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EDUCATION



JOSH NEWMAN
CHAIR

Staff Director
Lynn Lorber

Principal Consultant
Olgalilia Ramirez
Ian Johnson
Kordell Hampton

Committee Assistant
Maria Velez
Irma Kam

1021 O Street, Room 6740
(916) 651-4105
FAX: (916) 324-0917

AGENDA

Monday, August 26, 2024
1 p.m. -- State Capitol, Room 113

PURSUANT TO SENATE RULE 29.10(d)

MEASURES HEARD IN FILE ORDER

1. SB 691 Portantino Pupil attendance: truancy notifications.
2. SB 1440 Laird School operations: 4-day school week.

SENATE COMMITTEE ON EDUCATION

Senator Josh Newman, Chair

2023 - 2024 Regular

| | | | |
|--------------------|-----------------|----------------------|-----------------|
| Bill No: | SB 691 | Hearing Date: | August 26, 2024 |
| Author: | Portantino | | |
| Version: | August 8, 2024 | | |
| Urgency: | No | Fiscal: | Yes |
| Consultant: | Kordell Hampton | | |

Subject: Pupil attendance: truancy notifications.

NOTE: This bill has been amended to replace its contents and this is the first time this bill is being heard in its current form in the Senate.

SUMMARY

This bill requires a local educational agency (LEA), beginning July 1, 2025, to notify a pupil's parent or guardian, as specified, if that pupil is classified as being truant, as specified.

BACKGROUND

Existing Law:

Education Code (EC)

- 1) Defines "truant" as any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the schoolday without a valid excuse on three occasions in one school year, or any combination thereof. (EC § 48260)
- 2) Upon a pupil's initial classification as a truant, the school district shall notify the pupil's parent or guardian using the most cost-effective method possible, which may include electronic mail or a telephone call:
 - a) That the pupil is truant.
 - b) That the parent or guardian is obligated to compel the attendance of the pupil at school.
 - c) That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution, as specified.
 - d) That alternative educational programs are available in the school district.
 - e) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.

- f) That the pupil may be subject to prosecution, as specified.
 - g) That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day. (EC § 48260.5)
- 3) States any pupil who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be reported as a truant to the attendance supervisor or the superintendent of the district (EC § 48261)
 - 4) The attendance supervisor or his or her designee, a peace officer, a school administrator or his or her designee, or a probation officer may arrest or assume temporary custody, during school hours, of any minor subject to compulsory full-time education or to compulsory continuation education found away from his or her home and who is absent from school without valid excuse within the county, city, or city and county, or school district. (EC § 48264)
 - 5) Defines "habitual truant" as any pupil who has been reported as a truant three or more times per school year, where an appropriate district officer or employee had made a conscientious effort to hold at least one conference with a parent and the pupil, after the filing of either a truancy report to the attendance supervisor or district superintendent. Specifies that a habitual truant may be referred to a student attendance review board (SARB) or a truancy mediation program. (EC § 48262)
 - 6) Defines "chronic truant" as any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse for 10 percent or more of the schooldays in one school year, from the date of enrollment to the current date. (EC § 48263.6)
 - 7) Provides a list of reasons that constitute an excused absence, which include, among others, that the absence of a student is to be excused when the absence, as specified. (EC § 48205)
 - 8) Provides that a valid excuse may include other reasons that are within the discretion of school administrators and based on the facts of the pupil's circumstances. (EC § 48260)

ANALYSIS

This bill:

- 1) Requires an LEA to beginning July 1, 2025, to notify a pupil's parent or guardian if that pupil is classified as being truant with the following information using the most cost-effective method possible, which may include email or a telephone call:
 - a) That the pupil is truant.
 - b) That the parent or guardian is obligated to compel the attendance of the pupil at school.

