



Essential Training For Educational Administrators

# Enacted California Legislation Related to Education | 2023



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This report contains a summary of major laws enacted by the California Legislature during the 2023 session of interest to K-12 schools and community colleges. Enacted bills become law on January 1, 2024, unless adopted as urgency measures with earlier effective dates or unless they contain delayed operative dates.

This year's report was compiled by Abby M. Auffant, General Counsel of Schools Legal Service, and Carlos Rojas, Assistant Superintendent, State and Local Initiatives, and Mae Kittle, Legislative Assistant, Office of the Kern County Superintendent of Schools. The report has the following features:

- All bills are listed by subject matter, in numerical bill order by house: Assembly and Senate.
- All bills are briefly summarized in boxed text; bills needing more detailed explanation are further explained below the box.
- An index at the front of the report arranges bills in subject matter categories, with references to the pages in the report where the summaries are found.
- The chapter numbers are assigned to enacted legislation in the order they are filed with the Secretary of State's office after being signed by the Governor. The full reference is Stats. 2023, Chapter #.

The full text of all bills considered by the Legislature in the 2023 session—whether or not adopted—can be found on the internet at <http://leginfo.legislature.ca.gov/>. This site also includes prior versions of the bill and various committee reports that can be helpful in understanding legislative history and intent. The full text of all current California code sections can also be found at <http://leginfo.legislature.ca.gov/faces/codes.xhtml>.

You may wish to “bookmark” these sites for continued reference. You will also find them under “Legal Links” at the Schools Legal Service website at [www.schoolslegalservice.org](http://www.schoolslegalservice.org).

Finally, if you're using West's or Deering's Annotated Education Codes (or any other set of volumes updated with annual supplements), we recommend ensuring your codes are up to date. As a convenient alternative, you may wish to purchase the annual one-volume softbound pamphlet edition of the Education Code published by Thomson West (<http://west.thomson.com/> or 1-800-344-5008).

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# EDUCATION RELATED LEGISLATION (CHAPTERED) 2023 LEGISLATIVE REPORT

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**EDUCATION-RELATED LEGISLATION (CHAPTERED)  
2023 LEGISLATIVE SESSION**

**Boards**

**SB 494 (Newman) -- Chapter 875: School District Governing Boards: Meetings: School District Superintendents and Assistant Superintendents: Termination**

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Prohibits the governing board of a school district from taking action to terminate a superintendent or assistant superintendent of the school district, or both, without cause, at a special or emergency meeting of the governing board. Also prohibits the governing board of a school district from terminating a superintendent or assistant superintendent of the school district, or both, without cause, within 30 days after the first convening of the governing board after an election at which one or more members of the governing board are elected or recalled.

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1. Prohibits the governing board of a school district from taking action to terminate a superintendent or assistant superintendent of the school district, or both, without cause, at a special or emergency meeting of the governing board.
2. Specifically authorizes the governing board of a school district to hold a regular meeting for the purpose of terminating a superintendent or assistant superintendent of the school district, or both, without cause, during any month in which a regular meeting of the governing board is not scheduled.
3. Prohibits the governing board of a school district from terminating a superintendent or assistant superintendent of the school district, or both, without cause, within 30 days after the first convening of the governing board after an election at which one or more members of the governing board are elected or recalled.

**Board Members**

**AB 275 (Ward) -- Chapter 321: School Governance: Governing Boards: Pupil Members: Compensation**

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Authorizes a governing board of a school district, county board of education, and charter school governing board to award a pupil member elective course credit or financial compensation, or both while serving as a pupil member.

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**AB 417 (Bennett) -- Chapter 437: County Boards of Education: Pupil Members**

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Clarifies that a pupil enrolled in a high school under the jurisdiction of the county board of education may be selected to serve as a county board of education member.

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**AB 1326 (Dahle) -- Chapter 68: School District Board Vacancies: Internet Website Notifications**

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Expands the method by which a school district governing board must provide notice of a provisional appointment to include posting notice on the school district's website, in addition to posting the notice in three public places in the district and in a newspaper of general circulation in the district.

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**Brown Act  
(Public Meetings)**

**AB 557 (Hart) -- Chapter 534: Open Meetings: Local Agencies: Teleconferences**

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Eliminates the sunset date for allowing local agencies to use teleconferencing without complying with specified teleconferencing requirements during a proclaimed state of emergency.

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1. Eliminates the January 1, 2024, sunset date on the Brown Act's provisions providing teleconferencing flexibility during a proclaimed state of emergency.
2. Changes the frequency with which a legislative body must make specified findings in order to continue to teleconference as specified above from every 30 days to every 45 days.
3. Continues to allow legislative bodies to teleconference meetings during proclaimed states of emergency as specified above, but no longer allows local agencies to continue to hold meetings if a state of emergency ends, but state or local officials continue to impose or recommend measures to promote social distancing.

<b>Childcare and Preschool</b>
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**AB 110 (Committee on Budget) -- Chapter 4: Early Childcare and Education**

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Provides for statutory changes necessary to enact the childcare statutory provisions of the Budget Act of 2022.

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1. Reappropriates one-time federal funds for childcare from the Coronavirus Response and Relief Supplemental Appropriations Act of 2021, which are required under federal law to be expended by September 30, 2023.
2. Provides an additional, temporary rate supplement for all state-subsidized childcare and preschool programs, including all childcare programs administered by the California Department of Social Services (CDSS), and the California State Preschool Program, administered by the California Department of Education (CDE).
3. Authorizes CDSS and CDE to extend the family fee waiver from July 1, 2023 to September 30, 2023 for all childcare full day preschool programs.

**AB 393 (Rivas) -- Chapter 435: Childcare: Dual Language Learners**

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Requires the Director of the CDSS to develop procedures for General Childcare and Development (CCTR) and Migrant Childcare and Development (CMIG) contractors to identify and report data on dual language learners (DLLs) enrolled in CCTR and CMIG programs. Makes specific requirements for the family language and interest interview used to identify DLLs. Requires the Director to adopt regulations and develop informal directives on or before August 16, 2024 until regulations are adopted.

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1. Allows a CSPP contractor to use the previous designation of a child as a DLL as made by a CCTR or CMIG program to identify the child as a DLL.
2. Requires the Superintendent of Public Instruction (Superintendent) and Director of CDSS (Director) to coordinate efforts in developing procedures for data collection and reporting for families involved in a California State Preschool Program (CSPP), CCTR program, or CMIG program.
3. Specifies that a parent or guardian of a child enrolled in a state preschool program cannot be compelled to complete the family language instrument or to participate in the family language and interest interview, and that a CSPP contract cannot be affected by a parent or guardian of a child enrolled in a CSPP, CCTR, or CMIG program who declines to complete the family language instrument or interest interview. Further states that the completion of a family language instrument, participation in the family language and interest interview, or lack thereof, cannot affect the eligibility of a child to enroll in a CSPP, CCTR, or CMIG program.

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**AB 285 (Rivas) -- Chapter 426: Pupil Instruction: Science Requirements: Climate Change**

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Modifies the course of study for science, in grades 1-6 and 7-12, to include content regarding causes and effects of, and methods to mitigate and adapt to, climate change and requires that appropriate coursework be offered to students no later than the 2024-25 school year.

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**AB 368 (Holden) -- Chapter 521: College and Career Access Pathways partnerships**

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Makes clarifying changes to College and Career Access Pathways (CCAP) partnerships, including requiring California Community College (CCC) districts to enroll high school pupils in any course that is part of a CCAP partnership offered at a CCC campus, authorizing courses to be offered at the CCC campus or the participating high school campus, and requiring priority enrollment for a pupil seeking to enroll in a CCC course that is required for the pupil's CCAP partnership program.

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1. Clarifies CCAP courses may be offered either at the CCC campus or the participating high school campus.
2. Clarifies CCAP participants are exempt from paying CCC fee requirements.
3. Clarifies that, by May 1 each year, the CCC Chancellor is to submit a report with certain information about the CCAP program to the Legislature, the Department of Finance, and the SPI.
4. Delineates the meaning of the term "underrepresented in higher education" to include first-time college students, low-income students, students who are current or former foster youth, homeless students, students with disabilities, and students with dependent children.

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**AB 370 (Addis) -- Chapter 326: State Seal of Biliteracy**

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Modifies the criteria for demonstrating proficiency in English and a language other than English for purposes of earning the State Seal of Biliteracy (SSB).

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1. For students demonstrating proficiency in English:
  - A. Raises the overall GPA in courses in English language arts which are required for graduation from a 2.0 to a 3.0 and allows completion of one or more English language arts courses at a public higher education institution or an independent institution of higher

education, as defined with a grade equivalent to at least a GPA of 3.0 to be used to satisfy one or more course requirements in English language arts.

B. Adds the following means of demonstrating proficiency in English:

(i) Passing an Advanced Placement English Language and Composition, Advanced Placement English Literature and Composition, or Advanced Placement Seminar examination with a score of 3 or higher or an English International Baccalaureate examination with a score of 4 or higher.

(ii) Achieving a score of 480 or higher on the Evidence-Based Reading and Writing section of the SAT.

2. For students demonstrating proficiency in one or more languages other than English:

A. Adds the following means of demonstrating proficiency in a language other than English:

(i) Passing a world language ACTFL Writing Proficiency Test and an Oral Proficiency Interview with scores of Intermediate, Mid or higher.

(ii) Successful completion of a four-year course of study of content in a world language at a higher level than high school attaining an overall GPA average of 3.0 or above in that course of study, and oral proficiency in that course of study, and oral proficiency in the language comparable to that required for demonstration of English proficiency and allows either or both of the following to satisfy requirements:

a. Successful completion of high school level courses completed in another country in a language other than English with the equivalent to a 3.0 GPA or above and oral proficiency in the language comparable to that requirement for demonstration of English proficiency, as verified through a transcript.

b. Completion of one or more language courses at a public higher education institution or an independent institution of higher education, as defined with a grade equivalent to a 3.0 GPA or above and oral proficiency in the language comparable to that requirement for demonstration of English proficiency, as verified through a transcript.

3. For a student who is an English learner demonstrating proficiency:

A. Changes references to students whose primary language is other than English to English learner and requires that a student attain a score of Level 4 only on the oral language section of the English Language Proficiency Assessments for California, instead of a Level 4 in all domains of the assessment (listening, speaking, reading, writing).

B. Modifies language to conform to criteria established by the bill for demonstrating proficiency in English and for demonstrating proficiency in one or more languages other than English.

4. Eliminates flexibilities provided to students on track to graduate in 2020 or 2021 who were seeking to earn the SSB during the COVID-19 pandemic school disruptions.

**AB 373 (Gipson) -- Chapter 327: Intersession Programs: Foster Children and Homeless Youth: Priority Access**

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Requires a local educational agency (LEA) that operates an intersession program to grant priority access to a homeless child or youth.

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Requires, if the homeless youth will be moving during an intersession period, the student's parent, guardian, educational rights holder, or Indian custodian in the case of an Indian child, or the unaccompanied homeless youth if there is no parent, guardian, educational rights holder, or Indian custodian, to determine which school the students attend for the intersession period, if applicable.

**AB 446 (Quirk-Silva) -- Chapter 804: Pupil Instruction: Handwriting**

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Defines handwriting in the adopted course of study for grades 1-6 for English, including cursive or joined italics.

