2019 SBE-approved health curriculum framework
- AB 228 (Sanchez, R-Rancho Santa Margarita) would require references to “emergency epinephrine auto-injectors” with “emergency epinephrine delivery systems” as it relates to the authority of schools to store the medication, to have trained volunteers available to administer it to students suffering from anaphylaxis, and for students to carry and self-administer the medication
  - This is an urgency measure, which means it would take effect immediately upon signature by Governor Gavin Newsom but requires a higher vote threshold (two-thirds) in the Legislature

- AB 279 (Patel, D-San Diego) would require the State Superintendent of Public Instruction to, by July 1, 2028, and every eight years thereafter, consider convening a group of experts in the fields of literacy technology and media to recommend revisions to the standards for school library services to the Instructional Quality Commission
- AB 322 (Ward, D-San Diego) would require the California Department of Education (CDE) to encourage all LEAs, not just school districts (current law), to participate in programs that offer reimbursement for school-based health and mental health services
- AB 347 (Kalra, D-San Jose) would require that students who exercise their existing right to opt out of animal dissection are given an alternate assignment, requires the CDE to develop a template for students to use to opt out, and makes compliance with opt-out requirements subject to the Uniform Complaint Procedures
  - This bill is nearly identical to AB 2640 (Kalra), which was held by the Senate Appropriations Committee last year
- AB 361 (Shultz, D-Burbank) would authorize a pilot for all school districts, excluding the Los Angeles Unified School District (LAUSD), to use the best value procurement method until December 31, 2030, and would authorize the permanent authorization of use of the best value procurement method to LAUSD

Except for AB 65 and AB 361, all these bills will now go to the Assembly Appropriations Committee where their fiscal implications will be scrutinized. Since AB 65 also impacts community colleges, the bill needs to be approved by the Assembly Higher Education Committee before going to the Appropriations Committee. Since AB 361 was only referred to the Assembly Education Committee, and is tagged as a nonfiscal bill, it will now go to the Assembly floor for consideration.

The only bill that failed passage on Wednesday was AB 281 (Gallagher, R-Yuba City). This bill would have authorized parents to make copies of written educational material that will be distributed to students as part of comprehensive sexual health and HIV prevention education. The bill would also require parents to be informed of the training of any outside consultants and guest speakers used to deliver this instruction.

Four members voted yes on the measure, which was one vote short of the tally needed for approval. Three other members voted no, one abstained, and one was absent. The bill was granted re-consideration by the committee, which means the author can make changes and bring the bill back for consideration prior to the first house policy committee deadline of May 2, 2025.

Those that opposed the measure argued that the bill is duplicative of current law since parents already have the right to review material and that this bill could lead to confusion and more costs to LEAs.

The next hearing for the Assembly Education Committee is scheduled for Wednesday, March 26, 2025. The Senate Education Committee, chaired by Senator Sasha Renée Pérez (D-Alhambra), will hold their first hearing of the year next Wednesday, March 19, 2025.

*Leilani Aguinaldo*

## Federal Funding: Here Today, Here Tomorrow?

By Michelle McKay Underwood  
School Services of California Inc.'s *Fiscal Report*  
March 11, 2025

Since Inauguration Day, local educational agencies (LEAs) have been inundated with a barrage of actions from the new federal administration. These declarations include executive orders focusing on sex-based athletics, diversity, equity, inclusion, and school choice, among others. Another administrative directive planned to enact an ambiguous funding freeze that was partially clarified before being blocked by the courts (see "[Judge Places TRO on Federal Grant Pause](#)" in the February 2025 *Fiscal Report*). Additionally, the Trump Administration appears to be on the precipice of taking a step towards a campaign promise to close the U.S. Department of Education (see "['Historic Final Mission' Says New Secretary of Education](#)" in the March 2025 *Fiscal Report*).

Adding to the uncertainty is the current state of the federal budget, which has been operating under a continuing resolution for months and is nearing the debt ceiling (see "[Government Shutdown Looming](#)" in the March 2025 *Fiscal Report*). Finally, the President's budget proposal for the federal fiscal year beginning in October 2025 is more than a month overdue. These actions—and *inaction* when it comes to Congress passing a budget that funds the government for more than several weeks at a time—have left many LEAs wondering what the future holds for their federal funding.

So, what is an LEA to do? In the absence of a specific proposal or congressional action to defund federal education programs, such as Title I, the Individuals with Disabilities Education Act (IDEA), and the like, we recommend LEAs assume those funds will continue as is. While the Trump Administration has been testing the boundaries between executive and congressional roles since day one, these programs are housed in a department created by Congress and funded by acts of Congress. In the budget-cutting discussions so far this year, education programs have not been a focus, though details are yet to be worked out. To eliminate these funding streams would take a vote by members of both parties in both houses: quite a long shot.

Additionally, as noted above, numerous lawsuits have been filed against the Trump Administration—another was announced yesterday morning by Attorney General Rob Bonta regarding federal teacher preparation funds—where parties believe the executive branch is overstepping its bounds. Should the billions in Title I and IDEA funds already approved by Congress be blocked by the Trump Administration from being sent to states, innumerable parties would flock to the courts to be the first to file suit.

Even with the current challenges posed by recent pronouncements from the Trump Administration, educators nationwide are demonstrating resilience to continue teaching their students. We hope that the instability will soon stabilize. Until and through that time, we will continue to provide information to the field so educators can make the most informed decisions despite uncertain times.

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*Note: A coalition of 21 Democratic attorneys general filed a lawsuit against the Trump administration, challenging its plan to dismantle the Department of Education and lay off nearly half of its staff.*

## **Trump Guts the Education Department with Massive Layoffs; Shock Waves Reach California**

By Howard Blume, Jaweed Kaleem, and Jenny Gold  
*Los Angeles Times*  
March 12, 2025

- The U.S. Department of Education slashes its workforce in half, prompting deep concerns among California educators.
- New Education Secretary Linda McMahon said that she's keeping the "good people" and that funding obligations mandated by Congress will be honored.
- For now, President Trump is using the Education Department to pursue an aggressive ideological agenda.

The Trump administration has begun dismantling the U.S. Department of Education by laying off about half of the agency's employees, casting uncertainty over how — or whether — billions of federal dollars for California to help disadvantaged students and those with disabilities will be distributed, how college financial aid and student loans will be managed and how civil rights enforcement will be carried out.

In San Francisco, the regional branch of the department Office for Civil Rights — already backlogged with investigations into school-related discrimination — will be closed, one of the broad effects of the layoffs that advocates say are sending tremors through school systems, including Los Angeles Unified.

"These reckless layoffs will sow chaos and confusion throughout our nation's public school system," said Guillermo Mayer, president and chief executive of Public Advocates, a California-based law firm and advocacy group. "Instead of bolstering learning outcomes, the immediate effect of these actions is quite cruel. It forces millions of parents, especially parents of students with disabilities, to worry about whether their children will receive the services they need."

"It strikes fear in the hearts of tens of thousands of low-income students who are now wondering, 'What will happen to my financial aid? Will I be able to afford college?'" Mayer said.

L.A. school board member Kelly Gonez on Tuesday sponsored a resolution against cuts to federal education funding and addressed the federal layoffs Wednesday.

"We serve one of the most diverse populations in the country," Gonez said. "We're proud of serving immigrant families, many students of color and students from low-income backgrounds. So it's a direct attack on the students and families that make up the majority of our students and that's why the risk for potential harm is so great. While we're still assessing, these are very concerning steps that we're seeing."

L.A. schools Supt. Alberto Carvalho said he's concerned not only about the future levels of federal funding, but about potential policy changes to how it can be distributed, including "possibly a dilution" of the district's \$460 million in annual Title I money for academic support to offset the effects of poverty. California receives \$2 billion in Title I funds, which is distributed to school districts.



Secretary of Education Linda McMahon sought to dispel concerns, saying the administration would abide by congressional funding mandates.

She said the layoffs reflect the department's "commitment to efficiency, accountability and ensuring that resources are directed where they matter most: to students, parents and teachers."

When President Trump took office, the Education Department's workforce stood at 4,133, according to the administration. After the layoffs take effect, the number would be 2,183 workers, including those who previously resigned, agreed to buyouts or were fired because they were probationary employees.

"We wanted to make sure that we kept all of the right people, the good people, to make sure that the outward facing programs — the grants, the appropriations that come from Congress — all of that are being met and none of that's going to fall through the cracks," McMahon said in a Tuesday night interview on Fox News.

The accelerated unwinding of the agency had been expected to be triggered by one of Trump's executive orders. But McMahon clearly was empowered to act without delay.

It has also become evident that the Trump administration's effect on education has not been contingent on the existence of the Department of Education, which he pledged to shut down during his campaign, calling it "a big con job" infiltrated by "radicals, zealots and Marxists" that misused taxpayer dollars.

The administration has taken swift action to withhold funding to schools and colleges on ideological grounds. A recent policy guide directed institutions to end "discriminatory" diversity, equity and inclusion programs or risk losing federal money. Another order ended the status of transgender students as a group protected from discrimination.

Among the latest: the Trump administration's cancellation last week of \$400 million in federal grants to Columbia University because of what the government describes as the school's failure to stop campus antisemitism. The cancellation came even though Columbia had set up a new disciplinary committee and ramped up investigations of students critical of Israel and its war in Gaza, alarming free speech advocates.

On Sunday, Mahmoud Khalil, a prominent Palestinian activist and recent Columbia graduate who holds a green card, was arrested by federal immigration authorities, touching off a legal fight over his detention. The Trump administration seeks to deport him over his leadership role in pro-Palestinian protests at the university, prompting campus rallies at UCLA, UC Berkeley and other campuses in support of Khalil, who has not been charged with any crime.

Trump has vowed to deport foreign students he described as engaging in "pro-terrorist, anti-Semitic, anti-American activity." Students say the administration is illegally attacking immigrants and free speech rights.

The University of California and USC are also under federal investigation over allegations that they have not properly addressed campus antisemitism.

Democratic-led states and groups outside government have sued to stop some orders they say are illegal and motivated by Trump's hostility to what he characterizes as "woke" indoctrination in education.

On March 6, California joined seven other states suing the Trump administration over cancellation of grants worth \$250 million to them — \$600 million nationwide — for teacher training programs funded through the Education Department. The administration said the programs promote inappropriate and "divisive

ideologies” linked to diversity, equity and inclusion, known as DEI. A federal judge on Monday ordered the programs reinstated while he reviewed the case.

## **The ‘Final Mission’**

Even before she was confirmed as Education secretary by the Senate last week, McMahon was under orders from Trump to “put herself out of job” by dismantling the department.

Immediately following her confirmation, McMahon issued a staff memo, which was vague on details, talking of “Our Department’s Final Mission” — shutting itself down. The department had a pre-Trump budget this year of about \$80 billion. Salary and benefits for the department were set at about \$917 million.

Before McMahon assumed control, officials working with the Department of Government Efficiency, which is not a federal agency but a White House advisory team headed by billionaire Elon Musk, already had gutted the Institute of Education Sciences, which gathers data on the nation’s academic progress, and fired or suspended scores of employees.

Sara Schapiro, executive director of the Alliance for Learning Innovation, is especially concerned about those cuts: “States don’t typically have the capacity to do that kind of research and to store data. They really do rely on the federal government to publish and share gold-standard research that they can then use.”

In earlier statements, McMahon and Trump have spoken of returning authority over education to the states.

However, states already fund the vast majority of education spending, and policies are largely made at the state and local school district level. Still, local officials consider the federal funding contribution — about 7% to 20% of budgets — to be vital.

While it is possible for the federal government to step back, it’s a seemingly contradictory position for Trump: He has a concurrent goal of withholding funding if a school system or university does not abide by his directives on what to teach, how to interpret civil rights, especially in regards to transgender students and promoting diversity among employees.