- c) That alternative educational programs are available in the school district.
- d) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- e) That mental health and supportive services may be available to the pupil and the family.
- f) That school personnel are available to meet with the pupil and family to develop strategies to support the pupil's attendance at school.
- g) That research shows that missing 10 percent of school for any reason can translate into pupils having difficulty learning to read by third grade, achieving in middle school, and graduating from high school.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "It is necessary to address the language in existing law that threatens to prosecute parents, guardians, and students if they have 3 or more unexcused absences. Punitive approaches to address truancy contradict an emerging body of research showing that positive problem solving methods are more effective. Best practices avoid punitive messaging and instead encourage communication between schools and families to develop solutions together to reduce truanancies."
- 2) ***Unexcused Absences Trigger Truancy Provisions.*** While excused and unexcused absences may be treated the same for funding purposes, they are not treated the same for attendance purposes. A student absent from school without a valid excuse on any day or tardy for more than 30 minutes, or any combination thereof, for three days in a school year is considered a truant.

Excused Absences Do Not Generate ADA.

In California, school funding is primarily calculated using ADA. Each time a student is absent, that absence negatively impacts the LEA's ADA, ultimately reducing their overall funding. While each absence may be insignificant relative to overall funding levels, absences affect overall funding in the aggregate. Under current law, all absences, whether excused or unexcused, reduce overall ADA.

- 3) ***Truant Notifications To Pupil's Parents or Guardians.*** Currently, upon a pupil's initial classification as being truant, the school district is required to notify the pupil's parent or guardian the following information using the most cost-effective method possible, which may include electronic mail or a telephone call:
 - a) That the pupil is truant.
 - b) That the parent or guardian is obligated to compel the attendance of the pupil at school.

- c) That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution, as specified.
- d) That alternative educational programs are available in the school district.
- e) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- f) That the pupil may be subject to prosecution, as specified.
- g) That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day. (EC 48260.5)

The first time a truancy report is issued, the pupil and, as appropriate, the parent or legal guardian, may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the pupil's attendance.

This bill alters the initial notification information to a parent or guardian upon a pupil's initial classification as being truant.

The second time a truancy report is issued within the same school year, the pupil may be given a written warning by a peace officer. A record of the written warning may be kept at the school for not less than two years or until the pupil graduates or transfers from that school. If the pupil transfers from that school, the record may be forwarded to the school receiving the pupil's school records. A record of the written warning may be maintained by the law enforcement agency in accordance with that law enforcement agency's policies and procedures. The pupil may also be assigned by the school to an afterschool or weekend study program located within the same county as the pupil's school. If the pupil fails to successfully complete the assigned study program

The third time a truancy report is issued within the same school year, the pupil shall be classified as a habitual truant, and may be referred to, and required to attend, an attendance review board or a truancy mediation program. If the school district does not have a truancy mediation program, the pupil may be required to attend a comparable program deemed acceptable by the school district's attendance supervisor. If the pupil does not successfully complete the truancy mediation program or other similar program.

The fourth time a truancy report is issued within the same school year, the pupil may be within the jurisdiction of the juvenile court that may adjudge the pupil to be a ward of the court. If the pupil is adjudged a ward of the court, the pupil shall be required to do one or more of the following:

- a) Performance at court-approved community services sponsored by either a public or private nonprofit agency for not less than 20 hours but not more than 40 hours over a period not to exceed 90 days, during a time other than the pupil's hours of school attendance or employment. The probation officer shall report to the court the failure of the pupil to comply.

- b) Payment of a fine by the pupil of not more than fifty dollars (\$50) for which a parent or legal guardian of the pupil may be jointly liable.
- c) Attendance of a court-approved truancy prevention program.

A minor who is classified as a truant may be required to attend makeup classes conducted on one day of a weekend.