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**AB 714 (McCarty) -- Chapter 342: Pupil Instruction: Newcomer Pupils: Curriculum Frameworks: High School Coursework and Graduation Requirements: Exemptions and Alternatives**

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Requires CDE to curate and maintain on its website information relating to the education of recently arrived immigrant students (newcomers), to annually publish specified information about newcomers on its website, and to maintain at least one position dedicated to helping schools meet the needs of newcomers; requires the Instructional Quality Commission (IQC) to consider adding content to help teachers meet the unique needs of newcomers to the next revision of the English Language Arts (ELA)/English Language Development (ELD) curriculum framework and recommended instructional materials; and modifies the definition of newcomer students to align with the federal definition for purposes of specified educational rights in existing law.

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**Considerations for IQC**

1. Requires the IQC to consider, at the next regularly scheduled revision of the curriculum framework in ELA and ELD, including content designed to provide teachers with resources to meet the unique academic and ELD needs of newcomer students at all grade levels, and to ensure that the instructional materials for students in kindergarten or any of grades 1-8, inclusive, that it recommends to the state board for adoption to include resources for teachers to help them meet these needs.

### **Identifying Newcomers**

1. Defines “Newcomer pupil” in statute to have the same meaning as “immigrant children and youth” in federal law, which is defined as individuals who:
  - A. Are age three through 21.
  - B. Were not born in any state.
  - C. Have not been attending one or more schools in any one or more states for more than three full academic years.
2. Deletes the definition of “Pupil participating in a newcomer program” which means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has, as a primary objective, the development of English language proficiency.
3. Replaces references to “pupil participating in a newcomer program” with that of “Newcomer pupil,” in current law, thereby extending specified educational rights to newcomer pupils rather than only those who participate in a newcomer program. These include the right to:
  - A. Be exempted from local graduation requirements or remain enrolled for a fifth year in order to complete those requirements under specified conditions.
  - B. Receive full or partial credit for coursework satisfactorily completed while attending a public school or a school in a country other than the United States.
  - C. Be exempted from the prohibition on being excluded from the core curriculum courses, provided that their course of study is designed to remedy any academic deficits incurred during participation in a newcomer program.

### **CDE Information on Requirements and Resources for Newcomers**

1. Requires CDE to conduct all of the following activities in support of the education of newcomer pupils:
  - A. Curate and maintain information regarding requirements and best practices for newcomer pupils under current law, and available state and federally funded programs and resources that are supportive of these pupils’ success in school. Requires that the information include, but not be limited to, all of the following:
    - (i) The requirements relating to coursework exemptions and acceptance of coursework completed at other schools, issuance of credits for coursework, and access to the standard instructional program of a school, as provided.
    - (ii) The requirement to provide ELD instruction for those newcomer students classified as English learners, and best practices for ELD instruction for newcomer students.
    - (iii) Local discretion in the grade placement of newcomer students.

- (iv) Local discretion to enroll students for more than four years of high school instruction.
- (v) Information about how the use of coursework completed in languages other than English in other countries may fulfill the language course requirement for graduation and the admissions requirements of the University of California and the California State University.
- (vi) Resources for the evaluation of foreign transcripts.
- (vii) Resources for the support of newcomer students with disabilities.
- (viii) Information about the CalNEW program established in current law.
- (ix) Information about programs authorized under the California Community Schools Partnership Act.

B. Publicly report on an annual basis on its website on newcomer student enrollment, using data currently collected pursuant to federal law, including statewide and LEA and charter school enrollment, disaggregated by country of origin.

C. Makes other conforming changes.

**AB 873 (Berman) -- Chapter 815: Pupil Instruction: Media Literacy: Curriculum Frameworks**

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Requires the IQC to consider incorporating the Model Library Standards and media literacy content at each grade level when the ELA/ELD curriculum framework is next revised and media literacy content into the mathematics, science, and history-social science curriculum frameworks (H-SS Framework) when those frameworks are next revised after January 1, 2024.

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1. Mandates the IQC to consider incorporating the Model Library Standards and media literacy content at each grade level when the ELA/ELD curriculum framework is revised after January 1, 2024.
2. Requires the commission to consider incorporating media literacy content into the mathematics, science, and H-SS Framework when revised after January 1, 2024.
3. Makes findings and declarations related to the importance of media literacy.
4. Aligns the definitions of “Media literacy” and “Digital citizenship” consistent with the existing statute.

## **AB 1078 (Jackson) -- Chapter 229: Instructional Materials and Curriculum: Diversity**

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Makes various changes to the requirements on local school governing boards regarding the adoption of instructional materials for use in schools, including a provision that would prohibit a governing board from disallowing the use of an existing textbook, other instructional material, or curriculum that contains inclusive and diverse perspectives.

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### **Adoption of Textbooks and Other Instruction Material: Fair, Accurate, Inclusive, and Respectful (FAIR) Education Act**

1. Expands existing law, which requires governing boards, when adopting instructional materials for use in schools to only include instructional materials that accurately portray the cultural and racial diversity of our society, including the role and contributions of Latino Americans, lesbian, gay, bisexual, transgender, queer, questioning, and plus (LGBTQ+) Americans, and members of other religions and socioeconomic groups to the total development of California and the United States.
2. Prohibits a governing board from refusing to use or prohibits the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of any individual or group, as specified.
3. Specifies any action taken by the governing board that refuses to use or prohibits the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of any individual or group, as specified, constitutes as unlawful discrimination.
4. Specifies a complaint that may be filed with the applicable school district, county office of education, or charter school under the Uniform Complaint Procedures or with the State Superintendent directly, if a school district, county office of education, or charter school of any action taken by the governing board that refuses to use or prohibits the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of any individual or group, as specified. and allows the State Superintendent to directly intervene without waiting for an investigation by the school district, county office of education, or charter school upon receiving evidence that supports the basis for the direct filing.

### **Duties of the County Superintendent of Schools**

1. Requires the county superintendent of schools to do both of the following if the superintendent determines that there are insufficient textbooks or instructional materials upon receiving a copy of a resolution from a local governing board determining there are insufficient textbooks or instructional materials, receiving a report of an unresolved complaint, or an audit:
  - A. Provide the school district with the opportunity to remedy the deficiency. The county superintendent must ensure that the deficiency is remedied no later than the second month of the school term.

B. If the deficiency is not remedied with the method above, the superintendent must require CDE to purchase sufficient textbooks or instructional materials, issue a public statement at the first regularly scheduled meeting of the state board occurring immediately after the department receives the request of the county superintendent and that meets the applicable public notice requirements, indicating that the district superintendent and the governing board of the school district failed to provide pupils with sufficient textbooks or instructional materials if CDE purchases the textbooks or instructional materials for a school district, and requires CDE to notify the Controller to deduct an amount equal to the total amount used to purchase the textbooks and materials from the next principal apportionment of the school district or from another apportionment of state funds, unless the LEA repays the amount owed based upon an agreed-upon repayment schedule with the state superintendent.

### **Uniform Complaint Process – Insufficient Textbooks**

Allows a complaint to be filed directly with the state superintendent, as specified, if more than one pupil does not have sufficient textbooks or instructional materials as a result of an act by the governing board of a school district, or the governing board's failure to act to remedy the deficiency as long as the complaint presents the superintendent with evidence that supports the basis for the direct filing.

### **Guidance by the California Department of Education**

1. Requires CDE, no later than July 1, 2025, to develop guidance and public educational materials, including an internet website and other communications materials, to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum.
2. Requires CDE, no later than July 1, 2025, to issue guidance related to how to help school districts, county offices of education, charter schools, and school personnel manage conversations about race and gender, and how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant.

### **Fiscal Penalty**

1. Specifies if the SPI determines an LEA has not provided sufficient textbooks or instructional materials, then a financial penalty must be assessed against its local control funding formula allocation.
2. Specifies that for LEAs where the SPI has determined that it had to provide sufficient textbooks or instructional materials, the local control funding formula allocation amount must be reduced by the amount of funding the school district would have received for the 2012-13 fiscal year for the Instructional Materials Block Grant.

### **General Provisions**

Makes findings and declarations related to accurate and inclusive education in school textbooks.

### **AB 1096 (Fong) -- Chapter 559: Educational Instruction: Language of Instruction**

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Authorizes a community college to offer courses taught in languages other than English without requiring students who enroll in those courses to concurrently enroll in an English as a Second Language (ESL) course.

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### **AB 1354 (Fong) -- Chapter 140: Pupil Instruction: Asian Americans and Pacific Islanders**

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Requires, in the next revision of the history-social science curriculum framework (H-SS Framework), the IQC to consider the historical, social, economic, and political contributions of, and examples of racism, discrimination, and violence perpetrated against Asian Americans, Native Hawaiians, and Pacific Islanders in the United States.

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1. Requires when the H-SS Framework is next revised, on or after January 1, 2024, the IQC must consider providing for inclusion, in that curriculum framework, related evaluation criteria, and accompanying instructional materials, of instruction on both of the following:
  - A. The historical, social, economic, and political contributions of Asian Americans, Native Hawaiians, and Pacific Islanders in the United States.
  - B. Examples of racism, discrimination, and violence perpetrated against Asian Americans, Native Hawaiians, and Pacific Islanders in the United States including, but not limited to, hate crimes committed during the COVID-19 pandemic.
2. Finds and declares Asian Americans have made rich contributions to the history of the state and the country and have made significant individual and community contributions to the economic, cultural, social, and political development of the country and how educating pupils on the history of Asian Americans in the country can help prevent and decrease discrimination and violence perpetrated against the Asian American community.

### **ACR 18 (Fong) -- Chapter 106: School Curriculum: Asian American History and Contributions**

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Resolution urges all schools to ensure that Asian American history and contributions are included in their curriculum alongside those of other communities of color.

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**SB 369 (Nguyen) -- Chapter 711: Pupil Instruction: Model Curricula: Vietnamese American Refugee Experience: Cambodian American History and Heritage**

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Requires that the model curriculum related to the Vietnamese American refugee experience include the period from the Vietnam War and the Fall of Saigon in 1975 to the year 2000 and recasts the model curriculum on the Cambodian Genocide to instead focus on Cambodian American history and heritage.

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1. Makes changes to the process required to develop the model curriculum on Cambodian American history and heritage, including by requiring that:
  - A. The COE or consortium of COEs producing the model curriculum ensure the inclusion of a myriad of voices and perspectives in the development of the model curriculum and provide stakeholders' active engagement and participation across the state, including through town halls, community forums, and other forms of input;
  - B. The COE or consortium of COEs consult with Cambodian Americans that span generations and have diverse social backgrounds, including educators, scholars, students, and artistic, creative, cultural, and religious groups, rather than survivors of the Cambodian genocide, representatives of LEAs, members of the IQC, and teachers, including teachers who have relevant experience or educational backgrounds; and
  - C. The model curriculum include the incorporation of tangible and intangible expressions including, but not limited to, writings, media, other artistic, cultural, and historical artifacts, multigenerational storytelling, and oral history that represent Cambodian American history and heritage, rather than the incorporation of writings or other media that represent all perspectives of the Cambodian Genocide, including oral testimony by survivors as specified, to ensure quality standards and materials for this area of study.

<p><b>Employees</b></p>
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**AB 5 (Zbur) -- Chapter 220: The Safe and Supportive Schools Act**

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Requires CDE to complete the development of an online training curriculum and online delivery platform by July 1, 2025, and requires LEAs to provide and require at least one hour of training annually to all certificated staff, beginning with the 2025-26 school year through the 2029-30 school year, on cultural competency in supporting lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students.

