BOARD COMMUNICATIONS – APRIL 22, 2022

TO: Members of the Board of Education
FROM: Superintendent, Robert G. Nelson, Ed.D.

SUPERINTENDENT – Robert G. Nelson, Ed.D.
S-1 Robert G. Nelson Superintendent Calendar Highlights

BUSINESS AND FINANCIAL SERVICES – Santino Danisi, Chief Officer
BFS-1 Kim Kelstrom School Services Weekly Update Report
BFS-2 Kim Kelstrom April Legislative Committee Meeting

OPERATIONAL SERVICES – Paul Idsvoog, Chief Officer
OS-1 Paul Idsvoog Student Feedback on School Meals

SCHOOL LEADERSHIP – Kim Mecum, Chief Officer
SL-1 Bryan Wells Referee Camp
Regarding: Superintendent Calendar Highlights

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

- Met with Executive Cabinet
- Attended CART Board Meeting and Joint Board Meeting
- Participated in call with Cradle to Career and The Children’s Movement
- Attended the Groundbreaking Ceremony for State Center Community College District/Fresno City College Science Building
- Attended the Californians for Civic Education Meeting
- Attended the Rutherford B. Gaston Statue Unveiling Ceremony
- Attended the Fresno Madera K-16 Collaborative Planning Session
- Attending the 15th Annual Middle School Tournament of Technology
From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Executive Officer
Cabinet Approval:

Regarding: School Services Weekly Update Report for April 08, 2022

The purpose of this communication is to provide the Board a copy of School Services of California’s (SSC) Weekly Update. 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 Update for April 08, 2022 is attached and includes the following articles:

- California Students, Teachers No Longer Have to Quarantine After COVID Exposure – April 06, 2022
- What if Covid’s Silver Lining Could Be What We Learn from the kids? – April 05, 2022

If you have any questions or require further information, please contact Kim Kelstrom at 457-3907.

Approved by Superintendent
Robert G. Nelson Ed.D. Date: 04/22/2022
DATE: April 8, 2022

TO: Robert G. Nelson
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: SSC’s Sacramento Weekly Update

Education Policy Committees

It was another busy week of committee hearings in Sacramento as legislators are racing against the April 29, 2022, deadline for fiscal bills to clear policy committees.

Both the Assembly and Senate Education Committees met on Wednesday, April 6, 2022, to consider a combined 30 bills, including the following noteworthy bills that were approved by the education committees and would have implications for local educational agencies (LEAs):

- **Assembly Bill (AB) 2355 (Salas, D-Bakersfield)** would require LEAs to report any cyberattack to the California Cybersecurity Integration Center (Cal-CSIC) and requires Cal-CSIC to establish a database that tracks reports of cyberattacks submitted by LEAs.

- **AB 2232 (McCarty, D-Sacramento)** would require LEAs, private schools, the California Community Colleges, and the California State University to inspect heating, ventilation, and air conditioning systems based on specified requirements once every five years and ensure that all classrooms are equipped with a carbon dioxide monitor.

- **AB 2375 (Rivas, L., D-San Fernando Valley)** would require all LEAs to identify all homeless children and unaccompanied youth enrolled at the school by administering a housing questionnaire by the end of the 2021-22 school year based on the best practices developed by the California Department of Education. (It is unclear how this bill could take effect in time to impose this duty before the end of the current school year.)

- **AB 2507 (McCarty)** would rename the Expanded Learning Opportunities Program the Universal Afterschool Program and would require 30% of the funds appropriated for the After School Education and Safety Program to be prioritized for middle schools, prioritize 100% of funding for the 21st Century Community Learning Centers for high schools, and provide a cost-of-living adjustment for expanded learning programs.
AB 2541 (Quirk-Silva, D-Fullerton) would add funding to the Special Education Early Intervention Preschool Grant, based on the total number of children from 0-5 years of age, for school districts to contract with the State Special Schools for the Deaf and nonpublic schools or non-profits for specified early language intervention services for the deaf and hard of hearing children who generate the additional funding.

Senate Bill (SB) 976 (Leyva, D-Chino) would establish a free universal system of preschool by expanding access to the State Preschool Program to all three- and four-year old children, regardless of family income, and would expand the types of childcare providers who may be eligible to offer state preschool.

SB 1113 (Ochoa-Bogh, R-Yucaipa) would promote the inclusion of students with disabilities in general education classrooms by implementing inclusionary practices through an updated guidebook, a mandated review for the consideration of inclusionary practices in textbooks, funding technical assistance providers, a study to determine proper staffing numbers to achieve best practices, and mandating training in inclusive practices.

SB 1341 (Cortese, D-Silicon Valley) would establish, contingent upon an appropriation, a program that would provide an unspecified amount of monthly payments to 12th grade homeless students from April 1, 2023, to August 1, 2023, unless extended.

All of the above bills, with the exception of AB 2355, AB 2232, SB 976 and SB 1341, have cleared their assigned first house policy committees and will now go to the Appropriations Committee. The other four bills still need to clear one more policy committee before they can head to their house’s Appropriations Committee, meaning they have not yet cleared the April 29 deadline for bills with fiscal implications to clear all referred policy committees.

With the Legislature officially on spring recess until Monday, April 18, those bills and dozens of others with fiscal implications will have two weeks to meet the April 29 deadline.

**Vaccine Bills Update**

Last week, the bill that would require all California employers, including LEAs, to verify that their employees and independent contractors are vaccinated against COVID-19 (AB 1993 [Wicks, D-Oakland]) was pulled from the Assembly Labor and Employment Committee agenda and has been effectively shelved for the year (barring a significant rise in cases and hospitalizations that might create the environment in which this bill would be successful).

This has raised a lot of questions about the two other high-profile vaccine bills that were introduced and have yet to be scheduled for a hearing: SB 871 (Pan, D-Sacramento) and SB 866 (Wiener, D-San Francisco). SB 871 would add the COVID-19 vaccine to the list of compulsory vaccines required for students to attend school, while SB 866 would permit minors 12 years and older to get vaccinated without parental consent for all vaccines approved by the federal government.

SB 871 still needs to clear both the Senate Health and Education Committees before the April 29 deadline but has yet to be scheduled for a hearing in either committee. Additionally, Senate Education Committee Chair Connie Leyva has publicly stated that she is not supportive of SB 871 and would vote no should the bill reach her committee, which is a significant hurdle for the bill’s chances to pass the Legislature.
SB 866 has only been referred to the Senate Judiciary Committee; however, like SB 871, it has yet to be scheduled for a hearing and it must clear that committee by Friday, May 6, 2022. SB 866 has an extra week to clear policy committee because it is not a fiscal bill.

It will be interesting to see if the bills’ authors will bring them forward for a hearing when it is questionable whether they would be successful in committee.

**Spring Recess Break**

With the Legislature officially on spring recess until Monday, April 18, we will not be providing the *Sacramento Weekly Update* next week unless there is any breaking news. We will return to our regular production schedule the week ending Friday, April 25.

