



BOARD COMMUNICATIONS

APRIL 25, 2025

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

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Board Communications Approved by:
Mao Misty Her, Superintendent



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, Superintendent

Date: April 25, 2025

Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Attended and spoke at the Hmong National Development Conference
- Met with Executive Cabinet
- Met with CSEA 125 Executive Board
- Attended a roundtable discussion: Leading Through New Tariff, Trade and Supply Chain Realities hosted by Harvard Business Review
- Attended the United Way Board of Director's Meeting
- Gave interviews regarding being named finalist for Fresno Unified Superintendent with the following media partners:
 - ABC30
 - Central Valley Journalism Collaborative
 - Fresno Bee
 - GV Wire
 - KMPH24
 - Telemundo
- Guest reader at The Fresno Center Family Literacy Night

If you have any questions pertaining to the information in this communication, or require additional information, please contact Misty Her at (559) 457-3884.

Cabinet Approval:



Name and Title: Mao Misty Her, Superintendent

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: April 25, 2025

Phone Number: 457-3934

Regarding: April Legislative Committee Meeting

The purpose of this communication is to provide the Board with information shared at the April 10, 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, Keshia Thomas, Andy Levine; Director, Governmental Relations: Leilani Aguinaldo; District Staff: Patrick Jensen, Chief Financial Officer, Nikki Henry, Chief Information Officer, Kim Kelstrom, Chief Executive, Fiscal Services, Manjit Atwal, Deputy Executive, Human Resources, Ashlee Chiarito, Executive Officer, State & Federal Programs, Teresa Plascencia, Executive Director, Constituent Services.

Budget and Economic Update

Ms. Aguinaldo provided a budget legislative update.

On March 20, 2025, President Donald Trump signed an Executive Order to “begin eliminating” the U.S. Department of Education. President Trump stated that the “core necessities” of Pell Grants, Title I, and the Individuals with Disabilities Education Act (IDEA) will all be preserved and redistributed to other departments.

On April 04, 2025, the Supreme Court ruled that the current Administration can continue to suspend over \$65 million in grants for teacher training during the appeal process. California was an original recipient of the Teacher Quality Partnership and Supporting Effective Educator Development grants used to recruit a diverse workforce and ensure teachers are available for underserved areas.

The U.S. Senate approved a Continuing Resolution (CR) that will fund the government through September 30, 2025. President Trump said he will sign the measure into law, which will avert a government shutdown. The CR will fund the government through the end of the fiscal year (FY) 2025 using the FY 2024 spending levels.

The UCLA Anderson Forecast economists issued “Recession Watch 2025,” warning that a broad economic recession will almost certainly follow the realization of Trump Administration policies that aim to “dramatically transform the U.S. economy.” They conclude that the answer is yes, the economy could contract within the next two years, resulting from the concurrent impacts of tariffs, federal layoffs, and deportations. Moreover, UCLA highlights that historically deportations result in job losses for U.S. residents, likely due to the fact that immigrants contribute productively to the economy through spending and generating revenue through taxes, which will be curtailed as they are deported.

On March 17, 2025, the Department of Finance (DOF) released its monthly state economic and revenue update. California’s General Fund cash receipts for February 2025 are \$2.3 billion (25.9%) above the Governor’s Budget forecast for the month. Fiscal year-to-date case receipts are \$4.6 billion (3.8%)

above the Governor's Budget forecast, largely due to higher personal income and corporation tax payments, partially offset by lower-than-expected sales and use taxes.

The 2024/25 Enacted Budget included the requirement that Comprehensive School Safety Plans include Instructional Continuity Plans (ICPs) by July 1, 2025. ICPs are plans for student engagement and instruction during emergencies or natural disasters that disrupt in-person instruction.

Legislative Update – The following bill proposals were discussed:

AB 235 (Arambula) – Support – By July 1, 2026, requires a local educational agency (LEA) to develop and adopt a schedule-based policy or full-day restriction policy to limit or prohibit the student use of smart phones while at school or under the supervision of a school employee.

AB 268 (Kalra) – Support – Adds "Diwali" to the list of state holidays and authorizes state employees to elect to take time off with the pay in recognition of the holiday.

AB 395 (Gabriel) – Support – Requires public schools to consider making efforts to avoid scheduling the first day of class and high school graduation on a date for which the governing board knows, or has reason to know, that members of the public would be unable to participate or be present due to the ritual observance of a religious, cultural, or ancestral holiday.

AB 629 (Ward) – Support – Raises the threshold amount from \$500 to \$1500 for the requirement of the governing board of a school district to establish and maintain a historical inventory of each item of equipment acquired by the school district that has a current market value that exceeds \$1500 per item.

AB 1390 (Solache) – Support – Increases the maximum monthly compensation for the governing board members of school districts and county boards of education.

AB 731 (Fong) – No Position – Amends the dual enrollment program, College and Career Access Pathways (CCAP) partnership, to align with best practices, in order to streamline access to dual enrollment for high school students throughout the state.

AB 821 (Gipson) – Support – Eliminates the sunset of July 1, 2027, on the use of career technical education (CTE) course to fulfill a course requirement to graduate from high school.

SB 612 (Valladares) – Oppose – Commencing with the 2028/29 school year, this bill requires local educational agencies with students in grades 9-12 to offer a stand-alone one-semester career technical education (CTE) course.

SB 323 (Perez) – No Position – By the start of the 2026-27 financial aid cycle, the California Student Aid Commission shall amend the California Dream Act application and any of its grant processing systems.

AB 1224 (Valencia) – Support – Indefinitely reestablish any holder of a credential/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 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 622 (Grove) – Oppose – This bill would change existing law to require that a pupil’s participation in “sex-segregated school programs and activities, teams and competitions, shall be consistent with the pupil’s sex at birth.”

AB 281 (Gallagher) – No Position – As amended on March 17, 2025, this bill would require a school district, if it elects to provide sexual health education or HIV prevention education to be taught by outside consultants, to also provide notice of the name of the organization or affiliation of any outside consultants that teaches a class on this subject.

AB 1053 (Zbur) – No Position – Before adopting and using digital supplemental instructional materials or approving the expenditure of public funds for licensure, purchase, or use of digital supplemental instructional materials requires a public notice and evaluation from a workgroup.

SB 745 (Ochoa Bogh) – No Position – Commencing with students graduating in the 2032/33 school year, this bill would require the course in American government and civics to instead be a one-year course unless the governing board elects to require only one semester.

AB 1264 (Gabriel) – Support – Requires the Office of Environment Health Hazard Assessment to establish the definition of “particularly harmful ultra processed foods” by July 1, 2026, and prohibits a vendor by January 1, 2032, from offering those foods.

SB 225 (McNerney) – Support – 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.

SB 411 (Perez) – No Position – 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. Additionally, it would require CDE to develop a plan to serve families school breaks of five or more days and during school closure due to emergency. Lastly, this bill would require the State Department of Social Services to establish the Better Out of School Time (BOOST) Nutrition EBT program.

AB 477 (Muratsuchi) – No Position – Establishes new Local Control Funding Formula (LCFF) base grant targets for fiscal year (FY) 2036/37 and states the intent of the Legislature to fully fund the LCFF target base grants in the years preceding FY 2036/37 and to spend those funds to increase school site staff salaries.

AB 1204 (Alvarez) – No Position – This bill makes a number of changes to the LCFF, such as but not limited to, a minimum of 4% annual cost-of-living adjustment (COLA) and duplicates funding twice or three times for students who fall into one or more of the categories (low-income, English learner, foster youth, and homeless, phasing the changes in beginning in 2025-26 and fully funding them by 2030/31.

SB 743 (Cortese) – No Position – Subject to a voter-approved constitutional amendment, this bill would require deposits into a newly established “Equalization Reserve Account” whenever the state deposits funds in the proposition 98 rainy day fund, and funds would be available to increase per-pupil funding in non-basic aid school districts in the manner prescribed by the legislature.

AB 1348 (Bains) – No Position – As amended on March 11, 2025, this measure would expand the qualifying conditions under which local educational agencies can recover material losses in attendance to include losses due to immigration enforcement activities.

AB 560 (Addis) – Creates a “Special Education Team” at each school site and reduces caseloads for staff that work with students with disabilities. The team would include a site administrator and all school site special education unit members, and the team would be required to meet at specified intervals throughout the school year.

AB 673 (Jackson) – Support – Requires the California Department of Education to administer the Unaccompanied Youth Transitional Housing Program as a pilot program, offering five-year competitive grants to local educational agencies to partner with local nonprofits and to fund transitional housing projects for unaccompanied homeless youth who are 16 and 17 years of age.

AB 1025 (Pellerin) – No Position – Authorizes a custodial parent/guardian to designate a person to serve as a standby guardian by completing a Standby Guardian’s Authorization Affidavit.

SB 552 (Cortese) – No Position – Current law requires that the court hear evidence to determine the proper disposition of a minor who has been found to be a ward of the court. This bill adds a case plan with the following information to the social study that is required for youth who are not in foster care.

AB 1111 (Soria) – Support – This bill would extend by ten years the existing timeline that requires 100% of all newly purchased or contracted school buses to be zero-emission vehicles, from January 1, 2035, to January 1, 2045.

The School Services Legislative Committee April 2025 report is attached. The next Legislative Committee meeting is scheduled for May 15, 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 (559) 457-3934.

Cabinet Approval: 

Name and Title: Patrick Jensen, Chief Financial Officer

Fresno Unified School District

**LEGISLATIVE COMMITTEE MEETING
APRIL 10, 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

School Services of California, Inc.
Legislative and Economic Update Prepared for:
Fresno Unified School District
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President Trump Issues Executive Order on Department of Education

By: Michelle McKay Underwood

March 20, 2025

In a highly anticipated move, today, March 20, 2025, President Donald Trump signed an Executive Order to “begin eliminating” the U.S. Department of Education (ED). In his remarks, President Trump acknowledged his limitations, noting that the authority to abolish the U.S. Department of Education would need to go before Congress. Despite this, President Trump noted that his administration would take all legal actions possible to “shut down” the ED.

The Executive Order itself provides very few details:

- The Secretary of Education shall, to the maximum extent appropriate and permitted by law, take all necessary steps to facilitate the closure of the Department of Education and return authority over education to the States
- Consistent with the Department of Education’s authorities, the Secretary of Education shall ensure that the allocation of any Federal Department of Education funds is subject to rigorous compliance with Federal law and Administration policy

During his press conference, President Trump stated the “core necessities” of Pell Grants, Title I, and the Individuals with Disabilities Education Act (IDEA) will all be preserved and redistributed to other departments. The Executive Order makes no mention of these specific programs, nor which alternate departments they would be housed in. A key marker of previous legislative proposals is 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 “core necessities” noted by President Trump are the implementation of Title I and IDEA. These massive programs were created by acts of Congress—Title I in 1965 and IDEA in 1975—as well as 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. For these reasons, we will continue to monitor the actions taken as a result of this Executive Order. Stay tuned.

Supreme Court Allows Suspension of Teacher Training Grants

By: Anjanette Pelletier

April 4, 2025

Today, April 4, 2025, in a 5-4 decision, the Supreme Court ruled that the current Administration can continue to suspend over \$65 million in grants for teacher training during the appeal process, which the government asserts constitute waste and fraud due to the programs promoting diversity, equity, and inclusion initiatives. California was an original recipient of the Teacher Quality Partnership and Supporting Effective Educator Development grants used to recruit a diverse workforce and ensure teachers for underserved areas—including rural and low socioeconomic regions—are reflective of the local demographics. After a February letter sent to grant recipients by the U.S. Department of Education (ED) ending the grant funding, eight states, including California, sued to stop the suspension of the grants. The cancellation notices did not explain how grantees had engaged in “any of the purportedly disqualifying activities.” A lower court blocked the suspension in March, but that decision has been overturned as part of this emergency ruling.

The Supreme Court order indicates the states had not proven “irreparable harm” from a pause in sending out grants, as all states indicated they “have the financial wherewithal to keep their programs running.” The majority order notes the states did not “establish they are likely to succeed on the merits of the case,” and therefore, the temporary suspension would not be blocked by the Supreme Court during the normal course of the appeal process.

In the dissent to the order, Justices Elena Kagan, Ketanji Brown Jackson, and Sonia Sotomayor pointed out that the Administration did not defend the legality of the cancellation of grants without explanation, as well as highlighting the desperate need for recruitment, retention, and training for educators. Justice Brown Jackson noted that teacher preparation programs funded by these grants have been curtailed or cancelled, which represents a “harm-causing conduct” on the part of the ED. The dissent includes substantial commentary on the use of emergency petitions to countermand lower court restrictions on the Administration’s rush to implement broad scale reductions to diversity, equity, and inclusion efforts in the name of targeting waste and fraud. States will now have to wait for the appeals court process to proceed before they will know the status of any remaining funds for these grant programs.

On a similar topic, the ED [sent a letter](#) to state education leaders yesterday, April 3, 2025, requiring them to “[certify](#) their compliance with their antidiscrimination obligations in order to continue receiving federal financial assistance.” As of this writing, guidance from California to local educational agencies regarding this letter is pending.

Stay tuned for further information.

Senate Approves CR, Averts a Government Shutdown

By: Kyle Hyland

March 14, 2025

By a vote of 54-46, the U.S. Senate approved, mostly along party lines, a continuing resolution (CR) that will fund the government through September 30, 2025. President Trump has already said that he will sign the measure into law, which will avert a government shutdown (see the article [“Government Shutdown Looming”](#) in the March 2025 *Fiscal Report*).

The CR passed the House on Tuesday by a vote of 217-213 with only one Democrat voting for the measure. While the House did not require Republicans to reach across the aisle for Democratic votes, the Senate requires 60 votes to invoke cloture (break a filibuster) before voting on a bill. This means that Republicans needed at least seven Senate Democrats to agree to bring measure to the floor for a vote.

This vote triggered a fierce battle in the Senate Democratic caucus as the majority of Senate Democrats wanted to deny the bill cloture and force Republicans to the negotiating table for a clean, 30-day CR. However, after Senate Minority Leader Chuck Schumer (D-NY) said he would vote to bring the bill to the floor, nine other Democrats joined him. The procedural vote to move the bill to the floor was 62-38 with all but one Republican Senator voting for the measure. After the bill was brought to the floor, two Senators that caucus with the Democrats, Senators Jeanne Shaheen (D-NH) and Angus King (I-Maine), voted with all but one Republican to approve the CR.