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**AB 472 (Wicks) -- Chapter 331: Classified School District and Community College Employees: Compulsory Leaves of Absence: Compensation**

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Requires, if a school or community college district (CCD) places an employee on an involuntary leave of absence during the period in which the employee is charged with a criminal offense, under criminal investigation or waiting due to administrative delay for necessary job-related administrative determinations, to pay the employee for the period of the involuntary leave of absence upon the employee's return.

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1. Requires that if a school or CCD places an employee on an involuntary leave of absence during the period in which the employee is charged with a criminal offense, under criminal investigation, or waiting due to administrative delay for necessary job-related administrative determinations to pay the employee the employee's full compensation for the period of the involuntary leave of absence upon the employee's return to service for the district, if the conclusion of the proceedings are in favor of the employee.
2. Defines for these purposes, "involuntary leave of absence" to include, but not limited to, a compulsory leave of absence or suspension.
3. Provides that these provisions must not reduce any entitlement to paid leave or replace any relevant procedures under any other law.
4. Maintains that these provisions must apply to all districts regardless of whether the merit system has been adopted.

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**AB 897 (McCarty) -- Chapter 548: Certificated School Employees: Probationary Employees: Service Credit**

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Requires adult education teachers to earn permanent status after a two-year probationary period, and employees hired using "categorical" or restricted state funding to be given specified notifications related to their expected job tenure.

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1. Requires adult education teachers to attain permanent employee status after completing a probationary period akin to general education teachers.

2. Specifies that for adult education teachers, 75% of the number of hours constituting a full-time equivalent position for adult education programs in the school district must be deemed a complete school year.
3. Requires employees hired using "categorical" or restricted state funding to be notified of the following at the time of hire: the expected end date of employment, the source of funding, and the nature of the categorically funded program or project.

**AB 908 (Committee on Education) -- Chapter 819: Education Finance: National Board for Professional Teaching Standards Certification Incentive Program: LCFF**

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An urgency measure authorizes teachers participating in the National Board for Professional Teaching Standards Certification Incentive Program (NBPTSCIP) to receive grant funding for the renewal of their certification and deletes an inoperative Education Code section related to average daily attendance (ADA) of migratory students.

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1. Deletes an inoperative Education Code section related to ADA of migratory students.
2. Authorizes teachers participating in the NBPTSCIP to receive grant funding for the renewal of their certification when serving at a high priority school.
3. Includes an urgency clause necessary for the immediate preservation of the public peace, health, or safety within the meaning of the California Constitution and goes into immediate effect.

**AB 1127 (Reyes) -- Chapter 830: Teachers: Professional Development: Bilingual Teacher Professional Development Program: Eligibility**

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Makes specified changes to the Bilingual Teacher Professional Development Program (BTPDP).

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1. Exempts participants who are currently enrolled in, or have completed, programs to support bilingual teacher education in languages in the classroom such as Arabic, Cantonese, Mandarin, Spanish, Tagalog, Vietnamese, and other languages, as represented in an instructional program, from specified requirements that apply to teachers.
2. Extends the deadline for the final report by one year, to January 1, 2030.

**AB 1251 (Rivas) -- Chapter 834: Teacher Credentialing: Computer Science Instruction: Workgroup**

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Requires the Commission on Teacher Credentialing (CTC), by July 1, 2024, to convene a workgroup on credentialing for computer science education to make recommendations on strategies to meet workforce demands associated with expansion access to computer science instruction, and to report the findings and recommendations of the workgroup to the Legislature.

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1. Requires CTC, on or before July 1, 2024, to convene a workgroup on credentialing for instruction in computer science to do all of the following:

- A. Determine which single subject teaching credentials or designated subjects career technical education teaching credentials, if any, should also authorize teaching computer science;
  - B. Determine whether a single subject teaching credential in computer science should be established; and
  - C. Make recommendations on strategies to meet the workforce demands associated with expanding access to computer science instruction to all pupils.
2. Requires that at least one-half of the workgroup be composed of current classroom teachers with experience teaching computer science at the secondary level, and to also include representatives from:
- A. School administration;
  - B. Institutions of higher education involved in the preparation of teachers to teach computer science; and
  - C. Content experts in the field of computer science education.
3. Requires CTC, on or before July 1, 2025, to provide a report of the workgroup's findings and recommendations to the appropriate policy and fiscal committees of the Legislature.
4. This version of the law remains in effect only until January 1, 2028, and as of that date is repealed.
5. Makes the implementation of these requirements contingent upon an appropriation for its purposes in the annual Budget Act or another statute.

#### **AB 1273 (Bonta) -- Chapter 364: Classified Employee Staffing Ratio Workgroup**

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Requires CDE to convene a workgroup on or before December 31, 2024, for the purpose of reporting recommendations to the Legislature on or before December 31, 2025, on appropriate staffing ratios for classified school employees. The bill becomes operative July 1, 2024.

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1. Requires CDE to convene the Classified Employee Staffing Ratio Workgroup on or before December 31, 2024, in consultation with the Division of Occupational Safety and Health (CalOSHA), the Department of Industrial Relations (DIR), the Labor Commissioner (LC), representatives of employee organizations, and representatives of voluntary local educational agencies including, but not limited to, members of governing boards of school districts.
2. Defines “voluntary local educational agencies” to mean school districts, COEs, and special education local plan areas electing to participate in the workgroup.
3. Requires the workgroup to group classified assignments in a manner that reflects the environmental setting of the assignment, the type of work to be completed, the impact on the assignment made by enrollment at a school site, specialized needs, including certifications or licenses, and other reasonable factors.

4. Permits the workgroup to include in the groupings of classified assignments the categories of food service, maintenance and operations, office and technical services, paraeducators, special services, including law enforcement, and transportation services.
5. Requires the workgroup to recommend staffing ratios per identified grouping of classified assignments.
6. Requires the workgroup to take into account the physical, mental, and emotional impact of a pandemic or other emergency environment on workers.
7. Requires the staffing ratios to compare the number of classified staff needed for each group with the number of pupils. The staffing ratio may compare other factors, as relevant to the group of classified workers.
8. Requires the workgroup, on or before December 31, 2025, to report recommendations on appropriate staffing ratios for classified school employees to the Legislature, as specified.
9. Provides that law becomes operative July 1, 2024.

#### **AB 1355 (Valencia) -- Chapter 277: Employment Benefits: Electronic Notice and Documents**

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Authorizes, until January 1, 2029, employers to provide information to their employees regarding the Earned Income Tax Credit (EITC) and the Unemployment Insurance (UI) Program via email to an email account of the employee's choosing, if the employee affirmatively, and in writing or by electronic acknowledgment, opts into receipt of electronic statements or materials.

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1. Authorizes, until January 1, 2029, employers to provide information to their employees regarding the EITC and the UI Program via email to an email account of the employee's choosing in PDF, JPEG, or other digital image file type format, if an employee affirmatively, and in writing or by electronic acknowledgment, opts into receipt of electronic statements or materials.
2. Prohibits an employer from discharging an employee or in any manner discriminate, retaliate, or take any adverse action against an employee who does not affirmatively, in writing or by electronic acknowledgment, opt into receipt of electronic statements or materials.
3. Specifies that in the case of electronic acknowledgement of receipt of information on Unemployment Insurance benefits, the acknowledgement form must do all of the following:
  - A. Fully explain that the employee is agreeing to electronic delivery of the notification.
  - B. Provide the employee with information about how they can revoke consent to electronic receipt.
  - C. Create a record of the employee's agreement to electronic delivery of the notification.

5. Provides that an employee may revoke the agreement at any time in writing, by email, or by some form of electronic acknowledgment.
6. Strikes from existing law, and only until January 1, 2029, the provision specifying that failure to comply with the UI information notification requirements constitutes a misdemeanor.

### **SB 88 (Skinner) -- Chapter 380: Pupil Transportation: Driver Qualifications**

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Establishes requirements for drivers, whether employed by an LEA, contracted by an LEA, or contracted by an entity with funding from an LEA who provide school-related transportation services to students for compensation.

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1. Establishes new requirements of drivers who transport students in vehicles, as specified, including: passing a criminal background check, including fingerprint clearance; having a satisfactory driving record; complying with specified drug and alcohol testing; completing a specified medical examination; submitting and clearing a tuberculosis risk assessment; completing initial and subsequent student transportation training; maintaining a daily log sheet and completing the daily pre-trip inspection of the vehicle; completing a specified first aid training.
2. Requires that any vehicle used to provide student transportation for compensation be inspected every 12 months or every 50,000 miles, pass inspections, and be equipped with a first aid kit and fire extinguisher.
3. Requires an LEA contracting with a private entity to provide student transportation to obtain from the private entity a written attestation that the entity: does not have any applicable law violations at the time of applying for the LEA contract, will maintain compliance with applicable laws for the duration of the contract, will only enlist drivers who meet the requirements listed above to work under the contract, and will have on file all specified reports and documents.
4. Provides specified exemptions to the requirements of drivers, including parents and relatives who drive their own children, school employees who provide transportation to pupils they supervise, other government or foster care agencies providing services to homeless and foster youth, and for field trips when the destination is more than 200 miles from the transported pupil's California school campus.
5. Requires, if the LEA employee driver does not meet specified driver requirements, the LEA to inform the parent, guardian, or court-appointed educational rights holder of the pupil unless the notice would jeopardize the pupil's privacy rights.
6. Specifies the requirements for drivers become operative on July 1, 2025. Specifies that to the extent the requirements conflict with a contract entered into before January 1, 2023, the specified requirements will not apply until the expiration or renewal of the contract.
7. Defines LEA to mean a school district, COE, charter school, entity providing services under a school transportation joint powers agreement, or regional occupational center or program.

**SB 223 (Menjivar) -- Chapter 175: Pupil Personnel Services: Child Welfare and Attendance Services**

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Authorizes CTC to approve a Child Welfare and Attendance (CWA) authorization program, for Pupil Personnel Services credential holders, offered by an LEA. The program is to meet the standards of program quality and effectiveness that have been adopted by CTC.

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**SB 327 (Laird) -- Chapter 708: State Teachers' Retirement: Disability Allowances and Benefits**

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Reduces the timeframe, effective on a date no later than January 1, 2026, determined by the California State Teachers' Retirement System (CalSTRS), that a member may backdate their service retirement or service retirement during evaluation of a disability application from as early as January 1, 2012, or June 1, 2014, respectively, to up to 270 calendar days prior to when CalSTRS receives their application.

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1. Limits the service retirement date of a member who submits an application for service retirement, or service retirement during the evaluation of a disability application as provided, to being no earlier than 270 calendar days prior to when the application for service retirement is received by CalSTRS.
2. Authorizes CalSTRS to determine a date based on when it has the capacity to implement the changes made by this law and requires CalSTRS to post the date on its website no later than January 1, 2026.
3. Makes the existing statutory provisions modified by this law inoperative January 1, 2026, and the revised provisions to become operative January 1, 2026.

<b>Facilities</b>
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**AB 579 (Ting) -- Chapter 445: School Buses: Zero-Emission Vehicles**


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Requires that, commencing January 1, 2035, all newly purchased or contracted school buses of an LEA be zero-emission vehicles, with specified exceptions.