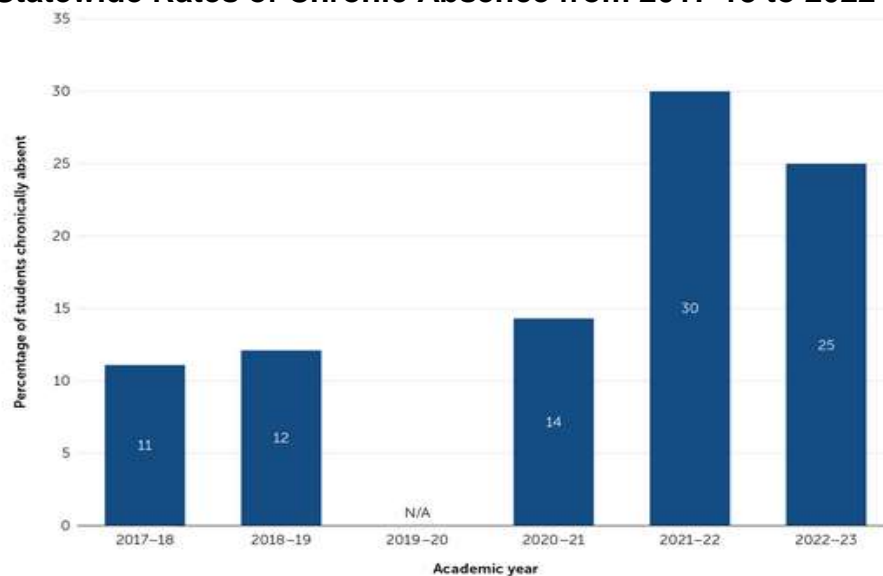
Student Attendance Review Boards (SARB)

In 1974, the California Legislature passed a statute to improve the enforcement of compulsory education laws and prevent students with persistent attendance or behavior problems from being sent to the juvenile justice system until all resources have been utilized. LEAs and county offices of education (COE) were authorized to establish SARBs at the local and county levels to provide a safety net for students and ensure a meaningful educational experience. SARBs consist of representatives from various youth-serving agencies and assist truant or recalcitrant students and their parents or guardians in resolving school attendance and behavior problems.

A State SARB was established for statewide policy coordination and personnel training to divert students with serious attendance and behavior problems from the juvenile justice system and reduce dropouts in the state public education system. The State Superintendent of Public Instruction (SPI) extends participation invitations to representatives of appropriate groups nationwide and makes annual recommendations regarding the needs of high-risk youth.

- 4) **Recent Efforts to Encourage Attendance.** So far this year, several bills have been signed to encourage pupil attendance. AB 2771 (Maienschein, Chapter 154, Statutes of 2024) requires the CDE to post information on its website about methods of reducing chronic absenteeism by the beginning of the 2026-27 school year, including but not limited to the formation of schoolsite absence intervention teams. Furthermore, AB 1939 (Maienschein, Chapter 13, Statutes of 2024) would require each county and local SARB to consult with a diverse group of students from the schools they serve at least once a year. The goal of these consultations is to gather feedback that will help the board better understand and propose interventions for any attendance or behavioral issues that students may be facing. Both these bills are in addition to attendance recovery programs designed to provide a broad spectrum of instructional programs for students with excused/unexcused absences.
- 5) **Chronic Absenteeism.** Chronic absenteeism is when students miss 10 percent or more of school for any reason. If not addressed, this can lead to difficulties learning to read by Grade 3, reaching grade-level standards in middle school, and graduating from high school. The COVID-19 pandemic has led to a significant increase in chronic absenteeism in California and across the country. Addressing this issue is crucial in helping students catch up academically. This analysis examines the trends in chronic absenteeism through the 2022-23 school year, using data from the California Department of Education (CDE). Although there has been a decrease in chronic absence rates, they are still alarmingly high.