The CR will fund the government through the end of fiscal year (FY) 2025 using the FY 2024 spending levels. While some claimed the measure was a clean CR, meaning the bill extends existing spending levels without any additional policy changes, amendments, or controversial provisions, this was not the case.

The CR increases defense spending by \$6 billion and decreases non-defense spending by \$13 billion. While the legislation specifies the overall decrease, it does not provide a detailed breakdown of cuts across individual programs or departments, so we do not know yet if this reduction affects the FY 2025 U.S. Department of Education budget. The measure also gives the Trump Administration expanded discretion in allocating federal funds without requiring Congressional approval and contains a provision that prohibits any member of Congress from challenging President Trump’s recent national emergency declarations related to immigration and the U.S. border. These declarations have been used to justify the imposition of broad-based tariffs on Canada, Mexico, and China.

Now that the spending levels for the rest of FY 2025 are set, the Trump Administration and the GOP-led Congress will look ahead to the FY 2026 budget and a budget reconciliation measure that addresses immigration, defense spending, and tax policy. They will also need to address the debt ceiling in the coming weeks as the extraordinary measures to meet federal obligations will be exhausted sometime between June and August 2025.

UCLA Economists Issue a Recession Watch

By: John Gray and Patti F. Herrera, EdD

March 19, 2025

UCLA Anderson Forecast economists issued “Recession Watch 2025,” warning that a broad economic recession will almost certainly follow the realization of Trump Administration policies that aim to “dramatically transform the U.S. economy.” The question the economists asked was, “[If] fully or nearly fully enacted, could these initiatives cause enough sectors of the economy to contract at the same time and trigger a recession?”

They conclude that the answer is yes, the economy could contract within the next two years, resulting from the concurrent impacts of tariffs, federal layoffs, and deportations. The effects of these policies could lead to simultaneous sectoral contractions that would likely have spillover effects leading to a broader economic downturn.

Tariffs

As the Trump Administration continues to contemplate and impose new and increased duties on major U.S. trading partners, economists predict that they will ignite a trade war that will reduce manufacturing productivity and make some sectors, including the automobile industry, “uneconomical.” The Anderson Forecast is careful to remind us that when President Donald Trump initiated a trade war with China during his first administration, the U.S. agriculture sector needed a bailout. They state, “The size of that trade war looks like pennies relative to what’s currently contemplated.”

Federal Layoffs

As Elon Musk continues the Department of Government Efficiency’s (DOGE) directive to reduce government waste, one of its stated goals is to reduce the federal workforce by 10-15%. UCLA Anderson Forecast economists estimate the size of the extended federal government, which includes private and nonprofit organizations that contract to perform government work, to be around 10 million people. If DOGE realizes its aim, it would result in what UCLA projects would be the largest single event in national history in a sector that is usually “a macroeconomic stabilizer” and buffer against economic headwinds elsewhere.

Deportations

Relative to changes to immigration policy, the UCLA Anderson economists note that construction and agriculture are particularly vulnerable to the impact of planned mass deportations. These sectors already face labor shortages. Moreover, and perhaps counterintuitively, UCLA highlights that historically deportations result in job losses for U.S. residents. This is due likely to the fact that immigrants contribute productively to the economy through spending and generating revenue through taxes, which will inevitably be curtailed as they are deported.

As noted in their Spring 2025 Economic Forecast (see [“UCLA Forecast Mostly Unchanged but Lots of Uncertainty Ahead”](#) in the March 2025 *Fiscal Report*), the high degree of uncertainty

inspired by the early implementation of Trump Administration policies, alongside the fits and starts of tariffs and geopolitical dynamics, in itself can have harmful economic effects. Uncertainty curbs consumer and business spending and lessens overall confidence in the future of the economy. This is exacerbated by growing instability in the financial sector stemming from planned government spending and tax cuts and persistent inflation amidst threats to weaken the Federal Reserve's independence to manage it with monetary policy.

UCLA's Recession Watch 2025 concludes with a warning to the Trump Administration: "[Be] careful what you wish for because, if all your wishes come true, you could very well be the author of a deep recession." This wouldn't be your garden variety recession, but a stagflation.

Editor's Note: School Services of California Inc. knows intimately the impact that macroeconomy has on public education and Proposition 98, which is why we pay close attention to factors that influence the direction of the economy and why we always dedicate a portion of our workshops covering them. As local educational agencies try to grasp the magnitude of the impacts of federal policies, we will continue to provide what we believe is important and useful information. We will present the latest on the national and state economy at our upcoming May Revision Workshop. For more information about the workshop and how to register, click [here](#).

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

State Cash Receipts Exceed Forecast for February

By: Megan Baier

March 18, 2025

On March 17, 2025, the Department of Finance (DOF) released its monthly state economic and revenue update. California's General Fund cash receipts for February 2025 are \$2.3 billion (25.9%) above the Governor's Budget forecast for the month. Fiscal year-to-date cash receipts are \$4.6 billion (3.8%) above the Governor's Budget forecast, largely due to higher personal income and corporation tax payments, partially offset by lower-than-expected sales and use taxes.

Notably, because the Governor's Budget forecast was finalized in November 2024, it did not incorporate the impact of the tax filing extensions for Los Angeles County taxpayers.

2024-25 Comparison of Actual and Forecast Agency General Fund Revenues Year-to-Date Through February 2025 (Dollars in Millions)

| Revenue Source | Forecast | Actual | Difference | Percent Difference |
|--------------------|-----------|-----------|------------|--------------------|
| Personal Income | \$75,324 | \$78,443 | \$3,120 | 4.1% |
| Corporation | \$17,850 | \$17,961 | \$111 | 0.6% |
| Sales and Use | \$23,059 | \$22,796 | -\$263 | -1.1% |
| Total ¹ | \$121,431 | \$126,011 | \$4,580 | 3.8% |

¹Includes other agency cash receipts

The DOF also reported California's unemployment rate dropped by 0.1% from December 2024 to 5.4% in January 2025. Nationally, the U.S. unemployment rate increased by 0.1% from January to 4.1% in February.

For California, construction is a key economic driver and indicator. Building activity continued to slow in January 2025, with 3.3% fewer building permits issued than in December 2024 and 2.5% fewer building permits issued as compared to January 2024. The state saw 70,000 single-family home permits and 26,700 multi-family unit permits, an increase of 3.8% and a decrease of 16.0%, respectively, as compared to 2024.

We will continue watching and reporting on the state's revenue and economic activity as we get closer to Governor Gavin Newsom's May Revision, where he will incorporate updated revenue projections into his State Budget proposal.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

ELO-P—Updates and Proposals

By: Leilani Aguinaldo

March 26, 2025

Local educational agencies (LEAs) first implemented the Expanded Learning Opportunities Program (ELO-P) in 2021-22, a landmark state investment in after school and summer school enrichment for students in transitional kindergarten (TK) through sixth grade. Since then, the state has held funding steady at \$4.0 billion while phasing in full implementation of the requirements to offer ELO-P and provide access to students. As ELO-P continues to mature, LEAs must stay abreast of program changes that are already in statute and going into effect and understand changes that have been proposed in the 2025-26 Governor's Budget. Below is a summary of important upcoming program changes and pending proposals.

Rate 2 Augmentation

Last fall, LEAs were required to report to the California Department of Education (CDE) any 2021-22 and 2022-23 ELO-P funds that were unspent by the June 30, 2024, deadline. The CDE is collecting these unspent funds starting in March 2025 through an offset to the full principal apportionment monthly payments, and the funds will be reallocated to LEAs that receive Rate 2 funding. Based on the expenditure reporting, the CDE anticipates an increase to 2024-25 Rate 2 funding up to the \$2,000 per-pupil cap allowed in statute. LEAs with an unduplicated pupil percentage (UPP) less than 75% receive Rate 2, and as of the 2024-25 First Principal Apportionment, the CDE calculates this amount to be \$1,579.91 per pupil without the augmentation. The unspent funds will be reallocated to Rate 2 LEAs at the 2024-25 Second Principal Apportionment (P-2).

Expenditure and Reporting Deadline

Deadlines for expenditure and reporting of ELO-P funds are in place moving forward as well. Starting with 2023-24 funds, LEAs have two years to expend ELO-P funds, and final expenditures must be reported to the CDE by September 30 (Education Code Section [EC §] 46120[d][9]). This means that 2023-24 ELO-P funds must be expended by June 30, 2025, and LEAs have until September 30, 2025, to report these expenditures. An LEA that fails to submit the final expenditure report forfeits all ELO-P funds allocated for the fiscal year.

Declaration Requirement

Starting in 2025-26, LEAs must annually declare their operational intent to run an ELO-P (EC § 46120[d][10]). The Principal Apportionment Data Collection web application has been updated with a new data entry screen for school districts and charter schools to report their intent to operate ELO-P for the upcoming school year during the preceding spring at the P-2 reporting period. For the 2025-26 school year, LEAs must indicate their operational intent to run ELO-P, as well as report their 2024-25 P-2 data, by May 1, 2025. Based on this information, an LEA's funding will be impacted starting with the Advance Apportionment.

Attendance Recovery

The 2024-25 Enacted Budget established a new Attendance Recovery Program that allows LEAs to generate make-up attendance for both funding generation and chronic absentee mitigation beginning July 1, 2025. (see “[Attendance Recovery Program](#)” in the February 2025 *Fiscal Report*). As part of this new program, the allowable uses for ELO-P were expanded to authorize ELO-P funds to be used to support attendance recovery as long specified criteria are met. The attendance recovery must be operated by an LEA in conjunction with, and on the same school site as, the ELO-P, and the attendance recovery must be done under the supervision of the LEA’s certificated teachers (EC § 46120[d][3]).

Proposed Changes

The Governor’s Budget for 2025-26 includes a new investment in ELO-P of \$435 million. Governor Gavin Newsom proposes to use these funds to lower the threshold for Rate 1 from 75% UPP to 55% UPP. While more school districts and charter schools will benefit from the higher Rate 1 per-pupil amount of \$2,750, it is important to note Rate 1 LEAs must offer ELO-P and provide access to *all* its students in grades TK-6. LEAs that receive the lower per-pupil funding amount under Rate 2 must offer ELO-P and provide access to its *unduplicated* students in grades TK-6. As currently proposed, school districts with a prior-year UPP between 55% and 75% would benefit from increased funding under Rate 1 in 2025-26, and be required to provide universal access to ELO-P effective July 1, 2025.

For many LEAs this rapid expansion will be a significant undertaking in a short amount of time. We continue to caution LEAs against budgeting for the higher Rate 1 amount because the Governor’s proposal is still under consideration by the Legislature and subject to change as part of State Budget negotiations. However, LEAs that would be impacted by the proposal should consider what implementation would entail so they are not unprepared when the 2025-26 State Budget is finalized. In the meantime, we will keep you apprised of any additional ELO-P details as they become available.

Instructional Continuity Plans and Independent Study

By: Patti F. Herrera, EdD and Wendi McCaskill

March 24, 2025

The 2024-25 Enacted Budget included the requirement that Comprehensive School Safety Plans include Instructional Continuity Plans (ICPs) by July 1, 2025. ICPs are plans for student engagement and instructional continuity during emergencies or natural disasters that result in the disruption to in-person instruction. Key requirements of ICPs include plans for student engagement within five days of the emergency, plans to provide in-person or remote learning within ten instructional days of the emergency, and access to instructional materials. Plans for remote instruction provided must be aligned with independent study requirements and plans for in-person instruction can include reassignment to another local educational agency (LEA) with temporary residency waivers. As noted in the March 2025 *Fiscal Report* article, “[By the Way . . . CDE Hosts Webinar on Instructional Continuity Plans](#),” the California Department of Education has posted requisite guidance on the development of ICPs to its website [here](#).

Beginning with emergency events that occur on or after July 1, 2026, resulting in LEAs closing school or experiencing a material loss of attendance, approval of Requests for Allowance of Attendance Due to Emergency Conditions (Form J-13As) submitted by LEAs will be conditioned upon the LEA’s ICP certification. More specifically, LEAs will be required to certify that they have a compliant Comprehensive School Safety Plan inclusive of ICP provisions and the offering of student engagement and instruction per the ICP or the circumstances that prevented the provision of student engagement or instruction in its ICP and what engagement, services, and support were provided instead.

In the meantime, Form J-13A approval continues to require certification of an independent study plan that includes a plan for offering independent study to any student impacted by the emergency within ten days of the first day of a school closure or material decrease in attendance among other things. A copy of the Certification Form for Independent Study Plans is available [here](#). Once the Form J-13A ICP certification condition takes effect, the ICP certification will take the place of the current independent study plan certification.

Knowledge of key elements of independent study is useful when developing independent study plans. As LEAs create ICPs, awareness of the provisions of independent study will also help with establishing plans for remote instruction. We will be covering the nexus between independent study, Form J-13As, and ICPs as well as going into detail regarding statutory independent study procedures in our upcoming Independent Study—Compliance and Best Practices webinar on April 1, 2025. Registration for this two-hour webinar is available [here](#).

LGBTQ+ Cultural Competency Training Materials Available

By: Leilani Aguinaldo and Danyel Conolley

March 18, 2025

[Assembly Bill \(AB\) 5: The Safe and Supportive Schools Act](#), was signed into law on September 23, 2023, by Governor Gavin Newsom. AB 5 added [Education Code Section \(EC §\) 218.3](#), which requires local educational agency (LEA) certificated staff serving grades 7-12 to complete one hour of LGBTQ+ cultural competency training annually starting with the 2025-26 school year. This new training requirement is effective through the 2029-30 school year. As part of implementation, AB 5 also required the California Department of Education (CDE) to develop online training and resources for LEAs to access at no cost to meet this new training requirement prior to implementation.

Available now on the CDE website is preliminary information for LEAs to begin the planning process for implementation in the 2025-26 school year, which can be accessed [here](#). Resources include frequently asked questions, timelines, and links to the Providing Relevant Inclusive Support that Matters for LGBTQ+ Students (PRISM) webpage. PRISM ultimately will be a six-course online training that will be available for free to meet the requirements of EC § 218.3. The online learning management system that will host the PRISM training curriculum is expected to be available beginning July 2025.

The CDE is responsible for oversight of this training requirement, and LEAs are required to track and document the completion of the training annually. As an alternative to using the online training provided by the CDE, LEAs may opt to provide in-service training that is substantially similar and meets the same standards as the online training. With the 2025-26 school year quickly approaching, we advise human resources departments in LEAs serving students in grades 7-12 to start the communication and planning process for this required training now.