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1. Requires LEAs to have all newly purchased or contracted school buses be zero-emission vehicles commencing January 1, 2035, where feasible.
2. Authorizes LEAs to request a one-time extension with the California Air Resources Board (CARB), in consultation with the State Energy Resources Conservation and Development (Energy) Commission, for no more than five years if the LEA determines that the purchase or contracting of a zero-emission school bus is not feasible due to both terrain and route constraints.
3. Authorizes, from January 1, 2040, to January 1, 2045, a frontier LEA to request an annual extension with CARB, in consultation with the Energy Commission, if the frontier LEA determines that the purchase or contracting of a zero-emission school bus is not feasible due to both terrain and route constraints.
4. Authorizes a continuing contract to be made for the lease or rental of school buses, and requires that contract not to exceed 15 years, except that if a lease or rental contract provides that the district may exercise an option either to purchase the buses or to cancel the lease at the end of each annual period during the period of the contract, the contract may be made for a term not to exceed 20 years.
5. Authorizes a continuing contract to be negotiated annually within the contract period when economic factors indicate negotiation is necessary to maintain an equitable pricing structure. Requires renegotiation to be subject to the approval of both contracting parties.
6. Makes these provisions effective January 1, 2024.

**AB 1433 (Rendon) -- Chapter 581: Public Contracts: School Facility Projects**


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Expands the requirement of general contractors and specified subcontractors to complete and submit a prequalification questionnaire and financial statement prior to bidding on school construction projects to include projects using state General Fund resources.

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**SB 69 (Cortese) -- Chapter 860: California Environmental Quality Act: Local Agencies: Filing of Notices of Determination or Exemption**

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Requires local agencies in charge of California Environmental Quality Act (CEQA) projects to provide additional public notices about the project on specified timelines.

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1. Requires local agency CEQA notices to be filed with Office of Planning and Research (OPR).
2. Requires OPR to post on the State Clearinghouse internet website CEQA notices filed by local agencies, including any subsequent or amended notice, within 24 hours of receipt, and remain posted for a period of 30 days.
3. Declares the intent of the Legislature that a local agency CEQA notice is considered filed, and the applicable limitations periods commence, when the local agency complies with the applicable requirements relating to the filing and content of the notice.

**SB 515 (Stern) -- Chapter 489: School Facilities: Shade Structures**

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Limits the cost of complying with the requirement to provide an accessible path of travel to a free-standing, open-side shade structure project to 20% of the adjusted construction cost of the shade structure project.

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**SB 760 (Newman) -- Chapter 227: School Facilities: All-Gender Restrooms**

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Requires LEAs, COEs, and charter schools maintaining any combination of classes from kindergarten to grade 12, inclusive, to provide at least one all-gender restroom for pupil use at each of its school sites.

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1. Requires, by July 1, 2026, for each school site serving students in grades 1-12 that has more than one female restroom and more than one male restroom to provide and maintain at least one all-gender restroom for voluntary student use, as specified.
2. Requires, for school sites that do not have more than one female restroom and more than one male restroom for students, if an LEA applies for state funding for a school modernization project after July 1, 2026, the application to include an all-gender restroom designed for student use at each school site serving grades 1-12.
3. Requires each LEA to designate a staff member to serve as a point of contact for these requirements and post related notices outside all-gender bathrooms.
4. Requires CDE to post guidance on its website related to these new requirements and conduct compliance reviews.

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**AB 721 (Valencia) -- Chapter 811: School Districts: Budgets: Public Hearings: Notice**


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Requires that the notification of information related to the dates and location of which the public may inspect the proposed school district budget be published by the school district or county superintendent of schools on behalf of the school district in a newspaper of general circulation in the school district at least three days before the availability of the proposed budget for public inspection, and authorizes a school district to post the notice on its website.

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1. Maintains, until January 1, 2027, the requirement that the notification of dates and location or locations at which the proposed budget may be inspected by the public and the date, time, and location of the public hearing on the proposed budget to be published by the county superintendent of schools in a newspaper of general circulation in the school district or, if there is no newspaper of general circulation in the school district, in any newspaper of general circulation in the county, at least three days before the availability of the proposed budget for public inspection.
2. Authorizes, until January 1, 2027, school districts to also post this information on their websites.
3. Requires CDE to select three school districts that agree to provide information to CDE regarding how the school district communicates with the school community within the school district. Requires CDE to select school districts from the northern, southern, and central regions of the state and from urban, rural, and suburban areas, so that the school districts are broadly representative of the geographic diversity of the state.
4. Requires, until January 1, 2027, a participating school district to provide all of the following information to CDE:
  - A. How the school community receives or accesses information from the school district.
  - B. The types of information posted on the school district's internet website.
  - C. The effectiveness of information posted on the school district's internet website for communicating with the school community.
  - D. Other methods by which the school district communicates with the school community aside from posting information on the school district's internet website and the effectiveness of those other methods.
  - E. Recommendations for how the school district can improve communication with the school community.

- F. Any other information CDE requests relating to how the school district communicates with the school community within the school district.
5. Requires a participating school district to solicit feedback from the larger school community including, but not limited to, the parents and guardians of students enrolled in the school district.
  6. Requires a participating school district to provide the information to CDE on or before December 31, 2024, on or before December 31, 2025, and on or before December 31, 2026.
  7. Requires, beginning January 1, 2027, notification related to each school district's proposed budget to be posted prominently on the homepage of each school district's website at least three days before the availability of the proposed budget for inspection.
  8. Authorizes, beginning January 1, 2027, the notice to also be published by the school district, or the county superintendent of schools on behalf of the school district, in a newspaper of general circulation in the school district or in any newspaper of general circulation in the county.
  9. Requires, beginning January 1, 2027, each county superintendent of schools to verify that the posting requirement is met for all school districts in their jurisdiction.

<b>Pupils</b>
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**AB 10 (Lowenthal) -- Chapter 791: Pupils: Body Shaming Model Policy and Resources**


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Requires CDE, by June 30, 2025, in consultation with other agencies and stakeholders, to develop and post on its website a model policy and resources about body shaming that LEAs may use to educate staff and pupils about body shaming.

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1. Requires CDE, in consultation with the California Health and Human Services Agency (CHHS), the Mental Health Services Oversight and Accountability, and other relevant stakeholders to, on or before June 30, 2024, develop and post on its internet website a model policy and resources about body shaming that LEAs may use to educate staff and pupils about the issue of body shaming.
2. Encourages LEAs to inform teachers, staff, parents, and pupils about the resources developed by CDE including, but not limited to, providing information in pupil and employee handbooks and making the information available on each school site's internet website.
3. Permits CDE to use existing resources or frameworks, or both, about body shaming or body image, or both.
4. Defines "body shaming" as the action or practice of mocking or stigmatizing a person by making critical comments or observations about the shape, size, or appearance of the person's body.

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**AB 95 (Hoover) -- Chapter 318: Pupil Nutrition: Pupil Meals**


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Clarifies that a school may sell an additional meal to a pupil after that pupil has already received a nutritiously adequate meal that qualifies for federal reimbursement. It also requires schools to provide a federally reimbursed meal service option before selling an entrée from that meal service, which is then a competitive food.

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## **AB 230 (Reyes) -- Chapter 421: Menstrual Products: Menstrual Equity for All Act of 2021**

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Expands the grade range in which a public school's women's and all-gender restrooms, and in at least one men's restroom, must stock menstrual products to any combination of classes from grades 6-12 to grades 3-12, beginning the 2024-25 school year.

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1. Requires on or before the 2024-25 school year, a public school, including a school operated by an LEA, COE, or charter school, maintaining any combination of classes from grades 3-12, inclusive, must stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and at least one men's restroom.
2. Prohibits a public school from charging students for any menstrual products.
3. Requires these schools to post a notice regarding these requirements in a prominent and conspicuous location in every restroom required to stock menstrual products that include the text of this requirement and contact information, including an email address and telephone number for a designated individual responsible for maintaining the requisite supply of menstrual products.
4. Defines "menstrual products" to mean "menstrual pads and tampons for use in connection with the menstrual cycle."
5. Finds and declares California's strides in increasing access to menstrual products by establishing the Menstrual Equity for All Act of 2021. However, it missed a population of pupils in grades 3-5 that may start their periods early.
6. States it is the intent of the Legislature to promote period equity through adequate access to menstrual products in schools also serving grades 3-5.

## **AB 1165 (McCarty) -- Chapter 22: Pupil Discipline: Racist Bullying, Harassment, or Intimidation: Restorative Justice Practice**

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Encourages LEAs to refer both the victim and perpetrator of an incident of racist bullying, harassment, or intimidation to a restorative justice program that suits the needs of both the victim and the perpetrator.

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1. Encourages LEAs to refer both the victim and perpetrator of an incident of racist bullying, harassment, or intimidation to a restorative justice program that suits the needs of both the victim and the perpetrator.
2. Encourages LEAs to regularly check on the victim of racist bullying, harassment, or intimidation to ensure that the victim is not in danger of suffering from long-lasting mental health issues.

3. Encourages LEAs to require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

### **AB 1173 (Ta) -- Chapter 23: College and Career Fairs**

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Requires an LEA serving pupils in grades 9-12, inclusive, that chooses to hold a college or career fair to notify each CCD with overlapping jurisdiction.

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1. Requires an LEA servicing students in any of grades 9-12, inclusive, that chooses to hold a college or career fair to notify each CCD that has overlapping jurisdiction with the LEA of the college or career fair and provide an opportunity for the CCD to participate in the college or career fair.
2. Requires that the notice provided be delivered by first class mail or email before the planned date and that it includes both of the following:
  - A. The planned date and time of the college or career fair.
  - B. The planned location of the college or career fair.

### **AB 1327 (Weber) -- Chapter 366: Interscholastic Athletics: California Interscholastic Federation: Racial Discrimination, Harassment, or Hazing**

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Requires CDE to develop a standardized incident form to track racial discrimination or harassment that occurs at high school sporting games or sporting events, as specified, and requires each LEA that participates in the California Interscholastic Federation (CIF) to post on their internet website the standardized incident form developed by CDE.

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1. Requires CDE, on or before January 1, 2025, to develop, in consultation with relevant stakeholders, a standardized incident form to track racial discrimination or harassment that occurs at high school sporting games or sporting events and annually report the information from completed incident forms as statewide totals on their internet website.
2. Specifies the standardized incident form must include a category for the basis of the complaint and information on how to report a hate incident or hate crime through the Civil Rights Department's CA vs. Hate Resource Line and Network.
3. Requires each LEA that participates in CIF to post on their internet website on or before April 1, 2025, the standardized incident form developed by CDE and include information on how to submit a completed incident form to the LEA.
4. Requires an LEA that participates in CIF, upon request of CDE, to submit information related to any completed standardized incident forms received by the LEA.

5. Specifies during the years CIF is not required to submit a report to the Legislature and the Governor to make itself available for hearings upon request of the appropriate policy committees of the Legislature.
6. Includes CIF's mandatory report to the appropriate policy committees of the Legislature and the Governor on its evaluation and accountability of high school athletics, the health, and safety of pupils, coaches, officials, and spectators including, but not limited to, racial discrimination or harassment.
7. Allow the department to share the completed incident forms with CIF it has collected from an LEA for the purpose of assisting CIF with its report to the appropriate policy committees of the Legislature and the Governor.
8. Clarifies that any information in completed incident forms must be afforded the same public records disclosure exemptions as are afforded to school districts under the California Public Records Act in order to protect the confidentiality of pupil and school personnel records and information.