Statewide Rates of Chronic Absence from 2017-18 to 2022-23



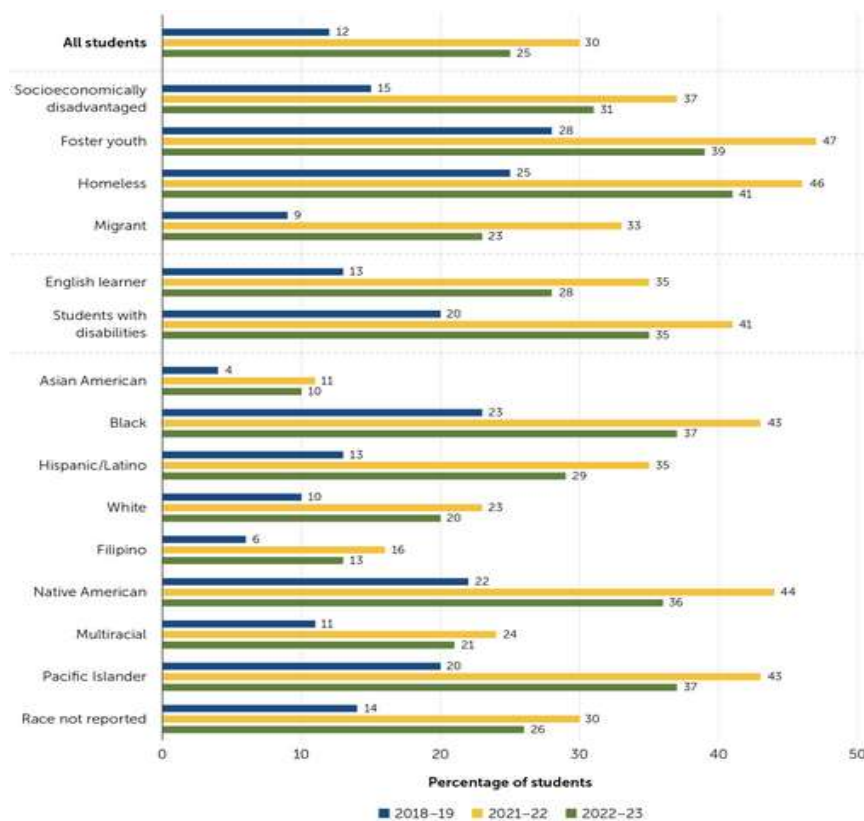
Note: The COVID-19 pandemic resulted in statewide physical school closures in February/March 2020 followed by the widespread implementation of distance learning during the 2020–21 academic year. The CDE has determined that absenteeism data are not valid and reliable for the 2019–20 academic year; therefore, the CDE has not processed these data and they are unavailable for public release.

In a report released by PACE, *Unpacking California's Chronic Absence Crisis Through 2022–23: Seven Key Facts*, chronic absence rates increased from 12 percent (702,531 students) in 2018–19 to a high of 30 percent (1,799,734) in 2021–22. In 2022–23, there was a decrease of 5 percentage points to a chronic absenteeism rate of 25 percent (1,486,302 students). Although this modest decrease is a hopeful sign, rates are still much higher than they were prior to the pandemic.

Schools that serve socioeconomically disadvantaged (SED) students tend to have higher rates of chronic absenteeism. Only 2 percent of the most affluent schools (those serving 0–24 percent SED students) experience extreme levels of chronic absence. In comparison, 60 percent of schools serving 75 percent or more SED students have extreme levels of chronic absence. Due to the challenges posed by the pandemic, SED students are significantly behind their non-SED peers in academic performance. Chronic absence is also high among particular student populations, although all have experienced modest decreases in the last year. Students who are involved in the foster care system, are experiencing homelessness, and have been identified as having a disability have extraordinarily high levels of chronic absenteeism. In addition, Native American, Black, and Pacific Islander students have exceptionally high rates of chronic absence. For these populations, chronic absenteeism both reflects and exacerbates inequities. These high rates can reflect challenges facing students and families in the community (e.g., lack of access to health care, unreliable transportation, housing, and food insecurity, etc.) and within the school (e.g., bullying, unwelcoming school climate, biased

disciplinary or attendance practices, or lack of a meaningful and culturally relevant curriculum). Such difficulties can affect students’ learning ability and cause them to fall farther behind because they miss invaluable instruction.

Chronic Absenteeism Rates By Student Group and Year



The reasons behind chronic absenteeism are complex; hence addressing this issue requires a multifaceted approach. This approach should involve services that meet their basic needs, create a safe and welcoming school environment, and provide engaging and challenging learning opportunities. Furthermore, partnerships with community organizations and public agencies are crucial to tackle the barriers and challenges to school attendance that may be beyond the capacity of educators.