Alex Hertel-Fernandez, associate professor of international and public affairs at Columbia University, said there is “a logical inconsistency between these positions, but that chaos, in some ways, is the point: to throw the sector into chaos, and to force these institutions and schools into spending a lot of time and effort to anticipate what to do to avoid further legal backlash and cuts in funding.”

Eliminating the department is likely to be a heavy lift because of opposition among Democrats — who appear to have enough votes to block such a move in the Senate. It’s also not clear that all congressional Republicans would go along.

## **Debate over dismantling the department**

The environment for schools and colleges is risky and uncertain, said John B. King Jr., chancellor of the State University of New York and a U.S. secretary of Education under President Obama.

“We’re facing both threats — the threat of loss of funding for critical programs, and the threat of weaponization,” King said. “That weaponization is about bringing control — of what students do day-to-day in the classroom — to Washington.”

Mari Barke, a member of the Orange County Board of Education, said critics are being unnecessarily alarmist as it relates to school districts that serve students through high school.

“Sometimes I think less government is better,” Barke said. “If we could somehow eliminate some of the inefficiencies and waste, that might be a good thing.”

Trump has taken the position that his executive power extends to authority over funds appropriated by Congress. Using that disputed legal premise, his Department of Education — in concert with Musk’s cost-cutting strike force — had already claimed more than \$1 billion in savings from canceled education-related contracts and grants. Trump and Musk say they are targeting waste, fraud and abuse as well as seeking to eradicate left-wing ideology.

Denise Forte, president and chief executive of the Washington-based advocacy group EdTrust, said she has seen no evidence that waste and fraud have been uncovered.

Rather, she said, the new administration is hunting for key words or phrases such as “DEI” in program descriptions and websites and cutting programs that are flagged in that way without meaningful scrutiny.

“That’s not waste, fraud and abuse — that is about undermining our students,” Forte said.

## **Student loans, civil rights**

Trump and his team have spoken of transferring major programs to other agencies rather than eliminating them.

The student loan programs for higher education could transfer to the Small Business Administration, the Department of the Treasury or the Department of Commerce. Such a move could disrupt services to 43 million students and borrowers who owe the government more than \$1.5 trillion. About half of Cal State University students, for example, receive student loans, a portfolio of more than \$1 billion.

Trump has already taken action on one sector of the student loans, signing an executive order changing the Public Service Loan Forgiveness program by disqualifying workers of nonprofit groups deemed to have engaged in “improper” activities, appearing to include organizations that support undocumented immigrants, or DEI programs.

The Pell Grant program, which awards more than \$120 billion to 13 million students each year to help pay for higher education, could also be transferred. About \$1.5 billion per year is set aside in Pell Grants for California students.

The Office for Civil Rights — charged with investigating and taking action to stop school-related discrimination — could shift to the U.S. Department of Justice.

A spokesperson said the Education Department would carry out its obligation to enforce civil rights using an expedited process.

Catherine Lhamon, who led the Biden and Obama administrations’ Office for Civil Rights, said she confirmed with staffers that regional offices in Dallas, Chicago, Cleveland, Boston, New York and Philadelphia are closing. Offices in Seattle, Denver, Kansas City and Washington would remain open, she said.

The San Francisco office employed about 50 people who worked on California cases.

“The people in these offices are experts, some with decades of experience,” Lhamon said. “They evaluated complaints and jurisdiction, requested documents, reviewed documents, went to campuses, talked to students, talked to staff, interviewed witnesses about alleged facts, reviewed the law and determined whether a violation had occurred.”

She said the department already was understaffed, with about 12,000 pending cases when Trump took office.

Ken Marcus, who led the department’s civil rights office under President George W. Bush and during Trump’s first term, said that, with the staff reductions, “it will be important to see whether there will be increased hiring at the Justice Department’s civil rights division or other parts of the federal government.”

### **The impact on California**

California receives an estimated \$16.3 billion annually in federal funding, or about \$2,750 per student. The Los Angeles Unified School District — the nation’s second-largest school system — puts its annual federal support at \$1.26 billion.

Not all of these dollars funnel through the Department of Education. Significant federal funding for early childhood education comes from the Department of Health and Human Services, and the gigantic student meal program is housed in the Department of Agriculture. L.A. Unified alone estimates that it receives about \$363 million to feed students from low-income families.

About 80% of L.A. Unified students qualify for Title I-funded services, which include tutoring, smaller classes, after-school programs, teacher training, counseling and family engagement. Another major funding area is for students with disabilities.

Billions in research funding flow each year to California universities from federal departments and agencies. A sizable portion comes from the National Institutes of Health — \$2.6 billion for the University of California alone last academic year. Federal district judges have halted an attempt by the Trump administration to slash critical NIH grants while cases, including one filed by California, proceed.

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*Note: If the Senate Republicans remained lockstep in voting for the Continuing Resolution already approved by the House, then they will need at least seven Democrats to cross partisan lines and vote for cloture so that the measure can be brought to the floor.*

## **Schumer Says He’ll Vote To Keep Government Open as Democrats Criticize GOP Plan**

By Kaia Hubbard and Alan He  
*CBS News*  
March 14, 2025

*Washington* — Senate Minority Leader Chuck Schumer said he’ll vote to keep the government open as the chamber prepares to take up a GOP stopgap bill continuing government funding Friday.

“I believe it is my job to make the best choice for the country, to minimize the harms to the American people,” Schumer said. “Therefore, I will vote to keep the government open, and not shut it down.”

His support for the measure signaled that Democrats would let the measure pass to prevent a shutdown as the caucus grappled Thursday with the uncomfortable choice.

In a lengthy speech from the Senate floor, the New York Democrat outlined his opposition to the House-passed bill but went on to say that his bigger worry was about what failing to fund the government could bring. He warned that a government shutdown would give President Trump and his allies “the keys to the city, state and country,” arguing that “while the CR bill is very bad, the potential for a shutdown has consequences for America that are much, much worse.”

The Senate plans to take up the House-passed bill to fund the government through September beginning on Friday. Republicans need 60 votes to invoke cloture and advance the measure, meaning it will need the support of Democrats to get to a vote on final passage. Speaking to reporters after his remarks, Schumer wouldn’t say whether enough Democrats would support advancing the measure, noting that “each is making his or her own decision.”

Meanwhile, Senate Democrats have been considering a plan to pave the way for a vote on final passage of the Republican-led bill in exchange for a doomed-to-fail vote on their own 30-day alternative. Schumer told reporters that the option remains their preference, but no agreement has been reached with Senate Republican leadership.

With government funding set to expire on Friday night, Democrats have found themselves in the position of being able to block the GOP bill, but also wary of the government shutdown that would ensue if they do so. Democratic leaders have instead been pushing for a 30-day funding extension that would allow more time for negotiations on new spending bills — a nonstarter, given Republican control of the House and Senate.

A possible solution began to emerge after Senate Democrats met on Capitol Hill on Wednesday. The plan would call for Democrats to provide the votes needed to advance the GOP bill in exchange for a vote on an amendment with their own one-month stopgap measure, which would almost certainly fail. Democrats who oppose the GOP version could then vote against its final passage. Some members see it as a way to save face while also avoiding a shutdown.

“I think we’re going to all be ‘no’ on cloture unless we get an agreement to propose at least this 30-day clean [continuing resolution] amendment and maybe a couple of others,” Sen. Tim Kaine of Virginia told reporters Thursday. “So we’ll be ‘no’ on cloture unless we get an agreement to do that. I’m not aware of whether the Republicans have agreed to that yet, but we’ll be ‘no’ on cloture if we don’t get it, and I think that’s a unified position.”

The House approved the six-month funding measure on Tuesday largely along party lines, sending the funding fight to the Senate.

Senate Majority Leader John Thune told reporters ahead of Schumer’s remarks that his office has been in touch with the minority leader’s staff, but Democrats haven’t made a formal offer. Thune noted that if Democrats want a vote on the 30-day continuing resolution in exchange for helping Republicans reach the 60-vote threshold on the House-passed bill, “they can get that.”

“There’s basically one path to keep the government from shutting down and one door to unlock, and Democrats have the keys,” he said. Thune filed cloture on the House-passed measure Thursday night, setting up a Friday vote.

Democrats emerged from Wednesday’s meeting touting their alternate plan that would fund the government until April 11. Schumer warned Republicans that they do not have the votes to approve the House-passed stopgap measure, which increases defense spending and funding for veterans’ health care, while decreasing non-defense spending below 2024 levels.

Although efforts to fund the government usually find bipartisan support, Democrats widely oppose the measure and have expressed frustration with the spending reductions, while warning that it would give the Trump administration and Elon Musk’s Department of Government Efficiency even more latitude to carry out cost-slashing efforts. The possibility of forcing a shutdown is one of the few points of leverage Democrats have as the minority in both chambers.

But Democrats also fear the fallout of a lapse in funding, which could serve as the pretext for the Trump administration to make even deeper cuts across the federal workforce. Some Senate Democrats see the plan to vote for cloture but against final passage as a way to thread the needle, while others have argued that a vote on the short-term continuing resolution isn’t for show.

Sen. Jeff Merkley, an Oregon Democrat, said the approach isn’t a gimmick, noting the bipartisan work that has been done so far on new funding bills that would go by the wayside with the House-passed funding extension.

“What would be an absolute crime is to support a House bill written only by Republicans,” Merkley said, adding, “You don’t stop a bully by handing over your lunch money, and you don’t stop a president like Trump from being authoritarian by proceeding to give in and give him more power again.”

Frustrations appeared to mount among Democrats throughout the day on Thursday, as they met again behind closed doors on the issue. Schumer told his caucus during the meeting that he planned to vote to advance the GOP funding measure, a source familiar confirmed to CBS News. As the meeting let out, a number of Democrats released statements on social media announcing that they would vote no on the House-passed continuing resolution, while they otherwise remained tight-lipped about their intentions.

Meanwhile, some outspoken progressives have denounced the plan, saying the party is capitulating to the president and Republicans while getting nothing substantive in return.

“I hope Senate Democrats understand there is nothing clever about setting up a fake failed 30 day CR first to turn around & vote for cloture on the GOP spending bill,” New York Democratic Rep. Alexandria Ocasio-Cortez posted on X on Thursday. “Those games won’t fool anyone. It won’t trick voters, it won’t trick House members. People will not forget it.”

Sen. John Fetterman of Pennsylvania, the sole Democrat who publicly said he would back the House-passed measure, likewise criticized the idea of exchanging support for cloture for a vote on the short-term continuing resolution.

“The House GOP CR will then pass the Senate because it only needs 51 votes,” Fetterman said in a post on X. “Total theater is neither honest with constituents nor a winning argument.”

Fresno Unified School District  
Board Communication

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

Date: March 21, 2025  
Phone Number: 457-3934

Regarding: March Legislative Committee Meeting

The purpose of this communication is to provide the Board with information shared at the March 13, 2025, Legislative Committee Meeting.

At the regular meeting of the Legislative Committee of the Fresno Unified School District the following were present: Board of Education Members: Veva Islas and Andy Levine; Director, Governmental Relations: Leilani Aguinaldo; District Staff: Patrick Jensen, Chief Financial Officer, David Chavez, Chief of Human Resources, Nikki Henry, Chief Information Officer, Kim Kelstrom, Chief Executive, Fiscal Services, Ashlee Chiarito, Executive Officer, State & Federal Programs, Teresa Plascencia, Executive Director, Constituent Services.

### **Budget and Economic Update**

Ms. Aguinaldo provided a budget legislative update.

The Legislature completed a special session on February 3, 2025, to discuss “safeguarding California values and fundamental rights in the face of an incoming Trump administration”. After the Los Angeles County wildfire, Governor Newsom expanded the scope of the special session to help Los Angeles recover from the wildfires and support the emergency response. There were two bills approved related to shoring up state and local legal defenses against the Trump administration and two measures related to the wildfires. SBX1 increases funding for the department of Justice by up to \$25 million for the current 2024-25 fiscal year for costs related to defending the state against enforcement and legal actions taken by the federal government and provides \$25 million in one-time funding for the current 2024-25 fiscal year for immigration services.