Laws Governing Participation in Sex-Segregated School Activities Remain Unchanged

By: Michelle McKay Underwood

April 3, 2025

Two bills heard on April 1, 2025, in the Assembly Arts, Entertainment, Sports, and Tourism Committee sought to change the decade-old law that allows students to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with their gender identity, irrespective of the gender listed on the pupil's records. The bills are similar, but with some distinctions:

- Assembly Bill (AB) 89 (Sanchez, R-Rancho Santa Margarita) would require the California Interscholastic Federation (CIF) to amend its constitution, bylaws, and policies, to prohibit a pupil whose sex was assigned male at birth from participating on a girls' interscholastic sports team
- AB 844 (Essayli, R-Corona) would require participation in sex-segregated school programs and activities, including athletic teams and competitions, and access to school facilities, at elementary, secondary, and postsecondary institutions, be determined by their anatomy and genetics at the time of birth

Among various arguments for and against the two bills, concerns were raised by supporters of the legislation that existing California law is jeopardizing federal education funds. Opponents of the legislation noted that such Title IX challenges are currently moving through various courts, and the issue is not settled. Neither bill was approved in committee and are therefore highly unlikely to move forward this year. (Additionally, since the hearing, Essayli has resigned his seat to accept a position as U.S. attorney.)

This conversation occurs amidst numerous other activities in this space, including:

- Letter from U.S. Department of Education Secretary Linda McMahon to Governor Gavin Newsom warning that continuing to allow transgender students access to single-sex facilities and sports teams that correspond with their gender identity violates Title IX
- Letter from House Committee on Education and Workforce Chair Kevin Kiley to CIF requesting a response “outlining the actions that CIF is currently taking to comply with federal law and ensure a level playing field for female athletes”
- Federal legislation that aimed to bar transgender women and girls nationwide from participating in school athletic competitions designated for female athletes was approved by the House, but has thus far failed to advance in the U.S. Senate

This is likely not the last legislative conversation on this topic this year. Last week, Senator Shannon Grove (R-Bakersfield) amended her bill, Senate Bill (SB) 622, which would state that a pupil's participation in “sex-segregated school programs and activities, including athletic teams and competitions, shall be consistent with the pupil's sex at birth,” but retain existing law that allows pupils to use facilities consistent with the pupil's gender identity, irrespective of the gender listed on the pupil's records. SB 622 has not yet been scheduled for a hearing in the Senate.

Bill Report

SCHOOL SERVICES OF CALIFORNIA, INC.

Legislative Report Prepared for: Fresno Unified School District Status as of April 8, 2025

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College & Career

[AB 313 \(Ortega\)](#)

Amended: 3/10/2025

Title: Student Financial Aid: Application Deadlines: Extension

Status: Assembly Appropriations Committee

Position: Support

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 \(Gipson\)](#)

Amended: 3/20/2025

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

Status: Assembly Appropriations Committee

Position: Support

Summary:

Establishes the Designation of California Black-Serving Institutions Grant Program as a competitive grant program to develop and implement new, or expand existing, academic resources and student support services for underserved students, including Black and African American 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 Appropriations Committee

Position: Support

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.

SB 323 (Pérez)**Amended:** 3/25/2025**Title:** Student Aid Commission: California Dream Act Application**Status:** Senate Education Committee**Position:****Summary:**

By the start of the 2026-27 financial aid cycle, the California Student Aid Commission shall amend the California Dream Act application, and any of its grant processing systems, to clarify and ensure that the application can be used by any student eligible for state financial aid programs, regardless of their eligibility for federal financial aid.

SB 640 (Cabaldon)**Title:** Public Postsecondary Education: Admission, Transfer, and Enrollment**Status:** Senate Education Committee**Position:** Support**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.

SB 685 (Cortese)**Amended:** 3/26/2025**Title:** California State University: Financial Aid for Homeless Students: Pilot Program**Status:** Senate Education Committee**Position:** Support**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.

Employees

[AB 65 \(Aguiar-Curry\)](#)

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

Status: Assembly Higher Education Committee

Position: Support

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.

[AB 857 \(Gipson\)](#)

Amended: 3/28/2025

Title: School Employees: Cultural Competency Training

Status: Assembly Appropriations Committee

Position: No 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. Recent amendments make the training an annual requirement through the 2031-32 school year.

[AB 1123 \(Muratsuchi\)](#)

Amended: 3/18/2025

Title: Commission on Teacher Credentialing: Membership

Status: Assembly Education Committee

Position: No Position

Summary:

This bill originally would have authorized school districts and county offices of education 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. AB 1123 was amended on March 18, 2025, to instead add members to the Commission on Teacher Credentialing. The bill will not be included in future reports.

AB 1224 (Valencia)**Amended:** 3/17/2025**Title:** Teacher Credentialing: Substitute Teachers: Days of Service**Status:** Assembly Appropriations Committee**Position:** Support**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. Recent amendments require a local educational agency to do both of the following in order to use a 60-day substitute teacher:

- Employed all available and suitable substitute teachers who hold a teaching permit for statutory leave, as provided, if the substitute will serve in a position in which the teacher on record is currently on statutory leave
- Made reasonable efforts to recruit an individual in the order specified above

Governance and District Operations

AB 235 (Arambula)**Amended:** 3/17/2025**Title:** Pupils: Use of Smartphones**Status:** Assembly Education Committee**Position:****Summary:**

By July 1, 2026, requires a local educational agency (LEA) to develop and adopt a schedule-based policy or full-day restriction policy to limit or prohibit the student use of smartphones while at school or under the supervision of a school employee. A “full-day restriction policy” would prohibit the use of smartphones during the school day, including during instructional time, lunch or free periods, and passing time. A “schedule-based restriction policy” would prohibit the use of smartphones at certain times of the school day, such as during instruction, and permits the limited use of smartphones by pupils at other times of the school day, such as during breaks or lunch periods.

Note: Governor Gavin Newsom signed AB 3216 (Hoover, Statutes of 2024) into law last year which requires an LEA to adopt by July 1, 2026, and update every five years a policy to limit or prohibit the use of smartphones by students while at school or under the supervision of a school employee.

AB 268 (Kalra)**Amended:** 3/13/2025**Title:** State Holidays: Diwali**Status:** Assembly Public Employment and Retirement Committee**Position:****Summary:**

Adds “Diwali” to the list of state holidays and authorizes state employees to elect to take time off with pay in recognition of the holiday. Diwali falls on the 15th day of the month of Kartik in the Hindu lunar calendar of each year. Public schools and community colleges are authorized to close on “Diwali.”

AB 395 (Gabriel)**Amended:** 3/28/2025**Title:** Holidays**Status:** Assembly Education Committee**Position:****Summary:**

Requires public schools to consider making efforts to avoid scheduling the first day of class and high school graduation on a date for which the governing board knows, or has reason to know, that members of the public would be unable to participate or be present due to the ritual observance of a religious, cultural, or ancestral holiday.

AB 629 (Ward)**Amended:** 3/10/2025**Title:** School Districts: Equipment Inventory**Status:** Assembly Appropriations Committee**Position:****Summary:**

Raises the threshold amount from \$500 to \$1500 for the requirement of the governing board of a school district to establish and maintain a historical inventory of each item of equipment acquired by the school district that has a current market value that exceeds \$1,500 per item.

AB 844 (Essayli)**Title:** Educational Equity: Sex-Segregated School and Athletic Programs and Activities: Use of Facilities**Status:** Assembly Arts, Entertainment, Sports, and Tourism**Position:** Oppose**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 Education Committee**Position:** Support**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.

[AB 1390 \(Solache\)](#)**Amended:** 3/17/2025**Title:** Public School Governance: Board Member Compensation**Status:** Assembly Floor—Third Reading**Position:****Summary:**

Increases the maximum monthly compensation for the governing board members of school districts and county boards of education.

- In a school district that is not located in a city and county, and in which the average daily attendance (ADA) for the prior school year exceeded 60,000, the governing board may prescribe, as compensation for the services of each member of the board who attends all meetings held, a sum not to exceed \$7,500 in any month, increased from \$1,500
- In a school district in which the ADA for the prior school year was 60,000 or less, but more than 25,000, each member of the city board of education or the governing board of the school district who attends all meetings held may receive as compensation for the member's services a sum not to exceed \$3,750 in any month, increased from \$750

[SB 622 \(Grove\)](#)**Amended:** 3/26/2025**Title:** Educational Equity: Sex-Segregated School Programs and Activities: Sex at Birth**Status:** Senate Education Committee**Position:****Summary:**

This bill would change existing law to require that a pupil's participation in "sex-segregated school programs and activities, including athletic teams and competitions, shall be consistent with the pupil's sex at birth."

This bill would retain existing law that allows pupils to use facilities consistent with the pupil's gender identity, irrespective of the gender listed on the pupil's records.

[SB 771 \(Stern\)](#)**Amended:** 3/24/2025**Title:** Personal Rights: Liability: Social Media Platforms**Status:** Senate Judiciary Committee**Position:** Oppose**Summary:**

The original version of this bill would have required, 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. On March 24, 2025, this bill was amended to a completely different bill and will no longer be included in future reports.

Instruction

AB 281 (Gallagher)

Amended: 3/17/2025

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

Status: Assembly Education Committee

Position:

Summary:

As amended on March 17, 2025, this bill would require a school district, if it elects to provide sexual health education or HIV prevention education to be taught by outside consultants, to also provide notice of the name of the organization or affiliation of any outside consultants that teaches a class on this subject.

The original version of this measure would have also 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, but that language was removed from the bill since parents already have the right to review the materials in current law.

AB 731 (Fong)

Amended: 3/27/2025

Title: Pupil Instruction: Dual Enrollment: College and Career Access Pathways Partnerships

Status: Assembly Higher Education Committee

Position:

Summary:

Amends the dual enrollment program, College and Career Access Pathways (CCAP) partnership, to align with best practices, in order to streamline access to dual enrollment for high school students throughout the state.

- Removes the requirement for a student to procure a principal's recommendation in order to participate in a CCAP dual enrollment program
- Adds to the terms and protocols of a CCAP partnership agreement to include a requirement for a student to complete one application for the duration of the student's participation in the CCAP partnership program
- Provides additional clarity around the type of community college coursework which may be offered as part of the CCAP agreement to include: in-person coursework at the high school or the college or online coursework using either synchronous or asynchronous modalities
- Removes the requirement that restricts the number of courses (four courses per term) students can undertake as part of the CCAP partnership program. Retains the requirement that prohibits students from taking more than 15 units per term.

AB 821 (Gipson)**Amended:** 4/1/2025**Title:** Pupil Instruction: High School Graduation Requirements: Career Technical Education**Status:** Assembly Education Committee**Position:****Summary:**

Eliminates the sunset, currently July 1, 2027, on the use of a career technical education (CTE) course to fulfill a course requirement to graduate from high school. Current law requires high school students to complete one course in visual or performing arts, or world languages, or CTE as part of their high school graduation requirements.

AB 865 (González, Mark)**Amended:** 3/28/2025**Title:** Dual Language Immersion Programs: Instructional Materials: Grants**Status:** Assembly Appropriations Committee**Position:** Support**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 Appropriations Committee**Position:** No 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.

AB 1053 (Zbur)**Amended:** 3/24/2025**Title:** Instructional Materials: Digital Supplemental Instructional Materials**Status:** Assembly Education Committee**Position:****Summary:**

Before adopting and using digital supplemental instructional materials or approving the expenditure of public funds for licensure, purchase, or other use of digital supplemental instructional materials, requires a local educational agency to:

- 1) convene a publicly noticed workgroup consisting of specified personnel to evaluate the proposed digital supplemental instructional materials and
- 2) consider the reported evaluation from the workgroup.

The bill would require the workgroup to evaluate, among other things:

- the cost of the materials,
- the academic benefit to pupils and the percentage of pupils that will benefit,
- the impact the materials will have on the behavioral health of pupils and the workload of educators,
- the academic and social integrity of the company and its materials,
- the interests of superintendents and board members that may be linked to a vendor of digital supplemental materials,
- the extent to which the use of the software promotes or upholds equity for pupils, and
- whether there is regular human oversight in the processing, evaluation, collection, and safeguarding of pupil performance and other pupil information.

SB 612 (Valladares)**Amended:** 4/8/2025**Title:** Pupil Instruction: High School Graduation Requirements: Career Technical Education**Status:** Senate Education Committee**Position:****Summary:**

Commencing with the 2028-29 school year, this bill requires local educational agencies with students in grades 9-12 to offer a stand-alone one-semester career technical education (CTE) course. Commencing with the 2031-32 school year, this bill adds completion of a separate, stand-alone one-semester course in CTE as a high school graduation requirement. The requirements of this bill are subject to a state appropriation for this purpose.

SB 745 (Ochoa Bogh)**Amended:** 4/1/2025**Title:** High School Graduation Requirements: American Government and Civics: Model Curriculum: State Seal of Civic Engagement**Status:** Senate Education Committee**Position:****Summary:**

Existing law requires a pupil to complete certain graduation requirements including, among others, a one-semester course in American government and civics. Commencing with pupils graduating in the 2032-33 school year, this bill would require the course in American government and civics to instead be a one-year course unless the governing board, through a formal action at a publicly noticed meeting, elects to require only a one-semester course in American government and civics.

Miscellaneous

SB 830 (Arreguín)**Amended:** 3/24/2025**Title:** Department of Corrections and Rehabilitation: Inspector General**Status:** Senate Judiciary Committee**Position:****Summary:**

This bill originally would have established a misdemeanor for a person who engages in picketing activity that is targeted at and is within 300 feet of a targeted residential dwelling. On March 24, 2025, the bill was amended completely to address a different issue, and it will not be included in future reports.

Nutrition

AB 1264 (Gabriel)**Amended:** 3/28/2025**Title:** Pupil Nutrition: Ultraprocessed Food**Status:** Assembly Education Committee**Position:****Summary:**

Requires the Office of Environmental Health Hazard Assessment to establish the definition of “particularly harmful ultraprocessed foods” by July 1, 2026, and prohibits, commencing January 1, 2032, a vendor from offering particularly harmful ultraprocessed foods to schools. By January 1, 2028, schools must begin to phase out ultraprocessed foods.