This bill attempts to foster respectful interaction between school districts and parents or guardians of pupils, prior to using punitive measures as afforded by statute.

6) Related Legislation.

AB 1939 (Maienschein, Chapter 13, Statutes of 2024) would require each county and local SARB to consult with a diverse group of students from the schools they serve at least once a year. The goal of these consultations is to gather feedback that will help the board better understand and propose interventions for any attendance or behavioral issues that students may be facing.

AB 2771 (Maienschein, Chapter 154, Statutes of 2024) requires the CDE to post information on its website about methods of reducing chronic absenteeism by the

beginning of the 2026-27 school year, including but not limited to the formation of schoolsite absence intervention teams.

AB 2815 (O'Donnell, Chapter 829, Statutes of 2016) authorizes a supervisor of attendance to provide specified support services and take specified interventions.

SUPPORT

None received

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Josh Newman, Chair

2023 - 2024 Regular

| | | | |
|--------------------|---------------|----------------------|-----------------|
| Bill No: | SB 1440 | Hearing Date: | August 26, 2024 |
| Author: | Laird | | |
| Version: | June 27, 2024 | | |
| Urgency: | No | Fiscal: | Yes |
| Consultant: | Lynn Lorber | | |

Subject: School operations: 4-day school week.

NOTE: This bill has been amended to replace its contents and this is the first time the bill is being heard in its current form in the Senate.

SUMMARY

This bill temporarily authorizes the Stony Creek Joint Unified School District to operate its schools on a four-day school week if the district complies with specified requirements related to instructional time, school meals, agreements with employees, and student performance.

BACKGROUND

Existing law:

Four-day school week

- 1) Authorizes the Big Sur Unified School District, the Leggett Valley Unified School District, and the Reeds Creek Elementary School District to operate one or more schools in their respective school districts on a four-day school week, if the school district complies with specified instructional time and other requirements. (Education Code (EC) § 37700)
- 2) Requires a school district operating one or more schools on a four-day school week to annually, not later than June 1, submit to the California Department of Education (CDE) for review and approval a plan for how the school district will ensure that the minimum instructional minutes (pursuant to the Incentives for Longer Instructional Day and Year provisions) will be met in the following school year. Requires the school district, if it offered less than the minimum instructional minutes required, to be subject to specified instructional time fiscal penalties. (EC § 37700)
- 3) Authorizes a school district with an exclusive bargaining representative to operate a school on a four-day school week only if the school district and the representative of each bargaining unit of school district employees mutually agree to that operation in a memorandum of understanding. (EC § 37700)
- 4) Requires school districts to provide, on an annual basis, while operating a school on a four-day school week, at least 560 hours of instructional time for

kindergarten, at least 700 hours of instructional time for grades 1-3, and at least 845 hours of instructional time for grades 4-12. Authorizes the school district to exceed these minimum instructional times except that no student in a kindergarten shall be kept in school more than four hours in any day, exclusive of recesses. Prohibits the school day from exceeding eight hours, nor may the school week be less than four days. (EC § 37701)

- 5) Requires the school district, in order to operate a school on a four-day school week, to secure the approval of the governing board of the district and of any collective bargaining agents representing employees of the school district. (EC § 37702)
- 6) Requires a school site council in the school district to be involved in the planning and evaluation of a four-day school week. (EC § 37703)
- 7) Requires the school district to consider the impact of the longer schoolday on primary grade students and the impact of the four-day school week on working parents who may be required to find child care services for their schoolage children due to the shortened school week. (EC § 37704)
- 8) Requires, if a school district elects to operate a school on a four-day school week, the school district to be entitled to receive the same support, but not more support, from the State School Fund due to the average daily attendance (ADA) at the schools within the school district that it would have received if the school district had been operating under the provisions of law relating to the 175-day school year. (EC § 37706)
- 9) Requires, if the school district elects to operate a school on a four-day school week, the reduced number of schooldays in the school district to not affect the rights of certificated or classified employees of the school district with regard to classification, tenure, or notice and shall not otherwise affect the contract rights of the employees. (EC § 37707)
- 10) Requires, if a school operating on a four-day school week, as specified, fails to achieve its Academic Performance Index growth target, the authority of that school to operate on a four-day school week to be permanently revoked commencing with the beginning of the following school year. (EC § 37710)
- 11) Authorizes, beginning in the 2004–05 fiscal year, the following school districts in San Diego County to operate one or more schools in their respective districts on a four-day school week if the districts comply with the specified instructional time and other requirements: Borrego Springs Unified School District, Julian Union Elementary School District, Julian Union High School District, and Warner Unified School District. (EC § 37711)

