

# BOARD COMMUNICATIONS MAY 23, 2025

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Board Communications Approved by: Mao Misty Her, Superintendent



# Fresno Unified School District Board Communication

Date: May 23, 2025

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

Prepared by: Mao Misty Her, Superintendent Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Held teacher listening sessions with the following school sites, Ahwahnee, Duncan, Eaton,
   Edison, McCardle, Robinson, Viking and Wolters
- Site visits at Storey and Sunnyside
- Walked eight classrooms during site visits
- Held a meeting with students to gather feedback on evidence based grading
- Participated in the Splash Event
- Met with Leading Schools Team
- Attended the Leadership Cohort Celebration Event
- Participated in Student Outcomes Focused Governance training with district leaders
- Attended the Native American Graduation Recognition Ceremony
- Attended the United Way Board of Director's Meeting
- Participated in the Harvard Leading During Turbulent Times monthly session
- Attended the HBCU Step Up Dual Enrollment Celebration
- Met with Congressman Costa

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

Cabinet Approval:

Name and Title: Mao Misty Her, Superintendent

# Fresno Unified School District Board Communication

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

Date: May 23, 2025

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for May 13, 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 May 13, 2025 are attached and include the following articles:

- CalSTRS Adopts 2025-26 Employer Contribution Rate May 09, 2025
- Districts Still Have Learning Recovery Money: Why Not Spend it on Tutoring? May 12, 2025
- Federal Judge Orders Trump Administration to Unblock Pandemic Relief Money for Schools May 07, 2025

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

Cabinet Approval:

Name and Title: Patrick Jensen, Chief Financial Officer



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DATE: May 13, 2025

TO: Misty Her

Interim Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: SSC's Sacramento Weekly Update

#### May Revision to Be Released on May 14

This Wednesday, May 14, 2025, Governor Gavin Newsom will release the May Revision, which is the final opportunity for the Governor to update his revenue projections prior to the enactment of the State Budget in June.

The Governor will hold a press conference on his revised State Budget at 10:30 a.m. on Wednesday. You can view the press conference on the Governor's <u>Twitter page</u>, the Governor's <u>Facebook page</u>, or the Governor's <u>YouTube page</u>.

Last week, the Legislative Analyst's Office (LAO), the Legislature's nonpartisan policy and fiscal advisor, revised its "Big Three" (personal income taxes, corporation taxes, and sales and use taxes) revenue outlook for California. The LAO anticipates that the General Fund tax revenues across 2023-24 and 2024-25 will be over \$5 billion above January Administration projections, while 2025-26 revenues will be \$7.8 billion below the January projections. The growth for 2023-24 and 2024-25 revenue is consistent with recent revenue trends, fueled by stock market gains over the past two years, but the LAO affirms widespread sentiment that there are "muted expectations moving forward."

Under the LAO's updated projections, the "Big Three" would total \$184.0 billion in 2023-24, \$200.6 billion in 2024-25, and \$198.7 billion in 2025-26. By contrast, the January Governor's Budget proposal anticipated those sources would total \$181.0 billion in 2023-24, \$198.4 billion in 2024-25, and \$206.5 billion in 2025-26. The Newsom Administration will release its updated revenues on Wednesday, which are historically the projections that are used in the final State Budget package. There is some speculation in the Capitol community that the Governor's 2024-25 estimates will be higher than the LAO's updated estimates, but the 2025-26 revenues could be lower than the LAO's estimates due to the uncertainty of what is happening at the federal level and how it will impact the economy.

After the release of Governor Newsom's revised State Budget proposal, the Legislature quickly kicks into action with the Senate Budget Subcommittee on Education scheduled to hold hearings on May 21, 22, 28, and 29, and the Assembly Budget Subcommittee on Education Finance scheduled to hold hearings on May 20 and May 21.

It is unlikely that the Legislature's final budget decisions will be made during the initial post-May Revision hearings. More often, subcommittees hear the issues, take public input, and come back a week or so later to take final action on their budget recommendations to the full budget committees. These decisions may also change when the budget is adopted by each house's full budget committee and/or when a final agreement is reached between the Newsom Administration and the Legislature.

We will use subsequent *Sacramento Updates* to keep you apprised of the Governor's revised State Budget proposals and how the Legislature shapes its version of the budget, which is constitutionally required to be approved by both houses by June 15, 2025.

Leilani Aguinaldo

## CalSTRS Adopts 2025-26 Employer Contribution Rate

By Teddi Wentworth and Michelle McKay Underwood School Services of California Inc.'s *Fiscal Report* May 9, 2025

Yesterday, May 8, 2025, the California State Teachers' Retirement System (CalSTRS) Board (Board) was presented with its staff recommendation for the employer contribution rate for 2025-26 based on its June 30, 2024, actuarial valuation report. The 2025-26 employer contribution rate was adopted to maintain the employer contribution rate of 19.10%.

| Employer<br>Contribution Rate    | Fiscal Year<br>(FY) 2024-25 | FY 2025-26 |
|----------------------------------|-----------------------------|------------|
| Base                             | 8.25%                       | 8.25%      |
| Supplemental Rate                | 10.85%                      | 10.85%     |
| Total Employer Contribution Rate | 19.10%                      | 19.10%     |

It was recommended to keep the employer rate at the existing level to continue to maintain the stability in the employer contribution rate, improve funding levels more quickly, and reduce the likelihood the Board may have to raise the employer rate in the future. Several risks could require the Board to increase the employer rate in the future, largely due to the uncertainty around enrollment levels.

The CalSTRS contribution rate for members subject to the Public Employees' Pension Reform Act (PEPRA) will remain at 10.205% and the contribution rate for CalSTRS members not subject to PEPRA is set by statute and is currently 10.250% of salary. As of June 30, 2024, 2% at 62 members represented 43% of the total number of active members.

| Member's Contribution<br>Rate | June 30, 2023 Valuation<br>(Rate for FY 2024-25) | June 30, 2024 Valuation<br>(Rate for FY 2025-26) |  |
|-------------------------------|--|--|--|
| 2% at 60 Members              | 10.250%  | 10.250%  |  |
| 2% at 62 Members              | 10.205%  | 10.205%  |  |

School Services of California Inc. (SSC) will include this information in the May Revision edition of the SSC Financial Projection Dartboard.

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Note: The state lists tutoring as one of the evidence-based options that districts can choose for their unspent share of the \$6 billion Learning Recovery Emergency Block Grant.

## Districts Still Have Learning Recovery Money: Why Not Spend it on Tutoring?

California can learn from the latest research and other states' iterations in effective tutoring.

By John Fensterwald EdSource May 12, 2025

A recent visit to Alpha: Cornerstone Academy, a TK-8 charter school in San Jose, offered a glimpse of high-impact tutoring. It was during the intervention period in third grade, when teacher specialists work in small groups.

In one corner, four girls and a boy in their maroon Alpha school shirts sat around a horseshoe table, listening intently through earphones to their personal tutor from Ignite Reading, a growing Oakland-based public benefit corporation operating in 20 states. Ignite specializes in tutoring foundational skills — phonics and phonemic awareness. Each lesson was different. Some students were repeating words with similar letter sounds. One girl, Sophia, was reading paragraphs to her tutor.

At the start of the year, 103 students were reading from kindergarten and first grade levels, said Fallon Housman, the school's principal; Some were newcomers to the school; others were English learners, fluent in their home language but needing extra time; and others have been identified as having a learning disability.

Now, with the school year coming to a close, all but 20 are reading at third-grade level, Housman said. Sophia is among them. "I feel like it's easier to read," Sophia said quietly.

"We see a lot of our third graders actually do really well towards the end of third grade because of all of the interventions and supports. We're excited to have Ignite because it's an extra push, focusing on foundational skills," Housman said.

What's happening at Alpha: Cornerstone Academy classroom could be in many California districts. Unlike districts in other states that are scrambling for money to continue tutoring funded with now-expired federal Covid aid, California districts potentially still have multibillion-dollar state funding for accelerating learning over the next several years.

And having watched tutoring elsewhere from the sidelines for the past four years, the state can avoid other states' missteps and build programs based on their successes — *if* California makes tutoring a priority.

"Tutoring isn't just a tool for learning recovery," said Jessica Sliwerski, co-founder and CEO of Ignite Reading. "It's serving as an essential classroom support that students need to build strong literacy skills."

### A second or 'Western' wave of tutoring

"Lots of other states have helped push tutoring along more than California has. I'm really optimistic that in some ways, it (California) can be a leader, because we've learned so much that they could really do it more effectively immediately than we could right at the beginning," said Susanna Loeb, a professor at the Stanford Graduate School of Education as well as the founder and executive director of the National Student Support Accelerator.

Loeb sees an opportunity for California to jump-start the state's laggard performance on state and national achievement assessments, especially in early literacy, by creating a second or "Western" wave of tutoring.

In four years, the National Student Support Accelerator has become the foremost source of information on and coordinator of research into online and in-person "intensive, relationship-based, individualized instruction" called by various names, high-dosage, high-impact, or high-intensity tutoring.

This week, three state agencies — the California Department of Education, the State Board of Education, and the California Collaborative for Educational Excellence — will make the first joint effort in promoting it. They will join the nonprofit Results for America and Loeb's organization in sponsoring a webinar explaining high-impact tutoring.

The Monday event serves as an invitation for up to 40 school districts to design their own high-impact tutoring programs that could serve as a model for other district cohorts.

It isn't clear what happens after the event, but tutoring providers are hoping the state will get more involved.

"This is the first time that the state has recognized high-impact tutoring as desirable. We know what the research has found, we know the formula for making tutoring work," said Chris Norwood, founder of the Bay Area Tutoring Association, which works with school districts on creating effective programs. "Now we have to get the word out through channels of information that districts use, like county offices of education."

#### An exciting prospect, hard to do

Many parents, teachers, policymakers and student equity advocates looked at tutoring as a recovery strategy coming out of Covid.

"What was not so clear was whether they could actually pull it off at any kind of scale," said Loeb, who acknowledges it's easier for smaller states with a less complex system of governance to say, "Here's the guidance on how to do high-impact tutoring; here are some funds to do it, and here are professional support."