The President’s Administration indicated that the role of the Secretary of the U.S. Department of Education (ED) will be to downsize and eliminate the ED. The ED cannot be officially abolished without action from Congress. A key proposal of the Trump Administration is that the critical duties of the ED would require movement to other departments, as there are mandated components that must continue under current law. Two of the largest activities supervised by the ED are implementation of Title I and the Individuals with Disabilities Education Act (IDEA). The Secretary stated that educational programs such as Title I and IDEA would not be eliminated. The Secretary’s vision, shared in a memo on March 4, 2025, shared the mission to changes to the ED to “remove red tape and bureaucratic barriers” for parents, teachers, and local communities.

The U.S. Department of Agriculture (USDA) informed recipient agencies on Friday, March 7, 2025, that it has cancelled the \$660 million Local Food for Schools program from 2025. California was on target to receive over \$71 million in funds for school meals in 2025, according to the USDA website.

UCLA economists noted in their most recent report that their economic assumptions and predictions from the final quarter of 2024 were nearly spot on, requiring only modest revisions to the Spring 2025 Economic Outlook. The notable difference from the Winter 2024 Economic Outlook is uncertainty has

surged since the start of the second Trump Administration. This makes it hard to predict what will happen to the economy; nevertheless, the Anderson Forecast offers a set of expectations, assuming that the economy does not go into a recession. The Anderson Forecast looked at three major priorities of the current administration: cutting taxes and reducing government spending, tariffs, and deportation. The forecast predicts that deportation will drive price hikes in 2026 through higher food costs and wages. Forecasts for gross domestic product (GDP) have direct implications for school districts as the annual cost-of-living adjustment (COLA) for TK-12's Local Control Funding Formula and various categorical programs is directly tied to the federal productivity index.

The Legislative Analyst's Office (LAO) identifies \$7.8 billion in newly available Proposition 98 resources across the 2024/25 and 2025/26 fiscal years and delineates how the Governor proposes to use most of the funding among different ongoing and one-time investments. Governor Newsom is proposing to delay the appropriation of \$1.6 billion of the total \$3.9 billion increase in the 2024/25 minimum guarantee until May 2026 when the state will have greater certainty about revenues for the current fiscal year. The LAO calls the Governor's approach a reasonable mix of ongoing and one-time investments, helping to build a "cushion that would protect ongoing programs".

The LAO's reports regarding the Governor's Transitional Kindergarten (TK) proposal to increase, which includes the increase of TK funding by \$1.8 billion to support the expansion of newly eligible TK students and the 1:10 staff-to-student ratio that will go into effect in 2025/26. The LAO finds the Governor's proposal to the TK add-on to likely exceed the actual cost to implement the lower staffing ratios that will go into effect in the coming school year and recommends the Legislature adopt the alternative.

The Governor proposes providing a third funding infusion of \$235 million to the Literacy Coaches and Reading Specialist Grant Program. LEAs with the school sites with 94% or more unduplicated students in grades K-3 for 2024/25, who have not received the grant in the past, are eligible for the funds. Additionally, there is a proposal to create a mathematics coaches and specialists grant, providing \$250 million to implement instruction and interventions in math. Schools for the 2024/25 fiscal year must have at least 90% unduplicated students to be designated as rural with more than 75% unduplicated students.

**Legislative Update** – The following bill proposals were discussed:

AB 313 (Ortega) – Support – Extends the March 3, 2025, application deadlines for financial aid programs administered by the Student Aid Commission by one month.

AB 335 (Gipson) – Support – Establishes a competitive grant program to provide academic support to underserved Black and African American students and other underserved students.

AB 401 (Muratsuchi) – Support – Recipients of the Career Technical Education Incentive Grant in a prior year would receive a renewal of the grant for three years if specific criteria is met.

SB 640 (Cabaldon) – Support – Establishes the Automatic Admission Program under which a student graduating from a high school of a participating district and meeting specific criteria would be eligible for enrollment into a designated California State University (CSU) campus based on available enrollment capacity.

SB 48 (Gonzalez) – Support – Prohibits schools and personnel from granting a United States Immigration and Customs Enforcement officer or other federal official engaging in immigration related investigations permission to access a school campus without a judicial warrant.

SB 685 (Cortese) – Support – Establishes Financial Assistance for Students Experiencing Homelessness Pilot Program to provide financial assistance at three California State University (CSU) campuses to California residents who meet certain criteria.

AB 65 (Aguiar-Curry) – Support – Requires a K-14 public school employer to provide up to 14 weeks of full pay to certificated and classified employees due to pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from these conditions.



AB 1224 (Valencia) – Support – Reestablish any holder of a credential or permit issued by Commission on Teacher Credentialing that authorized the holder to substitute teach was allowed to serve in a substitute teaching assignment aligned with their authorization for up to 60 cumulative days for any one assignment.

AB 1369 (Ramos) – Support – Extends a student’s authorization to wear an adornment to school events that are related to graduation.

AB 865 (Gonzalez, Mark) – Support – 2026-27 establishes the Dual Language Immersion Education Instructional Materials Grant Program and appropriates \$5,000,000 to superintendent for purposes of providing one-time grants of \$100,000 to districts.

SB 98 (Perez) – Support – Requires districts to immediately notify all students, parents, staff, and other school community members of the presence of immigration officers on a school site.

SB 33 (Cortese) – Support – Provides a guaranteed income of \$1,000 dollars each month from May 1, 2026, to August 1, 2026, for students in grade 12 who are homeless.

AB 419 (Connolly) – Support – Requires the governing board of school districts to post the Immigration-Enforcement Actions at California Schools Guide for Students and Families, also known as “Know Your Educational Rights,” developed by the Attorney General on site and the website.

AB 382 (Berman) – Support – Establishes a speed limit of 20 miles per hour in a school zone as long as there is appropriate signage.

AB 844 (Essayli) – Oppose – Requires that student’s participation in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities based on the student’s sex, determined by anatomy and genetics at the time of birth.

SB 771 (Stern) – Oppose – requires districts governing boards to adopt a policy to limit or prohibit the use of social media by its students while they are at a school site or while they are under the supervision and control of a district employee.

AB 327 (Ta) – Oppose – Increases the punishment for a second or subsequent offence of “swatting” from a misdemeanor to an alternate felony-misdemeanor.

SB 554 (Jones) – Oppose – Prohibits districts from enacting an ordinance that would impose any additional prohibitions on Californian law enforcement agencies related to immigration enforcement.

AB 857 (Gipson) – No Position – By 2027-28 school year, requires districts to provide a California Department of Education to develop online cultural competency to support pupils of color to all school employees.

AB 1123 (Muratsuchi) – No Position – In the 2026-27 school year, this bill authorizes school districts and county offices of education (COEs) to use up to five days of instruction for purposes of professional development for all school staff without incurring financial penalties to missed instructional time.

AB 887 (Berman) – No Position – Requires all high schools to offer computer science based on a specific timeline.

The School Services Legislative Committee March 2025 report is attached. The next Legislative Committee meeting is scheduled for April 10, 2025.

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

Cabinet Approval: 

Name and Title: Patrick Jensen, Chief Financial Officer

# Fresno Unified School District

**LEGISLATIVE COMMITTEE MEETING  
MARCH 13, 2025**

**2025-2026 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***

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**Legislative and Economic Update Prepared for:**  
**Fresno Unified School District**  
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**March 12, 2025**

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## Legislature Wraps up Special Session

By: Kyle Hyland

February 7, 2025

This past Monday, February 3, 2025, the Legislature wrapped up the special session that was convened by Governor Gavin Newsom on December 2, 2024 (see “[Special Session to Convene on December 2](#)” in the November 2024 *Fiscal Report*).

The original scope of the special session was to “safeguard California values and fundamental rights in the face of an incoming Trump administration.” However, after the wildfires broke out in Los Angeles County in early January, Governor Newsom expanded the scope of the special session to provide funding to help Los Angeles recover from the devastating wildfires and support the emergency response.

Overall, there were four bills approved by the Legislature during the special session: two measures related to shoring up state and local legal defenses against the Trump Administration and two measures related to the wildfires. We provide a summary of the special session measures below.

### Wildfire Legislation

The two bills related to the wildfire response and recovery efforts sailed through the legislative process and were introduced and signed into law within four days.

On Thursday, January 23, 2025, Governor Newsom signed special session bills ABX1 4 by Assemblymember Jesse Gabriel (D-Encino) and SBX1 3 by Senator Scott Wiener (D-San Francisco). The two measures provide billions of dollars to expedite firestorm response and recovery efforts, streamline rebuilding efforts, and help rebuild fire-damaged school facilities. More specifically, the two bills will provide the following assistance to Los Angeles County:

- \$2.5 billion to expedite initial firestorm response and recovery efforts including support for emergency protective measures, evacuations, shelter, debris removal and cleanup, post-fire hazard assessments, traffic control, and other necessary emergency activities
- \$4 million to the Department of Housing and Community Development for a grant program for local governments in areas impacted by the wildfires to provide additional planning review and building inspection resources for the purpose of expediting building approvals for homeowner rebuilding
- \$1 million to the Division of the State Architect and Office of Public School Construction to provide assistance to the Los Angeles Unified School District (USD), Pasadena USD, and any impacted charter schools located within those school districts, to rebuild and recover school facilities damaged as a result of the wildfires

Funds for the relief package will be drawn from the state’s reserve fund earmarked for economic uncertainties, which had about \$8.3 billion as of January 10, 2025, according to the Department of

Finance (DOF). State officials believe that all or most of the \$2.5 billion should be reimbursable by the federal government.

### **State and Local Legal Funding Legislation**

The two bills related to the original scope of the special session, SBX1 1 (Wiener) and SBX1 2 (Wiener), were approved by the Legislature on Monday afternoon and sent to Governor Newsom on Tuesday morning.

SBX1 1 authorizes the DOF to increase funding for the Department of Justice by up to \$25 million for the current 2024-25 fiscal year for costs related to defending the state against enforcement and legal actions taken by the federal government, filing affirmative litigation challenging actions taken by the federal government, and taking administrative action authorized under state law to mitigate the impacts of actions taken by the federal government.

SBX1 2 provides \$25 million in one-time funding for the current 2024-25 fiscal year for immigration services, specifically:

- Appropriates \$10 million to the Legal Services Trust Fund to provide legal services to vulnerable persons at risk of detention, deportation, eviction, wage theft, intimate partner violence, and other actions as a result of potential or actual federal action
- Adds \$10 million to the Immigration Services Funding Program at the Department of Social Services for immigration services funding
- Increases \$5 million to the Judicial Council, to be distributed through the California Access to Justice Commission to nonprofit providers of legal services

The Assembly was expected to approve these bills last week but delayed the vote after GOP lawmakers questioned whether the funding for migrants could end up supporting people with criminal records. To quell this concern, Democratic lawmakers submitted a letter clarifying that the funding from these bills is not intended to provide services for people convicted of violent or serious crimes.

Governor Newsom is expected to sign these two bills into law in the coming days.

## “Historic Final Mission” Says New Secretary of Education

By: Anjanette Pelletier

March 5, 2025

On March 3, 2025, the U.S. Senate confirmed Linda McMahon as Secretary of the U.S. Department of Education (ED) in a 51-45 vote, along party lines. McMahon, who previously led the Small Business Administration and co-founded the World Wrestling Entertainment, comes to the role with limited public education experience, consisting of a short term on the Connecticut State Board of Education. The confirmation process for the U.S. Secretary of Education (Secretary) stirred up controversy in the Senate and with educational associations and advocacy groups. The Administration has indicated the role of the Secretary will be to downsize and eliminate the ED, and the Secretary indicated in writing, “I wholeheartedly support and agree with this mission.” Cuts have already been made to ED staff, programs, and research activities.