Defines “ultraprocessed food” to mean any food or beverage that contains one or more substances not available in the United States Food and Drug Administration (FDA) Substances Added to Food database but having any of the following FDA-defined technical effects: surface-active agents, stabilizers and thickeners, propellants, aerating agents, and gases, color and coloring adjuncts, emulsifiers and emulsifier salts, flavoring agents and adjuvants, excluding spices and other natural seasonings and flavorings, flavor enhancers, surface-finishing agents, and non-nutritive sweeteners.

SB 225 (McNerney)**Amended:** 2/27/2025**Title:** School Nutrition: Guardian Meal Reimbursement.**Status:** 4/2/2025-S. APPR.**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.

SB 411 (Pérez)**Amended:** 3/20/2025**Title:** Stop Child Hunger Act of 2025**Status:** Senate Human Services 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 the 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.

School Safety and Student Discipline

AB 49 (Muratsuchi)

Amended: 4/2/2025

Title: School Sites: 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 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.

AB 68 (Essayli)

Amended: 3/19/2025

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

AB 327 (Ta)

Amended: 3/5/2025

Title: Crimes: False Reporting

Status: Assembly Appropriations Committee

Position: Oppose

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.

[AB 382 \(Berman\)](#)**Amended:** 4/7/2025**Title:** Pedestrian Safety: School Zones: Speed Limits**Status:** Assembly Transportation Committee**Position:** Support**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.

[AB 419 \(Connolly\)](#)**Amended:** 3/27/2025**Title:** Educational Equity: Immigration Enforcement**Status:** Assembly Appropriations Committee**Position:** Support**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. As amended, the guide shall be posted in every language that the Attorney General provides.

[AB 421 \(Solache\)](#)**Title:** Immigration Enforcement: Prohibitions on Access, Sharing Information, and Law Enforcement Collaboration**Status:** Assembly Public Safety Committee**Position:** Support**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.

SB 48 (Gonzalez)**Amended:** 3/24/2025**Title:** Immigration Enforcement: School Sites: Prohibitions on Access and Sharing Information**Status:** Senate Rules Committee**Position:** Support**Summary:**

As amended, this bill, an urgency measure, prohibits a local educational agency (LEA) and its personnel from granting United States immigration authorities access to a school site or its pupils or consenting to searches without a valid judicial warrant or court order. It further dictates how an LEA responds to requests from immigration authorities with or without a valid judicial warrant or court order. Lastly, this bill prohibits an LEA from disclosing any information about a student, their family and household, school employees, or teachers to immigration authorities without a valid judicial warrant or court order.

SB 98 (Pérez)**Amended:** 4/2/2025**Title:** Elementary, Secondary, and Postsecondary Education: Immigration Enforcement: Notification**Status:** Senate Judiciary Committee**Position:** Support**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. Amendments taken on April 2, 2025, add an urgency clause and clarify the information that must be included in the notice.

SB 554 (Jones)**Amended:** 3/24/2025**Title:** Law Enforcement: Immigration Enforcement**Status:** Senate Public Safety Committee**Position:** Oppose**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.

State Budget, Education Finance, and LCFF

[AB 477 \(Muratsuchi\)](#)

Amended: 3/24/2025

Title: Local Control Funding Formula: Base Grants: Funding Targets

Status: Assembly Education Committee

Position:

Summary:

Establishes new Local Control Funding Formula (LCFF) base grant targets for fiscal year (FY) 2036-37 and states the intent of the Legislature to fully fund the LCFF target base grants in the years preceding FY 2036-37 and to spend those funds to increase school site staff salaries.

SSC Comment: In 2023, Fresno USD declined to take a position on a similar bill, AB 938 (Muratsuchi).

[AB 1204 \(Alvarez\)](#)

Amended: 3/28/2025

Title: Local Control Funding Formula: School Districts and Charter Schools: Pupils Experiencing Homelessness: Supplemental and Concentration Grants: Regional Adjustment Factors: Grade-Span Adequacy Adjustments

Status: Assembly Education Committee

Position:

Summary:

This bill makes a number of changes to the Local Control Funding Formula (LCFF), phasing the changes in beginning in 2025-26 and fully funding them by 2030-31 as follows:

- Provides a minimum 4% annual cost-of-living adjustment (COLA) for the LCFF, if the calculated COLA is lower
- Requires the California Department of Education (CDE) to establish regional COLAs in addition to the statewide COLA
- Adds students experiencing homelessness to the categories of students who generate supplemental and concentration grants
- Duplicates funding twice for students who are English learners and experiencing homelessness, English learners who are also foster youth, foster youth who are experiencing homelessness, and English learners who are low income
- Duplicates funding three times if the student is a foster youth and additionally falls into two of any of the following categories: the student is experiencing homelessness, low income, or is an English learner
- Raises the supplemental grant add-on from 20% to 35% of a local educational agency's (LEA) base grant
- Lowers the threshold for LEAs to be eligible for concentration grants from those with 55% of unduplicated students to 45% of unduplicated students
- Requires the CDE to develop recommendations by January 1, 2028, on how grade span funding levels should be adjusted to account for their unique costs

AB 1348 (Bains)**Amended:** 3/11/2025**Title:** Average Daily Attendance: Emergencies: Immigration Enforcement Activity**Status:** Assembly Education Committee**Position:****Summary:**

As amended on March 11, 2025, this measure would expand the qualifying conditions under which local educational agencies can recover material losses in attendance to include losses due to immigration enforcement activity. This bill would establish a definition of immigration enforcement activities for this purpose as inclusive of any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law, and also includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal criminal immigration law that penalizes a person's presence in, entry, or reentry to, or employment in, the United States.

SB 743 (Cortese)**Amended:** 3/26/2025**Title:** Education Finance: Education Equalization Act: Equalization Reserve Account**Status:** Senate Education Committee**Position:****Summary:**

Subject to a voter-approved constitutional amendment, this bill would require deposits into a newly established "Equalization Reserve Account" whenever the state deposits funds in the Proposition 98 rainy day fund, and funds in the "Equalization Reserve Account" would be available to increase per-pupil funding in non-basic aid school districts in a manner prescribed by the Legislature.

Student Services

[AB 560](#) (Addis)

Amended: 3/24/2025

Title: Special Education: Caseload Limits: Pupil-to-Teacher Ratios: Special Education Teams

Status: Assembly Education Committee

Position:

Summary:

Creates a “Special Education Team” at each school site and reduces caseloads for staff that work with students with disabilities. The Special Education Team would include a site administrator and all school site special education unit members, and the team would be required to meet at specified intervals throughout the school year.

The bill would prohibit a resource specialist from having a caseload that exceeds 20 pupils, including initial assessments. The bill would repeal the average caseload limit of 55 for language, speech, and hearing specialists and would instead establish various caseload limits for designated instruction and related services:

- For speech and language specialists, not more than 15 pupils (ages 0-3); not more than 25 pupils (ages 3-5); and not more than 40 pupils (grades TK-12)
- For adapted physical education, not more than 45 pupils
- For hearing itinerant, not more than 12 pupils
- For orientation and mobility, not more than 12 pupils
- For inclusion specialists, not more than 10 pupils
- For psychological services, not more than 22 pupils for counseling or 45 for assessment workload

The bill would also establish pupil-to-credentialed-teacher class size ratios:

- For special classes serving pupils younger than five years of age:
 - For intensive, 6:1
 - For non-intensive, 10:1
- For special classes serving pupils 5-22 years of age, inclusive:
 - For autism or emotionally disturbed, 6:1
 - For moderate-severe, 8:1
 - For mild-moderate, 10:1
 - For blended, 12:1
- For low incidence, as follows:
 - For deaf and blind, 6:1
 - For hard of hearing or deaf, 8:1
 - For low vision and blind, 8:1
 - For orthopedically challenged, 8:1

AB 673 (Jackson)**Amended:** 4/1/2025**Title:** Unaccompanied Homeless Pupils: Unaccompanied Youth Transitional Housing Program**Status:** Assembly Education Committee**Position:****Summary:**

Requires the California Department of Education to administer the Unaccompanied Youth Transitional Housing Program as a pilot program, offering five-year competitive grants to local educational agencies (LEAs) to partner with local nonprofits and to fund transitional housing projects for unaccompanied homeless youth who are 16 and 17 years of age. Funds may be used for:

- Referrals to a residential facility with single-occupant units that house minors separate from adults
- Provision of clothes, nutritious meals three times per day, and stipends for public transportation
- Educational support services and tutoring provided through an agreement with an LEA
- Case management, preemployment and employment training and skill development, independent living, and health support and services; and subsidies or rental payments for residential facilities

AB 1025 (Pellerin)**Amended:** 3/17/2025**Title:** Standby Guardianship of Minors**Status:** Assembly Judiciary Committee**Position:****Summary:**

Authorizes a custodial parent/guardian to designate a person to serve as a standby guardian by completing a Standby Guardian's Authorization Affidavit. The bill would require the designation of a standby guardian to take effect upon the occurrence of an adverse immigration action to the custodial parent or legal guardian.

SB 33 (Cortese)**Amended:** 3/10/2025**Title:** Homeless Pupils: California Success, Opportunity, and Academic Resilience (SOAR) Guaranteed Income Program**Status:** Senate Human Services Committee**Position:** Support**Summary:**

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

SB 552 (Cortese)**Title:** Juveniles: Wards: Case Plans**Status:** Senate Appropriations Committee**Position:****Summary:**

Current law requires that the court hear evidence to determine the proper disposition of a minor who has been found to be a ward of the court. Specifically, the court is required to receive into evidence a "social study" of the minor which is prepared by the probation officer. This bill adds a case plan with the following information to the social study that is required for youth who are not in foster care:

- Goals and related services and activities designed to meet the minor's or nonminor's rehabilitative and accountability needs
- Input from the minor and family regarding the needs of the minor, and services and activities to enhance the minor's satisfactory completion of probation
- Assignment of the agency responsible for carrying out the planned services and activities related to each case plan objective
- The projected date of completion of the case plan objectives
- A statement about the parent/guardian and minor's participation in the development of the case plan

The bill also requires regular review of the case plan. Existing law already requires a similar framework for youth in foster care.

Note: The bill is sponsored by the California Judges Association.

Transportation

AB 1111 (Soria)**Amended:** 3/28/2025**Title:** Pupil Transportation: School Buses: Zero-Emission Vehicles: Extensions: Scrapping**Status:** Assembly Education Committee**Position:****Summary:**

This bill would extend by ten years the existing timeline that requires 100% of all newly purchased or contracted school buses to be zero-emission vehicles, from January 1, 2035, to January 1, 2045. Further, the bill changes the parameters of the State Air Resources Board California Hybrid and Zero-Emission Truck and Bus Voucher Incentive Project grant program, eliminating the requirement that school districts scrap an existing bus if it is less than 25 years old in order to access the funds.

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: April 25, 2025


Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for April 10, 2025, and April 18, 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 April 10, 2025, and April 18, 2025, are attached and include the following articles:

- The Pies A-Changin' – April 08, 2025
- Federal Officials Arrived, Denied Entry at L.A. Schools Amid Immigration Enforcement Fears – April 09, 2025
- California Lawmaker Again Attempts to Make Computer Science Class Mandatory – April 03, 2025
- CalPERS Approves 2025-26 Employer Contribution Rate – April 15, 2025
- Trump Canceled Millions in California school Grants. The State Is Suing to Reclaim the Money – April 10, 2025
- Amid Deadly Measles Outbreak, California's Childhood Vaccination Rates are Falling – April 17, 2025

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kim Kelstrom at (559) 457-3907.

Cabinet Approval: 

Name and Title: Patrick Jensen, Chief Financial Officer



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DATE: April 10, 2025

TO: Misty Her
Interim Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Master Plan for Career Education Released

Last Wednesday, April 2, 2025, Governor Gavin Newsom released the full Master Plan for Career Education (Master Plan), which can be found [here](#).

The Master Plan's central goal is to ensure every Californian can pursue a meaningful career path through accessible, high-quality career education. It supports lifelong learning that adapts to the evolving workforce needs, with a focus on equity and economic mobility.

The Master Plan specifically calls for six primary plans of action:

1. **Create a State Planning and Coordinating Body.** The state should create a new statewide planning and coordinating body that brings together the state's education segments, workforce training providers, and employers. The coordinating body should evaluate changing economic needs and demand for skills, develop sector-based and cross-sector strategies, create statewide goals, align federal and state plans, coordinate efforts to maximize funding, coordinate implementation of specific federal and state programs, codesign programs to address workforce opportunities, and connect with regions.
2. **Strengthen Regional Coordination.** The Governor's Office should evaluate how successful regional coordination models can be expanded to create sustainable forums in which educators, workforce training providers, and employers work together with a clear division of responsibilities across partners.
3. **Support Skills-Based Hiring Through a Career Passport.** State agencies and institutions of higher education should make it easier for employers to make hiring decisions based on individuals' skills in addition to their academic credentials.
4. **Develop Career Pathways for High School and College Students.** Pushing for universal availability and implementation of pathways programs would provide students from all backgrounds with clear roadmaps to gainful employment and career advancement. These pathways can be designed to provide experiential learning opportunities, shorten the time to a career, alleviate financial pressures, and empower individuals to actualize their dreams, all while contributing to social and economic mobility within communities.

1. **Strengthen Workforce Training for Young People and Adults.** For adults who need additional training and for opportunity youth, education and workforce development agencies should ensure access to education, workforce training, and jobs that allow them to advance in stable, well-paying career pathways.
2. **Increase Access to and Affordability of Education and Workforce Training.** State agencies and institutions of higher education should ensure that eligible learners from all backgrounds and parts of the state can easily access education, workforce training, and public benefits that open doors to more rewarding, well-paying jobs.

The Master Plan also sets out specific success indicators, including the following:

- Increased rates of college and career readiness
- Greater credential attainment and job placement
- Reduced equity gaps across income, race/ethnicity, and geography
- Strengthened data systems to track outcomes and inform decision-making

The Master Plan emphasizes the need for alignment with employers in the labor market implementation of career education programs. This includes employer engagement in designing and delivering programs; an expansion of apprenticeships, internships, and industry certifications; and an aim to future-proof the workforce by aligning training with in-demand sectors such as healthcare, green jobs, and technology.