*Leilani Aguinaldo*
Note: The California Department of Public Health updated guidelines for K-12 schools that students and teachers, regardless of vaccination status, no longer have to quarantine after a COVID-19 exposure if they do not have symptoms.

California Students, Teachers No Longer Have to Quarantine After COVID Exposure

By Stephanie Magallon
NBC Bay Area
April 6, 2022

The end of COVID-19 quarantine in schools is here after the California Department of Public Health updated guidelines for K-12 schools.

Students and teachers no longer have to quarantine after a COVID exposure if they don’t have symptoms regardless of vaccination status.

“It’s a problem one way because as a parent you are worried that a kid will get it and bring it home,” said parent Jessim Jadiro.

The San Jose Unified School District has been doing this for months now with students who are vaccinated and were exposed on campus, and they say they haven’t seen a significant surge. So they don’t expect that to change under the new guidelines.

“One major benefit is that people who are not sick and never develop covid after an exposure are not excluded from school,” said Katie Rodriguez, manager of Health and Family Support Programs.

Those who were exposed are still recommended to wear a mask and get tested -- especially with spring break around the corner.

“We sent home with all of the students and staff an antigen test to use during spring break, but if they need an additional test or if they need a test outside of the spring break period they can go to one of the testing centers to pick up an antigen test,” said Rodriguez.

The district said the move comes as the positivity rate remains low and while vaccination rates increase.

The California Department of Public Health is trying to treat COVID as other illnesses.

But health experts say even with cases level off, people need to be careful.

“We’re in the coasting phase, and many people thing that because our test positivity rate is a little bit up that this may just be the calm before the storm, there isn’t going to be much of a storm because of the amount of people who had omicron and high vaccination rate, but nevertheless we probably will see a slight increase in cases with BA.2,” said Dr. Peter Chin-Hong of UCSF.

The changes at San Jose Unified School District will go into effect after spring break on Monday, April 18.
Note: Many educators are finding that a silver lining from the past two years is that children are writing incredible stories, reading more books, and sitting and listening for longer periods of time.

What if Covid’s Silver Lining Could Be What We Learn from the Kids?

By Thomas Courtney
EdSource
April 5, 2022

The unanimous conclusion in educational literature has been that 2020 and 2021 will be a generational burden on kids. And it’s true. This pandemic has hit us all hard: educators, parents, and most powerfully, kids. We need to talk about ways to address it, correct it, and be mindful of how our tax dollars can address it.

Yet, there’s something quite special happening in my classroom right now. It’s something that has been revealing itself in larger and larger ways, and I am not alone in noticing it. It doesn’t show up in test data, and it isn’t discussed in any periodical or book that I’ve seen, either. But it’s there nevertheless — a type of silver lining under the voluminous gray cloud of quarantines and distance learning.

“They’re writing incredible stories,” said Mrs. Reed at a rare teacher’s lunch gathering last week, “Not that my crew last year wrote much online at all.”

“Reading more books than they’ve ever read before in my class,” said Ms. Petrivelli. Everyone’s head was nodding up and down. “When we were on the computer, it wasn’t the same with computer programs.”

“They’re curious about content in ways I have never seen,” said Ms. Flippo.

I’ve had similar conversations with teachers coast to coast. I can’t help but think, anecdotally mind you, that many teachers are genuinely seeing something — something that we’ve missed in all the articles and stories about the issues our kids have now. I began wondering what in the name of weekly prep periods is going on.

Unfortunately, googling “what in the heck is going on with kids after the pandemic” didn’t help me much, nor has much sociological evidence been collected on the benefits of a pandemic on children. However, as people with boots on the ground, my colleagues and I would like to ask a few questions for someone smarter than me to follow up on:

As we discussed the kids more, several friends suggested something I hadn’t considered. “I had some parents right there with me while we were online, the whole day,” Ms. Flippo said. “I think that definitely had something to do with a few children engaging more now.” What if, we wondered, parental engagement online was having similar effects as parental engagement before Covid? Wouldn’t that be a silver lining to understanding parental engagement and how we can do it better?

“I know this sounds crazy,” said Ms. Reed, “but I actually think some attention spans are longer now.” She went on to explain how kids during the years before the pandemic had been having a harder and harder time concentrating. Now it’s a mish-mash. “Many of my third graders are flat out able to sit for longer periods.” Could she be right? Attention spans shrinking over the last few years is supported by scientific research. But my colleagues and I wonder: Could the type of screen time or some other factor like video-conferencing or
working independently at home actually have increased at least some of their attention spans back in a traditional classroom?

Another wondering I’ve been discussing with colleagues is that there is never a time when students go unsupervised on our campuses. Yet, during distance learning, many kids went unsupervised the entire day. The benefits of independent study on educational achievement have been well researched for years. What effect did independence during quarantine have on student stamina? On engagement? On student responsibility?

Earlier this year, many kids spoke to me about their joy to be in a brick-and-mortar class. One young man with autism would literally have a visceral reaction to a computer put near him, and a sigh of relief when it was taken away. Other kids seemed overjoyed to be among friends. When, we wonder, was the last time we really considered what friends mean to each other in our classes? How might we consider friendship as a learning engagement tool in future years?

Finally, many an article has been quick to point out that technology post-pandemic will simply be a larger and more productive part of our lives. However, what if what we’ve seen during the pandemic is that technology has its limits, and so do kids in front of screens? What would that mean for state leaders purchasing curriculum or providing materials and training for teachers?

Kids may not have learned as much as we’d have liked the last couple of years, but what if we, as educators, can learn a few positive things ourselves from what they went through while at home? We’ve all read about the negatives. But before we go back to business as usual, let’s consider, look for and learn from any positives our kids may have brought back with them.

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**Thomas Courtney** teaches fifth grade at Chollas-Mead Elementary school in San Diego Unified and is a senior policy fellow with Teach Plus California and a member of EdSource’s teacher advisory committee.
Regarding: April Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the April 08, 2022 Legislative Committee Meeting.

**Economic and Budget Update** – Ms. Leilani Aguinaldo provided an economic and budget update.

State revenues continue to exceed projections. Since the Governor’s January Proposal, revenues exceed projections by $17.5 billion, of which Proposition 98’s share would be approximately $6.6 billion.

Economists are watching the inverted yield curve; this is when short term interests are lower than long term interest rates for an extended period. Currently the inverted yield occurred on April 01 and April 04. In the past, an extended inverted yield curve has signaled signs of a recession within one to two years.