While closing the ED may be at the top of the to-do list for the incoming Secretary, it cannot be officially abolished without action from Congress, as it was created by an [act of Congress](#) in 1979 and can only be closed by that same body. Multiple proposals to abolish the ED and end programs for which it has administrative responsibility have surfaced in the past decade, two as recently as 2023 and 2024. A key marker of previous proposals and current platform objectives are an acknowledgement that critical duties of the ED would require movement to other departments, as there are mandated components that must continue under current law. Two of the largest activities supervised by the ED are the implementation of Title I and the Individuals with Disabilities Education Act (IDEA). These massive programs were created by acts of Congress—Title I in 1965 and IDEA in 1975—funded by Congress, and protected by statute. These two programs represent billions in education funding, with nearly \$16 billion for Title I programs supporting local educational agencies serving low-income communities, and more than \$15 billion for IDEA, which supports students with disabilities. California, due to its size, receives a substantial portion of these federal funds and any adjustment of these funding streams could have substantial impacts for education.

The Secretary stated that educational programs, such as Title I money for low-income schools, Pell Grants, and support for students with disabilities, would not be eliminated. However, in a memo sent to ED staffers yesterday, March 4, 2025, titled “Our Department’s Final Mission,” the Secretary shared her vision to “restore the rightful role of state oversight in education,” which “will profoundly impact staff, budgets, and agency operations” of the ED. The memo calls the coming changes to the ED an “historic overhaul of a federal agency” that will “remove red tape and bureaucratic barriers” for parents, teachers, and local communities.

It is not yet clear the scope of implementation, but this dramatic shift in philosophy will not be without both supporters and detractors, and there are likely months of legislative and legal wrangling on the horizon. We will continue to monitor actions or orders related to the ED and the critical funding components administered on behalf of students as these events unfold.



## Government Shutdown Looming

By: Kyle Hyland

March 6, 2025

The federal government is currently operating on a continuing resolution (CR), which is set to expire next Friday, March 14, 2025.

A CR is a stopgap measure that temporarily keeps the government funded at prior fiscal year (FY) levels while Congress negotiates a full funding package for the current fiscal year. This means that, while FY 2025 technically began on October 1, 2024, the federal government has utilized several stopgap measures with FY 2024 spending levels to avoid a government shutdown.

Over the past week, President Donald Trump, House Speaker Mike Johnson (R-LA), and Senate Majority Leader John Thune (R-SD) have endorsed a proposal to fund the rest of the fiscal year using a CR. Under this plan, the FY 2024 spending levels would remain in effect through FY 2025. This would allow the Trump Administration, and the GOP-led Congress to close the chapter on the current fiscal year and look ahead to FY 2026, which will begin on October 1, 2025.

However, due to a razor thin majority in the House and the threat of a filibuster in the Senate, Republican leaders will have to thread a political needle for this plan to work. Under the current House makeup, Republicans can only afford to lose one vote before needing to reach across the aisle for Democratic support. In the Senate, in order to invoke cloture (break a filibuster) on this proposal, the GOP would need at least seven Democrats to cross party lines and allow the proposal to be brought to the floor for a vote.

This means that even if Speaker Johnson can garner enough votes to approve a full-year CR in the House, the GOP still requires at least seven Democratic votes in the Senate to end debate and vote on the measure. This gives Senate Democrats leverage in negotiations since a measure cannot move forward without at least some Democratic support.

It is important to note that, while Democratic leaders have expressed willingness to support another clean, short-term CR to avert a government shutdown, they have yet to endorse a CR that extends to the end of the fiscal year.

While we do not know what will transpire in Congress next week, we do know that without a temporary or full-year stopgap measure, a government shutdown will commence beginning on March 15, 2025.

## Federal Funding: Here Today, Here Tomorrow?

By: Michelle McKay Underwood

March 11, 2025

Since Inauguration Day, local educational agencies (LEAs) have been inundated with a barrage of actions from the new federal administration. These declarations include executive orders focusing on sex-based athletics, diversity, equity, inclusion, and school choice, among others. Another administrative directive planned to enact an ambiguous funding freeze that was partially clarified before being blocked by the courts (see [“Judge Places TRO on Federal Grant Pause”](#) in the February 2025 *Fiscal Report*). Additionally, the Trump Administration appears to be on the precipice of taking a step towards a campaign promise to close the U.S. Department of Education (see [“‘Historic Final Mission’ Says New Secretary of Education”](#) in the March 2025 *Fiscal Report*).

Adding to the uncertainty is the current state of the federal budget, which has been operating under a continuing resolution for months and is nearing the debt ceiling (see [“Government Shutdown Looming”](#) in the March 2025 *Fiscal Report*). Finally, the President’s budget proposal for the federal fiscal year beginning in October 2025 is more than a month overdue. These actions—and *inaction* when it comes to Congress passing a budget that funds the government for more than several weeks at a time—have left many LEAs wondering what the future holds for their federal funding.

So, what is an LEA to do? In the absence of a specific proposal or congressional action to defund federal education programs, such as Title I, the Individuals with Disabilities Education Act (IDEA), and the like, we recommend LEAs assume those funds will continue as is. While the Trump Administration has been testing the boundaries between executive and congressional roles since day one, these programs are housed in a department created by Congress and funded by acts of Congress. In the budget-cutting discussions so far this year, education programs have not been a focus, though details are yet to be worked out. To eliminate these funding streams would take a vote by members of both parties in both houses: quite a long shot.

Additionally, as noted above, numerous lawsuits have been filed against the Trump Administration—another was announced yesterday morning by Attorney General Rob Bonta regarding federal teacher preparation funds—where parties believe the executive branch is overstepping its bounds. Should the billions in Title I and IDEA funds already approved by Congress be blocked by the Trump Administration from being sent to states, innumerable parties would flock to the courts to be the first to file suit.

Even with the current challenges posed by recent pronouncements from the Trump Administration, educators nationwide are demonstrating resilience to continue teaching their students. We hope that the instability will soon stabilize. Until and through that time, we will continue to provide information to the field so educators can make the most informed decisions despite uncertain times.

## USDA Ends \$660 Million for School Food Programs

By: Anjanette Pelletier

March 11, 2025

The U.S. Department of Agriculture (USDA) informed recipient agencies on Friday, March 7, 2025, that it has cancelled the \$660 million Local Food for Schools program for 2025. California was on target to receive over \$71 million in funds for school meals in 2025, according to the USDA website.

The program, announced in October of 2024 under the Biden Administration, was intended to “strengthen the food system for schools and childcare institutions by helping to build a fair, competitive, and resilient local food chain, and expand local and regional markets with an emphasis on purchasing from historically underserved producers and processors,” according to the USDA website. However, a USDA spokesperson confirmed funding “is no longer available and those agreements will be terminated following 60-day notification.” The spokesperson added: “These programs, created under the former Administration via Executive authority, no longer effectuate the goals of the agency.”

There are additional proposed federal spending cuts that would impact schools, such as requiring income verification for free or reduced-price meal applications; raising the threshold for the Community Eligibility Provision, which allows schools to provide free meals to all students; and shifting requirements for school lunch programs to include freshly prepared foods, which could require more costly food preparation.

State leaders across the U.S. have released statements identifying the need to end critically important food programs for students and school districts without the appropriate funding, and many have begun informing the school districts previously awarded funding of the impending cuts. Stay tuned for more information on how California will be handling this new development.

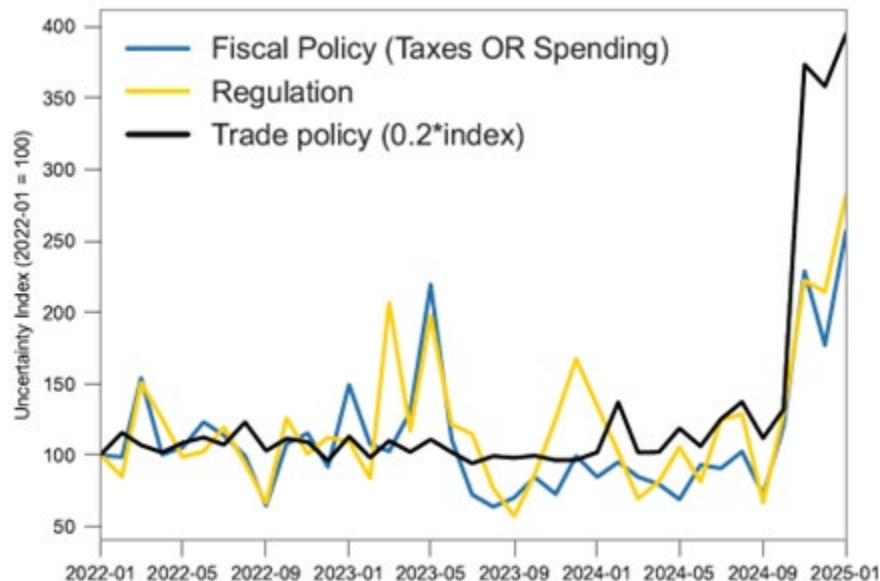
## UCLA Forecast Mostly Unchanged but Lots of Uncertainty Ahead

By: Patti F. Herrera, EdD

March 6, 2025

UCLA economists noted in their most recent report that their economic assumptions and predictions from the final quarter of 2024 were nearly spot on, requiring only modest revisions to the Spring 2025 Economic Outlook released on March 5, 2025. The notable difference from the Winter 2024 Economic Outlook is that uncertainty has surged since the start of the second Trump Administration. This is due to rapid changes in trade, fiscal, and other policies enacted and pursued by President Donald Trump and his team of advisors. To illustrate this point, the Anderson Forecast provided Figure 1 (below) showing a sudden rise in the Uncertainty Index in the final quarter of 2024 and first quarter of 2025.

**Figure 1. Uncertainty Index**



Source: Economic Policy Uncertainty, UCLA Anderson Spring 2025 Economic Outlook

This level of uncertainty makes it hard to predict what will happen to the economy; nevertheless, the Anderson Forecast offers a set of expectations, assuming that the economy does *not* go into a recession. That said, they announced today that they will be publishing a report soon about the prospects of *stagflation*, which occurs when prices remain high and economic growth slows or decreases.

### Trump Administration Policies

To contextualize its larger economic analysis, the Anderson Forecast looked at three major priorities of the new Trump Administration: (1) cutting taxes and reducing government spending, (2) tariffs, and (3) deportation.

## Cutting Taxes and Government Spending

Economists raised serious concerns about Republican plans to cut taxes across two House and Senate measures that also include plans to cut federal spending. Both measures could increase the national deficit by \$2.8 trillion and \$3.7 trillion, respectively. They point out that even without desired tax cuts, U.S. debt is forecasted to rise to over 5% of gross domestic product (GDP) by 2055. With tax cuts, this figure increases to over 7% of GDP. More importantly, the Anderson Forecast suggests that the U.S. lawmakers would need to reduce government spending across all programs, excluding Social Security, Medicare, Defense, and Veterans Affairs, by 78% to balance the federal budget, which includes highly subscribed programs like SNAP and other support for middle- and low-income families. In presenting these scenarios, UCLA economists called the tax cut proposals not only fiscally irresponsible but fiscally disastrous. Finally, while much media attention has been paid to the activities of the Department of Government Efficiency (DOGE), led by Elon Musk, the layoffs of 100,000 federal employees to date and future plans to reduce the federal workforce will have only negligible impacts on government spending and efficiency, as a much larger share of spending comes from private entities with government contracts. To close its commentary on DOGE, UCLA economists state, “As of now, we do not expect many efficiency gains from the Department of Government Efficiency.”