Senate and Assembly Education Committees Meet Prior to Spring Recess

On Wednesday, April 9, 2025, both the Senate and Assembly Education Committees met to consider a combined 44 measures. Some of the more significant bills approved by the committees that would impact local educational agencies (LEAs) include the following:

- Assembly Bill (AB) 49 (Muratsuchi, D-Torrance) would prohibit public school employees from allowing an immigration officer from entering school sites without valid identification and a valid judicial warrant, and having received approval from the superintendent of the school district or county office of education, or the principal of a charter school.
- AB 477 (Muratsuchi) would establish new Local Control Funding Formula funding target levels for the 2036-37 fiscal year with the purpose of increasing school site employee salaries.
- AB 503 (Gonzalez, M., D-Los Angeles) is an urgency measure that would make permanent an authorization within the Civic Center Act allowing school districts to assess “direct costs,” a proportionate amount for maintenance, repair, restoration, and refurbishment for the use of non-classroom facilities and grounds when authorizing the use of school facilities or grants by a nonprofit organization, or by a club or association organized to promote youth and school activities.
- AB 772 (Lowenthal, D-Long Beach) would require the California Department of Education (CDE) to develop a model policy appropriate for schools serving grades 4-12 on how to address acts of cyberbullying occurring outside of school hours and would require LEAs to adopt the model policy by July 1, 2027, and to provide copies to staff, students, and parents.
- AB 821 (Gipson, D-Carson) would eliminate the sunset, currently July 1, 2027, on the use of a career technical education (CTE) course to fulfill a course requirement to graduate from high school.

- Senate Bill (SB) 374 (Archuleta, D-Pico Rivera) would extend by one year the sunset date on the requirement for the CDE to provide a report on the number and types of reports that LEAs are required to annually submit and would eliminate the requirement that the State Board of Education adopt an Individuals with Disabilities Education Act Addendum relating to improvements in services for individuals with exceptional needs.
- SB 743 (Cortese, D-San Jose) would establish the Equalization Reserve Account in the General Fund to, upon appropriation, provide additional per-pupil funding for non-basic aid school districts. Funding for this account would be transferred from the General Fund in years when Proposition 98 increases from the prior year, subject to voter approval of an unspecified constitutional amendment.
- SB 845 (Perez, D-Alhambra) would revise the process for updating model CTE curriculum standards by requiring consultation with CTE teachers and labor representatives, expand the authority of LEAs to offer and award credit for work-based learning activities beginning in grade 10, and establish an interagency workgroup to develop occupational frameworks for youth apprenticeships.

Upon adjournment today, Thursday, April 10, 2025, the Legislature left for spring recess and will not return to Sacramento until Monday, April 21, 2025. When the Legislature returns, they will have two weeks for fiscal bills to clear policy committees, while nonfiscal bills will have until Friday, May 9, 2025, to meet that deadline.

Leilani Aguinaldo

The Pies A-Changin’

By Dave Heckler and Matt Phillips, CPA
School Services of California Inc.’s *Fiscal Report*
April 8, 2025

The past five years have been full of ups and downs, twists and turns, and hems and haws stemming largely from the pandemic. The result is that laws that define instruction for students are changing at a rate that we have not experienced in a number of years—from distance learning, to independent study, to wrap-around services that mandate the provision of no less than nine hours of support daily for our most vulnerable students. The impact of the programmatic changes, as well as the source of the investments have redefined “normal” spending patterns.

Funding Sources

Beginning in March of 2020 through March of 2021, the federal government passed three federal stimulus packages—the Coronavirus Aid, Relief, and Economic Security Act; the Coronavirus Response and Relief Supplemental Appropriations Act; and the American Rescue Plan Act. The three acts resulted in trillions of dollars that were disbursed into the national economy. However, specific to education in California, the three acts generated more than \$26 billion in one-time federal funding. The funding had an expiration date no later than September 30, 2024, and although the allowable uses were broad, all expenditures had to be connected to preventing, preparing for, or responding to the coronavirus pandemic.

| Funding Source | Amount |
|--------------------------|----------------|
| Coronavirus Relief Funds | \$4.4 billion |
| ESSER ¹ I | \$1.5 billion |
| ESSER II | \$6.0 billion |
| ESSER III | \$13.6 billion |
| GEER ² I | \$0.4 billion |
| GEER II | \$0.2 billion |

¹Elementary and Secondary School Emergency Relief

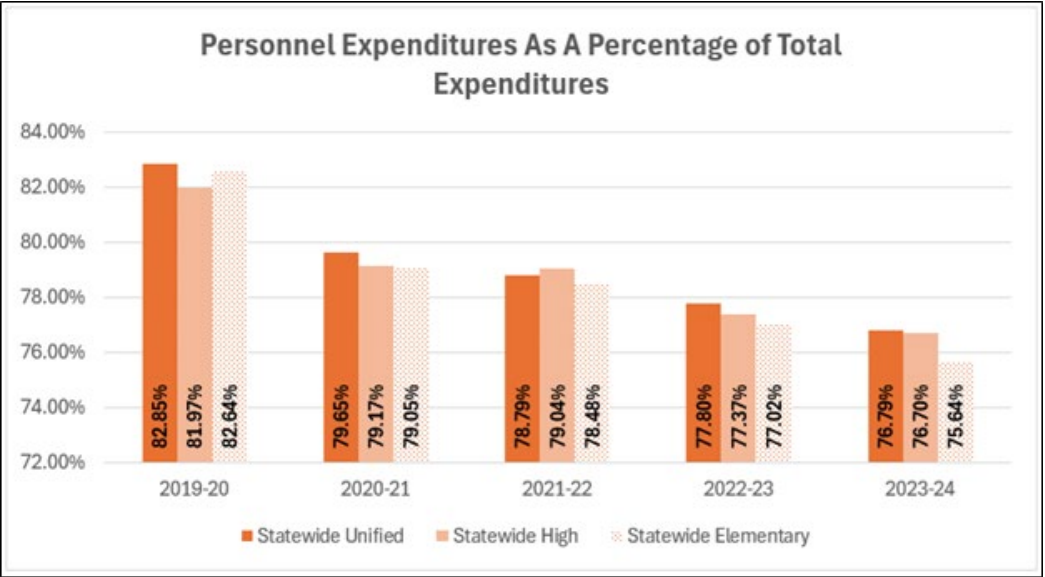
²Governor’s Emergency Education Relief

Additionally, the state has provided more than \$9 billion dollars through two grants—the Expanded Learning Opportunities Grant and the Learning Recovery Emergency Block Grant. Both were intended to mitigate learning loss that students experienced through the pandemic. These grants, when added to the federal grants, resulted in more than \$35 billion allocated to education in California over the past four years. When you consider that the state provides an annual allocation of approximately \$100 billion, this results in the \$35 billion being very significant.

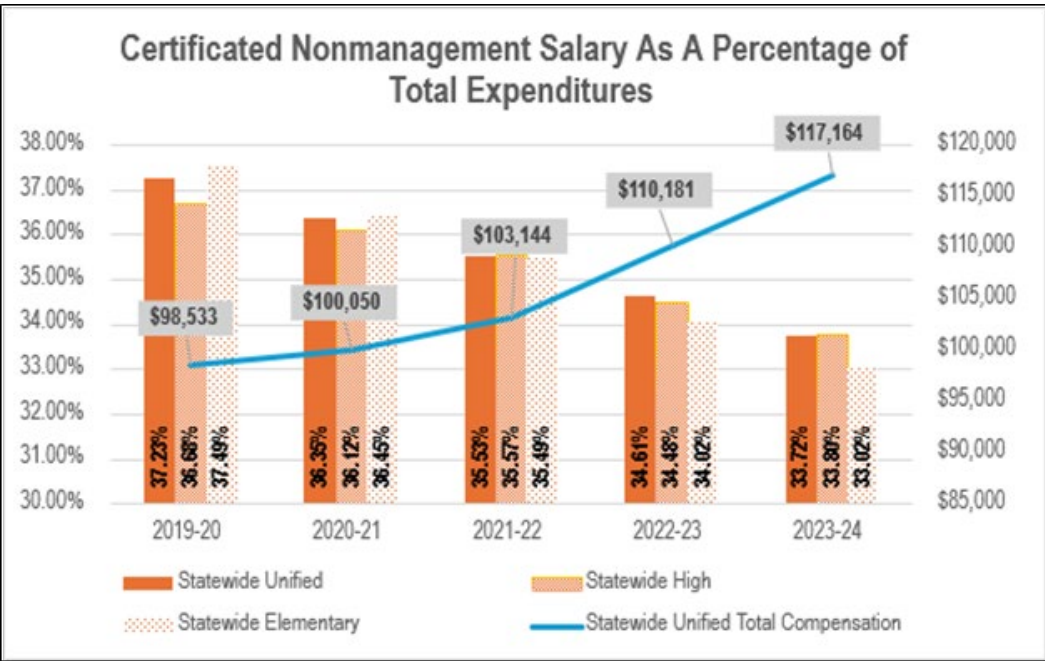
Spending Pie

Historically, local educational agencies spend about 80% of their General Fund on personnel costs. That figure increases to approximately 85% when isolating the unrestricted portion of the General Fund. To get a sense of how the \$35 billion in federal and state one-time funding has impacted spending patterns, we turn to the five prior years of unaudited actuals, which at this time has all been certified by the state. Specifically, we are isolating spending on personnel costs which includes all salary and benefit costs—in the Standardized

Account Code Structure language this is known as object codes 1000-3000. The trend is eye-opening, but unsurprising. The data below is further disaggregated between the three school district types—unified, high, and elementary—and represents the statewide average of each school district type.

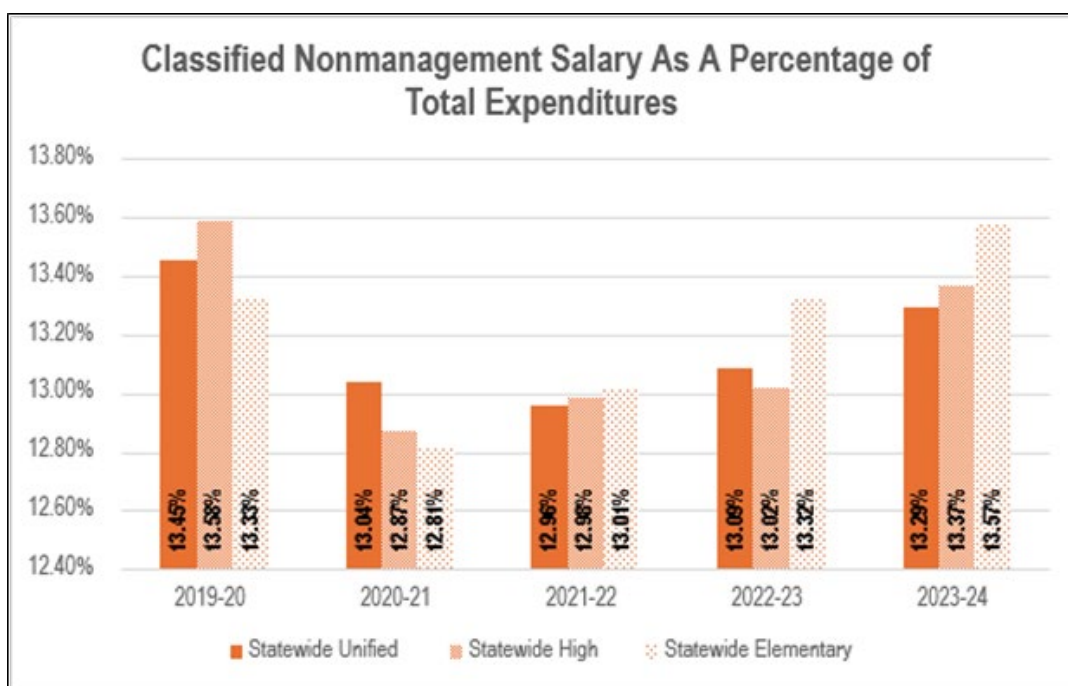


The data begs the question, “How has this impacted the various employee groups?” Fortunately, the state-certified data allows the salary data to be further parsed into three categories—certificated nonmanagement, classified nonmanagement, and administrator salaries. Unfortunately, benefit costs cannot be disaggregated in the same manner. Let’s start first with certificated non-management.



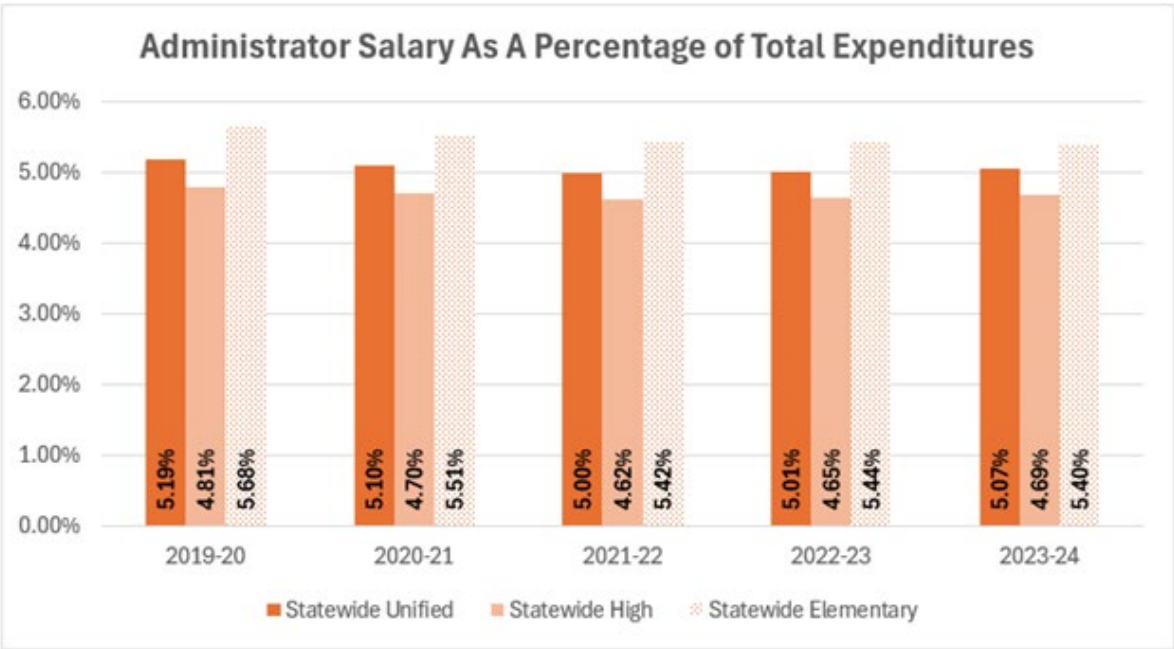
The percentage of expenditures for certificated nonmanagement has declined, but that does not mean that employees are making less. Rather, the percentage decline is principally a product of school districts receiving a significant influx of one-time dollars that are not eligible to be passed along for salary increases. Additionally, the state has experienced a decline in student enrollment of more than 5% over the same period, which means that fewer teachers are needed. Finally, the cost of benefits—the employer contribution to both the California State Teachers’ Retirement System and the annual premiums for health and welfare benefits—have increased significantly.