The federal Institute of Education Services identified "high-quality" tutoring as one of several effective strategies for schools. An analysis of 96 rigorous studies comparing results of students who had high-impact tutoring with those who didn't found significant improvement in 87% of the programs, equivalent to a half-year growth in many cases. The strongest gains were in early grades in literacy and when it was given during, rather than after, school.

Based on research, the National Student Support Accelerator says that effective, high-impact tutoring programs have these elements in common:

- A high-dosage delivery of three or more sessions per week of required tutoring, each 15 to 30 minutes.
- An explicit focus on cultivating tutor-student relationships, with tutors assigned to the same students throughout. Consistency is critical to building a solid relationship, and the tutor should be "someone who is engaging and motivating," Loeb said.
- Alignment with the school curriculum.
- Formalized tutor training and support.

• The use of formative assessments to monitor student learning.

There are different models for districts: training paraprofessionals as full-time tutors, hiring outside tutoring organizations for in-person tutoring, or turning to online nonprofits; the latter lack the face-to-face connection but can better scale up to serve more students, she said.

But many California districts found that creating a system with all the elements was hard to pull off, and outside of urban areas and university towns, many had difficulty finding organizations and trained tutors for in-person instruction. Districts lacked experience evaluating tutoring outfits' promises and measuring results. Communication over student results could be erratic; arranging schedules could be a challenge.

Given other, more familiar options, many overstretched California districts and schools made tutoring a low priority; they invested instead in hiring teacher aides and counselors.

An examination by Edunomics Lab, a Georgetown University-based education research nonprofit, found that 70% of California's public school districts, charter schools, and county offices of education didn't report spending any money on tutoring from the last and largest outlay of federal learning loss funding for California — ESSER III. Of the 30% of districts that did, spending on tutoring totaled 1.5% — \$190 million out of \$13.5 billion. (Go here for an interactive graphic on California districts' tutoring spending.)

Meanwhile, other states became directly involved in high-impact tutoring. According to the National Student Support Accelerator's 2024-25 summary of states' activities, two dozen states allocated specific funds for high-impact tutoring, while others provided technical help to set up programs. One state, Tennessee, is funding tutoring through its annual school funding formula. Nine states have ongoing partnerships between higher education institutions and tutoring organizations.

Norwood is partnering with San Jose State to hire students on an education track to serve as tutors in the schools while earning federal work-study money. If most teacher preparation programs credited time tutoring toward fulfilling time required in the classroom, California could add thousands of tutors to the ranks.

#### Money to spend

California had the advantage of surging state revenues from a post-pandemic economic boom to set aside more than \$10 billion in one-time and ongoing money for schools in 2021-22 and 2022-23.

The state lists tutoring as one of the evidence-based options that districts can choose for their unspent share of the \$6 billion Learning Recovery Emergency Block Grant; they have through 2027-28 to use it. It's not clear how much remains; districts filed the first spending report in late 2024.

There's also the \$4 billion Expanded Learning Opportunities Program, although that money can only be used before or after school and during summers (Rural districts argue there needs to be more flexibility for tutoring).

The advent of universal transitional kindergarten next fall and the rollout of a new math framework are touchpoints for high-impact tutoring, Loeb said.

"If I had to think about where California could embed tutoring just as part of normal operations, it would be in early literacy," she said. "It is a shame and a detriment to the state that so many students are not learning how to read before third grade. There's lots of evidence that high-impact tutoring can help get us there."

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The selection of new materials aligned with the math framework will lead districts to rethink how math is taught.

"That's a really good time to say, 'OK, within this structure, how do we get students who aren't making progress at the rate of the class or the rate the state expects to get that individual attention so that they can accelerate their learning and excel in school?' We're not really doing that, so students are kind of falling off as we move quickly through the curriculum."

Note: Last week, a federal judge ordered the U.S. Department of Education to undo a <u>freeze</u> on the last of the relief money given to schools to help students recover academically from the COVID-19 pandemic.

# Federal Judge Orders Trump Administration to Unblock Pandemic Relief Money for Schools

The federal government provided \$189 billion in aid money for schools during the crisis, giving them broad latitude in how to spend it.

By Moriah Balingit Associated Press May 7, 2025

A federal judge on Tuesday ordered the Education Department to undo a freeze on the last of the U.S. relief money given to schools to help students recover academically from the COVID-19 pandemic.

The federal government provided \$189 billion in aid money for schools during the crisis, giving them broad latitude in how to spend it.

Nearly all that money had been spent, but some school districts received deadline extensions that gave them additional time to use it. Districts spent it on things like after-school tutoring, summer school, social workers, college counselors, library books and renovations to make school buildings safer.

On March 28, Education Secretary Linda McMahon sent a letter to school officials saying she had moved the deadline up — to that very day. She said the department would consider releasing some funds, but only on a project-by-project basis.

"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," McMahon said.

The video player is currently playing an ad.

Officials in sixteen states and the District of Columbia sued in response, leading to Tuesday's order from U.S. District Judge Edgardo Ramos in New York City.

Since taking office in January, President Donald Trump has unilaterally cut education funding and downsized the Education Department, leading to numerous legal challenges. The Trump administration also cut teacher-training programs that helped rural schools combat educator shortages and has threatened to withhold funding from schools with diversity, equity and inclusion programs.

# 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

Phone Number: 457-3934

Date: May 23, 2025

Regarding: May Legislative Committee Meeting

The purpose of this communication is to provide the Board with information shared at the May 15, 2025, Legislative Committee Meeting.

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

#### **Budget and Economic Update**

Ms. Aguinaldo provided a budget legislative update.

Governor Gavin Newsom's May Revision of the 2025-26 California state budget reflects the state's ongoing commitment to education funding despite significant fiscal challenges. While acknowledging California's position as the world's fourth-largest economy, the Governor cited slowing economic growth, national policy shifts, and global instability as factors contributing to a \$12 billion shortfall and a broader \$4.8 billion gap over the budget window. Proposition 98 funding remains largely protected, with only a \$4.6 billion reduction from January projections. The Local Control Funding Formula (LCFF) will receive a 2.30% statutory cost-of-living adjustment (COLA), while selecting categorical programs will see a 2.43% COLA, helping maintain per-pupil investment. Still, many education priorities—such as universal transitional kindergarten, school meals, and expanded learning programs—are supported through one-time dollars or newly proposed deferrals.

The May Revision includes \$7.5 million in one-time education funding and continues to retire \$490.3 million in apportionment deferrals from 2024-25, but a \$1.8 billion deferral remains, placing pressure on local education agencies (LEAs). Reductions are also proposed for the Learning Recovery Emergency Block Grant (LREBG), while early childhood programs will receive no COLA. Modifications to teacher recruitment investments shift support from broader programs to targeted student teacher stipends, and some career education initiatives are being scaled back or eliminated. The Legislative Analyst's Office projects flat revenue growth for 2025-26 and underscores the need for LEAs to plan cautiously amid economic uncertainty, expiring federal COVID-19 relief funds, and an increased reliance on one-time funding.

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

AB 1247 (Garcia) – No Position – Amends existing laws relating to contracts for personal services by school districts and community college districts by adding certain prescribed conditions.

AB 942 (Calderon) – Oppose – Makes changes to the Net Energy Metering (NEM) customer-generator arrangements.

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

AB 560 (Addis) – No Position – Requires local educational agencies to "take all reasonable steps to distribute the workload associated with initial assessments across all resource specialists employed by the local educational agency in an equal manner, unless otherwise collectively bargained."

AB 1204 (Alvarez) – No Position – This bill makes changes to the Local Control Funding Formula (LCFF), phasing the changes in beginning in 2025-26 and fully funding them by 2030-31.

AB 495 (Rodriguez, Celeste) – Support – Establishes the Family Preparedness Plan Act of 2025 to support families during temporary parental absences.

AB 1025 (Pellerin) – No Position – Authorizes a custodial parent to nominate a standby caretaker for their child who, after going through a court appointment process, may act as the child's temporary guardian while the custodial parent is unavailable.

SB 12 (Gonzalez) – Support – Creates the Immigrant and Refugee Affairs Agency with duties that include establishing a permanent structure within the state to service immigrants and refugees and to assist other state agencies in effectively providing services to immigrants and refugees.

The School Services Legislative Committee May 2025 report is attached. The next Legislative Committee meeting is scheduled for June 12, 2025.

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

Cabinet Approval:

Name and Title: Patrick Jensen, Chief Financial Officer

# **Fresno Unified School District**

LEGISLATIVE COMMITTEE MEETING MAY 15, 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 Table of Contents May 14, 2025

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PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

## An Overview of the 2025-26 Governor's May Revision

By: SSC Team May 14, 2025

#### Overview of the Governor's May Revision Proposals

Leading up to May 14, 2025, Governor Gavin Newsom's press office sought to set the tone of the May Revision, highlighting state spending and programs to address homeless encampments, behavioral health treatment facilities, and clean water while also sounding economic alarm bells.

When Governor Newsom's press conference began, he kicked off his comments lauding the size of California's economy and quickly pivoted to actual and anticipated impacts of federal policy, specifically, tariffs imposed by President Donald Trump. The Governor's May Revision resolves the dual problems of lower revenues in 2025-26 and increased health care costs in the current and near term through a combination of reductions, borrowing, funding shifts, and expenditures that would only be activated if sufficient revenues materialize.

Thankfully for K-12 education, Proposition 98 is largely insulated from these problems, with minimal disruptions to the proposals from the Governor's Budget in early January 2025, despite all that has come to pass since then.