**Legislative Update** – Ms. Aguinaldo provided a legislative update. The following bills were discussed:

- **AB 1786 (Davies) – Watch** – Requires districts to approve an intra-district transfer request for a low-performing pupil if the school of attendance is in the red or orange performance band for three consecutive years.
- **AB 1868 (Rivas, Luz) – Support** – Sets goals and delineates investments in the Local Control and Accountability Plans where at least 25% of the elementary or secondary population are English learners at risk of becoming long term English Learners.
- **AB 1877 (Fong) – Support** – Exempts Special Education retirees from the earnings limit.
- **AB 75 (O’Donnell) – No Position** – Places a statewide K-14 school bond on the 2022 ballot for $12 billion; recommendation is to hold awaiting the Governor’s decision on how to allocate the GANN limit overallocation.
- **SB 22 (Glazer) – No Position** – Places a statewide K-14 school bond on the 2022 ballot for $15.5 billion; recommendation is to hold awaiting the Governor’s decision on how to allocate the GANN limit overallocation.
- **AB 2638 (Bloom) – Support if amended** – Requires districts to equip schools with a water bottle filling station at a ratio of one per every 300 students.
- **AB 1785 (Davies) – Watch** – Establishes the California Parents’ Bill of Rights including the right to access and review all school attendance and academic records.
- **AB 408 (Quirk-Silva) – Support** – Requires districts to establish homeless education program policies.
- **AB 1888 (Flora) – No Position** – Requires Fresno Unified and the City of Fresno to partner with the California College and University Police Chiefs to establish a pilot real-time active shooter and mass emergency coordinated response program.
- **AB 2933 (O’Donnell) – Support** – Provides funding to districts to cover the greater of 100% of school transportation apportionment plus cost-of-living or 100% of transportation costs.
• AB 878 (Skinner) – Watch – Requires districts to provide free transportation to all students in grades TK-6 more than 0.5 mile and grades 7-12 more than 1.0 mile from their neighborhood school
• SB 906 (Portantino) – Support – Requires schools to immediately report upon becoming aware of a credible violent threat to law enforcement
• AB 1607 (Muratsuchi) – Watch – Requires apportionments for the Local Control Funding Formula (LCFF) is based on a three-year rolling average of Average-Daily-Attendance (ADA)
• AB 1609 (Muratsuchi) – Watch – Requires apportionments for the LCFF be based on the greater of 2019/20, 2020/21, 2021/22, or 2022/23 ADA
• AB 1614 (Muratsuchi) – Support – Increase the LCFF to amounts equal to the national average per-pupil funding level beginning in 2022/23
• AB 1948 (Ting) – Support – Changes the definition of unduplicated pupils for the LCFF, adds homeless students, counts homeless students or foster youth, or both, or who are English learners or low-income pupils, or both, to be counted twice
• AB 2774 (Weber, Akilah) – Support – Adds a new category to the definition of unduplicated pupils to add the lowest performing subgroup(s) based on the state assessments
• AB 2924 (O’Donnell) – Support if Amended – Applies a 10.4% adjustment to the LCFF for grades 4-8 that maintain an average class enrollment of no more than 24 pupils
• SB 830 (Portantino) – Watch – Provides supplemental funding based on enrollment with 30% of funding to be used for chronic absenteeism and habitual truancy
• SB 1431 (Rubio) – Watch – Proposal includes an increase to K-3 grade span adjustments from 10.4% to 32.5% for a district that maintains an average class size of 20 (current average class size is 24)
• AB 1797 (Weber, Akilah) – Support – Schools may access the California Immunization Registry “in the event of a public health emergency, to perform immunization status assessments of pupils, adults, and clients to ensure health and safety”
• SB 866 (Wiener) – No Position – Permits minors 12 and older to be vaccinated without parental consent for any vaccine approved by the U.S. Food and Drug Administration and that are recommended by the Committee on Immunization Practices of the Centers for Disease Control and Prevention
• SB 871(Pan) – Support – Adds the COVID-19 vaccine to the list of compulsory vaccines required for students to attend school
• SB 1479 (Pan) – Support – Requires the California Department of Public Health to continue its COVID testing programs for local educational agencies and requires a COVID testing plan

The School Services Legislative Committee April 2022 report is attached. The next Legislative Committee meeting is scheduled for May 19, 2022.

If you have any questions or require further information, please contact either Kim Kelstrom at 457-3907 or Santino Danisi at 457-6226.
Fresno Unified School District

LEGISLATIVE COMMITTEE MEETING
APRIL 8, 2022

2022–2023 Legislative Session

Prepared By:

Leilani Aguinaldo
Director, Governmental Relations
Table of Contents

Legislative and Economic Update ............................................................................. 1

Bill Update ............................................................................................................... 11
Legislative and Economic Update
Table of Contents

Legislative and Economic Update

Inverted Yield Curve Signals Looming Economic Downturn

A Robust Economy Isn’t Always a Good Thing

Fund Balances Continue to Rise

CDE Sets New Collection Window for Alternative Household Income Forms

COVID-19 Employer Vaccine Mandate Bill Stalls
Inverted Yield Curve Signals Looming Economic Downturn

By Patti F. Herrera, EdD and John Gray
April 6, 2022

When we first presented the concept of the yield curve and its predictive power on future economic trends, no one would have guessed that our esteemed colleague, Robert Miyashiro, was forecasting that an international health pandemic would catapult the state, national, and global economies into deep—albeit short—recessions (see “More on the Yield Curve” in the August 2019 Fiscal Report).

Well, he did (even if unwittingly). Let’s review what Robert taught us, and we will explain why we are raising the specter of an economic downturn in its context once again.

What Is the Yield Curve?

In the simplest terms, the yield curve is the relationship between a yield (or return on investments) on a U.S. Treasury bill, bond, or note and its investment term. Because these assets are backed by the U.S. government, investors view them as safe bets. Generally, Treasurys with longer maturities yield higher returns for investors than those with shorter terms since investors have to wait longer to realize their gains. So, conventionally, we see progressively higher yields or interest rates on assets as their terms to maturity increase.

![Image of U.S. Treasury Yields Year-to-Date chart]
The graph above shows the convergence of the yields on the 2-, 10-, and 30-year Treasurys leading into April 2022, signaling an impending shift in the relationship between the yields. When short-term Treasurys start yielding higher returns or interest rates than longer-term investments, we refer to this as an “inverted yield curve.” The graph below shows the narrowing spread between 2- and 10-year Treasurys and the inversion point, when the interest rates for 2-year Treasurys were 0.06% higher than 10-year Treasurys.

Yield inversions can occur for a number of reasons, chiefly that the Federal Reserve increases short-term interest rates more than it does long-term interest rates, usually on a temporary basis, to address inflation. They can also occur when long-term interest rates decline when investors put downward pressure on long-term interest rates because of lowered economic and monetary policy expectations. And finally, yield curve inversions occur when investors believe that there are risks to the health of the future economy, in which case they are willing to accept less returns on longer-term investments in exchange for the security of the investment itself.

Regardless of the cause of a yield curve inversion, when short-term interest rates spike above long-term interest rates, it signals that either monetary policy is attempting to address a problematic economic condition or that investors are growing weary of the future economy—either signaling trouble ahead.

On April 1 and April 4, 2022, interest rates on 2-year Treasurys were modestly higher than the yields on 10-year Treasurys, by 0.06% and 0.01%, respectively. The last time the yield curve inverted was in the third quarter of 2019.