**AB 1466 (Weber) -- Chapter 582: Pupil Discipline: Restraint and Seclusion Reporting**

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Requires each LEA, as specified by federal law, to post the same data that LEAs are currently required to share with CDE on their websites related to restraint and seclusion.

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**AB 1503 (Lee) -- Chapter 846: Pupil Attendance: Excused Absences: Religious Retreats**

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Extends the excused absences for a pupil to attend a religious retreat from four hours (half day) to one day (full day).

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**AB 1605 (Gallagher) -- Chapter 142: High Schools: Military Services: United States Space Force**

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Defines further "Uniformed Services" and "military services" to include "Space Force" and prohibits an LEA, COE, and charter school offering instruction in any of grades 9-12 that provides on-campus access to employers from excluding access to the military services.

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**SB 274 (Skinner) -- Chapter 597: Suspensions and Expulsions: Willful Defiance: Interventions and Supports**

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Prohibits the suspension or expulsion of a student enrolled in 6th-12th grade in a public school on the basis of willful defiance until July 1, 2029, authorizes employees to refer students to school administrators for in-school interventions or supports, and requires that administrators document the actions taken in the student's record and inform the referring employee of those actions.

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1. Extends the ban on suspending a student on the basis of having disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel, from kindergarten-5th grade, to students in 6th-12th grade, and retains the prohibition on recommending a student for expulsion based upon willful defiance from kindergarten-12th grade.
2. Extends the sunset on the prohibition on suspending a student in grades 6-8 on the basis of willful defiance from July 1, 2025, to July 1, 2029.
3. Prohibits the suspension of a student in grades 9-12 on the basis of willful defiance between July 1, 2024, and July 1, 2029.
4. Authorizes certificated or classified employees to refer a student to school administrators for appropriate and timely in-school interventions or supports, as specified, on the basis of willful defiance.
5. Requires a school administrator, within five business days, to document the actions taken pursuant to 3. above and place the documentation in the student's record to be available for access by the parent, as specified. Also requires the school administrator, by the end of the fifth day, to inform the referring employee, verbally or in writing, what actions were taken; and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.
6. Prohibits the suspension or expulsion of a student in a school district based solely on the student being truant, tardy, or otherwise absent from school activities.
7. Applies the provisions in 1. through 5. above to students in charter schools.

### **SB 291 (Newman) -- Chapter 863: Pupil Rights: Recess**

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Commencing the 2024-25 school year, requires LEAs, COEs, and charter schools, to provide recess for at least 30 minutes and prohibit school staff from restricting a pupil's recess.

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1. Requires, commencing with the 2024–25 school year, all of the following to apply to recess provided by a public school:
  - A. Recess must be at least 30 minutes on regular instructional days and at least 15 minutes on early release days and may be provided in one or more periods. Exempts schools from this requirement on days in which there is a field trip or other educational program, as defined;
  - B. Recess must be held outdoors whenever the weather and air quality permits. If outdoor space is not sufficient, permits recess to be held indoors; and
  - C. Recess must comply with a student's individualized education program (IEP) or a student's plan pursuant to Section 504 of the federal Rehabilitation Act of 1973.

2. Prohibits the denial of recess by a member of the school's staff unless a student's participation poses an immediate threat to the physical safety of the student or to one or more of their peers.
3. Requires that, if a student's recess period is denied, school staff members make all reasonable efforts to resolve such threats and minimize exclusion from recess. Encourages school staff members to use other means of correction.
4. Establishes the following definitions for purposes of this law's provisions:
  - A. "Educational program" means the entire school-sponsored offering for students, including in-class and out-of-class activities;
  - B. "Public school" means a school that is operated by a school district or COE, or a charter school; and
  - C. "Recess" means a period of time during the school day, separate and distinct from physical education courses and meal times, but may follow or precede physical education courses or meal times, when students are given supervised and unstructured time for any of the following:
    - (i) Physical activity;
    - (ii) Play;
    - (iii) Organized games; and
    - (iv) Social engagement with peers.
5. States that these requirements do not prohibit a public school from providing students with snacks during recess.

#### **SB 348 (Skinner) -- Chapter 600: Pupil Meals**

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Requires schools to provide students with adequate time to eat following guidelines established by CDE; makes various conforming changes to the school meal program to implement the free universal school breakfast and lunch program; and, requires CDE, in partnership with the California School Nutrition Association (CSNA), to develop guidelines to reduce the sugar and sodium content in school meals if the National School Lunch Program allows more added sugar or sodium than is recommended by the most recent Dietary Guidelines for Americans at any time in the future.

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1. Requires CDE to review available evidence-based research and studies and conduct a survey with school food authorities and school food workers, or their representatives, to make a recommendation for the amount of time that is adequate for a pupil to eat a school meal including, but not limited to, the steps necessary to ensure that a pupil has an adequate time to eat school meals and examining the role that breakfast in the classroom and other innovative breakfast

models can play in supporting adequate time to eat. Requires these recommendations to be made public on CDE's website on or before June 30, 2025.

2. Requires CDE to submit a waiver request to the United States Department of Agriculture (USDA) to allow for one meal provided during the school day lasting four hours or less to be served in a non-congregate manner. States that if a waiver is approved, schools may provide either breakfast or lunch in a non-congregate manner.
3. Requires a chartering authority, upon request by a new charter school, to contract with a charter school to make available nutritionally adequate school breakfast and lunch until the charter school is an approved school food authority or until July 1st of the school year after the charter school becomes operational, whichever occurs first.
4. Deletes obsolete code sections regarding meal shaming, meal debt collection, charter school meal requirements and funding for school meals enacted prior to implementation of the free universal school breakfast and lunch program, and consolidates all meal requirements for school districts, COEs, and charter schools in one code section.

### **SB 350 (Ashby) -- Chapter 601: Pupil Attendance: Excused Absences**

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Extends the time permitted for an excused absence for attending a funeral from up to three days to five days for each incident, expands the authorization from a funeral of an immediate family member to include a person determined by the student's parent to be considered immediate family, and includes accessing grief support or victim services due to the death of an immediate family member or close associate as an additional excused absence.

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1. Permits student's excused absence for up to five days for each incident of attending the funeral service, or grieving the death, of a member of the student's immediate family or of a person determined by the student's parent to be in such close association with the student to be considered immediate family.
2. Permits a student's excused absence, in the case of the death of an immediate family member or close associate, for the purpose of accessing services from a victim services organization or agency, including grief support services, or to participate in safety planning or to take other actions to increase the safety of the student or their family, for not more than three days, or longer at the discretion of a school administrator.

### **SB 413 (Bradford) -- Chapter 606: School Attendance: Interdistrict Attendance**

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Requires county boards of education (CBE) to decide interdistrict appeals within 30 calendar days and authorizes class 1 and 2 CBE counties to decide interdistrict appeals within 60 calendar days in specific instances that involve delays and scheduling conflicts initiated by the parent or home school district; and in cases where the application was filed outside the home school district transfer window.

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**SB 521 (Smallwood-Cuevas) -- Chapter 615: CalWORKs: Pregnancy or Parenting**

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Adds denial of reasonable accommodations for pregnant or parenting students, in violation of Title IX, to the list of conditions that may be considered good cause for not participating in the California Work Opportunity and Responsibility to Kids (CalWORKs) welfare-to-work activities.

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1. Excludes all months a teen participates in the Cal-Learn Program from being counted toward their time on aid limit.
2. Removes sanctions and case management referral for failure to participate, or as a result of noncompliance.
3. Expands the list of reasons a county may exempt a teen from Cal-Learn participation.

<b>Pupil Safety &amp; Health</b>
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**AB 245 (McKinnor) -- Chapter 422: High School Athletics: California High School Coaching Education and Training Program: Emergency Action Plan**

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Adds to the California High School Coaching Education and Training Program (CHSCTP), by July 1, 2024, training in recognizing and responding to the signs and symptoms of concussions, heart illness, and cardiac arrest.

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1. States the Legislature intends the CHSCTP, by July 1, 2024, training component to include CPR and first aid including, but not limited to, recognizing and responding to the signs and symptoms of concussions, heart illness, and cardiac arrest.
2. Requires rehearsal of responding to the signs and symptoms of concussions, heart illness, and cardiac arrest, in addition to CPR, the use of an automated external defibrillator (AED), and first aid.
3. Specifies concussion, heart illness, CPR, the use of an AED, and first aid, and cardiac arrest training may be provided by entities offering free, online, or other training courses.
4. Requires LEAs or charter schools emergency action plans related to their interscholastic athletic programs to include a description of the manner and frequency at which procedures for CPR, the use of an AED, and first aid including, but not limited to, recognizing and responding to the signs and symptoms of concussions, heart illness, and cardiac arrest will be rehearsed by July 1, 2024.

**AB 659 (Aguiar-Curry) -- Chapter 809: Cancer Prevention Act**

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Advises pupils to adhere to current immunization guidelines regarding Human Papillomavirus (HPV). Requires public and private schools, upon a pupil's admission or advancement to the 6th grade, to provide the pupil and their parent or guardian a notification about this state public policy and advise that the pupil be fully immunized against HPV before admission or advancement to the 8th grade. Requires health plans and insurers to provide coverage for the HPV vaccine.

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1. Advises pupils to adhere to current immunization guidelines regarding HPV, as recommended by the federal Centers for Disease Control and Prevention's Advisory Committee on Immunization Practices (ACIP), the American Academy of Pediatrics, and the American Academy of Family Physicians. Requires public and private schools, upon a pupil's admission or advancement to the 6th grade, to provide the pupil and their parent or guardian a notification about this state public policy and advise that the pupil be fully immunized against HPV before admission or advancement to the 8th grade. It does not apply this requirement to a pupil in a home-based private school.

2. Requires the notification of the advisement above to also include a statement, as determined by the California Department of Public Health, summarizing the recommended ages for the HPV vaccine and scientific rationale for vaccination at those ages, based on guidance issued by ACIP, the American Academy of Pediatrics, and the American Academy of Family Physicians. Requires the notification to further state: “HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.”

3. States that it is the public policy of the state that students who are 26 years of age or younger are advised to adhere to current immunization guidelines, as recommended by ACIP, the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding HPV immunization before first-time enrollment at a California State University, University of California, or CCC campus.

4. Requires health plans and insurers to provide coverage for the HPV vaccine, as specified, without a deductible, coinsurance, copayment, or any other cost sharing requirement.

#### **AB 889 (Patterson) -- Chapter 123: Pupil Safety: Parental Notification: Synthetic Drugs**

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Requires an LEA, COE, and charter school to annually inform parents or guardians of the dangers associated with using synthetic drugs and post this information on their respective internet websites.

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1. Requires an LEA to inform the parents or guardians of each enrolled pupil about the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl, and about the possibility that dangerous synthetic drugs can be found in counterfeit pills.

2. Specifies the information related to the dangers associated with using synthetic drugs not prescribed by a physician and counterfeit pills be annually provided to parents or guardians at the beginning of the first semester or quarter of the regular school term, as specified.

3. Requires, if an LEA maintains an internet website, the LEA must post the information on its internet website and must ensure that each school within the LEA that maintains an individual internet website also publishes the information on that school’s internet website.

#### **AB 1023 (Papan) -- Chapter 555: California Cybersecurity Integration Center: School Cybersecurity**

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Expands the scope of the California Cybersecurity Integration Center (Cal-CSIC), within the California Office of Emergency Services by explicitly requiring Cal-CSIC to coordinate cyber threat information sharing with school districts, COEs, and charter schools, and adds CDE to Cal-CSIC.