## Tariffs

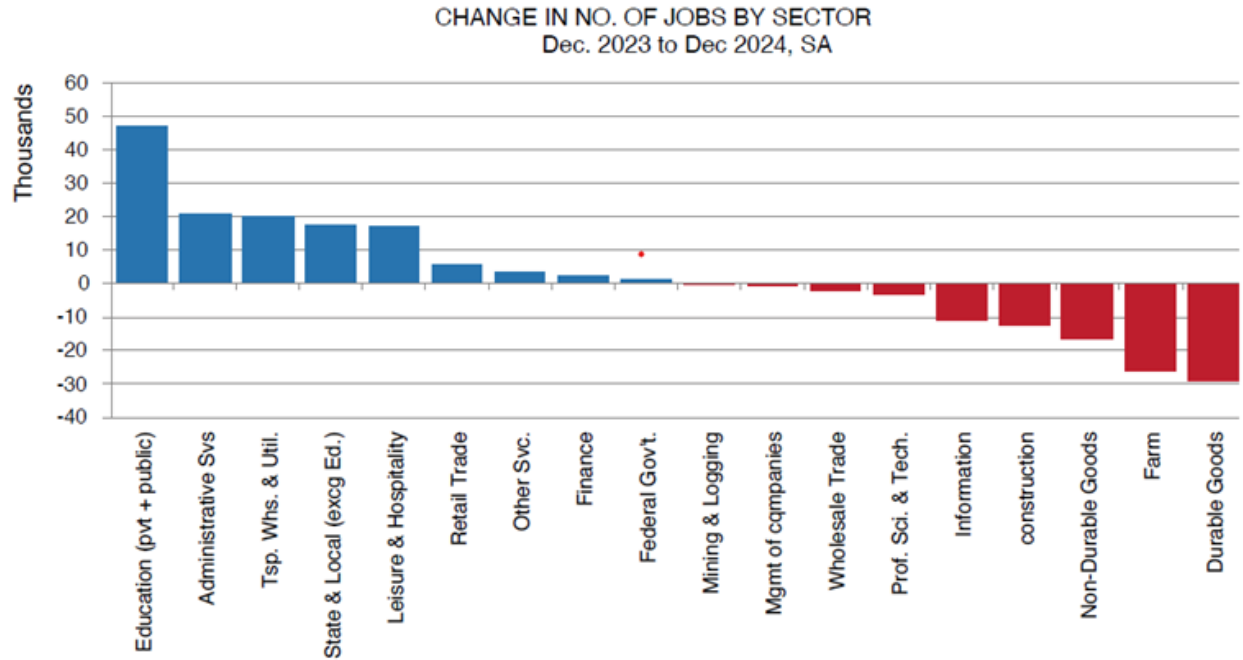
As shown in Figure 1, changes in trade policy in the form of new tariffs on Canada and Mexico and increased tariffs on China are creating the greatest uncertainty relative to other policies. Even while President Trump eases off the gas pedal on planned 25% tariffs on the nation’s northern and southern neighbors and the prospects of triggering a trade war, the Anderson Forecast highlights that, while changes in trade policy are being phased in more gradually than forecasted last winter, they remain a significant concern. Economists further point out that tariffs have more expansive economic impacts than raising prices alone for the sectors they affect, including diminished export volume, production, and employment. Finally, they highlight that even the prospects and uncertainty of tariff policies can reduce corporate investments, research and development, and profits, putting additional downward pressure on the economy.

## Deportation

Federal immigration policies and the current target of deporting one million immigrants per year will have similar economic effects to those created by tariffs, which is to increase prices and create economic headwinds. The Anderson Forecast predicts that while tariffs will be the main driver of rising prices in 2025, deportations will drive price hikes in 2026 through higher food costs and wages.

The forecast explores the specific impact that planned deportations will have on the California economy—namely, employment—and the state’s ability to resume historical productivity trends. California’s GDP growth typically outpaces the nation; however, through 2024 the state’s GDP growth rate has slowed to align more closely with U.S. GDP. UCLA economists suggest that in order for the state to resume productivity trends, it would need significant jobs gains in sectors that have experienced the largest decreases in employment, especially durable goods manufacturing.

**Figure 2. California Jobs**



Source: Employment Development Department, UCLA Anderson Spring 2025 Economic Outlook

Federal immigration policies and deportations are likely to affect several job sectors in California, including leisure and hospitality, agriculture (farm), construction, non-durable goods manufacturing (food processing), and durable goods manufacturing. Consequently, UCLA economists forecast that the California economy will be relatively weak in 2025 and early 2026, before accelerating toward historical trends.

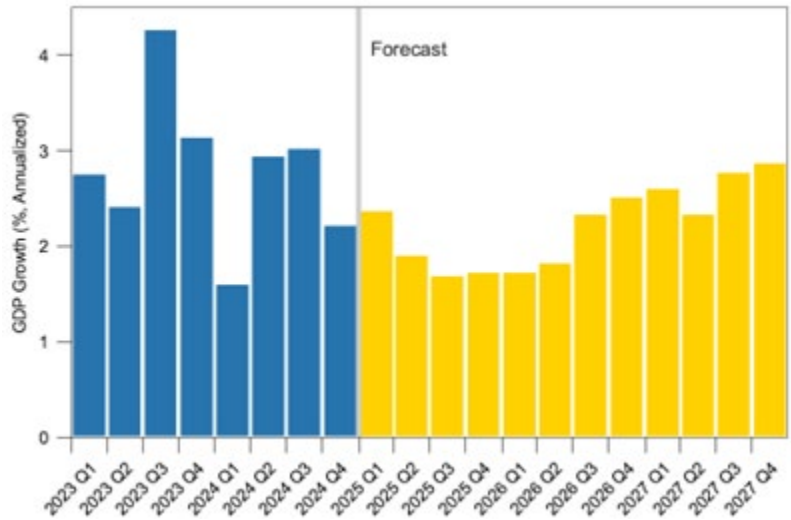
**Anderson Forecast Summary**

The Spring 2025 Economic Outlook remains mostly unchanged from the winter 2024 forecast, but with greater uncertainties and risks stemming from recent and impending Trump Administration trade and fiscal policies.

With expected headwinds picking up from sustained inflationary pressures caused by tariffs and deportations, UCLA economists predict that the Federal Reserve (Fed) will not cut interest rates any time soon. They note that if the Fed cuts rates, it will do so in an effort to stimulate an ailing economy, which is not an assumption included in the spring forecast.

The U.S. and California economies are predicted to grow more slowly in 2025 and early 2026 before picking up again moving into 2027. California’s unemployment rate is expected to remain above the national rate but will decrease slightly in 2026 to 5.2% before reaching 4.8% in 2027.

**Figure 3. U.S. GDP**



Source: Bureau of Economic Analysis and UCLA Anderson Forecast

Forecasts for GDP have direct implications for local educational agencies as the annual cost-of-living adjustment for TK-12's Local Control Funding Formula, community college's Student Centered Funding Formula, and various categorical programs is directly tied to the federal productivity index and its impact on state and local governments. Slowing quarterly growth next year suggests that apportionment adjustments next year could be subdued.

## LAO Proposition 98 Analysis: A Balancing Act

By: Megan Baier and Patti F. Herrera, EdD

February 14, 2025

On Thursday, February 13, 2025, the Legislative Analyst's Office (LAO) released its analysis of Governor Gavin Newsom's Proposition 98 spending proposal for the 2025-26 State Budget. The analysis identifies \$7.8 billion in newly available Proposition 98 resources across the 2024-25 and 2025-26 fiscal years and delineates how the Governor proposes to use most of the funding among different ongoing and one-time investments.

### Proposition 98 Minimum Guarantee

Using what the LAO views as reasonable revenue assumptions, the minimum guarantee for 2024-25 and 2025-26 increases by \$3.9 billion and \$3.6 billion from the 2024-25 Enacted Budget passed last June. However, the analysis notes, as did Governor Newsom, that conditions affecting revenue assumptions could change given how much the state's General Fund relies on Wall Street's performance, as well as the potential for revenue impacts as a result of the Los Angeles County wildfires last month. The LAO explains that Proposition 98 is particularly sensitive to revenue swings in 2024-25 because, in addition to being under Test 1 that sequesters 40 cents of every state General Fund dollar for TK-12 agencies and community colleges, revised maintenance factor payment calculations would change estimates of the minimum guarantee by 55 cents for every state General Fund dollar. According to the LAO, this dynamic has only occurred two other times since the inception of Proposition 98, in 2013-14 and 2014-15. The picture for 2025-26 is different because while the minimum guarantee is under Test 1, there is no obligation for the state to make a maintenance factor payment; thus, Proposition 98 is moderately susceptible to changes in revenue.

This provides important context for reasons why Governor Newsom is proposing to delay the appropriation of \$1.6 billion of the total \$3.9 billion increase in the 2024-25 minimum guarantee until May 2026 when the state will have greater certainty about revenues for the current fiscal year. The LAO refers to the Governor's proposal as a "delayed settle-up payment," which is owed to education when the final certification of the Proposition 98 minimum guarantee determines that the state owes more than it provided in the Enacted Budget. Each year beginning in May, the state certifies the minimum guarantee for the prior fiscal year. In the past, when this process yields a higher obligation to public education than provided, the state has made settle-up payments as soon as it recognizes one is due. While the LAO considers the Governor's proposal reasonable, it notes that a proposal to delay an estimated settle-up payment *preemptively* is a departure from historical practice.

The Governor's proposal is drawing scrutiny from key parties. The LAO offers state lawmakers three alternatives that policymakers have used in the past to manage economic uncertainty:

- Make a \$1.6 billion discretionary deposit into the Proposition 98 reserve and reduce or rescind the deposit if the certified minimum guarantee is lower than current estimates



- Appropriate \$1.6 billion as part of the Enacted Budget but delay disbursements to TK-12 and community college agencies until next June
- Suspend Proposition 98 and set education funding at \$117.6 billion, consistent with the Governor’s proposed level

Each alternative has budgetary implications at both the state and local level, and the LAO analysis discusses these implications.

### Governor’s Proposed Education Spending

The LAO applauds the Governor’s education spending approach for its reasonable mix of ongoing and one-time investments, helping to build a “cushion that would protect ongoing programs.”

The constitution requires the state to make a \$1.2 billion and \$376 million deposit into the Proposition 98 reserve account in 2024-25 and 2025-26, respectively, bringing the total account balance at the end of 2025-26 to \$1.5 billion, which provides some resilience in the Governor’s education budget.

Other key spending proposals include the following:

Ongoing		One-Time	
LCFF COLA (2.43%)	\$ 1,858	TK-12 Discretionary block grant	\$ 1,776
TK expansion	1,065	Literacy and math coaches	500
TK classroom ratios	746	Learning Recovery Emergency Block Grant	379
Expanded Learning Opportunities Program	435	LCFF deferral buydown	247
Categorical programs COLA (2.43%)	206	Teacher recruitment incentive grant	150
Universal meals	84	School kitchen infrastructure	150
Statewide System of Support	5	Teacher certification program	100
K-12 High Speed Network	4	Literacy screening	40
California College Guidance Initiative	3	TK language screener	10
Homeless education	2	Statewide System of Support	5
FCMAT	1	IEP Template	2
		Standards adoption	1
<b>TOTALS</b>	<b>\$ 4,409</b>		<b>\$ 3,359</b>

The Local Control Funding Formula (LCFF) represents the largest investment in the Proposition 98 package, which covers the cost of a 2.43% cost-of-living adjustment (COLA). The LAO notes the COLA is likely to come down from the Governor’s January budget estimate to 2.2%. Across all investments, the LAO offers comments and recommendations on the following: \$1.8 billion one-time discretionary block grant, the transitional kindergarten (TK) classroom ratio amount, and the Learning Recovery Emergency Block Grant. The LAO recommends clarifying the policy on the \$1.8 billion Student Support and Professional Development Block Grant to ensure that it is fully flexible to help local educational agencies (LEAs) address local costs and their highest priorities. Regarding the \$746 million ongoing investment to support lower classroom ratios in TK, the LAO believes that the Administration is proposing more funding than is necessary for local implementation. The analysis foreshadows a deeper analysis and alternative

recommendations. Finally, the LAO recommends that lawmakers extend the deadline for LEAs to spend the \$379 million and future installments of the Learning Recovery Emergency Block Grant.