**Predictive Power of the Inverted Yield Curve**

The power of the yield curve to predict future economic trends has been studied extensively. Economists and researches alike have documented its power to predict a looming economic recession. As illustrated, the graph below shows that whenever the relationship between the 2-year and 10-year yields inverts, the phenomenon is followed by an economic recession (shown as the shaded gray bars).
According to some, when the yield curve inverts, it signals a better than two-thirds chance that the economy will enter into a recession within a year and a 98% chance that it will do so in within two years.

As practitioners who spend their lives in numbers, we know that two days of an inverted yield curve doesn’t make a trend. And, as Robert cautioned in his August 2019 article, it is important to note that a one-day inversion is not a reliable predictor of economic recessions.

We will be watching the Treasury data closely as the Federal Reserve continues to adjust interest rates and tighten monetary policy, and as investors modify their behaviors to address concerns they have over protracted inflation, supply and demand imbalances, rising energy costs, and the economic impact of the Ukrainian-Russian war.

We’ll cover this topic with more recent data at our upcoming May Revision and School Finance Conference if warranted.
A Robust Economy Isn’t Always a Good Thing

By Patti F. Herrera, EdD
March 21, 2022

The Department of Finance’s (DOF) March Finance Bulletin once again shows state revenues soaring well beyond Governor Gavin Newsom’s January estimates. In fact, the DOF reports that year-to-date revenues are outpacing projections by $17.5 billion, exceeding expectations by almost 15%. Each of the “big three” tax revenue sources are performing above forecast, the most robust being corporation taxes, which are 78.4% or $8.1 billion higher than Governor Newsom expected in January.

As the DOF noted in its previous bulletin, year-to-date revenues may be overstated due to a change in state tax laws that allow corporations to make elective tax payments that can accrue an equal dollar amount in personal income tax credits. Currently, the DOF estimates that $6.3 billion of current revenues are attributable to these corporate elective tax payments and suggest that, once 2021 taxes filings are complete, the current performance of state revenues may be significantly moderated as individuals claim the tax credits associated with these payments.

<table>
<thead>
<tr>
<th>“Big Three” Taxes</th>
<th>Year-to-Date (in millions)</th>
<th>Projection</th>
<th>Actual</th>
<th>Change</th>
<th>% Change</th>
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<td>Personal Income Tax</td>
<td>$81,162</td>
<td>$91,181</td>
<td>$10,019</td>
<td>12.3%</td>
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</tr>
<tr>
<td>Sales and Use Tax</td>
<td>$20,637</td>
<td>$21,936</td>
<td>$1,299</td>
<td>6.3%</td>
<td></td>
</tr>
<tr>
<td>Corporation Tax</td>
<td>$10,346</td>
<td>$18,462</td>
<td>$8,115</td>
<td>78.4%</td>
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</tr>
</tbody>
</table>

Leveling expectations about final state revenues if and once personal income tax credits are realized is only one caution against the exuberance that comes with tens of billions of dollars in unanticipated revenue. The other is what strong revenues signify for the larger economy and the budgetary obligations that they create for the state.

While strong revenues indicate that the California economy is robust, they also signal a protracted imbalance in supply and demand that is creating significant inflationary pressures. The DOF reports that national inflation jumped to 7.9% in February, up from 7.5% in January—its highest level since 1982. Historic inflation has caused the Federal Reserve to increase its benchmark rate (the federal funds rate) for the first time since 2018 by a quarter of a percent and when doing so
signaled that the hike would be followed by six more this year. This action, coupled with the Federal Reserve’s quantitative tightening policies, is designed to reduce economic demand in order to bring it closer to supply levels.

Unanticipated revenues are also creating unique and significant budgetary pressures for state lawmakers. This is because, like local districts, the state of California is subject to an annual spending limit and, while the limit is adjusted every year for growth in per capita personal income and changes in population, its rate of growth is not keeping up with the rate of growth in state revenues. This dynamic creates “excess revenues” that the state cannot use for normal spending that would exceed its spending limit, reducing the Legislature’s discretion on how to spend the state’s surplus.

According to the Legislative Analyst’s Office (LAO), because of the unique conditions this year every $1 in unanticipated revenue creates a $1.60 in state constitutional obligations: $1 in state spending limit requirements, $0.40 in K-14 spending under Proposition 98, and $0.20 in state reserve deposits required by Proposition 2. Thus, while K-14 education spending is likely to increase by nearly $7 billion based on year-to-date revenues, the Legislature and the Governor are faced with difficult State Budget choices for noneducation programs. The LAO reminds lawmakers that the state can address its obligation by spending excess revenues on “excludable expenses,” such as facilities and emergencies, by reducing state revenues through tax credit policies, and/or by issuing equal amounts in taxpayer rebates and a one-time payment to K-14 education (above the Proposition 98 minimum guarantee). In any event, state discretionary spending will be significantly constricted this State Budget year, which for noneducation programs (like childcare, health care, and other social programs) poses serious concerns.

For more on the State Appropriations Limit and its Budget implications, click here.
The California Department of Education released the 2020-21 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:

<table>
<thead>
<tr>
<th></th>
<th>2020-21 Average Unrestricted General Fund, Plus Fund 17; Fund Balances as a Percentage of Total General Fund Expenditures, Transfers, and Other Uses</th>
<th>Change From Prior Year</th>
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</thead>
<tbody>
<tr>
<td>Unified School Districts</td>
<td>22.36%</td>
<td>+3.54%</td>
</tr>
<tr>
<td>Elementary School Districts</td>
<td>26.01%</td>
<td>+3.31%</td>
</tr>
<tr>
<td>High School Districts</td>
<td>21.82%</td>
<td>+4.47%</td>
</tr>
</tbody>
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The COVID-19 pandemic shut down in-person learning in most California schools in March 2020, which resulted in a slowdown in recurring expenses, but also created a need for increased supplies to accommodate distance learning. The disruption in operations is still impacting local educational agencies (LEAs) today.

School districts with average daily attendance of 2,501 or above and those that are not community funded (basic aid), are subject to the reserve cap that has been projected to be triggered in 2022-23. (Note that the reserve cap does not apply to charter schools or county offices of education.) The cap is defined as any assigned and unassigned categories of fund balance in the General Fund (01) and the Special Reserve Fund for Other Than Capital Outlay (17), inclusive, in excess of 10% of total General Fund expenditures. Any funds that are in the committed portion of the fund balance, meaning that the Board of Education took action to set aside the funds, are not subject to reserve cap limits. As school districts are planning the year-end closing of the books for 2021-22, consider committing funds for the uncertain road ahead.
Having an adequate reserve allows LEA governance teams the ability to be more strategic in reducing expenditures when faced with a financial crisis. An adequate reserve protects students, employees, and the public.

The percentages outlined in this article are statewide school district averages. Each LEA should independently evaluate their reserve levels.
CDE Sets New Collection Window for Alternative Household Income Forms

By Patti F. Herrera, EdD and Wendi McCaskill
March 28, 2022

On Friday, March 25, 2022, the California Department of Education (CDE) announced a change to the collection window for alternative household income forms for Local Control Funding Formula (LCFF) purposes and identifying students from families who may be eligible for the National School Lunch Program.