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1. Requires Cal-CSIC to additionally coordinate information sharing with school districts, COEs, and charter schools, as specified.

2. Adds a representative from CDE to Cal-CSIC.

### **AB 1071 (Hoover) -- Chapter 65: Teen Dating Violence Prevention Education: Online Information and Resources**

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Requires CDE to post on its website resources on teen dating violence prevention, local and national hotlines and services for youth experiencing teen dating violence, and other relevant sources for parents, guardians, and other caretakers of pupils.

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1. Requires resources on sexual, emotional, and physical abuse and teen dating violence prevention for professional learning purposes.
2. Requires information about local and national hotlines and services for youth experiencing teen dating violence.
3. Requires other relevant materials for parents, guardians, and other caretakers of pupils.

### **AB 1283 (Chen) -- Chapter 574: Pupil Health: Emergency Stock Albuterol Inhalers**

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Authorizes an LEA, COE, and charter schools to make available emergency stock albuterol inhalers available at school sites and allows school nurses or trained personnel who have volunteered to administer an albuterol inhaler.

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1. Allows each public and private elementary and secondary school in the state to determine whether or not, with no state funds specifically for the purpose, to make available emergency stock albuterol inhalers and trained personnel available at its school based on the emergency medical response time to the school and whether initiating emergency medical services is an acceptable alternative to stock albuterol inhalers and trained personnel.
2. Encourages and recommends that each public and private elementary and secondary school in the state have at least two trained school employees available to administer an albuterol inhaler but allows each public and private elementary and secondary school to designate one or more volunteers to receive initial and annual refresher training, as specified, regarding the storage and emergency use of a stock albuterol inhaler from the school nurse or other qualified person designated by an authorizing physician and surgeon.
3. Specifies that a school nurse or, if the school does not have a school nurse or the school nurse is not onsite or available, a school employee who has volunteered to administer an albuterol inhaler may administer a stock albuterol inhaler to a person exhibiting potentially life-threatening symptoms of respiratory distress at school or school activity when a physician is not immediately available.
4. Specifies if the stock albuterol inhaler is used; it must be restocked as soon as reasonably possible but no later than two weeks after it is used. Stock albuterol inhalers must be restocked before their expiration date.

5. Requires a school employee who has volunteered to administer an albuterol inhaler to initiate emergency medical services or another appropriate medical follow-up in accordance with the training materials retained by the school.
6. Authorizes a state agency, the department, or a public school may accept gifts, grants, and donations from any source for the support of the public school carrying out the provisions of this section including, but not limited to, the acceptance of stock albuterol inhalers from a manufacturer or wholesaler.
7. Specifies an LEA, COE, or charter school electing to utilize stock albuterol inhalers for emergency aid will ensure that each employee who volunteers to administer an albuterol inhaler is provided a defense and indemnification by the LEA from any and all civil liability, as specified in the Government Code, and this should be provided in writing provided to the volunteer and retained in the volunteer's personnel file.
8. Requires the SPI to post on CDE's internet website the minimum training standards for the administration of stock albuterol inhalers every five years, or sooner as deemed necessary by the SPI in consultation with organizations and providers with expertise in administering stock albuterol inhalers and administering medication in a school environment including, but not limited to, the State Department of Public Health, the Emergency Medical Services Authority, the American Academy of Allergy, Asthma and Immunology, the California School Nurses Organization, the California Medical Association, the American Academy of Pediatrics, the California Society of Allergy, Asthma and Immunology, the American College of Allergy, Asthma and Immunology, and others. The training must include the following:
  - A. Techniques for recognizing symptoms of respiratory distress.
  - B. Standards and procedures for storing, restocking, and emergency using stock albuterol inhalers.
  - C. Emergency follow-up procedures, including calling emergency 911 telephone number and contacting, if possible, the pupil's parent or guardian and physician.
  - D. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
  - E. Written materials.
9. Specifies training established by the SPI must be consistent with the most recent guidelines for medication administration issued by CDE, must be provided to a volunteer during the volunteer's regular working hours, and at no cost to the volunteer, and retain written records.
10. Requires a qualified supervisor of health at an LEA electing to utilize stock albuterol inhalers for emergency aid to obtain from an authorizing physician and surgeon a prescription, filled by local or mail order pharmacies, or stock albuterol inhaler manufacturers, for each school for stock albuterol inhalers and responsible for stocking the stock albuterol inhalers and restocking it if it is used.
11. Clarifies that an authorizing physician and surgeon must not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for the issuance of a prescription or order related to an albuterol inhaler for school purposes unless the physician and surgeon's issuance of the prescription or order constitutes gross negligence or willful or malicious conduct.

12. Specifies that if an LEA does not have a qualified supervisor of health, an administrator at the LEA agency must carry out the duties of a qualified supervisor of health.
13. Requires each LEA, COE, and charter school electing to utilize stock albuterol inhalers for emergency aid must distribute a notice at least once per school year to all staff that contains the following information:
  - A. A description of the volunteer request stating that the request is for volunteers to be trained to administer a stock albuterol inhaler to a person if the person is suffering, or reasonably believed to be suffering, from respiratory distress.
  - B. A description of the volunteer's training.
14. Defines "albuterol" to mean a bronchodilator used to open the airways by relaxing the muscles around the bronchial tubes.
15. Defines "authorizing physician and surgeon" that may include, but is not limited to, a physician and surgeon employed by, or contracting with, an LEA, a medical director of the local health department, or a local emergency medical services director.
16. Defines "inhaler" to mean a device for the delivery of prescribed asthma medication that is inhaled.
17. Defines "metered-dose inhaler (MDI)" to mean a pressurized sprayer that delivers a measured amount of a medication.
18. Defines "qualified supervisor of health" that may include, but is not limited to, a school nurse.
19. Defines "respiratory distress" to mean the sudden appearance of signs and symptoms of difficulty breathing. Signs and symptoms of respiratory distress may include one or more of the following:
  - A. Complaints of a tight chest or chest pain.
  - B. Wheezing or noisy breathing.
  - C. Persistent coughing.
  - D. Difficulty breathing.
  - E. Appears to be in distress.
  - F. Lips or fingernails turning blue.
  - G. Shortness of breath.
21. Defines "stock albuterol inhaler" to mean albuterol medication in the form of a MDI that is ordered by a health care provider and is not prescribed for a specific person and also includes, if necessary, a single-use disposable holding chamber.

22. Defines “volunteer” or “trained personnel” to mean an employee who has volunteered to administer stock albuterol inhalers to a person if the person is suffering, or reasonably believed to be suffering, from respiratory distress, has been designated by a school and has received training.

**AB 1651 (Sanchez) -- Chapter 588: Pupil health: Emergency Medical Care: Epinephrine Auto-Injectors**

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Extends the definition of “volunteer” and “trained personnel” to include the holder of an Activity Supervisor Clearance Certificate (ASCC) who may administer an emergency epinephrine auto-injector, as specified, and requires an LEA, COE, and charter schools to store epinephrine auto-injectors in an accessible location upon the need for emergency use.

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1. Requires an LEA, COE, and charter schools to store epinephrine auto-injectors in an accessible location upon the need for emergency use.
2. Extends the definition of “volunteer” and “trained personnel” to include the holder of an ASCC who has volunteered to administer an epinephrine auto-injector to a person if the person is suffering, or reasonably believed to be suffering, from anaphylaxis, has been designated by a school, and has received training.
3. Requires written material on how to use an epinephrine auto-injector to be publicly accessible at the location of the epinephrine auto-injectors.
4. Requires an LEA, COE, and charter schools to distribute a notice at least once per school year to all staff on the location of the epinephrine auto-injectors on campus, in addition to a description of the training that the volunteer will receive and a description of the volunteer request.

**AB 1653 (Sanchez) -- Chapter 589: Interscholastic Athletic Programs: Emergency Action Plans: Heat Illness: Guidelines**

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Requires the CIF, in consultation with CDE, to develop guidelines, procedures, and safety standards for the prevention and management of exertional heat illness, as specified, by July 1, 2024.

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1. Requires CIF, in consultation with CDE, to develop guidelines, procedures, and safety standards for the prevention and management of exertional heat illness no later than July 1, 2024.
2. Specifies guidelines developed by CIF must identify the environmental conditions at which a school must limit and prohibit the practice and play and include information regarding the accurate measurement of environmental heat stress at the site of the athletic activity, including the use of Wet Bulb Globe Temperature (WBGT) to determine ambient temperature, relative humidity, wind speed, and solar radiation from the sun, including sun angle and cloud cover.

**AB 1722 (Dahle) -- Chapter 853: Pupil Health: Credentialed School Nurses, Registered Nurses, and Licensed Vocational Nurses**

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Authorizes an LEA to employ a licensed vocational nurse (LVN) who is supervised by a credentialed school nurse (CSN) employed by a different LEA until January 1, 2029.

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1. Requires an LVN hired under the authority of this law to be supervised by a CSN who is employed as a school nurse at the same LEA or at another LEA.
2. Requires partnering LEAs to establish a written agreement on the duties of the CSN and LVN, the communication policy, indemnification requirements, the financial arrangement between the LEAs, and the additional compensation for the CSN to act as a supervisor.
3. Authorizes an LEA to hire an LVN according to this agreement only if a diligent search, including job announcements, contacting job placement centers, and advertising, has been conducted for a suitable CSN.
4. Requires LEAs to seek approval from their governing board prior to hiring an LVN under the supervision of a CSN, including a declaration that the LEA has made a diligent effort to recruit a CSN, the effort was not successful, and hiring an LVN is necessary to fulfill a critical need.
5. Requires the LEA to certify to CDE, upon penalty of perjury, that a diligent recruitment effort to hire a CSN was made.
6. Specifies that the salary or salary range advertised as part of the CSN recruitment efforts be included in the records that are required to be retained by the employing agency.
7. Clarifies that this authorization must not be interpreted to allow an LVN to go beyond the approved scope of practice.
8. States that the LEA employing a CSN pursuant to this measure and the supervising CSN must have indemnification for the supervisory liability from the LEA employing the LVN.
9. Requires, if an LEA uses this authority, the LEA to report its use of that authority to CDE.
10. Requires, on or before January 1, 2028, CDE to submit a report to the Legislature containing a list of the LEAs that have used this authority.

**SB 10 (Cortese) -- Chapter 856: Pupil Health: Opioid Overdose Prevention and Treatment: Melanie's Law**

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Requires school safety plans of schools, including charter schools, serving students in grades 7-12 to include a protocol for responding to a student's opioid overdose; requires CDE to post informational materials on its website on opioid overdose prevention; and encourages COEs to establish working groups on fentanyl education in schools.

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1. Requires comprehensive school safety plans of schools serving students in grades 7-12 to include a protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose.

2. Requires charter school safety plans of schools serving students in grades 7-12 to include a protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose.
3. Encourages COEs to establish County Working Groups on Fentanyl Education in Schools to conduct outreach, build awareness, and collaborate with local health agencies regarding fentanyl overdoses.
4. Requires CDE to curate, and maintain on its website, informational materials on opioid overdose prevention as well as any relevant information developed by a County Working Group on Fentanyl Education in Schools.

**SB 531 (Ochoa Bogh) -- Chapter 616: Pupil Safety: Local Educational Agency Contractors: Background Checks**

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Exempts an entity that partners with an LEA to provide student work experience from the requirement to have a valid criminal background check for all employees, as specified. Enacted as an urgency measure.