Incentives for Longer Instructional Day and Year

- 12) Requires each school district, as a condition of apportionment, as specified, to for each fiscal year, offer, at a minimum, the following number of minutes of

instruction:

- a) To students in kindergarten, 36,000 minutes;
- b) To students in grades 1 to 3, inclusive, 50,400 minutes;
- c) To students in grades 4 to 8, inclusive, 54,000 minutes; and
- d) To students in grades 9 to 12, inclusive, 64,800 minutes. (EC § 46207)

ANALYSIS

This bill (1) authorizes the Stony Creek Joint Unified School District to operate its schools on a four-day school week for up to four school years if the district complies with specified requirements related to instructional time, school meals, agreements with employees, and student performance; and, (2) makes a technical change to the instructional time requirements for the school districts that are currently authorized to operate a four-day school week. Specifically, this bill:

Stony Creek Joint Unified School District

- 1) Authorizes, beginning with the 2025–26 school year and through June 2029, the Stony Creek Joint Unified School District to operate one or more schools on a four-day school week if it complies with the instructional time requirements specified existing law, the other requirements of existing law related to operating a four-day school week, and all of the following requirements:
 - a) Annually submit, by no later than June 1, to CDE for review and approval, a plan for how the school district will ensure that the minimum instructional minutes required by existing law will be met in the following school year.
 - i) The plan must include, but not be limited to, an annual school calendar with at least five additional days of instruction than is otherwise needed to meet the minimum instructional minute requirements in the event that one or more of the schools in the school district is prevented from operating for specified reasons (natural disaster, epidemic, inability to secure a teacher, etc.).
 - ii) If the school district does not need some or all of the five additional days of instruction in order to meet the minimum instructional minute requirements in that school year, the school district must only offer the extra instructional days to students as necessary to meet those requirements.
 - iii) If the school district offered less than the required minimum instructional minutes, the school district must be subject to the penalties contained in existing law.

- b) Make a nutritionally adequate breakfast, and a nutritionally adequate lunch, available five days per week to any student who requests a meal, free of charge, and without consideration of the student's eligibility for federally funded free or reduced-price meals.
- 2) Conditions the authority for the Stony Creek Joint Unified School District to operate a four-day school week on whether the school district and the representative of each bargaining unit of school district employees mutually agree to that operation in a memorandum of understanding (if the district has an exclusive bargaining representative).
- 3) Prohibits the Stony Creek Joint Unified School District from continuing to operate a four-day school week in a school year subsequent to a single year in which there was a decline in status in 50 percent or more of the state indicators used to measure performance that are included in the evaluation rubrics.
- 4) Sunsets the authority for the Stony Creek Joint Unified School District to operate a four-day school week on July 1, 2029.
- 5) Defines the following terms:
 - a) "Nutritionally adequate breakfast" is one that qualifies for reimbursement under the most current meal pattern for the federal School Breakfast Program.
 - b) "Nutritionally adequate lunch" is one that qualifies for reimbursement under the most current meal pattern for the federal National School Lunch Program.