California Longitudinal Pupil Achievement Data System (CALPADS) Update Flash #220 specifies that local educational agencies (LEAs) may collect alternative household income forms for the next school year (for example, school year 2022-23) during the preceding spring provided that the U.S. Department of Agriculture income eligibility guidelines are available. The updated policy recognizes that LEAs can leverage their annual school enrollment processes to effectively collect forms from their families, particularly because the forms are able to be distributed and collected online with the use of electronic signatures. The CDE reminds LEAs that free or reduced-price meals (FRPM) program records must be submitted to CALPADS every year in the school where the student is enrolled with a program record indicating a start date no earlier than July 1, 2022.

Finally, the CDE emphasizes that non-Community Eligibility Provision and Non-Provision 2 or 3 schools must continue collecting meal applications (i.e., FRPM forms) in the same school year for which they are applying to participate in the federal meals program. This means that LEAs must collect school meal applications no earlier than July 1 each year to be in compliance with federal meal requirements.
COVID-19 Employer Vaccine Mandate Bill Stalls

By Kyle Hyland
April 1, 2022

The bill that would require California employers, including local educational agencies, to verify that their employees and independent contractors are vaccinated against COVID-19 has stalled after being pulled from Wednesday’s Assembly Labor and Employment Committee agenda.

Assemblymember Buffy Wicks (D-Oakland), the author of Assembly Bill (AB) 1993, explained in a press release on Tuesday evening that she pulled the bill to work with the opposition from public safety unions. She said that since the virus is receding, it provides the opportunity for her to work with labor unions and businesses to address their concerns.

However, since the bill would need to clear both the Assembly Labor and Employment Committee and the Assembly Judiciary Committee by Friday, April 29, 2022, it’s not likely that the Assemblymember will have enough time to work with the opposition to find a compromise that would alleviate their concerns in order for the bill to meet legislative deadlines this year.

This raises a lot of questions about the two other high-profile vaccine bills that were introduced and have yet to be scheduled for a hearing: Senate Bill (SB) 871 (Pan, D-Sacramento) and SB 866 (Wiener, D-San Francisco).

SB 871 would add the COVID-19 vaccine to the list of compulsory vaccines required for students to attend school, meaning only a medical exemption would be permitted to get out of being inoculated from the coronavirus (see “Legislation to Require Student COVID-19 Vaccines Introduced” in the January 2022 Fiscal Report). SB 866 would permit minors 12 years and older to get vaccinated without parental consent for all vaccines approved by the U.S. Food and Drug Administration that meet the recommendations of the Advisory Committee on Immunization Practices of the Centers for Disease Control and Prevention.

SB 871 still needs to clear both the Senate Health and Education Committees before April 29, but has yet to be scheduled for a hearing. Additionally, Senate Education Committee Chair Connie Leyva (D-Chino) has publicly stated that she is not supportive of SB 871 and would vote no should the bill reach her committee, which is a significant hurdle for the bill’s chances to pass the Legislature.

SB 866 has only been referred to the Senate Judiciary Committee; however, like SB 871 it has yet to be scheduled for a hearing and it must clear that committee by Friday, May 6, 2022.
We will continue to monitor all of the vaccine related bills and provide updates in subsequent *Fiscal Report* articles and our “Top Legislative Issues” series. Stay tuned.
Bill Update
<table>
<thead>
<tr>
<th>Bill No./Author</th>
<th>Title</th>
<th>Position</th>
<th>Current Status</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accountability and Assessments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AB 1786 Davies</td>
<td>Intradistrict and Interdistrict Transfers: Low-Performing Pupils</td>
<td>Assembly Education Committee</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>*AB 1868 Rivas, Luz</td>
<td>School Accountability: English Learners and Special Education: Data</td>
<td>Assembly Education Committee</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td><strong>Employees</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AB 1877 Fong</td>
<td>State Teachers’ Retirement: Retirees</td>
<td>Assembly Public Employment and Retirement Committee</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>AB 1993 Wicks</td>
<td>Employment: COVID-19 Vaccination Requirements</td>
<td>Assembly Labor and Employment Committee</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AB 75 O’Donnell</td>
<td>Education Finance: School Facilities: Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022</td>
<td>Senate Education Committee</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>*AB 2638 Bloom</td>
<td>School Facilities: Drinking Water: Water Bottle Filling Stations</td>
<td>Assembly Education Committee</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>SB 22 Glazer</td>
<td>Education Finance: School Facilities: Public Preschool, K-12, and College Health and Safety Bond Act of 2022</td>
<td>Assembly Education Committee</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AB 102 Holden</td>
<td>Pupil Attendance at Community Colleges: College and Career Access Pathways Partnerships: County Offices of Education</td>
<td>Support</td>
<td>Senate Rules Committee</td>
<td>16</td>
</tr>
<tr>
<td>AB 1785 Davies</td>
<td>California Parents’ Bill of Rights Act</td>
<td></td>
<td>Assembly Education Committee</td>
<td>16</td>
</tr>
<tr>
<td>SB 532 Caballero</td>
<td>Pupil Instruction: High School Coursework and Graduation Requirements: Exemptions</td>
<td>Support</td>
<td>Assembly Desk</td>
<td>16</td>
</tr>
</tbody>
</table>

*Newly introduced and or amended since last report*
### Miscellaneous

<table>
<thead>
<tr>
<th>Bill Number</th>
<th>Title</th>
<th>Committee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB 408</td>
<td>Homeless Children and Youths: Reporting</td>
<td>Senate Rules Committee</td>
<td>17</td>
</tr>
<tr>
<td>*AB 1888</td>
<td>School Safety: City of Fresno and The Fresno Unified School District: Active Shooter and Mass Emergency Coordinated Response Program</td>
<td>Assembly Education Committee</td>
<td>17</td>
</tr>
<tr>
<td>*AB 2933</td>
<td>School Transportation: Apportionments</td>
<td>Assembly Education Committee</td>
<td>17</td>
</tr>
<tr>
<td>*SB 878</td>
<td>School Transportation</td>
<td>Senate Appropriations Committee</td>
<td>18</td>
</tr>
<tr>
<td>SB 906</td>
<td>School Safety: Mass Casualty Threats: Firearm Disclosure</td>
<td>Senate Education Committee</td>
<td>18</td>
</tr>
</tbody>
</table>