The blue line on the chart above represents the average total compensation for certificated nonmanagement employees working in unified school districts, and the data is sourced from the J-90 that is submitted annually. Not all school districts submit J-90s, but approximately 92% of unified school districts submitted their data to the state. Although spending on certificated nonmanagement salaries as a percentage of total expenditures has declined, certificated nonmanagement compensation—which includes salary and the employer contributions for health and welfare benefits—has increased by more than 22% over the same period.



The classified nonmanagement employee group experienced an initial dip as many school districts were shuttered for the 2020-21 fiscal year; however, the classified nonmanagement salaries as a percentage of total expenditures have increased steadily. The reasons for this are anecdotal, but also based on how the state has been prioritizing new investments over this period. The largest change has been the enrollment growth in elementary school districts, which is not surprising as the state continues to invest in universal transitional kindergarten and has provided funding to support student-to-adult ratios of 12:1. Most commonly, this results in one certificated nonmanagement employee and one classified nonmanagement employee. Second, the state has allocated \$4 billion annually for the Expanded Learning Opportunities Program (ELO-P) to provide no less than nine hours of daily services for students. Operationally, this most commonly results in additional time for classified nonmanagement employees to work before and after the school day. Finally, the special education identification rate has increased tremendously since schools shuttered in March 2020, and many

of those additional services—whether classroom supports or 1:1—are provided by instructional aides/paraprofessionals.



The final piece of the salary pie are salaries for site and district administrators. Overall, these costs have declined, albeit at a very small rate. Administrator staffing is relatively inelastic when considering the impacts of declining enrollment and/or investments for smaller class sizes. Rather, administrator staffing is more related to the number of school sites as well as new and/or expanding services (e.g., ELO-P), which the state has made a priority.

Conclusion

As the one-time funding expires, we are likely to see a return to a pre-pandemic spending pie. The current reality, as supported by state-certified data, is that the one-time funding did have an impact on spending patterns. Absent another catastrophic event such as a global pandemic, we likely won’t see a return to pre-pandemic spending patterns until 2025-26, and even then, there must be a recognition that although one-time funds are largely expired, the allocation of resources to school districts looks different now than it did in 2019-20.

Note: Federal agents were denied entrance to two elementary schools in the Los Angeles Unified School District this week after they showed up unannounced and sought to contact five students who the agents alleged entered the country without documentation.

Federal Officials Arrived, Denied Entry at L.A. Schools Amid Immigration Enforcement Fears

By Melissa Gomez and Howard Blume
The Los Angeles Times
April 9, 2025

Federal agents were denied entrance to two elementary schools in the Los Angeles Unified School District this week after they showed up unannounced and sought to get in touch with five students who the agents alleged entered the country without documentation, school officials said Thursday.

According to schools Supt. Alberto Carvalho, the agents professed that they were there to check on the students' well-being and lied when they told school officials that their families had given permission for the contact.

It was the first reported instance of an attempt by U.S. authorities to enter an L.A. public school amid the Trump administration's vows to ramp up enforcement of U.S. immigration laws and more swiftly deport immigrants in the country without authorization.

On Monday at about 10 a.m., four people arrived at Russell Elementary on Firestone Boulevard and identified themselves as Homeland Security agents, Carvalho said at a Thursday news conference. The agents, who interacted with the principal, asked to speak with four students, ranging from first-graders to sixth-graders. The principal denied access, Carvalho said.

Two hours later, he said, a similar incident occurred at Lillian Street Elementary, where agents attempted to contact a sixth-grader and were denied access by the principal. Both schools are in the Florence-Graham neighborhood in South Los Angeles.

"They declared to the principals in both instances that the caretakers of these students have authorized them to go to the school," Carvalho said. "We have confirmed that that is a falsehood. We've spoken with the caretakers of these children, in some cases parents, and they deny any interactions, deny providing authorization for these individuals to have any contact with these children at the school."

The people identified themselves as agents with the Homeland Security Investigations unit, according to district officials. Carvalho said that they were not in uniform and seemed reluctant to show official identification more than briefly when the principals tried to write down their information. He said the district has not been able to confirm that they did in fact work for Homeland Security.

"The principals did the right thing. They denied access. They asked for proof of agency," Carvalho said. The district's legal staff deployed to the schools, at which point the federal officials left the schools in dark vehicles.

The Department of Homeland Security, which encompasses both the investigations unit and U.S. Immigration and Customs Enforcement, did not immediately respond to a request to comment.

The Times first reported the unusual encounters Wednesday evening, and the district held a news conference Thursday to provide more details. District officials said Russell and Lillian were the only schools visited.

Carvalho was visibly incensed Thursday as he described the interactions. He recounted, as he has in the past, that he arrived in the United States as an undocumented teenager from Portugal.

“I’m still mystified as to how a first-, second-, third-, fourth- or sixth-grader would pose any type of risk to the national security of our nation that would require Homeland Security to deploy its agents to elementary schools,” he said. “Schools are places for learning. Schools are places for understanding. Schools are places for instruction, schools are not places of fear.”

Carvalho said the district would continue to keep its campuses closed to federal agents who arrive without a judicial warrant. The last time this happened in the community was during the first Trump administration when agents visited a charter school the district does not have jurisdiction over.

“This was a wake-up call,” said Mario Valenzuela, the political and community actions director for United Teachers Los Angeles. “It’s just not something that should be happening in our schools, especially elementary schools.”

A Los Angeles Unified spokesperson said that, following the encounters, other district schools sent out “precautionary messages” to families that referenced “reports of immigration enforcement activity.”

The state has prepared guidance to help school districts comply with state law limiting state and local participation in immigration enforcement activities. Immigration agents do not have to be granted access to a K-12 campus without a warrant.

Los Angeles Unified mandates that employees receive training about what assistance or documentation they should and should not provide to federal immigration authorities.

The L.A. Board of Education has passed a series of resolutions stating that L.A. Unified will be a sanctuary for immigrants.

Note: AB 887 (Berman, D-Menlo Park) would require every school district and charter school serving high school students to adopt a plan to offer at least one computer science course and to offer a computer science course in all high schools operated by the school district or charter school upon the bill's full implementation.

**California Lawmaker Again Attempts to Make
Computer Science Class Mandatory**

By Lasherica Thornton
EdSource
April 3, 2025

Despite decadeslong efforts through legislation, funding and advocacy, California’s schools have still not caught up with — and are falling further behind — three dozen other states in the percentage of high schools offering at least one computer science course.

According to the national 2024 State of Computer Science report, 52% of high schools across California offered computer science in the 2023-24 school year.

In other states, statewide policy has been pivotal in expanding access to computing skills for all students.

Assemblymember Marc Berman, for the third time, has introduced legislation to require every public high school to teach a computer science course, a mandate that will bring access to the 48% of California schools that do not offer a single class.

Because Assembly Bill 887 would require schools to implement computer science by the 2029-30 school year, it would expand access to all of California’s students in a way that initiatives have not been able to.

“Not having a requirement,” Berman told EdSource last year, “it’s not yielding the progress that our students deserve.”

What is computer science?

Computer science, as described in the computer science academic content standards adopted by the State Board of Education, is “the study of computers and algorithmic processes, including their principles ... implementation and impact on society.” Proposed legislation has included the desire for students to go beyond using technology to understand how and why those technologies work.

The percentage of computer science classes offered statewide has increased slightly in the last 10 years because of legislation supporting standards and course development, funding for teacher training and on-the-ground efforts to address challenges in diverse communities across the state.

Timeline of legislative action and budgetary allocations for computer science

[Click here](#) to read more about how legislation and funding have shaped computer science over time.

For two consecutive years, a bill similar to AB 887 failed to come out of the Senate Appropriations Committee, which considers the fiscal impact of proposed legislation.

According to the Appropriations Committee’s analysis of the 2024 bill, about 425 school districts would have had to purchase instructional materials and provide professional development to teachers at an unknown cost. The Department of Finance opposed the bill because implementation would cost \$50 million to \$73 million in ongoing funding from Proposition 98.

In 2023, Berman’s first iteration of the bill requiring all high schools to teach computer science stalled, in part, because of a lack of teachers, CalMatters reported.

The state has, since 2016, invested more than \$1.2 billion to address the state’s teacher shortage, including nearly \$100 million for computer science teacher training. In 2021, \$20 million was allocated to computer science in the state budget: \$5 million for the Educator Workforce Investment Grant for professional development of teachers, counselors and administrators and most of \$15 million for certifications of educators in other disciplines.

Local and regional efforts have worked to address shortage of teachers

[Click here](#) to go deeper into the local and regional initiatives that have trained teachers in computer science.

The professional development, which included year-round training, has led teachers to provide computer science classes, merge concepts into other subjects or offer lessons through electives or clubs.

Even with robust professional development, some challenges persist, particularly the reluctance or inability of administrators to include computer science courses in school offerings.

“In the past, teachers were reporting back to us in our research, ‘I need support from my administrator to make sure that computer science gets on the master schedule, that we are providing more classes to reach more students,’” said Julie Flapan, an educator and researcher leading two initiatives to expand access and participation in computer science.

Computer science advocates statewide and nationally have recommended a legislative mandate to bolster California’s efforts and increase access to the course.

Since 2013, the Code.org Advocacy Coalition, an organization of over 100 nonprofit, advocacy and industry groups across the country, has made policy recommendations for states to “address the urgent need to build capacity in computer science education,” including statewide policy.

“Strong policies, supported by resources, action, and implementation, are key to building the capacity needed to improve student access, participation, and experience in computer science education,” according to the national computer science report, which the coalition authored.

Legislation requiring schools to offer computer science has been implemented in states such as Arkansas, where all high schools offer computer science, and in neighboring Nevada, where 96% of the state’s high schools offer the course, based on the 2024 report.

Alabama also passed legislation in 2019, phasing in the computer science requirement, starting with high schools, followed by middle and elementary schools. This has resulted in an increase from 57% in the 2019-20 school year to 94% this past school year in the rate of high schools offering computer science and more than 90% of middle and elementary schools teaching computer science.

Akin among Arkansas, Nevada and Alabama is the adoption of the recommended policies and actions by the Code.org Advocacy Coalition.

Although California has implemented most of the policy recommendations — a state plan, state position, funding, K-12 standards, certification programs and allowing it to count for other subjects — the state has not created programs at higher education institutions to encourage aspiring teachers to gain exposure to computer science; nor has it required all schools to offer the course or mandated it as a graduation requirement.

Due to the policy recommendations and the state, regional and local efforts, there's been a double-digit percentage increase of high schools offering computer science since the 2018-19 school year — still far from the national average of 60%.

In both the 2023 and 2024 national computer science reports, the authors encouraged California to require all high schools to offer at least one computer science course, “as it would greatly help support the 48% of high schools that currently do not offer any (computer) science courses.”

The 2025 legislative attempt to do so passed out of the Assembly Education Committee and was referred to the Appropriations Committee in late March.

If computer science courses become a requirement, some schools, such as small, rural schools, will have a harder time offering computer science because of a teacher shortage. Often, educators are already teaching multiple grades and/or subject areas on top of other duties.

Integrating, or merging computer science into another subject area, may be the best short-term solution to providing the content to students, especially when semester- or year-long courses aren't offered, said Kathy Hamilton, who works for the Small School Districts' Association.

“Integration needs to be one of the delivery mechanisms if you want to truly provide access for all students around the state,” she said.

And it will be.

Aware of the unique challenges that some schools face, the legislation acknowledges the need for a course requirement to offer some flexibility. It would require the state's computer science coordinator to develop an implementation guide that includes “varied computer science course options to best meet local capacity and context,” including computer science concepts being integrated or merged into other subjects.

And thanks to federal and statewide funding and advocates' regional and local efforts, there are now scores of teachers trained and ready to teach or integrate computer science. Whether that is enough to compel the Legislature to require all schools to teach computer science is unknown.



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DATE: April 18, 2025

TO: Misty Her
Interim Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Legislature to Return from Spring Recess on Monday

Legislators were in their districts on spring recess this week, so there were no budget or policy committee hearings at the Capitol. When the Legislature returns to Sacramento on Monday, it will have two weeks for fiscal bills to clear policy committees, while nonfiscal bills will have an additional week to meet that deadline.

Next Wednesday, April 23, 2025, the Senate Education Committee, chaired by Senator Sasha Renée Pérez (D-Alhambra), will meet to consider a dozen bills, including Senate Bill (SB) 622 (Grove, R-Bakersfield), which is expected to draw a large crowd at the Capitol.

SB 622 would state that a pupil's participation in "sex-segregated school programs and activities, including athletic teams and competitions, shall be consistent with the pupil's sex at birth," but retain existing law that allows pupils to use facilities consistent with the pupil's gender identity, irrespective of the gender listed on the pupil's records.

The measure is expected to meet the same fate as two Assembly bills that would have changed current law that allows students to participate in sex-segregated school programs and activities consistent with their gender identity, irrespective of the gender listed on the student's records. Both Assembly Bill (AB) 89 (Sanchez, R-Rancho Santa Margarita) and AB 844 (Essayli, R-Corona) were defeated in the Assembly Arts, Entertainment, Sports, and Tourism Committee on April 1, 2025, by a vote of 2-6.