#### The Economy and Revenues

At the release of the May Revision, Governor Newsom noted that California has advanced from the fifth to the fourth largest economy in the world while highlighting the high level of uncertainty in both the California and national economies. Specifically, broad elevated tariffs, strict immigration policies, and cuts to the federal workforce are mentioned as a cause of a "significantly dampened outlook" since the release of the Governor's Budget in January. Although cash receipts are estimated to have exceeded the Governor's Budget forecast for the "Big Three" sources of state revenue (personal income, corporation, and sales and use taxes) through April 2025 by \$7.9 billion, overall, revenues of the "Big Three" are projected to be lower by \$4.8 billion over the budget window. When compared to the Governor's Budget figures, personal income tax saw an increase in 2023-24 and 2024-25 and a significant decrease in 2025-26 projections. Corporation tax estimates and projections show an increase in 2023-24 and a decrease in 2024-25 and 2025-26. Sales and use tax shows a decrease in each of the three years.

| "Big Three" Revenue Sources (In Millions) |                      |                 |                      |                 |                      |                 |
|---|----------------------|-----------------|----------------------|-----------------|----------------------|-----------------|
|   | 2023                 | -24             | 2024-25              |                 | 2025-26              |                 |
|   | Governor's<br>Budget | May<br>Revision | Governor's<br>Budget | May<br>Revision | Governor's<br>Budget | May<br>Revision |
| Personal<br>Income Tax                    | \$113,380            | \$115,166       | \$121,106            | \$125,706       | \$133,815            | \$126,107       |
| Corporation<br>Tax                        | \$34,318             | \$35,456        | \$43,199             | \$41,296        | \$37,377             | \$35,293        |
| Sales Tax                                 | \$33,342             | \$33,339        | \$34,110             | \$33,706        | \$35,125             | \$34,866        |
| Total                                     | \$181,040            | \$183,961       | \$198,415            | \$200,708       | \$206,317            | \$196,266       |

Beyond the budget window, the long-term May Revision forecast projects cumulatively lower General Fund revenues attributed to the "Big Three" by \$22.7 billion in 2026-27 through 2028-29 with a peak yearly revenue downgrade of \$13.7 billion in 2026-27.

The May Revision, and what will become the 2025-26 Enacted Budget in late June, has some risks. The immediate risks noted by the Governor are changes to federal policy, notably tariffs to which the Governor attributes the downgrade in both the economic and revenue forecasts. In addition, expenditure growth above the Governor's Budget has contributed to an estimated \$12 billion shortfall.

With regard to major economic indicators, the May Revision forecasts a "growth recession" due to a slowdown in gross domestic product (GDP) growth, lower job growth, and higher unemployment. After the "growth recession" ends in the third quarter of 2025, a slow growth period, with an average GDP growth of 1.7%, is anticipated from 2026 through 2028.

#### **Proposition 98 Minimum Guarantee**

Due to California's deteriorated budget condition, the May Revision reduces the Proposition 98 minimum guarantee across 2023-24, 2024-25, and 2025-26 by a total of \$4.6 billion from the Governor's Budget estimates.

| Proposition 98 Minimum Guarantee (in billions) |                 |            |                      |                 |            |                      |                 |            |
|--|-----------------|------------|----------------------|-----------------|------------|----------------------|-----------------|------------|
|  | 2023-24         |            | 2024-25              |                 |            | 2025-26              |                 |            |
| Governor's<br>Budget                           | May<br>Revision | Difference | Governor's<br>Budget | May<br>Revision | Difference | Governor's<br>Budget | May<br>Revision | Difference |
| \$98.50  | \$98.50         | _          | \$119.20             | \$118.90        | -\$0.30    | \$118.90             | \$114.60        | -\$4.30    |

The May Revision maintains (but marginally reduces) the Governor's Budget proposal to delay fully appropriating the 2024-25 minimum guarantee to TK-12 and community college agencies to mitigate against the risk of providing more funding to education than the California Constitution requires. In January, the Governor proposed delaying \$1.6 billion of the 2024-25 guarantee. At the May Revision (due a revised downward adjustment to the guarantee), the delayed amount is now proposed at \$1.3 billion. The minimum guarantee in 2024-25 and 2025-26 continues to be determined by Test 1, or roughly 40% of General Fund revenue.

The May Revision also maintains the commitment to "rebench" the minimum guarantee for costs associated with implementing universal transitional kindergarten (UTK) in 2025-26 but reduces projected costs from January attributable to decreased TK enrollment estimates. Additionally, the May Revision proposes to change the share of Proposition 98 resources that go to TK-12 and community college districts, increasing the TK-12 share by a proposed \$492.4 million and making an equal reduction for community college districts.

Finally, the May Revision continues to retire a total of \$490.3 million in apportionment deferrals from the 2024-25 Enacted Budget, but proposes to institute new deferrals. For TK-12 agencies, the May Revision proposes deferring \$1.8 billion in Local Control Funding Formula (LCFF) apportionments from June 2026 to July 2026 and \$531.6 million in Student Centered Funding Formula apportionments for community colleges from 2025-26 to 2026-27.

#### **Proposition 98 Rainy Day Fund and Local Reserves**

The May Revision maintains the full withdrawal of the \$8.4 billion balance from 2023-24. Due to changes in capital gains revenues, the May Revision reduces the mandatory deposit into the Public School System Stabilization Account (PSSSA) in 2024-25 from \$1.2 billion to \$540 million. In 2025-26, rather than deposit an additional \$376 million, the drop in the Proposition 98 guarantee triggers a mandatory withdrawal from the PSSSA, which will completely deplete the PSSSA.

With the PSSSA balance of \$540 million in 2024-25, the 10% school district reserve cap will not be operative in 2025-26.

#### **COLA**

As noted above, the May Revision fully funds the statutory cost-of-living adjustment (COLA) of 2.30% for the LCFF, which is slightly lower than the January estimate of 2.43%.

The statutory COLA is proposed to be applied to other education programs funded outside of the LCFF, including the Equity Multiplier, Special Education, Child Nutrition, Foster Youth, Mandate Block Grant, Adults in Correctional Facilities Program, Charter School Facility Grant Program, American Indian Education Centers, and the American Indian Early Childhood Education Program.

The State Preschool Program rates are not adjusted by the statutory COLA (see the Early Childhood Education section below).

#### LCFF Entitlements for School Districts and Charter Schools

The LCFF will receive the statutory COLA of 2.30%. When taking into consideration the statutory COLA and adjustments due to population growth, the May Revision proposes an increase of approximately \$2.1 billion to the LCFF. (Once again, one-time monies are being proposed to support ongoing costs—\$481 million from the Rainy Day Fund is being used to support LCFF costs in 2025-26.)

Therefore, the base grants by grade span for 2025-26 are increased over 2024-25 by the statutory COLA of 2.30%.

| Grade Span | 2024-25 Base Grant<br>per ADA | 2.30% COLA | 2025-26 Base<br>Grant per ADA |
|------------|-------------------------------|------------|-------------------------------|
| TK-3       | \$10,025                      | \$231      | \$10,256                      |
| 4-6        | \$10,177                      | \$234      | \$10,411                      |
| 7-8        | \$10,478                      | \$241      | \$10,719                      |
| 9-12       | \$12,144                      | \$279      | \$12,423                      |

The TK-3 base grant increase for the class-size reduction (CSR) grade span adjustment is \$1,067 per average daily attendance (ADA) in 2025-26 and the grades 9-12 base grant per ADA is increased by \$323 in recognition of the need for career technical education (CTE) courses provided to students in the secondary grades.

School districts and charter schools are entitled to supplemental grant increases equal to 20% of the adjusted base grant (including CSR and CTE funding) for the percentage of enrolled students who are English learners, eligible for the free or reduced-price meals program, or in foster care. An additional 65% per-pupil increase is provided as a concentration grant for each percentage of eligible students enrolled beyond 55% of total enrollment, with 15% of the concentration grant to be used to increase the number of adults providing direct services (nurses, teachers, counselors, paraprofessionals, and others) to students.

There are two other LCFF-related funding sources included in the May Revision. First is the Equity Multiplier to which COLA is also applied. The 2.30% statutory COLA results in a total investment

of \$310.2 million in 2025-26 and a minimum per-school site allocation of \$51,697. Second, the May Revision includes \$7.5 million in one-time funding through 2026-27 to backfill for the loss of LCFF supplemental and concentration grant funds attributable to transitional kindergarten (TK) students who would have been identified as English learners through the administration of the English Language Proficiency Assessments for California (ELPAC). Signed into law in 2024, Assembly Bill 2268 (Muratsuchi, Statutes of 2024) excludes TK from the definition of kindergarten for the purposes of the ELPAC.

#### **UTK**

The state's 2025-26 investment in UTK totals \$2.1 billion ongoing, an amount that includes prior-year investments and funding to support all children who turn four years old by September 1 of the school year to enroll in TK. The Governor's Budget originally included \$2.4 billion for this purpose but has reduced the investment due to revised ADA estimates and the lower COLA. In addition, \$1.2 billion ongoing is provided for the lower 10:1 student-to-adult ratio that is required under current law starting in 2025-26. The new per-pupil rate for the TK student-to-adult ratio is \$5,545.00 at the May Revision, a lower amount than originally proposed in January.

#### ELO-P

The May Revision maintains the Governor's commitment to before, after, and summer school instruction and enrichment for students in grades TK-6 by increasing the number of local educational agencies (LEAs) that must provide universal access for the Expanded Learning Opportunities Program (ELO-P). As proposed in January, LEAs with an unduplicated pupil percentage (UPP) of 55% will be required to offer and provide access to ELO-P to all students in grades TK-6, a change from the 75% UPP threshold in current law. LEAs with a UPP greater than or equal to 55% will receive \$2,750 per student under this proposal, and the May Revision includes a state investment of \$515.5 million for this purpose, an amount higher than in January because of an increase in the ADA of unduplicated students. In addition, the Governor proposes to increase the minimum ELO-P grant amount from \$50,000 to \$100,000 per LEA for an additional state ELO-P investment of \$10 million.

#### Student Support and Professional Development Discretionary Block Grant and LREBG

The May Revision proposes reducing the investment in the Student Support and Professional Development Discretionary Block Grant from \$1.8 billion to \$1.7 billion. The Governor maintains the flexibility of the grant to address rising costs and other state priorities. Funds are proposed to be allocated on a per-ADA basis to all LEAs, including the state special schools.