### State Budget, Education Finance, and LCFF

<table>
<thead>
<tr>
<th>Bill Number</th>
<th>Title</th>
<th>Committee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB 1607</td>
<td>Education Finance: Local Control Funding Formula</td>
<td>Assembly Education Committee</td>
<td>18</td>
</tr>
<tr>
<td>AB 1609</td>
<td>Education Finance: Local Control Funding Formula</td>
<td>Assembly Education Committee</td>
<td>19</td>
</tr>
<tr>
<td>AB 1614</td>
<td>Education Finance: Local Control Funding Formula: Base Grants: Aspirational Funding Level: Reports</td>
<td>Assembly Education Committee</td>
<td>19</td>
</tr>
<tr>
<td>*AB 1948</td>
<td>Education Finance: Local Control Funding Formula: Low-Income Pupils: Pupils Experiencing Homelessness</td>
<td>Assembly Education Committee</td>
<td>19</td>
</tr>
<tr>
<td>*AB 2774</td>
<td>Education Finance: Local Control Funding Formula: Supplemental Grants: Lowest Performing Pupil Subgroup or Subgroups</td>
<td>Assembly Education Committee</td>
<td>20</td>
</tr>
<tr>
<td>*AB 2924</td>
<td>Education Finance: Base Grants: Adjustments: Reduced Class Size</td>
<td>Assembly Education Committee</td>
<td>20</td>
</tr>
<tr>
<td>SB 579</td>
<td>Education Finance: Local Control Funding Formula</td>
<td>Assembly Desk</td>
<td>20</td>
</tr>
<tr>
<td>*SB 830</td>
<td>Education Finance: Supplemental Education Funding</td>
<td>Senate Education Committee</td>
<td>20</td>
</tr>
<tr>
<td>*SB 1431</td>
<td>Local Control Funding Formula: Base Grants: Adjustment: Class Size Reduction</td>
<td>Senate Education Committee</td>
<td>21</td>
</tr>
</tbody>
</table>

### Student Health and Nutrition

<table>
<thead>
<tr>
<th>Bill Number</th>
<th>Title</th>
<th>Committee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>*AB 1797</td>
<td>Immunization Registry</td>
<td>Assembly Health Committee</td>
<td>21</td>
</tr>
</tbody>
</table>

*Newly introduced and or amended since last report
<table>
<thead>
<tr>
<th>Bill Number</th>
<th>Title</th>
<th>Committee</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>*SB 866</td>
<td>Minors: Vaccine Consent</td>
<td>Senate Judiciary Committee</td>
<td>21</td>
</tr>
<tr>
<td>Wiener</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB 871</td>
<td>Public Health: Immunizations</td>
<td>Senate Judiciary Committee</td>
<td>21</td>
</tr>
<tr>
<td>Pan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*SB 1479</td>
<td>COVID-19 Testing in Schools: COVID-19 Testing Plans</td>
<td>Senate Education Committee</td>
<td>22</td>
</tr>
<tr>
<td>Pan</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Newly introduced and or amended since last report*
Accountability and Assessments

**AB 1786 (Davies)**
Title: Intradistrict and Interdistrict Transfers: Low-Performing Pupils
Status: Assembly Education Committee
Position:

Summary:
Requires a school district to approve an intradistrict transfer request for a low-performing pupil if the school of attendance is in the red or orange performance band in two or more of the state measures for three consecutive years on the California School Dashboard. If the school of attendance is in the red or orange performance band in two or more of the state measures for three consecutive years on the California School Dashboard, a low-performing pupil of a school district may apply for an interdistrict transfer, and the school district of residence shall not prohibit the transfer if the school district of proposed enrollment approves the application for transfer.

***AB 1868 (Rivas, Luz)**
Amended: 3/22/2022
Title: School Accountability: English Learners and Special Education: Data
Status: Assembly Education Committee
Position:

Summary:
This bill would require local educational agencies (LEAs) where at least 25% of their elementary English learner (EL) population is at risk of becoming long-term ELs or have at least 25% of their secondary EL population identified as long-term ELs to set goals and delineate investments in their Local Control and Accountability Plans focused on the needs of those students.

Employees

**AB 1877 (Fong)**
Title: State Teachers' Retirement: Retirees
Status: Assembly Public Employment and Retirement Committee
Position:

Summary:
This bill would exempt from the California State Teachers' Retirement System postretirement compensation limit, the compensation of a retired member who has returned to work to fulfill a critical need in special education.

*Newly introduced and or amended since last report*
**AB 1993** (Wicks)
**Title:** Employment: COVID-19 Vaccination Requirements  
**Status:** Assembly Labor and Employment Committee  
**Position:**

**Summary:**
This bill would require an employer to ensure employees or independent contractors provide proof that they have been vaccinated against COVID-19. This bill would exempt any individual who is ineligible to receive a COVID-19 vaccine due to a medical condition, disability, or because of a sincerely held religious belief.

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**Facilities**

**AB 75** (O'Donnell)
**Amended:** 5/24/2021  
**Title:** Education Finance: School Facilities: Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022  
**Status:** Senate Education Committee  
**Position:**

**Summary:**
This bill would place a statewide K-14 school bond on the 2022 ballot providing an $12 billion of funds that focus primarily on new construction, modernization, career technical education, and charter school projects.

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* **AB 2638** (Bloom)
**Amended:** 3/28/2022  
**Title:** School Facilities: Drinking Water: Water Bottle Filling Stations  
**Status:** Assembly Education Committee  
**Position:**

**Summary:**
Requires school districts and charter schools to ensure that each school is equipped with water bottle filling stations at specified locations. Requires, beginning in the 2023-24 school year, a minimum of one water bottle filling station at each school. Requires, beginning in the 2024-25 school year, a minimum of one water bottle filling station per 300 people at each school.

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**SB 22** (Glazer)
**Amended:** 5/20/2021  
**Title:** Education Finance: School Facilities: Public Preschool, K-12, and College Health and Safety Bond Act of 2022  
**Status:** Assembly Education Committee  
**Position:**

**Summary:**
This bill would place a statewide school bond for K-14 and the University of California and the California State University on the 2022 ballot providing $15.5 billion of funds that focus primarily on new construction, modernization, career technical education, and charter school projects.
**Instruction**

**AB 102 (Holden)**
Amended: 1/3/2022  
**Title:** Pupil Attendance at Community Colleges: College and Career Access Pathways Partnerships: County Offices of Education  
**Status:** Senate Rules Committee  
**Position:** Support  

**Summary:**  
Removes the January 1, 2027, sunset date for the College and Career Access Pathways (CCAP) program. Also expands the program to allow county offices of education to enter into CCAP partnerships with community colleges.

**AB 1785 (Davies)**
**Title:** California Parents’ Bill of Rights Act  
**Status:** Assembly Education Committee  
**Position:**  

**Summary:**  
- Establishes the California Parents’ Bill of Rights which recognizes certain rights of parents, including the right of a parent or guardian to advise on the moral or religious training of their minor child, and the right to access and review all school attendance and academic records, among other rights. The bill specifies that the recognition of these rights does not preclude an employee from acting in the employee’s official capacity.  
- Requires local educational agencies (LEAs) to provide parents and guardians with opportunities to participate in schools to improve parent and teacher cooperation in areas, including homework, school attendance, and discipline each quarter.  
- Requires LEAs to post information for parents or guardians on its website including, among other topics, opting out of comprehensive sexual health education, immunization requirements, and school choice options offered by the LEA.