Some of the other bills that the Senate Education Committee will consider next week include the following:

- SB 414 (Ashby, D-Sacramento) would strengthen financial oversight and accountability for charter schools by requiring enhanced auditor training, mandating public review of audits, regulating vendor contracts, and empowering state agencies to investigate and respond to financial misconduct
- SB 612 (Valladares, R-Santa Clarita) would, subject to an appropriation, add a career technical education (CTE) course to the high school graduation

requirements beginning with the class of 2032, and this would require local educational agencies with high schools to offer a one-semester CTE course beginning with the 2028-29 school year

- SB 494 (Cortese, D-San Jose) would authorize a permanent classified employee of a school or community college district to appeal disciplinary action to a contracted administrative law judge, paid by the district and jointly selected by the district and the employee or their employee organization unless the employee organization and the school district have agreed to an alternative method of appealing disciplinary action
- SB 323 (Pérez) would require the California Student Aid Commission to, by the start of the 2026-27 financial aid cycle, amend the California Dream Act Application to clarify and ensure that the application can be used by any student eligible for state financial aid programs, regardless of their eligibility for federal financial aid
- SB 848 (Pérez) would require, by July 1, 2026, comprehensive school safety plans for school districts, county offices of education, and charter schools incorporate procedures specifically designed to protect children from child abuse and sex offenses and would require the development and implementation of training programs for school employees aimed at preventing, identifying, and reporting child abuse and sexual misconduct

California Sues Trump Administration Over Tariffs

On Wednesday, April 16, 2025, Governor Gavin Newsom and Attorney General Rob Bonta filed a [lawsuit](#) in federal court challenging President Donald Trump's use of emergency powers to enact broad-sweeping tariffs.

The lawsuit argues that President Trump lacks the authority to unilaterally impose tariffs through the International Economic Emergency Powers Act (IEEPA), creating immediate and irreparable harm to California, the largest economy, manufacturing, and agriculture state in the nation.

The IEEPA gives the President authority to take certain actions if he declares a national emergency in response to a foreign national security, foreign policy, or economic threat. Newsom and Bonta contend that the federal law specifies many different actions the President can take, but tariffs are not one of them. In fact, this is the first time a president has attempted to rely on this law to impose tariffs.

The tariff lawsuit is but another in the long-going saga of California versus the Trump Administration. In fact, since Trump's inauguration day, Attorney General Bonta has filed or co-led more than a dozen lawsuit lawsuits against the Trump Administration.

Leilani Aguinaldo

CalPERS Approves 2025-26 Employer Contribution Rate

By Michelle McKay Underwood and Teddi Wentworth
School Services of California Inc.'s *Fiscal Report*
April 15, 2025

Yesterday, April 14, 2025, the California Public Employees' Retirement System (CalPERS) Board adopted the 2025-26 schools employer contribution rate at 26.81% and projects out-year rates as follows:

| Fiscal Year | 2026-27 | 2027-28 | 2028-29 | 2029-30 | 2030-31 |
|-----------------|---------|---------|---------|---------|---------|
| Projected Rates | 26.90% | 27.80% | 27.40% | 27.00% | 26.20% |

The 2025-26 employer contribution rate is a decrease from the current-year rate of 27.05% while also coming in lower than previously projected in the June 30, 2023, annual valuation report.

The out-year projections will fluctuate based on actual future investment returns and other demographic changes. The 2025-26 rate will not change from here, and the next anticipated update to out-year estimates is expected fall 2025, after the release of the 2024-25 valuation report this summer. As such, school employers (including community colleges) should utilize these rates as they update their multiyear projections.

The CalPERS contribution rate for members subject to the Public Employees' Pension Reform Act (PEPRA) will remain at 8% for 2025-26, and the contribution rate for CalPERS members not subject to PEPRA (i.e., classic members) is set by statute and is currently 7% of salary. As of June 30, 2024, PEPRA members represented 67% of the total active population of the Schools Pool.

These new projected rates will be included in the May Revision edition of the School Services of California Inc. Financial Projection Dartboard.

Note: This lawsuit stems from a March 28 letter Linda McMahon sent to state education leaders, saying that the government would no longer honor extensions of COVID relief grants.

Trump Canceled Millions in California school Grants. The State Is Suing to Reclaim the Money

By Carolyn Jones
CalMatters
April 10, 2025

The Trump administration overstepped its authority when it cut short pandemic relief grants for K-12 schools, a move that cost them hundreds of millions of dollars, according to a lawsuit filed today by California and a dozen other states.

The suit, filed against the U.S. Department of Education in the Southern District of New York, is California Attorney General Rob Bonta's 13th lawsuit against the Trump administration.

"When the president breaks the law, we sue. It's that simple," Bonta said. "And he's broken the law again, unfortunately, this time harming children in the process."

"Our students have congressionally appropriated funding coming their way post-pandemic to help with all the challenges," Bonta added. "The funds had a rollout period of another year but (U.S. Secretary of Education Secretary Linda McMahon) cut them overnight, and she doesn't have the authority to do that."

The lawsuit stems from a March 28 letter McMahon sent to state education chiefs, saying that the government would no longer honor extensions of COVID relief grants. States can ask for new extensions for individual projects, but in general the government would no longer send out COVID-relief grant money.

"Extending deadlines for COVID-related grants, which are in fact taxpayer funds, years after the COVID pandemic ended is not consistent with the Department's priorities and thus not a worthwhile exercise of its discretion," McMahon wrote.

In California, schools would lose about \$200 million, Bonta said.

Tutoring and mental health

During the pandemic, the federal government gave out almost \$200 billion to K-12 schools to help students recover academically and emotionally from school closures related to COVID-19. Schools used the money for tablets, after-school programs, tutoring, summer school, mental health counseling and other initiatives. California schools received more than \$13 billion through several rounds of grants.

Most of those grants expired last year, but the Biden administration extended the spending deadline until March 2026 for districts that needed it.

Bonta's lawsuit argues that McMahon's order is illegal because the money was approved by Congress and the Trump administration doesn't have a right to slash it. The suit is asking that the Department of Education reinstate the original deadline of March 2026 and give schools the money they were originally allotted.

The pandemic had a profound effect on schools, as thousands closed their campuses for at least a year and switched to remote learning. Low-income students in particular fell behind academically, as they often lacked reliable Wi-Fi service or a quiet place to study. Many students also experienced depression and anxiety if a parent lost a job, a relative died, or they simply couldn't see their friends.

Although test scores, discipline rates and attendance have all improved since 2020, most schools still lag behind their pre-pandemic performance.

Note: While California's childhood immunization rates are still high compared with the rest of the nation, 16 counties have fallen below the threshold for herd immunity against measles, according to the California Department of Public Health.

Amid Deadly Measles Outbreak, California's Childhood Vaccination Rates Are Falling

By Karen D'Souza
EdSource
April 17, 2025

Before the pandemic, Lillian Lopez never questioned the safety of vaccines. That's why all her children are up to date on their immunizations. The Bakersfield mother of three used to be religious about getting her flu shot. She never missed a year.

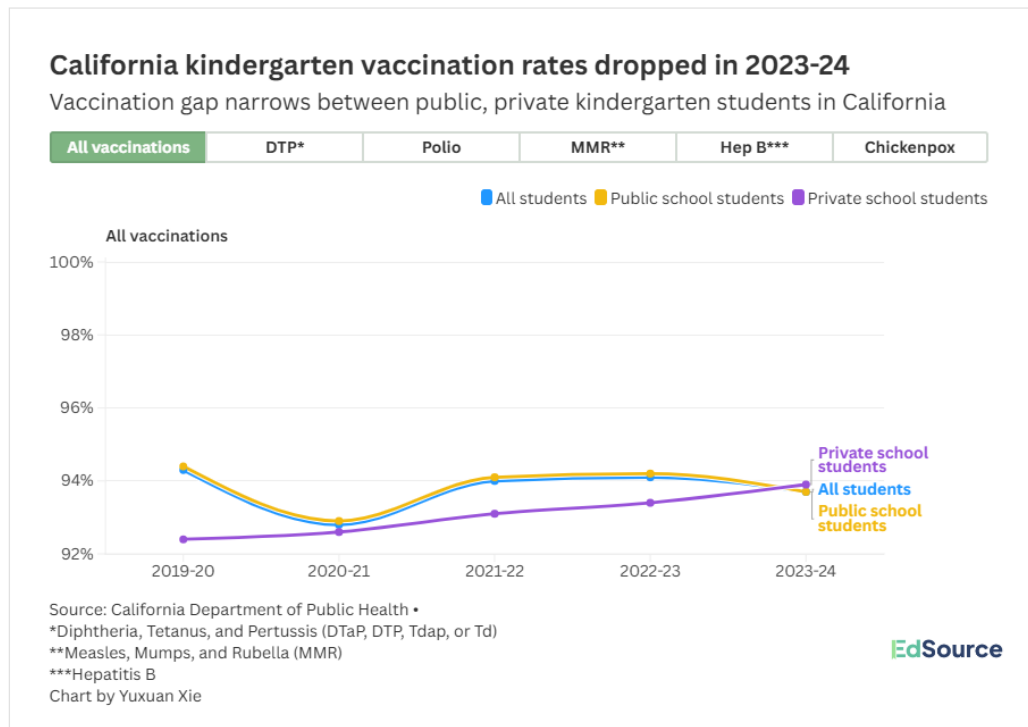
No more. Lopez, 45, took offense at how Covid-19 vaccine mandates and restrictions were enforced. The experience gave her pause about the integrity of the entire public health apparatus. Now, she questions every shot.

"I do have doubts, I don't have the trust that I did in the past," said Lopez, who also feels safer from infectious diseases in Kern County than in a more populous area. "I think it put fear in a lot of people. All this time, we've been trusting the CDC, the health organizations, but can we really trust them?"

Against the backdrop of this rise in vaccine skepticism, California reported a drop in the rate of kindergartners immunized against measles last year, fueling fears that there may be a resurgence of the once-vanquished disease amid the deadly outbreak in West Texas. One of the world's most infectious diseases, measles can be spread by breathing in air exhaled by someone else. While there have only been nine cases reported in California thus far, Texas is now the epicenter of a spiraling outbreak with 712 cases, including the first deaths linked to the disease in a decade.

"It's tragic," said Monica Gandhi, an infectious disease expert at UCSF. "This is not a disease you want your child or you to get. This can be very dangerous. So, it is terribly important for us to combat vaccine skepticism right now."

While California's childhood immunization rates are still high compared with the rest of the nation, 16 counties have fallen below the threshold for herd immunity against measles, according to the California Department of Public Health. Last year, 96.2% of California kindergartners and transitional kindergartners were vaccinated against measles in the 2023-24 school year, down from 96.5% the year before. Only 93.7% of kindergarten students were up to date on all their immunizations, down from 94.1% the year before.



Holding the line on herd immunity is key to preventing the disease from sweeping through a community, experts say. This widespread protection also shields those who may not be able to get vaccinated for health reasons. This is key because while measles is most commonly associated with fever and rash, severe cases have been known to cause pneumonia and encephalitis. The disease can be lethal, killing about one to three people for every 1,000 infected.

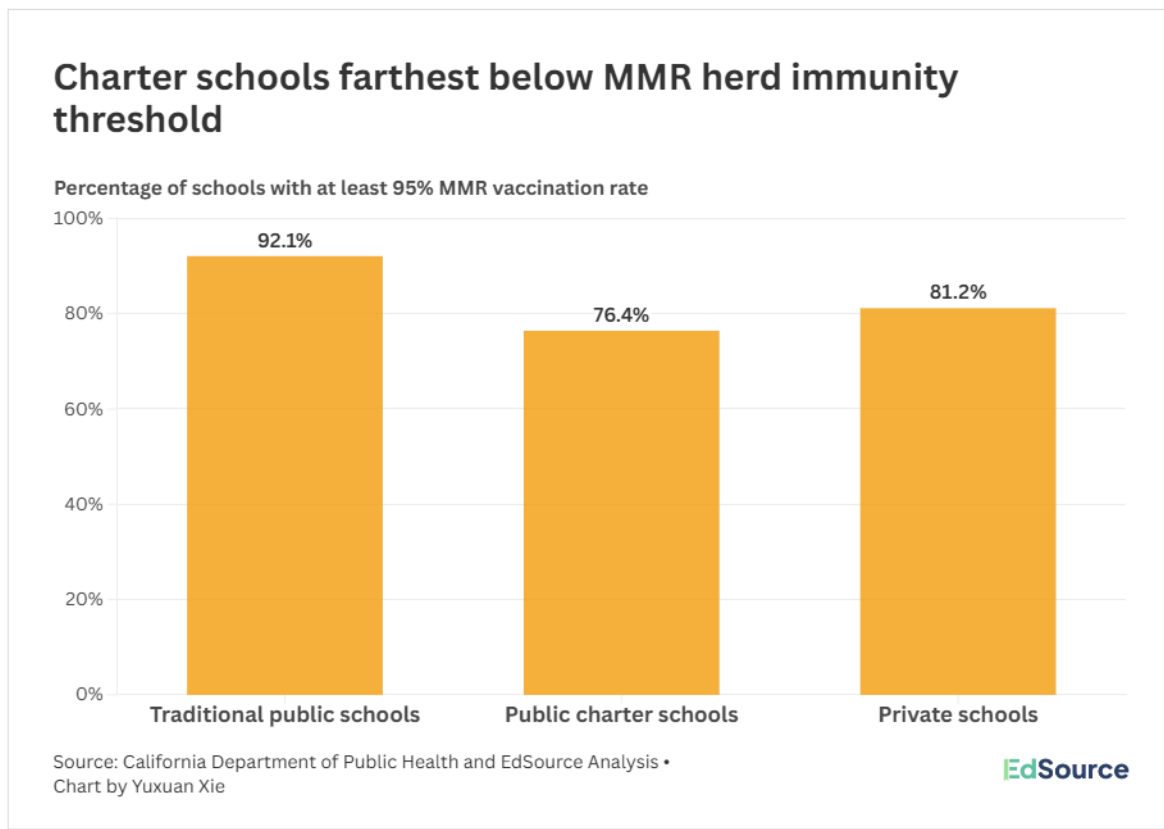
Amid that context, nearly two-thirds of counties reported immunization rates for all childhood diseases below 95%, the rule of thumb for herd immunity, according to the California Department of Public Health.

Working with parents who deeply mistrust the safety of routine immunizations has become one of the most challenging parts of running a school vaccination clinic.

“Within this political landscape, there are some people who are hesitant,” said Susan Sivils, lead nurse for the Sacramento City Unified vaccination clinic. “Some worry that the vaccines are not safe. They don’t trust what’s in it, or they don’t trust where it was manufactured.”

Many of the lowest immunization rates can be found in Northern California, largely clustered around the Sacramento area, but Southern California has hot spots as well. Less than 81% of kindergarten and transitional kindergarten (TK) students were inoculated against measles in El Dorado and Glenn counties. Sutter County posted the lowest vaccination rate for measles, at 75.8%.

Another key trend is that charter schools had lower vaccination rates than traditional public schools, 76.41% compared with 92.07%, for measles last year. While they require routine childhood shots, experts say charter schools operate under strict admission and disenrollment laws that can make it hard to enforce the rules.