The Governor proposed no changes to his proposal to restore \$378.6 million to the Learning Recovery Emergency Block Grant (LREBG) to support learning recovery initiatives through the 2027-28 school year.

#### **Literacy Investments**

The May Revision continues the investments identified in the Governor's Budget and adds additional funds to ensure aligned implementation of California's research-based English Language Arts/English Language Development Framework, the Statewide Literacy Network, and

adds a Statewide Mathematics Network. The May Revision adds \$200 million one-time funds to support evidenced-based professional learning for elementary school educators and \$10 million one-time funds for a county office of education to partner with the University of California, San Francisco Dyslexia Center to support the Multitudes screener, which is free to California public schools. The Governor noted approval for the California Department of Education to align existing statewide infrastructure, resources, and expertise in the state's system of literacy supports utilizing funds from the federal Comprehensive Literacy State Development grant.

#### **Educator Investments**

The Governor modifies the investment in supporting teachers and the educator pipeline by repurposing the January State Budget proposal for \$150 million one-time funds for the Teacher Recruitment Incentive Grant Program to instead provide \$100 million in one-time funds for student teacher stipends. Those eligible for the \$10,000 stipend will have completed 500 or more hours of student teaching and be enrolled in a program of professional preparation for a preliminary multiple subject, single subject, education specialist or PK-3 early childhood education specialist instruction credential. The program will be operated on a first-come, first-served basis. Additionally, the Governor is extending the deadline by one year for clear credential candidates who received waivers during the COVID-19 pandemic to complete an induction program or two years of service, and for teacher candidates to pass the Reading Instruction Competence Assessment.

#### **Early Childhood Education**

To help address the budget shortfall, the May Revision proposes to suspend the COLA in 2025-26 for the California State Preschool Program and child care but maintains funding for the Cost of Care Plus Rate to fund provider stipends. The May Revision includes \$7 billion (\$4.5 billion General Fund) for Department of Social Services administered child care and development programs, and maintains prior commitments for the state to move to a single-rate system based on cost of care.

#### **Universal Meals Program**

Despite the many budget solutions that the Governor is proposing in order to balance the State Budget, the Administration remains committed to fully funding universal meals. In fact, Governor Newsom is proposing \$90.7 million in additional ongoing funding to fully fund the universal school meals program in 2025-26.

Additionally, the Governor proposes \$21.9 million in additional ongoing funding to support the SUN Bucks Program. SUN Bucks provides \$120 per child (\$40 per month for June, July, and August) in federally funded food benefits to children who lose access to free or reduced-price meals during the summer.

#### **Career Education**

In January, Governor Newsom touted the release of the Master Plan for Career Education (Master Plan) and proposed several significant investments for its implementation (see the article "Governor Releases the Master Plan for Career Education" in the April 2025 *Fiscal Report*).

However, the Governor proposes to pare down or eliminate those investments in his May Revision. The modifications to those investments are as follows:

- Withdraws the \$5 million (ongoing, non-Proposition 98) investment to establish the California Education Interagency Council (see the article "Will California Establish an Education and Workforce Interagency Council?" in the May 2025 Fiscal Report)
- Reduces the \$4 million one-time funds (non-Proposition 98) proposed for the Labor and Workforce Development Agency to evaluate the expansion of regional coordination models down to \$1 million (non-Proposition 98)
- Reduces the Career Passport proposal from \$50 million to \$25 million one-time
- Reduces the Credit for Prior Learning proposal from \$50 million to \$15 million one-time and from \$7 million to \$5 million ongoing

The Governor also lists career pathways and dual enrollment expansion efforts consistent with the Master Plan as a statewide priority for use of the Student Support and Professional Development Discretionary Block Grant.

#### **Facilities**

The May Revision includes two proposals that would impact facilities funding. First, it proposes the reversion of unallocated School Facility Program (SFP) funding. As part of the 2023-24 Enacted Budget, \$2.0 billion in one-time General Fund revenue was allocated for the SFP in the absence of a statewide facilities bond. Of that funding, \$177.5 million remains unused and was made available through August 2025 on an as-needed basis for LEAs that were impacted by the fires in Southern California. The budget summary notes that impacted LEAs have indicated that they will not be able to use these funds by the deadline.

Second, the May Revision proposes new language that would allow school districts to apply for hardship assistance in cases of extraordinary circumstances if they can demonstrate that the circumstances are beyond their control and excessive costs would need to be incurred in the construction of the school facilities.

#### **Closing**

In isolation, the 2025-26 May Revision proposals for K-12 are lack luster. As in January, COLA is funded, UTK is fully implemented, and one-time dollars provide a cushion as COVID-19-era funds expire. On the downside, one-time dollars and deferrals are needed to keep LCFF funding stable.

But taken in the context of an uncertain—and potentially contracting—state economy and significant reductions and budget solutions outside K-12, LEAs can be cautiously, mildly optimistic about the 2025-26 fiscal year, with an emphasis on cautious. That said, LEAs will need to be cautious in their planning until the Governor and Legislature come to agreement on a final 2025-26 spending plan. And cautious when it comes to federal education funds. With continued uncertainty for the near term, we suggest you embrace the mild optimism when you can.

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

## **LAO Releases Updated State Revenue Outlook**

By: Megan Baier and Patti F. Herrera, EdD

May 7, 2025

The Legislative Analyst's Office (LAO) released its "<u>Updated 'Big Three' Revenue Outlook</u>" on May 7, 2025, just a week ahead of the Governor's May Revision budget release. The LAO forecasts that state revenues will remain strong in the current fiscal year and by and large match the Governor's projections. However, moving into the budget year, or fiscal year 2025-26, the LAO forecasts flat revenue growth, reflecting significant risks and challenges ahead.

The LAO estimates the state income taxes will end the current fiscal year (2024-25) nearly 20% higher than two years ago with state income tax collections being the primary driver of this growth. Typically, income tax collections indicate a strong revenue outlook; however, the LAO cites the state's stagnant economy, stock market volatility, and the potential impacts of expanded tariffs as significant risk factors.

California's economy has been experiencing an extended slowdown for the last two years. The LAO cites rising unemployment and slowing hiring, noting that the state has added no jobs thus far in 2025. In addition, consumer spending has been in decline. These factors have dampened sales tax collections and, if they persist, could impact income and corporation tax collections.

Stock market gains have in large part driven the strong income tax collections over the last two years. Despite recent volatility, the stock market is up nearly 40% as compared to two years ago. The LAO points out stock market growth has frequently been unpredictable and is not a solid basis for revenue growth. There are also indications that the current market is vulnerable.

Finally, the LAO discusses how federal policies pose risks to California's economy. The Trump Administration's tariff policies that have evolved over the last few months will increase costs for consumers and businesses. The impact on the economy is still unknown, but both consumer sentiment and economic forecasters' confidence in the economy has dropped.

We will be paying close attention to Governor Gavin Newsom's May Revision that will be released next week and see how he proposes to manage the economic challenges ahead.

Join us for our virtual May Revision Workshop on May 21, 2025, for in-depth analysis of the Governor's updated State Budget proposal and the impact on local educational agencies. To register, click here.

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

## The Economy, State Revenues, and Proposition 98

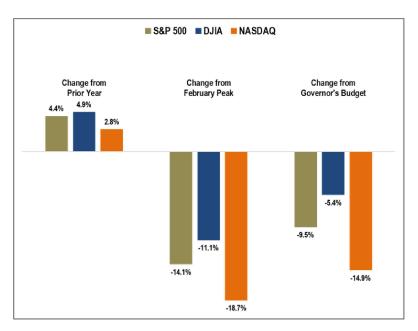
By: Patti F. Herrera, EdD

April 21, 2025

The 2025-26 May Revision is set to be released on the heels of California's <u>lawsuit</u> challenging the invocation of the International Economic Emergency Powers Act of 1977 by President Trump to impose across-the-board 10% tariffs on all U.S. trading partners. Governor Gavin Newsom cited the disproportionate impact they have on California's economy, arguing that the state has already experienced hundreds of billions of dollars in losses. As the fifth largest economy in the world and the U.S.'s largest trading partner, California is highly susceptible to the economic impact of international trade relations.

While there is no consensus about the long-term impact of tariffs, the imposition of new tariffs coupled with continued threats to expand sectoral tariffs undoubtedly has already spawned growing uncertainty about the direction of the overall economy. Perhaps the clearest evidence of this can be seen in Wall Street's recent volatility. While the three major U.S. indexes have increased from a year ago, all three have experienced significant decreases since Governor Newsom released his 2025-26 State Budget proposal on January 10, 2025, and from the market's peak in mid-February.

Figure 1. Wall Street Performance



Source: Federal Reserve Economic Data

The declines and volatility are attributable to how investors and businesses are reacting to changes in U.S. trade relations—both the U.S.-imposed duties as well as how countries, like China, are responding in kind. Since President Trump announced the implementation of 10% tariffs on April 2, 2025, the S&P 500, the Dow Jones Industrial Average (DJIA), and the NASDAQ are down by 6.3%, 5.5%, and 6.5%, respectively.

The condition of the state General Fund relies heavily on the health of California's economy. Even more, California's progressive tax system ties state General Fund revenues directly to the stock market as the state taxes capital gains realizations as part of personal income. In his January State Budget proposal, Governor Newsom assumed that capital gains taxes would comprise 8.5% and 9.1% of total state General Fund revenues in 2024-25 and 2025-26, respectively. If the stock market does not improve markedly, it is likely that we will see downward adjustments to state revenue estimates when the Governor issues his May Revision in just under a month.

How macroeconomic trends may impact state General Fund revenue is but one issue with which the Governor and the Legislature must contend. The others are changes in federal policy that can create pressures on the California Budget through potential reductions in federal revenues that fund programs such as Medi-Cal or, for education, school meals. The uncertainty of federal policy and the fiscal implications for California pose significant challenges for lawmakers as they try to design and pass a balanced Budget while wearing a blindfold.

These conditions make for cautious budgeting.