## LAO Recommends Reducing TK Funding Proposed in Governor's Budget

By: Megan Baier

February 26, 2025

The Legislative Analyst's Office (LAO) released a [report](#) last week analyzing the Governor's transitional kindergarten (TK) proposals. Overall, the Governor is proposing an increase of \$1.8 billion to fund the final year of TK implementation. In the 2025-26 school year, all four-year-old children with birthdates on or before September 1 will be eligible for TK.

The Governor proposes the following:

- Providing \$1.1 billion to support newly eligible TK students through the Local Control Funding Formula
- Increasing the TK add-on by \$746 million to support the 1:10 staff-to-student ratio that will go into effect in 2025-26

The LAO finds the Governor's proposed increase to the TK add-on to likely exceed the actual cost to implement the lower staffing ratios that will go into effect in the coming school year and recommends the Legislature adopt an alternative. The LAO estimates costs to add a third adult to a TK classroom, if a local educational agency (LEA) maintains a 24-student class size, to be approximately \$196 million less than the Governor's proposal. Alternatively, the LAO estimates if an LEA reduces the class size to 20 students, with two staff in each classroom, the cost would be approximately \$410 million less than the Governor's proposal, though they do acknowledge there would be associated costs with increasing the total number of classrooms. This second recommendation also assumes the LEA has facility space available to open additional classrooms.

The Legislature has begun budget hearings to review the Governor's Budget proposals, as they begin to work towards a June 15 State Budget adoption deadline. The Senate Budget Subcommittee on Education will hold its next hearing on February 27 and the Assembly Budget Subcommittee on Education Finance will hold its next hearing on March 4.

## Governor Proposes Literacy and Math Coaching Grants

By: Megan Baier and Dave Heckler

March 7, 2025

In Governor Gavin Newsom's 2025-26 State Budget proposal, he includes \$500 million for both literacy and math coaching grants, targeted to support local educational agencies (LEAs) with high numbers of unduplicated pupils. Below, we break down the grant requirements and provide estimated amounts eligible LEAs would receive, if the proposal is included in the final Enacted Budget agreement.

### Literacy Coaches

The Governor proposes providing a third funding infusion of \$235 million to the Literacy Coaches and Reading Specialist Grant Program. LEAs with school sites with 94% or more unduplicated students in grades K-3 for 2024-25, who have not received the grant in the past, are eligible for funds. We estimate 289 school sites across 107 districts and 23 charter schools would be eligible for the grant and would receive approximately \$2,769 in funding per student.

Funds may be used to employ and develop literacy coaches and specialists, provide targeted literacy support to students, or provide literacy-focused professional development for educators, among other literacy-focused initiatives. Funds would be available through June 30, 2029. In addition, awarded LEAs will be required to report to the California Department of Education (CDE) by June 30, 2029, on how funds were used. The CDE will compute an official per-student funding rate, with a minimum of \$450,000 per eligible school site. The Governor is also proposing to provide \$15 million for a county office of education, to be identified by the State Superintendent of Public Instruction through a competitive process, to offer training for educators to become literacy coaches and provide credentialing opportunities for educators to become reading and literacy specialists.

### Math Coaches

The Governor is also proposing to create a mathematics coaches and specialists grant, providing \$250 million to implement instruction and interventions in alignment with the Mathematics Framework, as adopted by the State Board of Education. Eligible schools must have, for the 2024-25 fiscal year, at least 90% unduplicated students or be designated as rural with more than 75% unduplicated students. We estimate 1,555 school sites across 289 school districts and 179 charter schools would be eligible for the grant and receive approximately \$340 per student.

Eligible LEAs must attest they plan to spend funds supporting mathematics coaches or specialists, that training will be aligned with the Mathematics Framework, and that funds will be made available for educators to earn a Mathematics Instructional Added Authorization. The CDE shall establish an official per-LEA grant amount based on total enrollment at eligible schools. Funds will be available through June 30, 2029. In addition, awarded LEAs are required to report to the CDE on how funds were used by June 30, 2029.

Both of these grants are proposals at this time. We will follow their progress and monitor changes made as the budget cycle unfolds.

*(Note: SSC's estimates rely on 2023-24 unduplicated pupil count (UPC) data as 2024-25 UPC data is not yet available.)*

# FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

## Ending Fund Balances for 2023-24

By: John Gray and Dave Heckler

February 28, 2025

The California Department of Education released the 2023-24 Unaudited Actuals data that allows for the calculation of district and statewide average reserve levels.

The reserve levels are defined as the unrestricted ending fund balance for the General Fund, plus the ending balance for Fund 17 (Special Reserve for Other Than Capital Outlay Projects), as a percentage of the total General Fund (including restricted programs) expenditures, transfers out, and other uses. The averages by district type are as follows:

<b>2023-24 Average Unrestricted General Fund, Plus Fund 17—Fund Balances as a Percentage of Total General Fund Expenditures, Transfers, and Other Uses</b>		<b>Change from Prior Year</b>
Unified School Districts	24.36%	0.62%
Elementary School Districts	25.54%	-0.01%
High School Districts	24.40%	1.46%

In an environment of low cost-of-living adjustments, declining enrollment, and slowing state revenues, having adequate reserves is of critical importance. An adequate reserve allows local educational agency (LEA) governance teams the ability to be more strategic in reducing expenditures when faced with a financial crisis. An adequate reserve protects students, employees, and the public.

The percentages outlined in this article are statewide school district averages. Each LEA should independently evaluate their reserve levels.

# FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

## Attendance Recovery Program

By: Brianna García and Wendi McCaskill

February 5, 2025

One key outcome of the 2024-25 Enacted Budget was the establishment of the Attendance Recovery Program, which, beginning July 1, 2025, will allow local educational agencies (LEAs) to generate make-up attendance for both funding generation and chronic absentee mitigation. Prior to the establishment of the Attendance Recovery Program, the only option for make-up attendance has been weekend classes, commonly referred to as Saturday School, with the majority of weekend classes offered by school districts or county offices of education on Saturdays.

Beginning with the 2025-26 school year, both Saturday School and the Attendance Recovery Program will be available options to generate make up attendance, each with its respective conditions of apportionment and programmatic requirements. While the Attendance Recovery Program is more expansive regarding the number of days on which attendance can be recovered, it does have additional conditions of apportionment beyond those that apply to Saturday School. For LEAs planning to offer the Attendance Recovery Program, some planning can go a long way to ensure that the conditions of apportionment are met, and that attendance can be successfully recovered.

Some of the key elements of each program are listed below:

Key Element	Saturday School	Attendance Recovery Program
Eligible LEAs	<ul style="list-style-type: none"> <li>• School districts</li> <li>• County offices of education</li> </ul>	<ul style="list-style-type: none"> <li>• School districts</li> <li>• County offices of education</li> <li>• Charter schools<sup>1</sup></li> </ul>
Allowable days	<ul style="list-style-type: none"> <li>• Saturdays</li> <li>• Sundays</li> </ul>	<ul style="list-style-type: none"> <li>• Saturdays</li> <li>• Sundays</li> <li>• Before school</li> <li>• After school</li> <li>• Intersessions</li> </ul>
Eligible grade levels	TK/K-12	TK/K-12
Maximums	Cannot result in more than one unit of average daily attendance (ADA) generated per student per school year	Lesser of 10 days or the number of absences accrued per school year
Required supervision	Certificated employee of the LEA	Certificated teacher employed by the LEA
Pupil-to-teacher ratios	None	<ul style="list-style-type: none"> <li>• TK/K—10:1</li> <li>• Grades 1-12—20:1</li> </ul>

Included in ADA calculations	Yes	Yes
Included in chronic absentee reporting	No	Yes
Attendance accumulation increment	Days	Hours that are converted to days
Minimum day requirement	Yes	Yes
Audit Guide inclusion	Not explicitly	Yes
Compulsory student participation	The governing board can require truants to attend	No
Expanded Learning Opportunities Program funds can be used to support program	No	Yes

<sup>1</sup>Nonclassroom-based charter school students and charter schools that serve pupils under Education Code Section 47612.1 are excluded from generating make-up attendance

We will be discussing Saturday School and the Attendance Recovery Program in more detail during our Instructional Time and Attendance Planning webinar on February 18, 2025. If you are interested in learning more, click [here](#) to register.



## Attendance Recovery Audit Requirements

By: Matt Phillips, CPA and Wendi McCaskill

March 6, 2025

The 2025-26 school year marks the implementation year of the Attendance Recovery Program. This voluntary program expands the days, and times, on which local educational agencies (LEAs) can offer additional instruction and generate attendance for students who incur absences during the regular instructional schedule. For those LEAs planning to offer a program, it is useful to know the key elements of the program, which we covered in the February 2025 *Fiscal Report* article, "[Attendance Recovery Program](#)," and which of those elements will be included in the compliance testing for annual audit.

Beginning with 2025-26, *The Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* (Audit Guide) is required by Attendance Recovery Program statute to include verification of eligibility, attendance computations, recovery limits, documentation, reporting requirements, instructional content standards, and supervision requirements for all LEAs that claim attendance generated through the Attendance Recovery Program. LEAs found to be out of compliance will not be able to claim attendance even if the program was offered.

### Eligibility

Auditors will confirm that students generating Attendance Recovery Program attendance were not enrolled in long-term independent study (full-time independent study for more than 15 cumulative days over the course of the school year) or nonclassroom-based charter school programs. Auditors will also verify that students of charter schools that serve students through partnerships under Education Code Section 47612.1 are not generating Attendance Recovery Program attendance.

### Attendance Accounting

Attendance records will need to show that Attendance Recovery Program attendance was maintained in hourly increments and documented separately. Auditors will also verify that attendance calculations were done appropriately, ensuring that each day of attendance claimed was equivalent to the minimum instructional day applicable to the student who generated it. In addition, auditors will determine whether students generated more than the lesser of ten days of attendance per school year or the number of absences that a student incurred over the school year.

### Supervision

Auditors will verify that students are supervised by an LEA employee with a valid teaching credential, as well as that the pupil-to-certificated-teacher ratio does not exceed 10:1 for classes with transitional kindergarten and/or kindergarten students and 20:1 for grades 1-12.

## **Instructional Content**

LEAs must be able to demonstrate that students in an Attendance Recovery Programs were provided with course content that was substantially equivalent to in-person instruction and aligned to their grade-level standards.

Attendance is used to determine funding for a multitude of revenues streams, including, but not limited to, the Local Control Funding Formula, Special Education, Lottery, and the Mandate Block Grant. A finding in this area could lead to a significant financial penalty, so it is important that LEAs understand the rules and pitfalls of the program. To learn more about updates and additions to the Audit Guide for the 2024-25 and 2025-26 fiscal years, please join us for The Audit Challenge—Updates and New Considerations webinar on March 18, 2025, by registering [here](#).

## ***By the Way . . .* Guidance Posted for Instructional Continuity Plans**

By: Patti F. Herrera, EdD

March 3, 2025

The California Department of Education (CDE) has provided resources and guidance for local educational agencies (LEAs) regarding instructional continuity plans that are required to be included in annual comprehensive school safety plans by July 1, 2025. These provisions are intended to ensure that LEAs are prepared to offer instruction to their students during an emergency or natural disaster.