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1. Requires that an employee of an entity having a contract with an LEA to offer work experience opportunities for students, including as part of a pupil's IEP, meet the following conditions in order to be exempt from the requirement to have a valid criminal records summary for all of their employees:
  - A. At least one supervisor in the workplace who has direct contact with the student and has been designated by the employer as the employee of record who is responsible for the safety of the pupil has a valid criminal records summary;
  - B. A staff representative of the LEA makes at least one visitation every three weeks to consult with the student's workplace liaison, observe the student at the workplace, and check in with the student to ensure their health, safety, and welfare, by addressing any concerns the student has raised; and
  - C. The parent or guardian of the student has signed a consent form regarding the student's work placement, attesting that they understand the duties assigned to the student and the nature of the workplace environment.
2. Requires an LEA contracting with a contractor for services as part of a student's independent study program, where the student is under the immediate supervision of their parent or guardian during the provision of those services, to verify completion of a valid criminal background check for all employees of the contractor who interact with the student, or to ensure that the parent or guardian signs a consent form attesting that they understand that the person employed by the contractor has not completed a valid criminal background check.

<p style="text-align: center;"><b>Special Education</b></p>
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**AB 87 (Quirk-Silva) -- Chapter 81: Pupils: Section 504 Plans: Meetings and Team Meetings**

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Grants parents, guardians, and LEAs the authority to make audio recordings of Section 504 team meetings.

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1. Provides a parent or guardian or LEA the right to audio record the proceedings of meetings and any team meetings held pursuant to Section 504.
2. Requires the parent or guardian or LEA to notify the other members of the team of their intent to so record the meeting at least 24 hours before the meeting.
3. Prohibits an LEA from recording a meeting if the parent or guardian objects or refuses to attend the meeting because it will be audio recorded.
4. Defines "local educational agency" as a school district, COE, charter school, or any other educational entity that is subject to Section 504.

**AB 497 (Quirk-Silva) -- Chapter 15: Special Education: Braille Instructional Aide: Notice of Teacher Credentialing Programs**

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Requires an LEA to provide a Braille instructional aide with information regarding the California Classified School Employee Teacher Credentialing Program. Replaces the requirement that LEAs provide Braille instructional aides with information about the Wildman-Keeley-Solis Exemplary Teacher Training Act of 1997 with a requirement that LEAs provide these aides with information about the California Classified School Employee Teacher Credentialing Program.

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**AB 611 (Weber) -- Chapter 64: Special Education: Nonpublic, Nonsectarian Schools or Agencies: Change in Certification Status: Parental Notification**

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Requires that an LEA contracting with a nonpublic, nonsectarian school or agency (NPS/A) inform parents and guardians if there is a change in the NPS/A's certification status.

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1. Requires a contracting LEA and charter school, within 14 days of becoming aware of any change to the certification status of an NPS/A, to notify parents and guardians of pupils who attend the NPS/A of the change in certification status.
2. Requires these notices to be maintained and made available for inspection upon request of CDE.

**AB 723 (Quirk-Silva) -- Chapter 812: Pupil Placement: Special Education: Foster Children: Nonpublic, Nonsectarian Schools or Agencies: School of Origin**

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Defines “school of origin,” for a student in foster care who is also an individual with exceptional needs, to include a nonpublic school (NPS) for purposes of specified rights.

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1. Defines “school of origin,” for a student in foster care who is also an individual with exceptional needs, to include placement in an NPS, subject to existing special education law, for purposes of the following rights:

A. The right to remain in the school of origin at the initial detention or placement, or any subsequent change in placement, for the duration of the jurisdiction of the court;

B. For students in grades kindergarten-8th grade, inclusive, the right to remain in the school of origin through the end of the duration of the academic year if the jurisdiction of the court is terminated before the end of an academic year; and

C. The right to remain in the school of origin through graduation if the jurisdiction of the court is terminated while a foster child is in high school.

2. Requires that an NPS seeking state certification file an application with the SPI which includes, commencing with the 2024-25 school year, assurances that for any pupil served by the school who is a foster child, the school agrees to do both of the following:

A. Serve as the school of origin of the foster child, pursuant to existing law; and

B. Allow the foster child to continue their education in the school, pursuant to existing law.

3. Requires an NPS to certify the above assurances in writing to the SPI, commencing in the 2024-25 school year.

**AB 1340 (Garcia) -- Chapter 576: School Accountability: Pupils With Exceptional Needs**

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Requires, contingent upon an appropriation, CDE to, on or before January 1, 2025, include a report on its website regarding statewide data about pupils with exceptional needs four and five-year cohort graduation rates.

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<b>Miscellaneous</b>
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**AB 278 (Reyes) -- Chapter 278: High Schools: Dream Resource Center Grant Program**


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Establishes the Dream Resource Center Grant Program, administered by CDE, for purposes of creating Dream Resource Centers at high schools.

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1. Establishes the Dream Resource Center Grant Program, to be administered by CDE for a period of four years, at high school sites to provide students, including undocumented students, with resources that include, but are not limited to, all of the following:
  - A. Financial aid support.
  - B. Social services support.
  - C. State-funded immigration legal services.
  - D. Academic opportunities.
  - E. Parent and family workshops.
  
2. Authorizes an LEA, including those that have already established a Dream Resource Center at school sites, to apply for funds for one or more school sites within the LEA and requires an application to demonstrate the need for a Dream Resource Center or the need for supplemental funding for school sites that have already established a Dream Resource Center.
  
3. Requires that CDE perform all of the following functions in the administration of the Dream Resource Center Grant Program:
  - A. Review applications and award grants based off of a tiered point system that prioritizes applications for funding as follows:
    - (i) LEAs that are applying for funds for multiple school sites are to receive additional points.
    - (ii) LEAs in underserved areas, including those in rural areas, be given additional points to ensure LEAs across the state are given fair opportunities for funding.
    - (iii) LEAs that serve a large number of English learners are to receive additional points.
    - (iv) LEAs that serve a large number of pupils who are eligible for free or reduced-price meals are to receive additional points.

- (v) Award no more than five percent of the total funding to supplementing the funding of existing Dream Resource Centers.
  - B. Identify data to be collected by grant recipients.
  - C. Identify how to collect data that is to be reported by grant recipients.
3. Requires a grant recipient to use the grant for either of the following purposes:
- A. To create a Dream Resource Center that provides students with the specified resources. LEAs may choose to have the Dream Resource Center solely supported by the school site or can choose to be supported through memorandums of understanding between the school site and community-based organizations or institutions of higher education.
  - B. To supplement, but not supplant, funding for an existing Dream Resource Center that provides students with the specified resources.
4. Requires CDE, by June 1, 2026, to submit a report to the appropriate policy committees of the Legislature detailing the success, best practices, barriers or constraints, and outcomes of Dream Resource Centers funded with grants as specified in this and requires that the report include data required in this law.
5. Defines for purposes of this law, “local educational agency” to mean a school district, COE, or charter school.
6. Makes this law’s provisions contingent upon an appropriation by the Legislature for its purposes in the annual Budget Act or other statute.

**AB 452 (Addis) -- Chapter 655: Childhood Sexual Assault: Statute of Limitations**

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Eliminates the statute of limitations applicable to civil actions for damages as a result of childhood sexual assaults that occur on or after January 1, 2024.

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**AB 483 (Muratsuchi) -- Chapter 527: Local Educational Agency: Medi-Cal Billing Option**

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Requires the Department of Health Care Services (DHCS) to revise its audit timelines for the Local Education Agency Medi-Cal Billing Option Program. Also requires DHCS to give LEAs additional technical assistance and submit additional information on its audits to the Legislature.

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1. Requires DHCS to complete an audit and notify an LEA of the audit findings within 18 months of the date that the Cost and Reimbursement Comparison Schedule (CRCS) is submitted. Permits an extension of this timeline of no more than three months upon a determination that the LEA has not provided sufficient documentation as requested by the auditor. Requires DHCS to provide interim or final settlement of a claim within 12 months. Where a final settlement is not issued within 12 months, requires DHCS to issue a final and perform final settlement on a claim within 18 months from the date the CRCS is submitted.
2. Requires DHCS to provide technical assistance to the LEA specific to the reasons the claims were disallowed and to assist with the preparation of a corrective action plan outlining the actions needed to avoid future disallowances for audits that disallow more than 25% of an LEA's total value of claims in a given year.
3. Requires DHCS to consult with the LEA Ad Hoc workgroup consisting of the State Department of Education and LEAs prior to amending the state plan in order to implement this law.
4. Requires DHCS to ensure that any LEA participating in the LEA Billing Option Plan may participate virtually in any trainings or stakeholder meetings, including the LEA Ad Hoc Workgroup.
5. Adds additional elements to an existing required report to the Legislature on the LEA Billing Option Plan and the LEA Program Guide as described in the amendments above.

**AB 872 (Committee on Education) -- Chapter 273: Elementary and Secondary Education: Omnibus Bill**

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This K-12 education policy omnibus legislation makes technical, clarifying, conforming, and other non-controversial revisions to a number of provisions in the Education Code and Health and Safety Code.

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1. Clarifies that a county superintendent is required to have an administrative credential issued by CTC.
2. Authorizes community care facilities, licensed foster family homes, and foster family agencies to continue to accept non-minors who are individuals with exceptional needs in residential placements.

**AB 928 (Rendon) -- Chapter 168: CalFresh Data Dashboard: Students**

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Requires State Department of Social Services to publish data specific to students' receipt of CalFresh benefits in order to assist in monitoring information about access to CalFresh by students enrolled in an institution of higher education on the department's existing CalFresh Data Dashboard.

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**AB 934 (Muratsuchi) -- Chapter 671: Commission on Teacher Credentialing: Public Awareness Campaign**

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Requires CTC to develop a public awareness campaign relating to teacher recruitment.

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1. Requires CTC to contract with a public relations organization, or other organization with similar expertise, to develop a public awareness campaign relating to teacher recruitment.
2. Requires that the focus of this campaign be to highlight the value and benefits of educational careers in California's public PK-12 schools.
3. Requires the campaign to recognize the value of the contributions made by public school teachers and to encourage individuals to enter the teaching profession.
4. Requires the campaign to include information about the available high quality teacher credentialing pathways and financial supports available.
5. Authorizes CTC to develop and distribute statewide public service announcements relating to teacher recruitment and outreach to high school and college students.

**SB 293 (Grove) -- Chapter 177: Pupil Assessments: California Assessment of Student Performance and Progress: Statewide Results**

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Requires CDE to make the results of state testing publicly available by October 15th of each year.

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1. Requires CDE to make statewide summative California Assessment of Student Performance and Progress assessment results publicly available on or before October 15th of each year.
2. Requires the State Board of Education to adopt regulations that outline a calendar for delivery and receipt of summative assessment results at the pupil, school, grade, district, county, and state levels. Requires the calendar to include delivery dates to CDE, consistent with the deadline requiring CDE to make statewide summative assessment results publicly available on or before October 15th each year.

**SB 321 (Ashby) -- Chapter 598: Literacy: Libraries: Local Public Library Partnership Program**

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Establishes the Local Public Library Partnership Program, under the administration of the State Librarian, in order to ensure that all pupils have access to a local public library by third grade.

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1. Requires the State Librarian to coordinate with each local public library to ensure each student is issued a student success card by 3rd grade.