While we are certain to see a May Revision that projects an increase in the 2024-25 Proposition 98 minimum guarantee as year-to-date revenues outpace January estimates, we may simultaneously see more cautious revenue estimates for the 2025-26 minimum guarantee, which in January was already slightly below the revised current-year level.

Finally, as the budget-year outlook becomes murkier for all the reasons we've highlighted, what inspired Governor Newsom to propose temporarily withholding \$1.6 billion he estimated the state would be obligated to spend on TK-12 and community college districts in fiscal year 2024-25 is sure to be even more important. That is, Governor Newsom—and perhaps his legislative colleagues—will want to avoid inadvertently "over-appropriating" Proposition 98 when the state may very well need every cent to manage the rest of the Budget.

We will provide an in-depth analysis of the national and state economy and the impacts on Proposition 98 at the 2025-26 May Revision Workshop. For more information about and to register for the workshop, click <u>here</u>.

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

## CalSTRS Adopts 2025-26 Employer Contribution Rate

By: Teddi Wentworth and Michelle McKay Underwood

May 9, 2025

Yesterday, May 8, 2025, the California State Teachers' Retirement System (CalSTRS) Board (Board) was presented with its staff recommendation for the employer contribution rate for 2025-26 based on its June 30, 2024, actuarial valuation report. The 2025-26 employer contribution rate was adopted to maintain the employer contribution rate of 19.10%.

| Employer<br>Contribution Rate    | Fiscal Year (FY) 2024-25 | FY 2025-26 |
|----------------------------------|--------------------------|------------|
| Base                             | 8.25%                    | 8.25%      |
| Supplemental Rate                | 10.85%                   | 10.85%     |
| Total Employer Contribution Rate | 19.10%                   | 19.10%     |

It was recommended to keep the employer rate at the existing level to continue to maintain the stability in the employer contribution rate, improve funding levels more quickly, and reduce the likelihood the Board may have to raise the employer rate in the future. Several risks could require the Board to increase the employer rate in the future, largely due to the uncertainty around enrollment levels.

The CalSTRS contribution rate for members subject to the Public Employees' Pension Reform Act (PEPRA) will remain at 10.205% and the contribution rate for CalSTRS members not subject to PEPRA is set by statute and is currently 10.250% of salary. As of June 30, 2024, 2% at 62 members represented 43% of the total number of active members.

| Member's Contribution Rate | June 30, 2023 Valuation<br>(Rate for FY 2024-25) | June 30, 2024 Valuation<br>(Rate for FY 2025-26) |  |
|----------------------------|--|--|--|
| 2% at 60 Members           | 10.250%  | 10.250%  |  |
| 2% at 62 Members           | 10.205%  | 10.205%  |  |

School Services of California Inc. (SSC) will include this information in the May Revision edition of the SSC Financial Projection Dartboard.

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

# **CalPERS Approves 2025-26 Employer Contribution Rate**

By: Michelle McKay Underwood and Teddi Wentworth

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<br>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.

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

# **Trump Proposes Significant Education Reductions**

By: Michelle McKay Underwood

May 2, 2025

Today, May 2, 2025, President Donald Trump released his proposed budget for fiscal year 2026, which includes significant reductions to education programs. The President calls for a 15.3% reduction in education funding compared to 2025 levels, which would reduce funding from \$78.7 billion to \$66.7 billion.

The following information is extracted directly from the <u>letter</u> sent from the Director of the Office of Management and Budget to the Chair of the Senate Committee on Appropriations, which provides an overview of the discretionary request.

| Program<br>Name  | Change<br>from 2025<br>Enacted | Brief Description of Program  |
|--|--------------------------------|---|
| Charter<br>Schools                                       | +\$60 million                  | More local school options are needed, so the Budget invests \$500 million, a \$60 million increase, to expand the number of high-quality charter schools, which have a proven track record of improving students' academic achievement and giving parents more choice in the education of their children.   |
| Preserve Title I<br>and Streamline<br>K-12<br>Programs   | -\$4.535 billion               | The K-12 Simplified Funding Program consolidates 18 competitive and formula grant programs into a new \$2 billion formula grant designed to reduce ED's influence on schools and students and reduce bureaucracy.  At the same time, the Budget delivers on the President's promise by preserving full funding for Title I, the supplemental Federal financial assistance to school districts for children from low-income families   |
| Special<br>Education<br>Simplified<br>Funding<br>Program | No change                      | The Special Education Simplified Funding Program consolidates seven Individuals with Disabilities Education Act (IDEA) programs to provide States and school districts greater flexibility to support students with special education needs, maintaining funding at the 2025 level.  Parents of students with disabilities would remain empowered to direct these funds because the Federal IDEA law would remain in place; maintaining a base set of Federal funds means they can also be withdrawn from States and districts who flout parental rights. |

| English<br>Language<br>Acquisition                          | -\$890 million | To end overreach from Washington and restore the rightful role of State oversight in education, the Budget proposes to eliminate the misnamed English Language Acquisition program which actually deemphasizes English primacy by funding NGOs [nongovernmental organizations] and States to encourage bilingualism |
|---|----------------|---|
| Adult<br>Education  | -\$729 million | K-12 outcomes will improve as education returns to the States, which would make remedial education for adults less necessary.   |
| Migrant Education and Special Programs for Migrant Students | -\$428 million | The Budget eliminates programs that work to the detriment of children's academic success by encouraging movement from, rather than stability and consistency in, a single location.   |
| ED Program<br>Administration                                | -\$127 million | Program Administration funding is needed for: personnel compensation and benefits for staff retained; fixed and variable costs in non-personnel categories; and costs from deferred resignations, voluntary retirements, and reductions in force.   |
| Teacher<br>Quality<br>Partnerships                          | -\$70 million  | Eliminating this program would allow States and districts to have more control of teacher preparation, recruitment, and retention based on their local context.   |

Other reductions related to education include the elimination of preschool development grants and a 35% reduction to the Office of Civil Rights. It is unclear from this document whether any changes are proposed to the National School Lunch Program within the U.S. Department of Agriculture.

Like the California State Budget process, the President's proposal is one component of a monthslong conversation. The next federal fiscal year begins October 1, 2025.

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

# **Navigating Federal Revenue Uncertainty: Guidance for LEAs**

By: Linette Hodson April 28, 2025

With the growing concerns surrounding potential reductions in federal revenue, it is critical that local educational agencies (LEAs) take proactive steps to manage the financial impacts. Thoughtful planning and monitoring of federal funding activities will be essential for maintaining programs and services for students.

According to the 2023-24 state-certified data, federal funding represented more than 10% of the General Fund revenue for the "average" unified school district. This significant share highlights the importance of diligent oversight regarding federal fund allocations. LEA personnel must ensure the timely submission of all required fiscal reports and applications while simultaneously developing contingency plans to safeguard student programs should federal allocations change in the future.

#### Monitoring and Managing Federal Revenue

Most federal revenues are reimbursed on a spend-then-claim basis, requiring LEAs to submit quarterly expenditure reports. Typically, funds are disbursed within 30 days following the end of each reporting period. For the recent quarter, which concluded on January 31, 2025, LEAs should have received corresponding cash receipts in late February or early March. LEA business office staff are advised to verify cash receipts to confirm that all expected federal payments have been received.

While special education federal expenditure reports are submitted by the Special Education Local Plan Area, funds under Every Student Succeeds Act of 2015 (ESSA) must be reported directly by LEAs through the Federal Cash Management Data Collection system. Please note that the reporting window for Period 4 closes on April 30, 2025. LEAs that have not yet submitted their reports are encouraged to finalize and transmit their data promptly.

In addition, all required certifications of assurances, applications, and various data collections must be completed via the Consolidated Application and Reporting System (CARS). Although the spring 2025-26 CARS submission window has not yet opened, it is anticipated to launch in early May, with a final submission deadline at the end of June. LEAs should prepare now by reviewing upcoming CARS requirements. Additional CARS information is available on the California Department of Education website.

#### **Budget Planning and Contingency Development**

As LEAs embark on preparing their 2025-26 budgets, it is important to recognize that, as of today, there have been no specific federal proposals or legislative actions aimed at reducing or eliminating ESSA programs such as Titles I, II, and III, or the Individuals with Disabilities Education Act. Therefore, it is prudent to continue budgeting based on the assumption that current funding levels will persist.

Nonetheless, in keeping with best practices during periods of fiscal uncertainty, LEAs are strongly encouraged to develop and communicate alternative multiyear projections (MYPs) that model scenarios involving reduced or eliminated federal revenue streams. While ESSA and IDEA programs are codified in current law, preparing for potential delayed payment of reimbursable activities could be an appropriate planning option in the MYP for LEAs as well. Having these contingency plans in place will enable LEAs to respond swiftly to any future funding shifts without jeopardizing student services.

We invite LEA leadership and business office staff to attend our 2025-26 May Revision Workshop, where we will present the latest updates regarding federal and state funding. For more information about and to register for the workshop, click <a href="here">here</a>.

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

## **New Universal Benefits Application Available**

By: Leilani Aguinaldo and Matt Phillips, CPA

May 6, 2025

Local educational agencies (LEAs) with schools that participate in the community eligibility provision (CEP) or Provision 2 for school meals need to acquaint themselves with the new <u>Universal Benefits Application</u>. This new application was recently developed by the California Department of Education (CDE) to qualify students for federal <u>SUN Bucks</u> benefits.

SUN Bucks, previously known as Summer Electronic Benefits Transfer, provides \$120 in grocery benefits to eligible students when school is out for the summer. In 2024, the federal government allowed California to use the Alternative Income form to identify students who met the free or reduced-price meal (FRPM) income eligibility criteria necessary for SUN Bucks at schools that were prohibited from using National School Lunch Program (NSLP) applications. Schools that rely on standard meal counting and claiming for NSLP meal reimbursements use NSLP applications for FRPM eligibility determinations, but because CEP and Provision 2 schools in non-base years are prohibited from collecting NSLP applications, an alternative method for determining FRPM eligibility at these schools has been needed. The Universal Benefits Application was developed for this purpose starting in 2025.