**SB 532 (Caballero)**
Amended: 4/8/2021  
**Title:** Pupil Instruction: High School Coursework and Graduation Requirements: Exemptions  
**Status:** Assembly Desk  
**Position:** Support  

**Summary:**  
This bill would require a local educational agency (LEA) to inform a pupil in foster care or a pupil who is homeless of the pupil’s right to remain in the pupil’s school of origin pursuant to federal law if the LEA determines the pupil is reasonably able to complete the LEA’s graduation requirements within the pupil’s fifth year of high school. For a pupil in foster care, a pupil who is a homeless child or youth, a former juvenile court school pupil, a pupil who is a child of a military family, or a pupil who is a migratory child, the bill would require the LEA to provide an option for the pupil to remain in school for a 5th year to complete the statewide course requirements in order to graduate from high school if the LEA determines that the pupil is reasonably able to complete these requirements, but is not reasonably able to complete the local graduation requirements, within the pupil’s fifth year of high school.

*Newly introduced and or amended since last report*
**AB 408** (Quirk-Silva)
Amended: 1/3/2022
Title: Homeless Children and Youths: Reporting
Status: Senate Rules Committee

**Summary:**

This bill does the following:

- Requires local educational agencies (LEAs) to establish homeless education program policies and to update these policies at least every three years
- Requires homeless education liaisons to offer annual training to staff who work with students on the homeless education program policies and recognizing signs that students are experiencing homelessness
- Requires the California Department of Education (CDE) to develop a risk-based monitoring plan for homeless education requirements.

**AB 1888** (Flora)
Amended: 3/23/2022
Title: School Safety: City of Fresno and The Fresno Unified School District: Active Shooter and Mass Emergency Coordinated Response Program
Status: Assembly Education Committee

**Summary:**

Requires Fresno Unified School District and the City of Fresno to partner with the California College and University Police Chiefs Association to establish a pilot real-time active shooter and mass emergency coordinated response program.

**AB 2933** (O'Donnell)
Amended: 3/24/2022
Title: School Transportation: Apportionments
Status: Assembly Education Committee

**Summary:**

Starting with the 2022-23 fiscal year, provides funding to local educational agencies to cover the greater of:

- 100% of its school transportation apportionment for the 2020-21 fiscal year, adjusted for the cost-of-living adjustment starting in 2023-24
- 100% of approved home-to-school transportation costs

*Newly introduced and or amended since last report*
**SB 878 (Skinner)**  
**Amended:** 3/21/2022  
**Title:** School Transportation  
**Status:** Senate Appropriations Committee  
**Position:**

**Summary:**

Requires local educational agencies (LEAs) to provide free transportation to all students to and from their neighborhood school. Transportation would be required for students in transitional kindergarten through grade 6 who live more than half a mile from their neighborhood school, and more than one mile for students in grades 7-12. Establishes the Transportation Access to Public Schools Fund to provide funds to LEAs for this purpose.

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**SB 906 (Portantino)**  
**Title:** School Safety: Mass Casualty Threats: Firearm Disclosure  
**Status:** Senate Education Committee  
**Position:**

**Summary:**

Senate Bill 906 would require:

- Parents or guardians to disclose whether any firearms are located at the home of the student and details on ownership, storage, and accessibility of those firearms as it relates to the student upon registration at a school  
- Schools to include information related to the safe storage of firearms in the annual notification provided to the parents or guardians  
- Schools are to immediately report, upon becoming aware of a credible violent threat, to the law enforcement authorities, and require school leaders, in consultation with law enforcement to search a student’s on-campus property for the presence of firearms.

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

**AB 1607 (Muratsuchi)**  
**Title:** Education Finance: Local Control Funding Formula  
**Status:** Assembly Education Committee  
**Position:**

**Summary:**

Starting with 2022-23 and for LCFF purposes, calculates ADA using a three year average of ADA based on current fiscal year and previous two fiscal years.
**AB 1609 (Muratsuchi)**  
**Title:** Education Finance: Local Control Funding Formula  
**Status:** Assembly Education Committee  
**Position:**  

**Summary:**  

For the 2022-23 fiscal year, requires apportionments to local educational agencies (LEAs) under the Local Control Funding Formula to be calculated based on the greater of each LEA’s 2019-20, 2020-21, 2021-22, or 2022-23 average daily attendance.

**AB 1614 (Muratsuchi)**  
**Title:** Education Finance: Local Control Funding Formula: Base Grants: Aspirational Funding Level: Reports  
**Status:** Assembly Education Committee  
**Position:**  

**Summary:**  

Expresses the intent of the Legislature that the state aspire to increase the Local Control Funding Formula base grants to amounts equal to the national average per-pupil funding level. Commencing with the 2022–23 fiscal year, this bill would increase the base grants to specified amounts.

* **AB 1948 (Ting)**  
  **Amended:** 3/7/2022  
  **Title:** Education Finance: Local Control Funding Formula: Low-Income Pupils: Pupils Experiencing Homelessness  
  **Status:** Assembly Education Committee  
  **Position:**  

**Summary:**  

Changes the definition of unduplicated pupils for the Local Control Funding Formula:  

- Replaces pupils who are eligible for free or reduced-price meals with low-income pupils, which is defined as pupils whose household income level is at or below 250% of the federal poverty level as adjusted annually  
- Adds pupils experiencing homelessness as unduplicated pupils  
- Pupils who are only English learners or low-income pupils, or pupils who only fall within both of these categories, to be counted only once as an unduplicated pupil  
- Pupils experiencing homelessness or foster youth, or both, or who are also English learners or low-income pupils, or both, to be counted twice  

In addition, for the 2022–23 fiscal year, requires the inflation adjustment to the LCFF base grant for a school district or charter school to be 10%.

*Newly introduced and or amended since last report*
**AB 2774 (Weber, Akilah)**
**Title:** Education Finance: Local Control Funding Formula: Supplemental Grants: Lowest Performing Pupil Subgroup or Subgroups
**Status:** Assembly Education Committee
**Position:**

**Summary:**
Beginning with the 2023-24 fiscal year, adjusts the definition of "unduplicated pupils" to also include students that are identified as the lowest performing subgroup(s) based on the most recently available California Assessment of Student Performance and Progress math and English language arts scores.

**AB 2924 (O’Donnell)**
**Title:** Education Finance: Base Grants: Adjustments: Reduced Class Size
**Status:** Assembly Education Committee
**Position:**

**Summary:**
Under current law, the K-3 grade span base grant is adjusted by 10.4% for school districts and charter schools that maintain an average class enrollment of not more than 24 pupils for each school site. Starting in 2022-23, this bill would apply the 10.4% adjustment to additional grade spans (K-3, 4-6, 7-8) that maintain an average class enrollment of no more than 24 pupils for each school site, unless a collectively bargained alternative ratio is agreed to by the school district or charter school.

**SB 579 (Allen)**
**Amended:** 1/20/2022
**Title:** Education Finance: Local Control Funding Formula
**Status:** Assembly Desk
**Position:**

**Summary:**
For the 2022-23 fiscal year, requires apportionments to local educational agencies (LEAs) under the Local Control Funding Formula to be calculated based on the greater of each LEA’s 2019-20, 2021-22, or 2022-23 average daily attendance.