2. Authorizes LEAs to disclose student information to the State Librarian for the purpose of administering this law.
3. Requires the State Librarian to ensure partnerships are developed between local public libraries and LEAs.
4. Requires the State Librarian to annually report to the Legislature on progress in issuing student success cards and increasing students' access to a library.

**SB 323 (Portantino) -- Chapter 599: Comprehensive School Safety Plans: Individualized Safety Plans**

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Makes changes to the requirements of a school's "comprehensive school safety plan" related to students with disabilities during disasters.

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1. Requires that comprehensive school safety plans address accommodations related to relevant federal disability laws.
2. Requires that the annual evaluation of those plans ensure appropriate adaptations.
3. Authorizes parents and others to bring a concern about a student's safety to the principal.

**SB 432 (Cortese) -- Chapter 215: Teachers' Retirement**

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Clarifies certain provisions of last year's AB 1667 (Cooper) related to the recovery of pension overpayments from CalSTRS to retired teachers due to errors in reported compensation.

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1. Requires CalSTRS, at least annually, to identify and provide resources on its website that interpret and clarify the applicability of creditable compensation and creditable service laws and related regulations.
2. Provides that one must rely upon and use the identified resources for purposes of complying with the laws and regulations regarding reporting compensation to CalSTRS for purposes of calculating retirement allowances until and unless CalSTRS revokes or supersedes such a resource.
3. Prohibits new or different interpretations of law, as specified, from taking effect until after CalSTRS issues notice to employers and exclusive representatives and from applying retroactively to compensation reported prior to that notice, unless a retroactive interpretation is the result of a state or federal law, a Governor's executive order, or a final court order.
4. Clarifies that, for purposes of CalSTRS audits or any other CalSTRS actions, employers are responsible for complying with the laws and regulations in effect at the time they report compensation, except when a state or federal law, a Governor's executive order, or a final court order supersedes such laws or regulations.

5. Deems an overpayment resulting from compensation that CalSTRS later determines the employer reported in error is instead a CalSTRS error if the employer reported the compensation in accordance with CalSTRS identified resources and the employer reported the compensation in error because of an error in those resources. Under such circumstances, CalSTRS must recover the overpayment 85 percent from the General Fund and 15 percent from the employers, as specified.
6. Modifies the definition of a CalSTRS "advisory letter" by requiring that the letter be in reference to specific compensation language that is included, or proposed to be included, in a publicly available written contractual agreement for CalSTRS to provide formal written guidance for proper reporting of compensation by employers.
7. Makes related changes regarding who can rely on the advisory letter and clarifies that the reliance protection with respect to an overpayment in which CalSTRS can recover the overpayment 85 percent from the General Fund and 15 percent from the employers, as specified, applies if an error in the advisory letter caused the reporting error.
8. Requires CalSTRS to provide in writing its determination of an overpayment amount to the party responsible for the overpayment, as specified.
9. Clarifies that CalSTRS may reduce a Defined Benefit Program, Defined Benefit Supplement Program, Cash Balance Benefit Program monthly benefit allowance, as specified, by no more than 15 percent to correct the benefit, annuity, or refund, and if the amount overpaid was due to inaccurate information, untimely submission, or non-submission of information by, or on behalf of, a recipient of the allowance or annuity benefit.
10. Clarifies that the changes to recovery of overpayments provided by AB 1667 apply to benefit recipients who receive notice of a benefit adjustment on or after January 1, 2023, but that those who received notice prior to January 1, 2023, are subject to the law in place at that time.

**SB 553 (Cortese) -- Chapter 289: Occupational Safety: Workplace Violence: Restraining Orders and Workplace Violence Prevention Plan**

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Requires an employer to establish, implement and maintain an effective workplace violence prevention plan. The plan must be in place with all required components by July 1, 2024. Beginning January 1, 2025, a collective bargaining representative can seek a restraining order on behalf of an employee who has suffered unlawful violence or a credible threat of violence.

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1. Requires the employer to record information in a violent incident log for every workplace violence incident.
2. Requires the employer to provide effective training to employees on the workplace violence prevention plan and provide additional training when a new or previously unrecognized workplace violence hazard has been identified and when changes are made to the plan.

3. Records of workplace violence hazard identification, evaluation and correction must be maintained. In addition, training records need to be created and maintained, as well as with violent incident logs and workplace incident investigation records.
4. Lists consequences for failure to comply with the bill's requirements, which could be enforced by California Occupational Safety and Health.
5. The new law applies to all employers in California, including LEAs and COEs.

**SB 609 (Caballero) -- Chapter 494: Local Control and Accountability Plans: California School Dashboard**

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Requires school districts, COEs, and charter schools to post the current school year's approved Local Control and Accountability Plans (LCAPs) on the performance overview portion of the California School Dashboard (Dashboard).

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1. Requires school districts, COEs, and charter schools to post the current school year's LCAPs that have been adopted by the applicable governing boards of school districts, county boards of education, or the governing bodies of charter schools and have been approved, as specified, on the performance overview portion of the Dashboard.
2. Requires CDE to notify each school district, COE, and charter school of the requirement to post their LCAP to the Dashboard.

**SB 671 (Portantino) -- Chapter 626: School Safety Plans: Dangerous, Violent, or Unlawful Activities**

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Requires an LEA, COE, and charter school safety plans to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

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1. Requires comprehensive school safety plans of school districts and COEs to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.
2. Requires school safety plans of charter schools, authorized by school districts or COEs, to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

## SB 765 (Portantino) -- Chapter 885: Teachers: Retired Teachers: Compensation Limitation

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Amends the Teachers' Retirement Law (TRL) to temporarily increase the post-retirement compensation earning limit; authorizes temporary use of an alternative framework for educational employers to hire retired members of CalSTRS; requires CalSTRS to submit a report to specific Legislative committees; and, makes these provisions operative commencing July 1, 2024, with a sunset on July 1, 2026, among other provisions.

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1. Increases, temporarily, the post-retirement compensation earnings limit under the TRL, administered by CalSTRS, from 50% to 70% of the median final compensation of all members who retired for service during the fiscal year ending in the previous calendar year.

2. Modifies the TRL to temporarily authorize an alternative process for educational employers to hire a retired CalSTRS member prior to satisfying the statutory 180-day separation from service requirement if:

A. The superintendent, county superintendent, or chief executive officer (CEO) of a CCD seeks an exemption to the 180-day separation from service requirements and zero-dollar earnings limit and submits documents to CalSTRS with certification, under penalty of perjury, as to each of the following:

(i) The nature of the employment;

(ii) That the appointment is necessary to fill a critically needed position before the 180 calendar days have passed;

(iii) That the CalSTRS member is not ineligible for application of these provisions, as provided;

(iv) That the termination of employment of the retired member with the employer is not the basis for the need to acquire the services of the member; and,

(v) That the employer did not have a reduction-in-force layoff pursuant to existing laws, as specified and provided, within the prior 18 months.

3. Requires the superintendent, county superintendent, or CEO of a CCD to provide a written copy or written copies of the completed documentation submitted to CalSTRS, as provided, to the exclusive representative that substantiates the need for the exemption prior to the retired member's performance of retired member activities.

4. Requires, on or before February 1, 2027, CalSTRS to submit a report to the Assembly Committee on Public Employment and Retirement, and the Senate Committee on Labor, Public Employment and Retirement, that includes, but is not limited to, the following information by school year:

A. The total number of requests received by CalSTRS from the superintendent, county superintendent, or CEO of a CCD for the exemption, as specified during the operative period of the above-described provisions.

- B. The total number of retired members who performed retired member activities with an exemption during the operative period of the above-described provisions.
  - C. The total number of retired members who performed retired member activities during the operative period of the above-described provisions.
  - D. The total number of retired members who exceeded the 65% postretirement compensation earning limit during the operative period of the above-described provisions.
  - E. The compensation or remuneration paid to each retired member who performed retired member activities during the operative period of the above-described provisions.
5. Applies, similarly, the above-described to retired CalSTRS Cash Balance Benefit program participants relating to the 180-day separation from service requirement and exempts retired participants from a reduction in their annuity, as specified.
6. Makes these provisions operative for two years commencing July 1, 2024, with a sunset on July 1, 2026. Thereafter, existing law becomes operative, and the above-described provisions are repealed on January 1, 2027.

#### **SB 775 (Padilla) -- Chapter 413: Vehicles: Zero-Emission School Buses: Signage**

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Authorizes school districts using zero-emission school buses to add signage to the bus identifying it as such and authorizes the Department of the California Highway Patrol (CHP) to develop appropriate regulations.

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- 1. Authorizes a school district, COE, or charter school using a zero-emission school bus to place signage on the rear of that bus identifying it as such.
- 2. Authorizes the CHP to issue guidelines governing the size and placement of such signage.

#### **SB 857 (Laird) -- Chapter 228: Advisory Task Force: LGBTQ+ Pupil Needs**

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Requires the SPI, on or before July 1, 2024, to convene an advisory task force (Task Force) to identify the statewide needs of LGBTQ+ pupils and report its findings to the Legislature, the SPI, and Governor by January 1, 2026.

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- 1. Requires the SPI, on or before July 1, 2024, to convene a Task Force to identify the statewide needs of LGBTQ+ pupils and to assist in implementing supportive policies and initiatives to address LGBTQ+ pupil education including, but not limited to, all of the following:
  - A. Pupil mental health and feelings of safety and support.
  - B. Inclusive and safe access to school facilities.
  - C. Inclusive instructional material and school curriculum.

- D. Prevention of, response to, and oversight of, bullying and harassment to determine the effectiveness of policies and programs.
  - E. Inclusive participation in campus activities.
2. Requires the SPI to select 15 members representative of all of the following groups, to the extent practicable, with the members representing the geographical, racial, ethnic, socioeconomic, cultural, physical, and educational diversity of California's LGBTQ+ community, and emphasis on identifying at promise or disadvantaged LGBTQ+ pupils to serve as the high school members of the advisory Task Force.
- A. Eight pupils identifying as members of the LGBTQ+ community who are enrolled in a California high school;
  - B. One school administrator currently employed by a LEA;
  - C. Two certificated school teachers currently employed by LEA;
  - D. Two mental health professionals, with a preference for those who practice LGBTQ+ affirming care;
  - E. One community LGBTQ+ advocate, with a preference for one with programmatic expertise; and
  - F. One representative from the Office of Health Equity established by the State Department of Public Health.
3. Requires the Task Force, on or before January 1, 2026 to report its findings and recommendations based on the assessment of areas described in 1. to the Legislature, the SPI, and the Governor as specified.
4. Specifies that the report may include minority findings and recommendation, at the request of any member of the Task Force.

#### **SB 872 (Min) -- Chapter 614: Pupil Enrollment: Class Size: Report**

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Requires CDE to publish a report annually on its website on the average class sizes in public schools.

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1. Requires CDE to report and make publicly available on its website the "California Raw Class Size Data Report," to include all of the following data:
- A. The average class size in each self-contained and departmentalized class for each school site in every LEA from transitional kindergarten through all elementary school grades.
  - B. The average class size in each self-contained and departmentalized class for each school site in every LEA for each middle school grade.

- C. The average class size in each self-contained and departmentalized class for each school site in every LEA for each high school grade.
- 2. Adds findings and declarations related to the Teaching and Learning International Survey and inaccurate class size data.
- 3. Defines “Average class size” to mean the total course enrollment divided by the number of classes.



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