In order to ensure eligible students receive SUN Bucks benefits, all LEAs must be aware of a second step for data submission to the state. First, eligible students must be shown as enrolled in the California Longitudinal Pupil Achievement Data System (CALPADS). If the student record in CALPADS does not show the student as migrant, homeless, a foster youth, or directly certified based on participation in CalFresh, CalWORKS, or Med-Cal, then the LEA must also submit Universal Benefits Application or NSLP records to the CDE through the Education Data Collection System. In other words, solely submitting Education Program Code 181—Free Meal Program or Code 182—Reduced-Price Meal Program to CALPADS is not sufficient for a student to receive their SUN Bucks benefits.

The Universal Benefits Application must be completed annually for FRPM and SUN Bucks eligibility for students attending Provision 2 or CEP schools. To be eligible to participate in the 2025 SUN Bucks program, students who are not automatically eligible must complete the appropriate application by September 1, 2025. The CDE also has shared the document with student information systems vendors. More detailed information about the Universal Benefits Application and SUN Bucks is available in the CDE's <u>CALPADS Update Flash #297</u>.

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

# Ask SSC... What Are the Average Ending Fund Balances by District Size?

By: John Gray and Dave Heckler

April 14, 2025

- **Q.** School Services of California Inc. recently posted an article on the 2023-24 average unrestricted General Fund balances statewide being approximately 25%. My question is what would the numbers be if you compared based on size?
- A. It is a fair question since minimum reserve requirements, as defined by the state of California, vary based on district size as determined by average daily attendance (ADA). Smaller school districts are required to have larger percentages in reserve as compared to larger school districts.

As reported in our February 2025 *Fiscal Report* article, "Ending Fund Balances for 2023-24," the California Department of Education released the 2023-24 Unaudited Actuals data that allows for the calculation of district and statewide average reserve levels.

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

| 2023-24 Average Unrestricted General Fund, Plus Fund 17—Fund Balances as a Percentage of Total General Fund Expenditures, Transfers, and Other Uses |        |
|---|--------|
| Unified School Districts  | 24.36% |
| Elementary School Districts   | 25.54% |
| High School Districts   | 24.40% |

Below, we have broken down the statewide average by five bands of ADA:

| Size                    |        |
|-------------------------|--------|
| Less than 1,000 ADA     | 41.91% |
| 1,001 to 5,000 ADA      | 25.36% |
| 5,001 to 10,000 ADA     | 22.14% |
| 10,001 to 25,000 ADA    | 21.64% |
| Greater than 25,000 ADA | 27.02% |

As one would suspect, smaller districts maintain larger reserves. Smaller districts do not have economies of scale to absorb a significant negative economic event in the same way large districts do.

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

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

# Bill Report



# SCHOOL SERVICES OF CALIFORNIA INC.

# Legislative Report Prepared for: Fresno Unified School District Status as of May 14, 2025

| Bill No./<br>Author       | Title  | Position       | Current Status                                   | Page |  |  |  |
|---------------------------|--|----------------|--|------|--|--|--|
|                           | College & Career   |                |  |      |  |  |  |
| AB 313<br>Ortega          | Student Financial Aid: Application Deadlines: Extension  | Support        | Senate Rules Committee                           | 24   |  |  |  |
| AB 335<br>Gipson          | The Designation of California Black-<br>Serving Institutions Grant Program                                     | Support        | Assembly Appropriations Committee—Suspense File  | 24   |  |  |  |
| AB 401<br>Muratsuchi      | California Career Technical<br>Education Incentive Grant Program:<br>Annual Adjustment: Renewal Grants         | Support        | Assembly Appropriations Committee—Suspense File  | 24   |  |  |  |
| SB 323<br>Pérez           | Student Aid Commission: California Dream Act Application   |                | Senate Appropriations<br>Committee—Suspense File | 25   |  |  |  |
| SB 640<br>Cabaldon        | Public Postsecondary Education:<br>Admission, Transfer, and Enrollment   | Support        | Senate Appropriations<br>Committee               | 25   |  |  |  |
| SB 685<br>Cortese         | California State University: Financial<br>Aid for Homeless Students: Pilot<br>Program                          | Support        | Senate Appropriations Committee—Suspense File    | 25   |  |  |  |
|                           | Employees  |                |  |      |  |  |  |
| AB 65<br>Aguiar-<br>Curry | School and Community College<br>Employees: Paid Disability and<br>Parental Leave                               | Support        | Assembly Appropriations<br>Committee             | 26   |  |  |  |
| AB 857<br>Gipson          | School Employees: Cultural<br>Competency Training  | No<br>Position | Assembly Appropriations Committee—Suspense File  | 26   |  |  |  |
| AB 1224<br>Valencia       | Teacher Credentialing: Substitute Teachers: Days of Service  | Support        | Senate Rules Committee                           | 26   |  |  |  |
| AB 1247<br>Garcia         | Classified Employees: School Districts and Community College Districts: Contracting Out: Training Requirements |                | Assembly Appropriations<br>Committee             | 27   |  |  |  |
| Facilities                |  |                |  |      |  |  |  |
| AB 942<br>Calderon        | Net Energy Metering: Eligible<br>Customer-Generators: Tariffs  |                | Assembly Appropriations<br>Committee             | 27   |  |  |  |



| Governance and District Operations |   |                |  |    |  |
|------------------------------------|---|----------------|--|----|--|
| AB 235<br>Arambula                 | Pupils: Use of Smartphones  | Support        | Assembly Appropriations<br>Committee   | 28 |  |
| AB 268<br>Kalra                    | State Holidays: Diwali  | Support        | Assembly Appropriations Committee—Suspense File                                    | 28 |  |
| AB 395<br>Gabriel                  | Holidays  | Support        | Assembly Appropriations<br>Committee   | 28 |  |
| AB 629<br>Ward                     | School Districts: Equipment Inventory   | Support        | Assembly Appropriations Committee—Suspense File                                    | 29 |  |
| AB 844<br>Essayli                  | Educational Equity: Sex-Segregated<br>School and Athletic Programs and<br>Activities: Use of Facilities                 | Oppose         | Assembly Arts, Entertainment,<br>Sports, and Tourism—Bill Did<br>Not Meet Deadline | 29 |  |
| AB 1369<br>Ramos                   | Pupil Rights: School Graduation<br>Ceremonies and Related Events:<br>Adornments   | Support        | Senate Rules Committee   | 29 |  |
| AB 1390<br>Solache                 | Public School Governance: Board<br>Member Compensation  | Support        | Assembly Floor—Third Reading   | 30 |  |
| SB 622<br>Grove                    | Educational Equity: Sex-Segregated School Programs and Activities: Sex at Birth   | Oppose         | Senate Education Committee—Bill Did Not Meet Deadline                              | 30 |  |
|                                    | Instru  | ction          |  |    |  |
| AB 281<br>Gallagher                | Comprehensive Sexual Health Education and Human Immunodeficiency Virus (HIV) Prevention Education: Outside Consultants. | No<br>Position | Assembly Floor—Third<br>Reading  | 30 |  |
| AB 731<br>Fong                     | Pupil Instruction: Dual Enrollment:<br>College and Career Access<br>Pathways Partnerships                               |                | Assembly Appropriations Committee  | 31 |  |
| AB 821<br>Gipson                   | Pupil Instruction: High School<br>Graduation Requirements: Career<br>Technical Education                                | Support        | Assembly Appropriations Committee—Suspense File                                    | 31 |  |
| AB 865<br>González,<br>Mark        | Dual Language Immersion Programs:<br>Instructional Materials: Grants  | Support        | Assembly Appropriations Committee—Suspense File                                    | 31 |  |
| AB 887<br>Berman                   | Pupil Instruction: High Schools:<br>Computer Science Courses:<br>Implementation Guide                                   | No<br>Position | Assembly Appropriations Committee—Suspense File                                    | 32 |  |
| AB 1053<br>Zbur                    | Educational Technology: Evaluation and Selection  | No<br>Position | Assembly Appropriations<br>Committee   | 32 |  |



| SB 612<br>Valladares    | Pupil Instruction: High School<br>Graduation Requirements: Career<br>Technical Education                | Oppose         | Senate Education Committee—Bill Did Not Meet Deadline | 32 |  |
|-------------------------|---|----------------|---|----|--|
| SB 745<br>Ochoa<br>Bogh | American Government and Civics:<br>Curriculum Guide: State Seal of Civic<br>Engagement                  | No<br>Position | Senate Appropriations Committee                       | 33 |  |
|                         | Nutr  | ition          |   |    |  |
| AB 1264<br>Gabriel      | Pupil Nutrition: Particularly Harmful Ultraprocessed Food: Prohibition                                  | Support        | Assembly Appropriations<br>Committee                  | 33 |  |
| SB 225<br>McNerney      | School Nutrition: Guardian Meal Reimbursement   | Support        | Senate Appropriations Committee—Suspense File         | 33 |  |
| SB 411<br>Pérez         | Stop Child Hunger Act of 2025   |                | Senate Appropriations Committee—Suspense File         | 34 |  |
|                         | School Safety and   | Student I      | Discipline  |    |  |
| AB 49<br>Muratsuchi     | Schoolsites: Immigration<br>Enforcement   | Support        | Assembly Appropriations Committee                     | 34 |  |
| AB 68<br>Gallagher      | School Safety: Armed School Resource Officers   |                | Assembly Education<br>Committee                       | 35 |  |
| AB 327<br>Ta            | Crimes: False Reporting   | Oppose         | Assembly Appropriations Committee—Suspense File       | 35 |  |
| AB 382<br>Berman        | Pedestrian Safety: School Zones:<br>Speed Limits  | Support        | Assembly Appropriations Committee—Suspense File       | 35 |  |
| AB 419<br>Connolly      | Educational Equity: Immigration Enforcement   | Support        | Assembly Appropriations Committee—Suspense File       | 36 |  |
| AB 421<br>Solache       | Immigration Enforcement: Prohibitions on Access, Sharing Information, and Law Enforcement Collaboration | Support        | Assembly Public Safety<br>Committee                   | 36 |  |
| SB 48<br>Gonzalez       | Immigration Enforcement:<br>Schoolsites: Prohibitions on Access<br>and Sharing Information              | Support        | Senate Appropriations Committee—Suspense File         | 36 |  |
| SB 98<br>Pérez          | Elementary, Secondary, and Postsecondary Education: Immigration Enforcement: Notification               | Support        | Senate Appropriations Committee—Suspense File         | 36 |  |
| SB 554<br>Jones         | Law Enforcement: Immigration Enforcement  | Oppose         | Senate Public Safety<br>Committee                     | 37 |  |
| Special Education       |   |                |   |    |  |
| AB 560<br>Addis         | Special Education: Resource<br>Specialists: Special Classes   |                | Assembly Appropriations<br>Committee                  | 37 |  |
|                         |   |                |   |    |  |