Beginning in fiscal year 2026-27, the inclusion of instructional continuity plans in school safety plans will be required for LEAs seeking relief from losses of instructional time and/or average daily attendance (ADA) resulting from school closures or material losses in ADA through the J-13A process.

More information about the J-13A process can be accessed [here](#), and access to the guidance and resources on instructional continuity plans provided by the CDE can be found [here](#).

# ***Bill Report***

**SCHOOL SERVICES OF CALIFORNIA, INC.**

**Legislative Report Prepared for:  
Fresno Unified School District  
Status as of March 11, 2025**

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## College & Career

### **AB 313 (Ortega)**

**Amended:** 3/10/2025

**Title:** Student Financial Aid: Application Deadlines: Extension

**Status:** Assembly Higher Education Committee

**Position:**

#### **Summary:**

Extends the application deadline for financial aid programs administered by the Student Aid Commission, such as Cal Grants and the Middle Class Scholarship Program, by one month if the opening of the Free Application for Federal Student Aid is delayed in any year.

### **AB 335 (Gipson)**

**Title:** The Designation of California Black-Serving Institutions Grant Program

**Status:** Assembly Higher Education Committee

**Position:**

#### **Summary:**

Establishes the Designation of California Black-Serving Institutions Grant Program as a competitive grant program to provide academic support to underserved Black and African American students and other underserved students. The bill would designate the California State University Statewide Central Office for the Advancement of Black Excellence as the managing entity for the grant program and would require it to act as a neutral administrative body tasked with, among other duties, developing the grant application processes and processing and presenting grant applications to the governing board. The bill appropriates \$75,000,000 to the program for purposes of awarding grants to California State University campuses and community college districts that apply.

### **AB 401 (Muratsuchi)**

**Amended:** 2/25/2025

**Title:** California Career Technical Education Incentive Grant Program: Annual Adjustment: Renewal Grants

**Status:** Assembly Education Committee

**Position:**

#### **Summary:**

Starting in 2025-26, recipients of the Career Technical Education Incentive Grant (CTEIG) in the prior year shall receive a renewal grant for three additional years if the career technical education program meets specified criteria. Up to 90% of state CTEIG funds shall be designated for renewal grants and 10% shall be reserved for new applicants. Also starting in 2025-26, an annual cost-of-living adjustment shall be applied to the total state investment for CTEIG.



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**SB 640 (Cabaldon)**

**Title:** Public Postsecondary Education: Admission, Transfer, and Enrollment

**Status:** Senate Education Committee

**Position:**

**Summary:**

This bill would establish the Automatic Admission Program under which a student graduating from a high school of a participating local educational agency (LEA), a student awarded an associate degree for transfer from a participating community college district, or a student who completes certain transfer core curriculum courses at a participating community college district is deemed eligible for enrollment into a designated California State University (CSU) campus. The CSU Chancellor shall designate one or more CSU campus as a participant in the Automatic Admissions Program, with the intent of including each CSU campus that has available enrollment capacity. To be eligible for enrollment, students must complete the required courses with a grade of “C” or better. Participating community college districts or LEAs shall identify students who are eligible under the program, notify each student of their eligibility, and submit a list of the eligible students to the CSU.

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**SB 685 (Cortese)**

**Title:** California State University: Financial Aid for Homeless Students: Pilot Program

**Status:** Senate Education Committee

**Position:**

**Summary:**

Establishes the Financial Assistance for Students Experiencing Homelessness Pilot Program to provide financial assistance at three California State University (CSU) campuses to California residents who (1) have been accepted for enrollment at one of those campuses, (2) were homeless at any time during high school, and (3) will be between 17 and 26 years of age upon receipt of assistance. Participating CSU campuses shall include San Jose State University and two additional CSU campuses selected by the CSU Chancellor. Commencing with the 2026–27 academic year, each participating campus shall provide financial assistance for the balance of the qualifying student’s cost of attendance that exceeds the financial aid the qualifying student receives during the first four years the student participates in the pilot program. The qualifying student must meet certain requirements to receive financial assistance under the pilot program.

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**Employees**

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**AB 65 (Aguiar-Curry)**

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

**Status:** Assembly Education Committee

**Position:**

**Summary:**

Requires a K-14 public school employer to provide up to 14 weeks of full pay to certificated and classified employees due to pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions.

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**AB 857 (Gipson)**

**Title:** School Employees: Cultural Competency Training

**Status:** Assembly Education Committee

**Position:**

**Summary:**

Commencing with the 2027-28 school year, requires a local educational agency (LEA) to provide a California Department of Education-developed online cultural competency to support pupils of color to all school employees. The bill would also require LEAs to provide a proof of completion to school employees that complete the training and to ensure that all school employees complete the required training on paid time during the employees' regular work hours or designated professional development hours.

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**AB 1123 (Muratsuchi)**

**Title:** Education Finance: Penalty Exceptions: Professional Development Days

**Status:** Assembly Education Committee

**Position:**

**Summary:**

Commencing with the 2026-27 school year, this bill would authorize school districts and county offices of education (COEs) to use up to five days of instruction for purposes of professional development for all school staff without incurring any otherwise applicable financial penalties due to that missed instructional time, including, but not limited to, penalties relating to instructional minute and instructional day requirements, provided that specified conditions are met, including that the school district or COE offers onsite care through the Expanded Learning Opportunities Program or a similar program for all K-6 pupils on those days of instruction used for professional development. AB 1123 includes a July 1, 2031, sunset date.

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**AB 1224 (Valencia)**

**Title:** Teacher Credentialing: Substitute Teachers: Days of Service

**Status:** Assembly Education Committee

**Position:**

**Summary:**

Until July 1, 2024, any holder of a credential or permit issued by the Commission on Teacher Credentialing that authorized the holder to substitute teach in a general, special, or career technical education assignment was allowed to serve in a substitute teaching assignment aligned with their authorization for up to 60 cumulative days for any one assignment. This bill would indefinitely reestablish the 60-cumulative day authorization for any one assignment.

## Governance and District Operations

### **AB 844 (Essayli)**

**Title:** Educational Equity: Sex-Segregated School and Athletic Programs and Activities: Use of Facilities

**Status:** Assembly Desk

**Position:**

#### **Summary:**

Existing law requires that a pupil be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with the pupil's gender identity, irrespective of the gender listed on the pupil's records.

This bill would require that a pupil's participation in sex-segregated school programs and activities, including athletic teams and competitions, and use of facilities, including bathrooms, locker rooms, showers, and overnight accommodations instead be based upon the pupil's sex. The bill defines sex "as determined by anatomy and genetics at the time of birth" and "means male or female."

### **AB 1369 (Ramos)**

**Title:** Pupil Rights: School Graduation Ceremonies and Related Events: Adornments

**Status:** Assembly Desk

**Position:**

#### **Summary:**

This bill would extend a pupil's authorization to wear an adornment to school events that are related to graduation. The bill would clarify that what constitutes traditional regalia or recognized objects of religious or cultural significance is to be determined by the pupil and the pupil's family. The bill would prohibit a local educational agency from requiring (1) a preapproval process for a pupil to exercise their rights to wear an adornment and (2) a pupil to wear a cap if the cap is incompatible with the adornment.

### **SB 771 (Stern)**

**Title:** Pupils: Use of Social Media

**Status:** Senate Rules Committee

**Position:**

#### **Summary:**

This bill would require, instead of authorize (as current law states), a local educational agency (LEA) governing board to adopt a policy to limit or prohibit the use of social media by its students while they are at a school site or while they are under the supervision and control of an LEA employee.

## Instruction

### **AB 281 (Gallagher)**

**Title:** Comprehensive Sexual Health Education and Human Immunodeficiency Virus (HIV) Prevention Education

**Status:** Assembly Education Committee

**Position:**

#### **Summary:**

Requires school districts to allow parents or guardians to inspect any written or audiovisual educational material used in comprehensive sexual health education and human immunodeficiency virus (HIV) prevention education and would authorize parents or guardians to make copies of any written educational material that will be distributed to pupils, if it is not copyrighted and has been or will be presented by an outside consultant or guest speaker. Also requires school districts to inform parents and guardians of their right to make these copies and of the training in comprehensive sexual health education and HIV prevention education of each outside consultant or guest speaker providing this instruction.

### **AB 865 (González, Mark)**

**Amended:** 3/10/2025

**Title:** Dual Language Immersion Programs: Instructional Materials: Grants

**Status:** Assembly Education Committee

**Position:**

#### **Summary:**

In 2026-27, establishes the Dual Language Immersion Education Instructional Materials Grant Program and appropriates \$5,000,000 to the superintendent for purposes of providing one-time grants of \$100,000 to local educational agencies to increase available instructional materials in partner languages for dual language immersion programs at one or more schools.

### **AB 887(Berman)**

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

**Status:** Assembly Education Committee

**Position:**

#### **Summary:**

Requires all high schools to offer computer science according to the following timeline:

- Commencing with the 2027-28 school year, at least one high school per school district offers a computer science course
- Commencing with the 2028-29 school year, all charter schools maintaining any of grades 9 to 12, inclusive, offer a computer science course
- Commencing with the 2028-29 school year, at least 50% of the high schools per school district offer a computer science course
- Commencing with the 2029-30 school year, all high schools in a school district offer a computer science course

**SSC Comment:** In 2024, Fresno USD had a watch position on a similar bill, AB 2097 (Berman). AB 2097 failed to pass the Senate Appropriations Committee.

## Miscellaneous

### **SB 830 (Arreguín)**

**Title:** Picketing at an Individual Residence

**Status:** Senate Rules Committee

**Position:**

**Summary:**

Establishes a misdemeanor for a person who engages in picketing activity that is targeted at and is within 300 feet of a targeted residential dwelling.

## Nutrition

### **SB 411 (Pérez)**

**Title:** Stop Child Hunger Act of 2025

**Status:** Senate Education Committee

**Position:**

**Summary:**

This bill, the Stop Child Hunger Act of 2025, would require the California Department of Education (CDE) to develop and provide families with a statewide online application that enables families to submit federally required information for the Summer EBT program in time to apply for summer 2027 benefits. Online applications submitted for the Summer EBT program shall constitute an application for purposes of free or reduced-price meals.

Subject to an appropriation, this bill would require CDE to establish a program designed to serve meals to pupils for each day during either of the following circumstances that last five or more schooldays: (1) a regularly scheduled school break, except for the summer period; or (2) the closure of a school campus caused by a state of emergency.

Subject to an appropriation, this bill would require the State Department of Social Services to establish the Better Out of School Time (BOOST) Nutrition EBT Program. The bill would require the department to issue benefits to an eligible pupil, in a specified amount, for each day during either of the following circumstances that last five or more schooldays: (1) a regularly scheduled school break, except for the summer period; or (2) the closure of a school campus caused by a state of emergency.

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**SB 711 (McNerney)**

**Title:** School Nutrition: Guardian Meal Reimbursement

**Status:** Senate Rules Committee

**Position:**

**Summary:**

Contingent upon an appropriation and to the extent authorized by federal law, requires the California Department of Education to establish a process for state reimbursement for federal summer meal program operators for meals served to guardians of eligible pupils receiving a meal pursuant to a summer meal program. A guardian of an eligible pupil must be present at the summer meal program site in order for the summer meal program operator to receive state-funded reimbursement for that meal, unless noncongregate rules are in place.

**SSC Comment:** In 2024, Fresno USD supported a similar bill, AB 2595 (L. Rivas), which failed to pass the Senate Appropriations Committee.

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**School Safety and Student Discipline**

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**AB 49 (Muratsuchi)**

**Title:** School Sites and Day Care Centers: Entry Requirements: Immigration Enforcement

**Status:** Assembly Education Committee

**Position:** Support

**Summary:**

Prohibits local educational agencies (LEAs) from allowing an Immigration and Customs Enforcement (ICE) officer to enter a school for any purpose without providing valid identification, a written statement of purpose, and a valid judicial warrant, and receiving approval from the superintendent or charter school principal, or their designee. If ICE meets these requirements, then the LEA must limit access to facilities where pupils are not present.