**SB 830 (Portantino)**
**Amended:** 3/9/2022
**Title:** Education Finance: Supplemental Education Funding
**Status:** Senate Education Committee
**Position:**

**Summary:**
Establishes a process for school districts and county offices of education to apply for “supplemental education funding” using “average daily membership” data which relies on enrollment. In order to be eligible for the supplemental funds, a local educational agency (LEA) must maintain at least the same per-pupil spending level on staff who address chronic absenteeism and habitual truancy as in the 2019-20 school year. LEAs would be required to use at least 30% of the supplemental education funds on efforts focused on chronic absenteeism and habitual truancy.

*Newly introduced and or amended since last report*
**SB 1431 (Rubio)**

**Amended:** 3/16/2022  
**Title:** Local Control Funding Formula: Base Grants: Adjustment: Class Size Reduction  
**Status:** Senate Education Committee  
**Position:**

**Summary:**

Commencing with the 2022-23 school year, would increase the K-3 grade span adjustment from 10.4% to 32.5% for a school district that maintains an average class enrollment of not more than 20 pupils for each school site. Transitional kindergarten classes shall be excluded from this calculation, and these additional funds shall not be included for purposes of calculating Local Control Funding Formula supplemental or concentration grants. Districts that qualify for this funding are ineligible for the 10.4% adjustment for maintaining average class enrollment of not more than 24 pupils.

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**Student Health and Nutrition**

**AB 1797 (Weber, Akilah)**

**Amended:** 3/24/2022  
**Title:** Immunization Registry  
**Status:** Assembly Health Committee  
**Position:**

**Summary:**

As amended, clarifies that schools may access the California Immunization Registry “in the event of a public health emergency, to perform immunization status assessments of pupils, adults, and clients to ensure health and safety.”

**SB 866 (Wiener)**

**Amended:** 3/9/2022  
**Title:** Minors: Vaccine Consent  
**Status:** Senate Judiciary Committee  
**Position:**

**Summary:**

This bill would permit minors 12 and older to get vaccinated without parental consent for any vaccine approved by the U.S. Food and Drug Administration that meet the recommendations of the Advisory Committee on Immunization Practices of the Centers for Disease Control and Prevention.

**SB 871 (Pan)**

**Title:** Public Health: Immunizations  
**Status:** Senate Judiciary Committee  
**Position:**

**Summary:**

This bill would add the COVID-19 vaccine to the list of compulsory vaccines required for students to attend school. The bill would also repeal Health and Safety Code Section 120338, which is the statute that requires any vaccine mandate enacted via the regulatory process to include a personal belief exemption.
Summary:

Senate Bill 1479 requires the California Department of Public Health (CDPH) to continue its COVID testing programs for local educational agencies (LEAs), and also requires LEAs to create a COVID testing plan that is consistent with CDPH guidance. As part of the testing plan, LEAs are required to designate one staff member to report info about the testing program to the CDPH, and each school within a district shall have a designated staff member to report info on the testing program to the district.
The purpose of this communication is to provide the Board an update regarding student feedback on school meals. The Nutrition Services Department is frequently seeking feedback from students on items served in the school meal program. At the start of the 2017/18 school year, Nutrition Services implemented Nutrislice, a new menu platform that allows for student feedback. This platform is used by neighboring school districts to capture student feedback as well. Nutrislice has the capacity to share nutrition information on menu items including calories, sodium, carbohydrates, and photos of each item. The feedback is regularly reviewed by staff and monitored for trends such as presentation or quality challenges at specific school sites, or negative reviews on specific menu items. Generally, menu items receive mixed reviews. An item that is not well received by some students are favorites of other students. This adds to the complexities of menu planning.

Currently the district is recruiting for Student Wellness Ambassadors and has four students that have signed up. The students will participate in the Districts School Health Advisory Council and will support in starting a Wellness Committee at their school sites. Nutrition Services is one of ten components of student wellness but often comes up in wellness discussions. This feedback will be shared with the Nutrition Services Department.

The Nutrition Services Department has several taste testing events lined up for the spring. In the fall we will continue taste testing events to promote new menu items and receive feedback on the new items. Frequent student feedback opportunities are a priority of the Nutrition Services Department.

If you have questions or need further information, please contact Amanda Harvey at 457-6278 or Paul Idsvoog at 457-3134.
Passionate about Health & Wellness?

Become a Student Wellness Ambassador

Student Wellness Ambassadors:
✓ Learn about and promote healthy lifestyle choices at your school site
✓ Support student wellness initiatives and activities
✓ Provide the district feedback and recommendations for improving student wellness

Who should join? Sophomores interested in cultivating skills of health, wellness, and leading a healthy lifestyle!

Register online
https://forms.office.com/r/vLV1cpPja6
For questions email: anita.ruiz@fresnounified.org
Regarding: Referee Camp

The purpose of this communication is to provide the Board an update for the ‘referee camp’ that will be offered during the Summer of 2022 named “Officiating: Fundamentals of Officiating Sports”. This course will be designed to focus on educating students on the fundamentals that are sport specific, but also to give those who successfully complete the course the opportunity to work officiating athletic contests, beginning with elementary sports, and building towards middle school. Foundational understanding of the rules and regulations in the following sports will be emphasized:

- **Fall Sports** - Football (Boys and Girls), Volleyball (Girls), Soccer (Boys and Girls)
- **Winter Sports** - Basketball (Boys and Girls), Wrestling (Boys and Girls)
- **Spring Sports** - Track & Field (Boys and Girls), Softball (Boys and Girls)

This course will be made available to Fresno Unified students 16 and older who possess a valid driver's license and insurance and have a desire to participate in sports even if they are not playing. The Department of Student Engagement will cover the cost of tuition ($150). The tuition support will cover the cost of the instructor, a uniform pack (shirt, whistle, and other ancillary items), and officiating fees to association for the year. We will also work with Information Technology to send out e-mails to all students who meet the criteria listed above to their Fresno Unified School District e-mail address. This will allow more students the opportunity to become involved in officiating if they are not in physical education or are on school sponsored athletic teams.

The Department of Student Engagement will ensure the following are included:

- Nine-week course taught over the summer - six hours of coursework (not to interfere with Extended Learning Summer Sessions)
- Basic awareness of rules for a variety of sports
- On the job training prior to onset of officiating, training in a variety of different sports (as available) which includes the opportunity to be mentored by a current official who will give feedback and support during training sessions
- Officiate only in those sports in which the candidates have an interest
- Certification that successful completion of the course will provide the students opportunities for officiating elementary sports beginning Fall 2022, with compensation commiserate with the rate of pay for officials of elementary sports, which is $45 per game

If you have questions or require additional information, please contact Bryan Wells at 457-3805.

Approved by Superintendent
Robert G. Nelson Ed.D. [Signature] Date: 04/22/2022