|                                 | State Budget and I  | Education      | i Finance   |    |  |
|---------------------------------|---|----------------|---|----|--|
| AB 477<br>Muratsuchi            | Local Control Funding Formula: Base Grants: Funding Targets   | No<br>Position | Assembly Appropriations Committee—Suspense File         | 37 |  |
| AB 1204<br>Alvarez              | Local Control Funding Formula:<br>School Districts and Charter Schools:<br>Pupils Experiencing Homelessness:<br>Supplemental and Concentration<br>Grants: Regional Adjustment Factors:<br>Grade-Span Adequacy Adjustments |                | Assembly Appropriations<br>Committee                    | 38 |  |
| AB 1348<br>Bains                | Average Daily Attendance:<br>Emergencies: Immigration<br>Enforcement Activity   |                | Assembly Appropriations<br>Committee                    | 39 |  |
| SB 743<br>Cortese               | Education Finance: Education<br>Equalization Act: Equalization<br>Reserve Account   |                | Senate Appropriations Committee—Suspense File           | 39 |  |
|                                 | Student   | Services       |   |    |  |
| AB 495<br>Rodriguez,<br>Celeste | Family Preparedness Plan Act of 2025  |                | Assembly Appropriations Committee                       | 40 |  |
| AB 673<br>Jackson               | Unaccompanied Homeless Pupils:<br>Unaccompanied Youth Transitional<br>Housing Program   | Support        | Assembly Education Committee—Bill Did Not Meet Deadline | 40 |  |
| AB 1025<br>Pellerin             | Standby Caretaker Act   |                | Assembly Appropriations<br>Committee                    | 40 |  |
| SB 12<br>Gonzalez               | State Government: Immigrant And<br>Refugee Affairs Agency: Office of<br>Immigrant and Refugee Affairs   |                | Senate Appropriations Committee—Suspense File           | 41 |  |
| SB 33<br>Cortese                | Homeless Pupils: California Success,<br>Opportunity, and Academic<br>Resilience (SOAR) Guaranteed<br>Income Program   | Support        | Senate Appropriations<br>Committee—Suspense File        | 41 |  |
| SB 552<br>Cortese               | Juveniles: Wards: Case Plans  | No<br>Position | Senate Appropriations Committee—Suspense File           | 41 |  |
| Transportation                  |   |                |   |    |  |
| AB 1111<br>Soria                | Pupil Transportation: Schoolbuses:<br>Zero-Emission Vehicles: Extensions:<br>Scrapping  | Support        | Assembly Appropriations<br>Committee                    | 42 |  |



# College & Career

# AB 313 (Ortega)

Amended: 3/10/2025

Title: Student Financial Aid: Application Deadlines: Extension

Status: Senate Rules 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—Suspense File

**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—Suspense File

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 Appropriations Committee—Suspense File

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) Amended: 5/6/2025

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

Status: Senate Appropriations Committee

**Position**: Support

#### Summary:

This bill would establish the California State University (CSU) Direct Admission Program under which a pupil graduating from a high school of a participating local educational agency (LEA) is deemed eligible for enrollment into a designated CSU campus. The bill would require, upon the implementation of transcript-informed pupil accounts, the reporting available on the CaliforniaColleges.edu platform to be used to provide the data required to determine eligibility for the program. The bill would require a participating LEA to identify each pupil who is eligible under the program on or before September 1 of each year. The bill would require the California College Guidance Initiative, on behalf of the CSU, to transmit a letter of direct admission to each identified pupil that notifies the pupil that they have been directly admitted.

# SB 685 (Cortese)

Amended: 4/22/2025

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

Status: Senate Appropriations Committee—Suspense File

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 Appropriations 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—Suspense File

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 1224 (Valencia)

**Amended:** 5/1/2025

Title: Teacher Credentialing: Substitute Teachers: Days of Service

Status: Senate Rules 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



#### **AB 1247** (Garcia)

Title: Classified Employees: School Districts and Community College Districts: Contracting Out: Training

Requirements

Status: Assembly Appropriations Committee

Position:

#### Summary:

Amends existing laws relating to contracts for personal services by school districts and community college districts by adding certain prescribed conditions:

- Contracts must guarantee contributions to any bona fide fringe benefit programs providing health care
  or retirement benefits to a direct hire that are equivalent to the amount that would be contributed if the
  contracted worker was a direct hire.
- Contracted workers must meet or exceed the minimum qualifications and standards required of direct hires who perform the same job functions, including required level of academic attainment, required years of experience, mandated reporter status, required scores on assessment exams, and ongoing performance standards.

In addition, the bill requires districts to compensate classified employees at their regular rate of pay for the time necessary to complete the required training. The required training must allow for the classified employee to ask questions and have them answered by a natural person in real time during training, and training regarding child abuse reporting, suicide prevention, sexual harassment, or discrimination must be conducted in person.

# **Facilities**

# AB 942 (Calderon)

**Amended:** 5/5/2025

Title: Net Energy Metering: Eligible Customer-Generators: Tariffs

Status: Assembly Appropriations Committee

Position:

# Summary:

Makes the following changes to the Net Energy Metering (NEM) customer-generator arrangements:

- Requires new property owners inheriting solar systems to take service under the current, not the inherited, NEM tariff
- Ends Climate Credit allocations to NEM customers starting on January 1, 2026



# **Governance and District Operations**

# AB 235 (Arambula) Amended: 4/21/2025

Title: Pupils: Use of Smartphones

**Status:** Assembly Appropriations Committee

**Position:** Support

#### Summary:

A prior version of this bill required local educational agencies to 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. As amended April 21, 2025, this bill expressly authorizes the policy to be a schedule-based or full-day restriction policy. 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.

# **AB 268** (Kalra)

Amended: 3/13/2025
Title: State Holidays: Diwali

Status: Assembly Appropriations Committee—Suspense File

**Position**: Support

#### 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: 5/1/2025

Title: Holidays

Status: Assembly Appropriations Committee

**Position:** Support

# 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—Suspense File

**Position:** Support

#### 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—Bill Did Not Meet Deadline

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: Senate Rules 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: Support

#### 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—Bill Did Not Meet Deadline

Position: Oppose

#### 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.

#### Instruction

# AB 281 (Gallagher)

Amended: 3/17/2025

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

**Education: Outside Consultants** 

Status: Assembly Floor—Third Reading

Position: No 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:** 5/5/2025

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

Status: Assembly Appropriations 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
- With the May 5, 2025, amendments, additionally requires community colleges to provide comprehensive support services to high school students dually enrolled in asynchronous courses

# AB 821 (Gipson)

Amended: 4/1/2025

Title: Pupil Instruction: High School Graduation Requirements: Career Technical Education

Status: Assembly Appropriations Committee—Suspense File

**Position:** Support

#### 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—Suspense File

**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—Suspense File

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: 4/21/2025

Title: Educational Technology: Evaluation and Selection

Status: Assembly Appropriations Committee

Position: No Position

# Summary:

As amended April 21, 2025, this bill requires local educational agencies to provide for substantial teacher and paraprofessional involvement in the selection of educational technology they are required to use and to promote the involvement of parents and other members of the community in the selection process. The bill also requires the State Superintendent of Public Instruction to develop best practices and resources on the evaluation and selection of educational technology.

# SB 612 (Valladares)

Amended: 4/10/2025

Title: Pupil Instruction: High School Graduation Requirements: Career Technical Education

Status: Senate Education Committee—Bill Did Not Meet Deadline

Position: Oppose

#### **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:** 5/7/2025

Title: American Government and Civics: Curriculum Guide: State Seal of Civic Engagement

**Status:** Senate Appropriations Committee

Position: No Position

#### Summary:

As amended May 7, 2025, this bill requires the California Department of Education to develop a curriculum guide for a one-year course in American government and civics.

#### Nutrition

# AB 1264 (Gabriel)

Amended: 4/21/2025

Title: Pupil Nutrition: Particularly Harmful Ultraprocessed Food: Prohibition

Status: Assembly Appropriations Committee

**Position**: Support

# 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 particularly harmful ultraprocessed foods, and by July 1, 2035, schools are prohibited from offering particularly harmful 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:** Senate Appropriations Committee—Suspense File

**Position:** Support

#### **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 Appropriations Committee—Suspense File

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:** 4/21/2025

**Title:** Schoolsites: Immigration Enforcement **Status:** Assembly Appropriations Committee

**Position:** Support

# Summary:

This urgency bill would prohibit local educational agencies (LEAs) from allowing an officer or employee of an agency conducting immigration enforcement to enter a schoolsite for any purpose without providing valid identification and a valid judicial warrant, a court order, or exigent circumstances necessitating immediate action. The bill would require the LEA, if the officer or employee meets those requirements, to limit access to facilities where pupils are not present.



# AB 68 (Gallagher)

Amended: 5/5/2025

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: 4/9/2025-A. APPR. SUSPENSE FILE

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 Appropriations Committee—Suspense File

**Position:** Support

# Summary:

Beginning January 1, 2029, this bill lowers the speed limit from 25 miles per hour to 20 miles per hour in a school zone. Further, the bill authorizes local authorities to reduce the speed limit in a school zone prior to January 1, 2029.