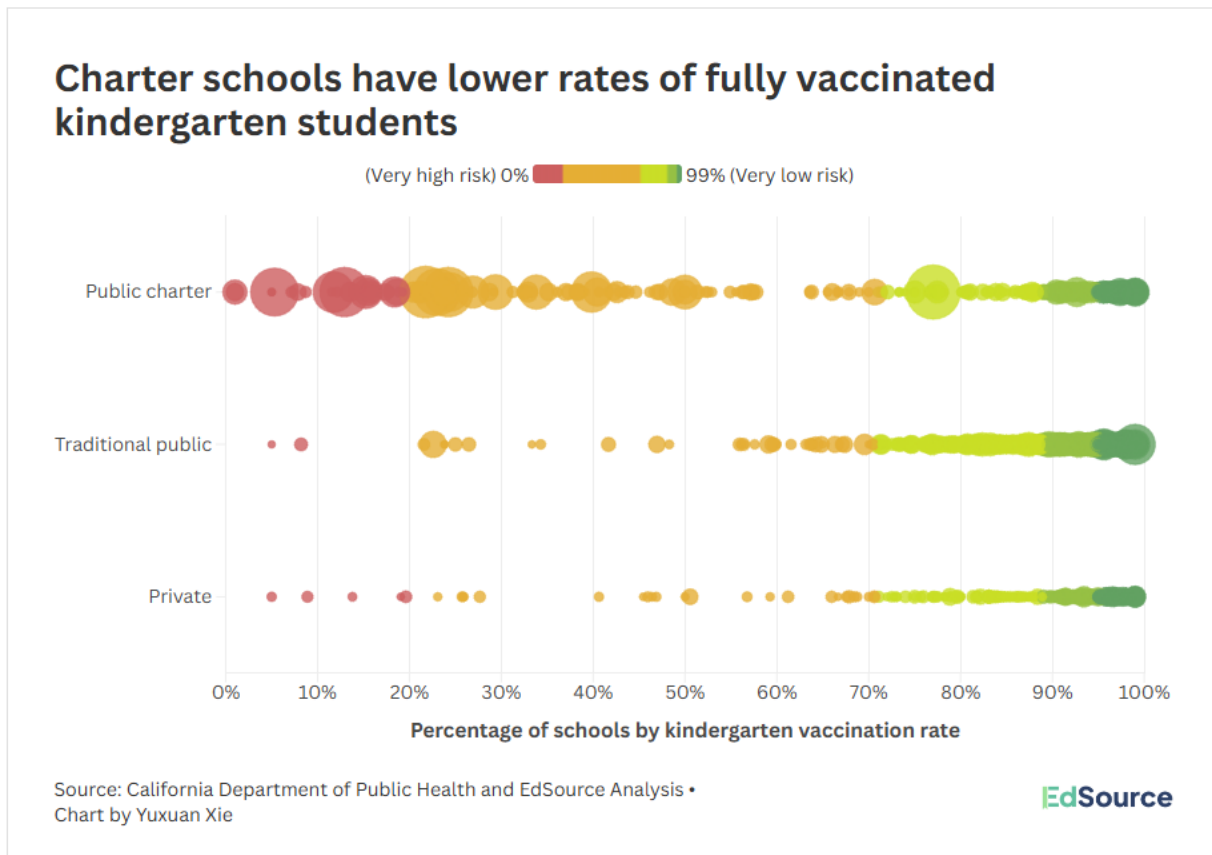
“These prohibitions make it very difficult for charter school staff to administer the vaccination mandate,” said Eric Premack, founder and CEO of the Charter Schools Development Center in Sacramento.

The bottom line is that consensus about vaccinations can no longer be taken for granted. To calm any fears, Sivils always hears parents out. While most are still comfortable with vaccines, one mother felt terrified that the shots would poison her child.

“I try to meet parents where they are,” said Sivils. “They are fearful, they are worried, they are upset, but, at the heart of it, they are trying to protect their family and do what’s best for their child.”

Declining trust in public health institutions has emerged as a watershed issue, experts say, as Covid-era controversies have sown seeds of doubt about the validity of science in general and vaccines in particular.

“The public health establishment during the pandemic said many things that didn’t turn out to be true,” as newly sworn-in National Institutes of Health Director Jay Bhattacharya, a professor of medicine at Stanford, has put it. “A much larger set of people who never previously thought twice about vaccinating their children are now in a position where they say, ‘Look, I don’t trust you guys anymore.’”



The cost of that inconsistency may be credibility now, Gandhi says, explaining why the anti-vaccine movement seems to be accelerating just as one of the nation’s most prominent vaccine skeptics, Robert F. Kennedy Jr., takes the helm of the Department of Health and Human Services. Families who learned to distrust guidance around the need for prolonged school closures and shuttered playgrounds, for instance, may now avoid vaccines altogether, often preferring home remedies.

“We had the most political response of any country, and that kind of political decision-making, as opposed to scientific decision-making, was noticed by the public,” said Gandhi, an expert in epidemics. “And then suddenly you don’t trust your public health official when they say the measles vaccine works, which by the way, it does.”

Indeed, some measles patients in Texas have shown signs of vitamin A toxicity. Notably, Kennedy had championed vitamin A to prevent measles, before reversing course to endorse the MMR vaccine, but overuse of the vitamin may have health consequences, such as abnormal liver function, and experts say there is no evidence it can protect against measles.

However, there is a grain of truth to the vitamin A advice, Gandhi notes. In the past, vitamin A deficiency did lead to more severe cases of measles, but today most people get a sufficient dose in their diet.

“You have to address that kernel of truth,” said Gandhi. “You have to say what happened with vitamin A historically, but now there’s no way we’re going to vitamin A our way out of this measles outbreak in West Texas.”

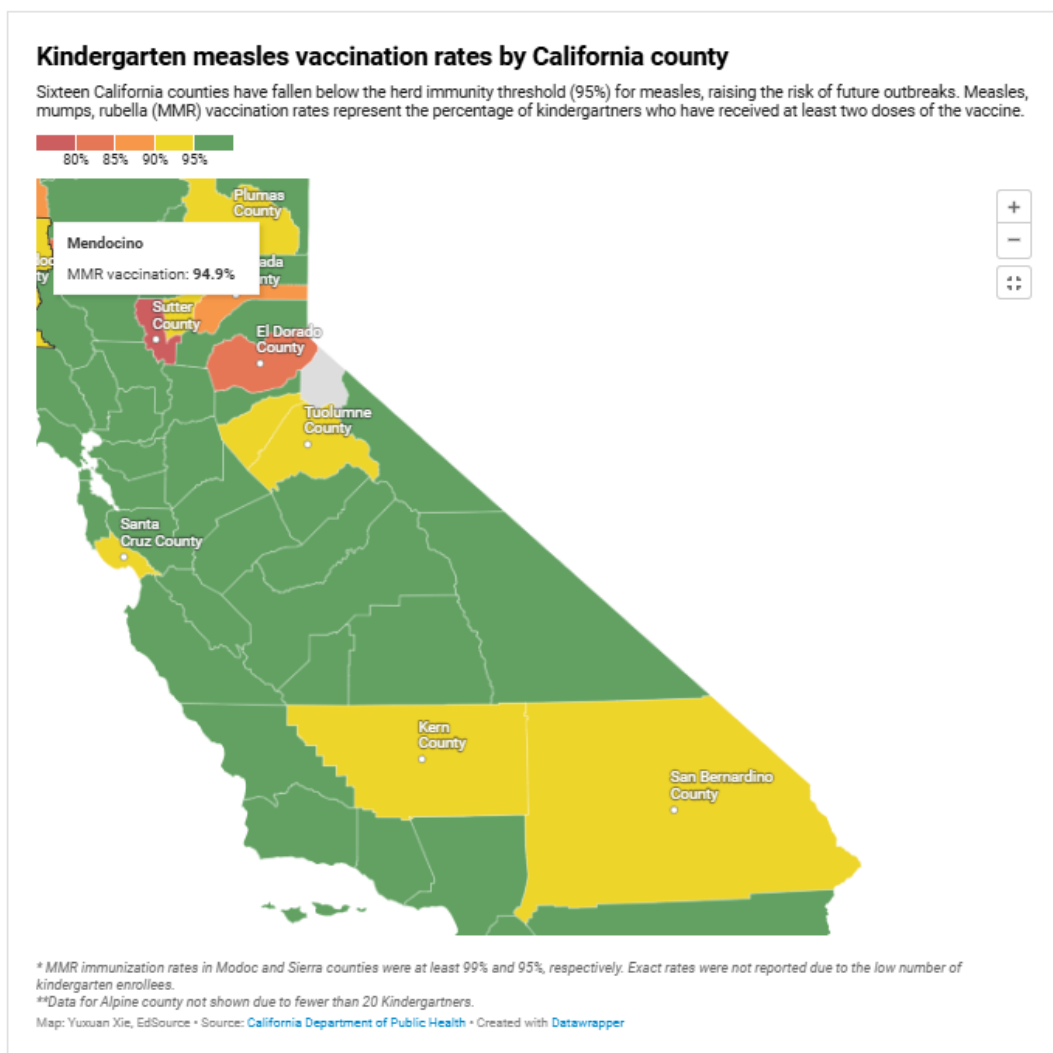
Sivils agrees that hearing people out is key. Citing evidence rarely seems to work at her clinic, but building a sense of trust often does.

“You have to respect people as parents, respect them as individuals,” said Sivils. “I make sure they know that I wouldn’t be doing this job if I didn’t believe I was helping people, but, at the end of the day, I allow parents to make their choice.”

Some families don’t approve of vaccines but get them anyway, so that their children can attend school, she says. Some spread the shots out over extra visits for fear of overloading their child’s immune system. Some research the ingredients in a vaccine before agreeing to it. Others decide to forgo vaccinations entirely and homeschool their children instead.

“You can’t railroad people,” she said. “I don’t try to persuade them. I just lay out all the options and let them make a decision.”

In Kern County, the measles immunization rate among kindergartners was almost 91%, below the herd immunity marker.



Lopez, for one, has no qualms about long-established vaccines such as measles, but she believes that people should always have the right to choose. She feels that right was trampled during the pandemic, and the affront still stings.

“When the vaccines were really being forced and people’s livelihoods were being threatened, I don’t agree with that,” said Lopez. “To me, that’s unethical, it’s an abuse of power.”

Given the ease of transmission with measles, which lingers in the air, some education experts worry what may happen to classrooms, where children often huddle together in tight spaces, should vaccination rates continue to fall. Whooping cough cases are also spiking now. Two infants in Louisiana are among the recent deaths caused by the resurgence of that disease.

“Our top job is to keep children safe,” said Scott Moore, head of Kidango, a nonprofit that runs many Bay Area child care centers. “The disruptions to child care, which would need to close temporarily every time a measles case occurred, would cause chaos for families and their employers.”

Deep partisan divides, experts warn, are leading families to extreme responses that may have extreme consequences.

“Our politics have become so divisive,” said Moore, “that what was once largely accepted as common sense — vaccination against deadly, infectious diseases — is now used to divide and conquer, with little children, once again, being the biggest losers.”

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: April 25, 2025

Phone Number: 457-3885

Regarding: Monthly Update – March

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


The 2024/25 Fresno Unified School District Scholarship application window closed on March 16, 2025, with 991 students successfully applying, a 16% increase from last year, and a 68% increase from two years ago. The Foundation will be awarding \$400,000 to over 300 students throughout the district, last year we were able to award \$400,000 to 292 graduating seniors. Awardees will be announced in May along with over \$40,000 worth of additional scholarships facilitated by the Foundation. With this year's awards, the Foundation will have given **over \$1.2M to 898 students since the 2021/22 school year.**

Existing and potential donors were hosted by the Foundation at the Fresno Unified School District Tournament of Technology, held at Sunnyside High School on April 05, 2025. Attendees enjoyed an informational breakfast with the Interim Superintendent and then toured the various events at the Tournament. The Foundation's Circle of Excellence initiative provides existing and potential donors with firsthand experiences of Fresno Unified events and projects that are available to be funded in the district.

Our second annual Suited for Success Event, a free professional thrifting experience for students, occurred on April 08, 2025, at Hoover High School from 2:30 p.m. to 5:30 p.m. We had 350 students attend, taking home 3,000 items of professional attire to be used for job interviews, graduation, and presentations. The event was a festive afternoon with a taco truck, Dutch Bros, a DJ and professional stylists. After the event, the remaining 4,000 items were distributed to each high school. The event was sponsored by PNC Bank and our partners at Neighborhood Industries.

The Foundation worked with InspiredConsumer, LLC to receive a shipment of Belvita Energy Snack Bites from Mondelez International (parent company of Nabisco). The total amount of the donation is worth approximately \$2,500, bringing our in-kind contributions to over \$1M since our inception. This donation will be delivered to the Farber High School logistics program for students to work with, providing them with hands-on experience in disbursing these items to students, parents, and school staff members.

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
Prepared by: Kimberly Villescaz, Executive Officer

Date: April 25, 2025

Phone Number: 457-3656

Regarding: Classified Higher Education Cohort

The purpose of this communication is to provide the Board with information in an ongoing effort to support the professional growth and development of our classified employees, the Human Resources Department distributed a Higher Education Interest Survey to over 4,000 classified staff members across the district and over 700 classified staff members responded.

The intent of the survey was to identify classified employees who are interested in pursuing higher education, specifically an Associate of Arts (AA), Bachelor of Arts (BA), or Master of Business Administration (MBA) degree. The responses will inform the design of targeted support systems that align with employees' aspirations and career goals within Fresno Unified.

We are pleased to share that we are forming a partnership with National University to develop dedicated cohort programs tailored for Fresno Unified classified employees. These cohorts will provide structured pathways, flexibility, and support for participants to successfully complete their degrees at a significantly discounted rate. Our long-term goal is to create internal opportunities for advancement and continue to build a highly skilled, diverse workforce reflective of our community.

We are committed to the plan of action below:

- Analyze survey data to determine areas of greatest interest and need
- Collaborate with National University to finalize cohort structure, application process, and launch timeline
- Communicate next steps and application details to interested employees in Summer 2025

We are excited to offer this opportunity and are committed to investing in the future of our employees and our district.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kimberly Villescaz at (559) 457-3656.

Cabinet Approval: David Chavez, Chief of Human Resources and Labor Relations