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**AB 68 (Essayli)**

**Title:** School Safety: Armed School Resource Officers

**Status:** Assembly Education Committee

**Position:**

**Summary:**

Requires school districts and charter schools 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, in accordance with the following:

- (A) On and after January 1, 2026, each school that maintains any of the grades 9 to 12, inclusive
- (B) On and after January 1, 2027, each school that maintains any of the grades 6 to 8, inclusive, but no grade lower than grade 6
- (C) On and after January 1, 2028, each school that maintains a kindergarten or any grades 1 to 5, inclusive

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**AB 327 (Ta)**

**Amended:** 3/5/2025

**Title:** Crimes: False Reporting

**Status:** Assembly Appropriations Committee

**Position:**

**Summary:**

Increases the punishment for a second or subsequent offense of “swatting” from a misdemeanor to an alternate felony-misdemeanor. However, the increased penalties for a second or subsequent offense for swatting does not apply to a person who was under 18 years of age at the time they committed the prior offense or offenses.

**SSC Comment:** AB 327 is supported by various school districts and law enforcement agencies around the state, though none are in the Fresno vicinity. Among the opponents of the bill are the ACLU, California Action, and the California Public Defenders Association.

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**AB 382 (Berman)**

**Amended:** 2/24/2025

**Title:** Pedestrian Safety: School Zones: Speed Limits

**Status:** Assembly Transportation Committee

**Position:**

**Summary:**

Establishes a speed limit of 20 miles per hour in a school zone as long as there is appropriate signage. Allows a local authority to establish a speed limit of 15 miles per hour in a school zone and 25 miles per hour when approaching a school zone.

**SSC Comment:** Fresno USD supported a similar bill in 2024, AB 2583 (Berman), which failed to pass the Senate Appropriations Committee.

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**AB 419 (Connolly)**

**Amended:** 2/19/2025

**Title:** Educational Equity: Immigration Enforcement

**Status:** Assembly Education Committee

**Position:**

**Summary:**

This bill would require the governing board of a local educational agency (LEA) to post the Immigration-Enforcement Actions at California Schools Guide for Students and Families, also known as “Know Your Educational Rights,” developed by the Attorney General in the administrative building, on the LEA website, and at each of its school sites. The document would be required to be posted in English and the same primary languages currently required for parental notifications.

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**AB 421 (Solache)**

**Title:** Immigration Enforcement: Prohibitions on Access, Sharing Information, and Law Enforcement Collaboration

**Status:** Assembly Public Safety Committee

**Position:**

**Summary:**

This bill would prohibit California law enforcement agencies from collaborating with, or providing any information to, immigration authorities regarding proposed or currently underway immigration enforcement actions when the actions take place within one mile of any childcare or daycare facility, religious institution, place of worship, hospital, or medical office.

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**SB 48 (Gonzalez)**

**Title:** Immigration Enforcement: School Sites: Prohibitions on Access, Sharing Information, and Law Enforcement Collaboration

**Status:** Senate Education Committee

**Position:** Support

**Summary:**

This urgency bill would prohibit local educational agencies (LEAs) from granting an Immigration and Customs Enforcement (ICE) officer permission to access a school campus without a judicial warrant. An LEA may not disclose any information about a pupil, pupil's family and household, or school employee to an ICE officer without a judicial warrant. For a pupil's educational records or personal information, written consent of the pupil's parent or legal guardian is required. The bill would also prohibit California law enforcement agencies from collaborating with, or providing any information about a pupil, pupil's family and household, or a school employee to, immigration authorities regarding proposed or currently underway immigration enforcement actions when the actions could be or are taking place within a radius of one mile of any school site.

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**SB 98 (Pérez)**

**Title:** Elementary, Secondary, and Postsecondary Education: Immigration Enforcement: Notification

**Status:** Senate Education Committee

**Position:**

**Summary:**

Requires a local educational agency to immediately notify all pupils, parents, staff, and other school community members of the presence of immigration officers on a school site.



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**SB 554 (Jones)**

**Title:** Law Enforcement: Immigration Enforcement

**Status:** Senate Rules Committee

**Position:**

**Summary:**

Prohibits a local agency, including local government and school districts, from enacting an ordinance that would impose any additional prohibitions on California law enforcement agencies related to immigration enforcement. The bill would instead require a law enforcement official to cooperate with immigration authorities only if doing so would not violate any federal, state, or local law, or local policy, and where permitted by the California Values Act.

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**State Budget, Education Finance, and LCFF**

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**AB 1348 (Bains)**

**Title:** Average Daily Attendance: Immigration Enforcement Activity

**Status:** Assembly Education Committee

**Position:**

**Summary:**

This bill would establish a structure for recouping average daily attendance (ADA) in the case of confirmed immigration enforcement activity. For purposes of the Local Control Funding Formula commencing with the 2026-27 fiscal year, this bill would determine the ADA for the period of 30 calendar days immediately following a confirmed immigration enforcement activity for all schools within a designated region, using the highest of:

- 1) The actual attendance recorded during the 30-day period
- 2) the ADA recorded during the 30 school days immediately preceding the confirmed immigration enforcement activity, or
- 3) the attendance recorded for the same 30-day period in the previous calendar year.

To qualify for the alternative attendance determination, a local educational agency must submit specific documentation to the California Department of Education within ten business days of becoming aware of confirmed immigration enforcement activity.

## Student Services (ELO-P, etc.)

### **SB 33 (Cortese)**

**Amended:** 3/10/2025

**Title:** Homeless Pupils: California Success, Opportunity, and Academic Resilience (SOAR) Guaranteed Income Program

**Status:** Senate Education Committee

**Position:**

#### **Summary:**

Establishes the California Success, Opportunity, and Academic Resilience (SOAR) Guaranteed Income Program, which would provide a guaranteed income of one thousand dollars (\$1,000) each month from May 1, 2026, to August 1, 2026, for students in grade 12 who are homeless.

Fresno Unified School District  
Board Communication

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Wendy McCulley, Chief

Date: March 21, 2025

Phone Number: 457-3885

Regarding: Monthly Update - February

The purpose of this board communication is to provide the Board an update about the Foundation for Fresno Unified Students.


Our third annual Suit Drive recently ended on February 21, 2025, and we would like to thank our donors from the community and the district who participated this year. We are still counting the items collected with our partners at Neighborhood Industries and expect to have collected at least 7,000 pieces of professional attire, an increase of 2,000 pieces from last year. We are thankful to our pick-up locations at Anthropologie, J. Crew Factory, Neighborhood Thrift, Black Marketplace, the FUSD Ed Center, and E Street Leadership Development Building.

The Foundation held its second annual Spill the Tea event on March 06, 2025, at The Palomino in Downtown Fresno. This high tea event focused on raising the voices of women in leadership and included a panel discussion from industry leaders as well as current FUSD students. The event was sponsored in part by Net Positive Engineering, PNC Bank, US Bank, and Curriculum Associates and enjoyed by almost 200 patrons.

Our second annual Suited for Success event will take place at Hoover High School on April 08, 2025, from 2:30-5:30 pm. All FUSD high schoolers are welcome at this free shopping event aimed at equipping them with up to 20 pieces of professional attire and accessories. There will be food trucks and a DJ for the students' entertainment. The event is sponsored by PNC Bank. Buses will be available for all high school students to travel to and from the event. Last year we had 95 students take home 950 items and we are aiming to double those numbers this year. The remainder of clothes will be taken to our comprehensive high schools for distribution to their students.

We're now accepting donations for the 2025 FUSD Latinx Graduation Ceremony, a celebration of academic achievement and cultural pride. Additionally, Edison High and several other schools have crowdfunded projects supporting clubs, activities, and programs like Soccer, Cheer, Robotics, Journalism, and Grad Night. Each project is stewarded by its organizers, and in total they've raised \$4,065 this school year. Learn more at <https://foundation4fUSD.org/schoolsite-support/>.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Wendy McCulley at 559-457-3885.

Cabinet Approval:   
Name and Title: Wendy McCulley, Chief

Fresno Unified School District  
Board Communication

From the Office of the Superintendent  
To the Members of the Board of Education

Date: March 21, 2025

Prepared by: Darrin Person, Community Schools, Executive Director

Phone Number: 457-3650

Regarding: Agreement with Crossroads Village Fresno LP

The purpose of this communication is to inform the Board of an upcoming agreement with Crossroads Village Fresno LP, which will be presented as a Consent Item at the March 26, 2025, meeting. This contract will provide affordable housing for selected Fresno Unified students and families experiencing homelessness.

Under this agreement, Fresno Unified will secure ten subsidized, two-bedroom rental units for a period of two years to support families in Central Fresno. To qualify, families must have children currently enrolled in a Fresno Unified school.

The district will implement a multi-tiered selection process, prioritizing students and families experiencing severe homelessness, particularly those attending Community Schools. Beyond housing support, participating families will have access to a range of wraparound services designed to reduce chronic absenteeism, improve academic performance, and promote social-emotional well-being.

The district will fund the subsidized portion of the rent for the two-year period, contingent upon families meeting the eligibility criteria outlined in the contract.

If you have any questions pertaining to the information in this communication or require additional information, please contact Darrin Person at 457-3650.

Cabinet Approval:  \_\_\_\_\_

Name and Title: Carlos Castillo, Ed. D., Interim Chief Academic Officer

Fresno Unified School District  
Board Communication

From the Office of the Superintendent  
To the Members of the Board of Education  
Prepared by: Ann Loorz, Executive Director, Purchasing

Date: March 21, 2025  
Phone Number: 457-3582

Regarding: Design-Build Delivery Method

The purpose of this board communication is to provide the Board with information regarding Request for Qualifications and Proposals (RFQP) 25-09, California Schools Healthy Air, Plumbing, and Efficiency (CalSHAPE) Ventilation Program Assessment and Implementation Project Design-Build Services on the March 26, 2025, agenda. The Board adopted Resolution 23-08, for the use of the design-build delivery method on December 07, 2022. District staff are currently planning the multi-Site HVAC assessment and maintenance to commence as early as April 2025, following board approval. Completion is anticipated by October 2026 with a guaranteed maximum price (GMP) of \$13,128,780. Education Code section 17250.20 (a) provides that a school district, with the approval of its governing board, may procure design-build contracts for projects in excess of one million dollars. Design-build will allow the district to expedite these projects in order to have an opportunity to utilize CalSHAPE grant funds in a timely manner. The critical distinction between design-bid-build (“low bid”) and design-build is that unlike low bid projects where the project architect is under contract with the district, with design-build, the architect is part of the contractor’s team. Typically, the district prepares “bridging documents” which consist of performance criteria, the desired design character, the end user’s requirements and preferences, schematic drawings and any other information which conveys the district’s requirements for the end product. Those are provided to the design-build entity to prepare the design.

Features of the design-build delivery method include:

- The design-builder is selected through a competitive selection process where in addition to price, the qualifications of the prospective design-builders can also be considered in awarding the project. This is a two-step process. First, a Request for Qualifications (“RFQ”), including a prequalification questionnaire is issued. After the responses have been scored, the district intends to then request detailed proposals from the short-listed design-build entities that meet certain criteria for experience and competency in design-build construction.
- The design-builder can be asked to provide a guaranteed maximum price (“GMP”) for the project. A GMP is a price that can only be exceeded in very limited circumstances. Besides aiding in cost containment, having a GMP also reduces the potential for project delays.
- Design liability is shifted to the contractor. This removes the potential for disputes and change orders arising from the interpretation of the design documents by the contractor.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Ann Loorz at 457-3582 or Alex Belanger at 457-3036.

Cabinet Approval: 

Name and Title: Paul Idsvoog, Chief Operations and Classified Labor Management Officer