# AB 419 (Connolly)

Amended: 3/27/2025

Title: Educational Equity: Immigration Enforcement

Status: Assembly Appropriations Committee—Suspense File

**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: 4/23/2025

Title: Immigration Enforcement: Schoolsites: Prohibitions on Access and Sharing Information

Status: Senate Appropriations Committee—Suspense File

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 the nonpublic areas of 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 Appropriations Committee—Suspense File

**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: 4/21/2025

Title: Law Enforcement: Immigration Enforcement

Status: Senate Public Safety Committee—Bill Did Not Meet Deadline

Position: Oppose

# Summary:

The purpose of this bill is to eliminate the requirement that California law enforcement agencies (LEAs) comply with local law and policy on cooperating with immigration authorities, and to require LEAs to cooperate with immigration authorities in some instances in which state law gives them discretion to do so.

# **Special Education**

# **AB 560** (Addis)

Amended: 4/21/2025

Title: Special Education: Resource Specialists: Special Classes

Status: Assembly Appropriations Committee

Position:

# Summary:

This bill has been significantly scaled back from the original version that set very ambitious requirements for caseloads for employees who support students with disabilities. As completely rewritten, the bill now would require local educational agencies to "take all reasonable steps to distribute the workload associated with initial assessments across all resource specialists employed by the local educational agency in an equal manner, unless otherwise collectively bargained." The bill also now requires the State Superintendent of Public Instruction, by July 1, 2027, to establish a maximum recommended adult-to-pupil staffing ratio for special day classes.

# **State Budget and Education Finance**

# AB 477 (Muratsuchi)

Amended: 3/24/2025

**Title:** Local Control Funding Formula: Base Grants: Funding Targets **Status:** Assembly Appropriations Committee—Suspense File

Position: No 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.



# AB 1204 (Alvarez)

**Amended:** 5/5/2025

**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 Appropriations 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
- 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

The May 5, 2025, amendments remove the provisions that would have allowed for duplicated counts of students that are low-income, foster youth, and English learner.



# **AB 1348 (Bains)**

**Amended:** 5/5/2025

Title: Average Daily Attendance: Emergencies: Immigration Enforcement Activity

Status: Assembly Appropriations Committee

Position:

# Summary:

As amended on May 5, 2025, this bill would allow districts to recoup average daily attendance in the case of confirmed immigration enforcement activity through the J-13A process. In order to qualify, the district must:

- Offer independent study to all students that year and provide notifications of the offering to parents
- Have verifiable documentation substantiating the provision of opportunities for live interaction and synchronous instruction, or the provision of activities or student work product of a student while on independent study that is equivalent to in-person instruction
- Certify compliance with these provisions using a California Department of Education-developed form for this purpose

The ability to utilize the J-13A process for immigration enforcement activities would sunset on June 30, 2029. "Immigration enforcement activity" includes "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 Appropriations Committee—Suspense File

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 495 (Rodriguez, Celeste)

Amended: 4/23/2025

**Title:** Family Preparedness Plan Act of 2025 **Status:** Assembly Appropriations Committee

Position:

#### Summary:

Establishes the Family Preparedness Plan Act of 2025 to support families during temporary parental absences. Expands the caregiver's authorization affidavit to include nonrelative extended family members. Creates a new form of joint guardianship allowing custodial parents to nominate a temporary guardian without relinquishing parental rights. Authorizes courts to activate the guardianship upon specified events, such as an immigration-related administrative action, illness, or military deployment. Requires schools and licensed child daycare facilities to distribute updated immigration-related guidance developed by the Attorney General.

# AB 673 (Jackson)

Amended: 4/1/2025

Title: Unaccompanied Homeless Pupils: Unaccompanied Youth Transitional Housing Program

Status: Assembly Education Committee—Bill Did Not Meet Deadline

**Position:** Support

# 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: 5/1/2025

Title: Standby Caretaker Act

Status: Assembly Appropriations Committee

Position:

# Summary:

As amended May 1, 2025, this bill authorizes a custodial parent to nominate a standby caretaker for their child who, after going through a court appointment process, may act as the child's temporary guardian while the custodial parent is unavailable. The bill would prescribe the requirements for the nomination of a standby caretaker or alternate standby caretaker, including a required statutory form.



#### SB 12 (Gonzalez)

Amended: 4/10/2025

Title: State Government: Immigrant and Refugee Affairs Agency: Office of Immigrant and Refugee Affairs

Status: Senate Appropriations Committee—Suspense File

Position:

#### Summary:

Creates the Immigrant and Refugee Affairs Agency with duties that include establishing a permanent structure within the state to service immigrants and refugees and to assist other state agencies in effectively providing services to immigrants and refugees. The purpose of the agency is to enhance and reduce obstacles to immigrant and refugee inclusion into the social, cultural, economic, and civic life of the state.

# SB 33 (Cortese)

Amended: 3/10/2025

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

Income Program

Status: Senate Appropriations Committee—Suspense File

**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—Suspense File

Position: No 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: 4/30/2025

Title: Pupil Transportation: Schoolbuses: Zero-Emission Vehicles: Extensions: Scrapping

Status: Assembly Appropriations Committee

**Position:** Support

# Summary:

As amended April 30, 2025, this bill expands eligibility for a potential ten-year total extension of the state's 2035 zero-emission schoolbus target to add a lack of charging infrastructure or required maintenance availability as qualifying constraints for an extension. The bill also allows a recipient of a grant under the Hybrid and Zero-Emission Truck and Bus Voucher Incentive Project to avoid scrapping a non-zero emission schoolbus under specified conditions.



# Fresno Unified School District Board Communication

From the Office of the Superintendent Date: May 23, 2025

To the Members of the Board of Education

Prepared by: Sandra Aguayo, Instructional Superintendent Phone Number: 457-6169

Regarding: Out-of-State Field Trip for National History Day Championships

The purpose of this Board communication is to provide the Board information regarding students from Edison High School who will be competing at the National History Day National Championships in Washington, D.C. Students are required to attend and qualify at the state level, before advancing to the national level. This championship complies with the Common Core State Standards (CCSS) for History-Social Science, aligns with our new College and Career Readiness goal, and supports civic education. History education helps foster student learning and growth in empathy, communication, writing, researching, and critical thinking.

This year's championships will be held from June 08, 2025 to June 12, 2025, and will be attended by four students from Edison High School. Accompanying the students will be two Fresno Unified School District employees.

If you have questions about the information in this communication or require additional information, please contact Sandra Aguayo at 457-6169.

Cabinet Approval: Carlos Castillo (Ma

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

# Out-of-State, Over-Night Field Trip Information

|  | 6/7/25-<br>6/13/25  | Trip<br>Date   |
|--|---|--|
|  | Edison High<br>School                                     | School   |
|  | Washington, D.C.  | Destination  |
| Purpose: Students from Edison High School who will be competing at the National History Day National Championships in Washington, D.C. Students are required to attend and qualify at the state level, before advancing to the national level. This contest complies with the Common Core State Standards (CCSS) for History-Social Science and supports civic education. History education helps foster student learning and growth in empathy, communication, writing, researching, and critical thinking. | <b>Event:</b> National History Day National Championships | Purpose: Educational Outcome and standards being addressed |
| Daniel Green, Selena Wall, Piper Allen Chaperones: Gary Mrkaich and Cheryl Mrkaich   | Students: Mason Pitcher,                                  | Students and Chaperones                                    |
|  | 4 days  | Instructional Time off Site                                |
| Funding: Goal 2 - Student Engagements  | Cost:<br>\$13,414.09                                      | Cost/Funding   |

# Fresno Unified School District Board Communication

From the Office of the Superintendent Date: May 23, 2025

To the Members of the Board of Education

Prepared by: Sandra Aguayo, Instructional Superintendent Phone Number: 457-6169

Regarding: Out-of-State Field Trip for Health Occupations Students of America

The purpose of this communication is to provide the Board with information regarding students from Duncan Polytechnical High School who will be attending the Health Occupations Students of America (HOSA) International Leadership Conference in Nashville, Tennessee. HOSA is a student-led, global organization that promotes career opportunities among students enrolled in health science and biomedical science courses.

Students can showcase their leadership skills and compete against other students in various Career and Technical Education (CTE) pathway areas, such as Physical Therapy and Veterinary Science. They will also be provided with opportunities to demonstrate their skills as responsible, ethical, and adaptive problem solvers. This leadership conference complies with Career and Technical Education (CTE) Anchor Standard Nine: Leadership and Teamwork and Anchor Standard Ten: Technical Knowledge and Skills. This work aligns directly to the Fresno Unified College and Career Readiness goal.

This year's event will be held from June 17, 2025, to June 22, 2025. The Fresno Unified School District will be represented by four Duncan Polytechnical High students and accompanied by three staff members.

If you have questions about the information in this communication or require additional information, contact Sandra Aguayo at 457-6169.

Cabinet Approval: Garles Caetillo May

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

# Out-of-State, Over-Night Field Trip Information

|  | 6/22/25        | 1                                      | 6/17/25  | Trip<br>Date   |
|--|----------------|--|--|--|
|  | High School    | Polytechnical                          | Duncan   | School   |
|  |                | Tennessee                              | Nashville,                                     | Destination  |
| to showcase their leadership skills and compete against other students in various Career and Technical Education (CTE) pathway areas such as Physical Therapy and Veterinary Science. They will also be provided with opportunities to demonstrate their skills in how to be a responsible, ethical, and adaptive problem solver. This leadership conference complies with Career and Technical Education (CTE) Anchor Standard Nine: Leadership and Teamwork and Anchor Standard Ten: Technical Knowledge and Skills. | ,              | Health Occupations Students of America | Event: International Leadership Conference for | Purpose: Educational Outcome and standards being addressed |
| Charitie Ruiz Stern, Natalie Montalvo Flores Chaperones: Toby Garza, Karen Burrington, and Guadalupe Ramirez   | Giovanni Nava, | Timothy Lee,                           | Students:                                      | Students and Chaperones                                    |
|  |                |  | None   | Instructional Time off Site                                |
| CCR and Duncan School Site Funds   | Funding:       |  | Cost: \$13,500                                 | Cost/Funding   |