Instructional time requirements

- 6) Updates the instructional time requirements that apply to the school districts that are specifically authorized to operate a four-day school week.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "Senate Bill 1440 authorizes the Stony Creek Joint Unified School District in Glenn and Colusa counties to operate on a 4-day school week schedule. Stony Creek Joint Unified School District is a rural district serving between 80-90 students and over half of the student body are members of the Grindstone Indian Rancheria of Wintun-Wailaki Indians of California which regularly engages in cultural and tribal activities on Mondays. Modifying the school schedule facilitates students' and faculty's participation in culturally significant events, and ensures the district is best able to meet the needs of its local community including families, and faculty that live up to 60 miles from the school district."
- 2) ***Existing authorization to operate four-day school week.*** Existing law authorizes seven districts to operate on a four-day school week if the districts meet the minimum annual minute requirements. For most school districts, this means they operate four-days a week, with longer school days than districts

operating a five-day week. Existing law sets caps on the maximum length of a school day for school districts operating a four-day week.

As noted in the Assembly Education Committee analysis, according to the CDE, only two districts, Big Sur Unified School District (Monterey County), and Leggett Valley Unified School District (Mendocino County), currently operate on a four-day school week schedule, mainly due to extreme weather or geographic conditions. The other districts, despite having received authorization, have chosen to continue operating on a five-day school week schedule. Additional school districts previously received authorization to operate a four-day schedule, but over time, their authorizations ended due to sunset provisions or other reasons.

- 3) ***Why just Stony Creek Joint Unified School District?*** As noted by the author, “Stony Creek Joint Unified School District is a rural district serving between 80-90 students and over half of the student body are members of the Grindstone Indian Rancheria of Wintun-Wailaki Indians of California which regularly engages in cultural and tribal activities on Mondays. Modifying the school schedule facilitates students’ and faculty’s participation in culturally significant events, and ensures the district is best able to meet the needs of its local community including families, and faculty that live up to 60 miles from the school district.”

According to the district’s website, “The Stony Creek Joint Unified School District is located in a rural area of northern California and serves students from Ladoga to Chrome and from the western edge of the Sacramento Valley to the summit of the Coast Range. The district covers approximately six hundred square miles, of which nearly half is within the boundaries of the Mendocino National Forest. Also included in this area is Grindstone Rancheria, a Nomlaki Indian Rancheria. Members from the Pomo and Wintun tribes also attend the school. The school community is made up of a variety of socioeconomic backgrounds: inter-district students from Glenn and Colusa Counties, Native Americans from one rancheria, ranching and logging families, and other students from well-established Elk Creek, Chrome, and Stonyford families.”

The district operates grades K-12 across four schools: an elementary school, an intermediate school (grades 5-8), a high school, and a continuation high school. According to the 2023 California School Dashboard, there were 88 students, almost half of whom are American Indian, enrolled in the Stony Creek Joint Unified School District.

- 4) ***Instructional time requirement.*** Existing law requires a school district operating one or more schools on a four-day school week to annually submit to the CDE a plan for how the school district will ensure that the minimum specified instructional minutes (under the Incentives for Longer Instructional Day and Year) will be met. The CDE reviews the submitted report and verifies the information provided by the district, including the school calendar, and how instructional minutes are calculated at all grade levels. Existing law requires the school district and the representative of each bargaining unit of school district employees to mutually agree to that operation in a memorandum of understanding. If the school district elects to operate a school on a four-day

school week, as specified, the reduced number of schooldays cannot affect the rights of certificated or classified employees of the school district with regard to classification, tenure, or notice and shall not otherwise affect the contract rights of the employees.

As noted above, statute requires school districts operating schools on a four-day school week to submit a plan to the CDE for how the district will ensure the minimum instructional minutes required pursuant to the Incentives for Longer Instructional Day and Year statutes (rather than the minimum instructional minutes described in statute related to operating a four-day school week). *This bill updates references to minimum instructional time to align with those specified in the Incentives for Longer Instructional Day and Year statutes. This reference update also more accurately reflects that instructional time is measured in minutes, rather than in hours.*

- 5) ***Fiscal impact.*** According to the Assembly Appropriations Committee, this bill would impose ongoing Proposition 98 General Fund costs of about \$13,000 for meal reimbursements to Stony Creek Joint Unified School District. Costs could be higher or lower in any given year depending on student demand for meals. These costs would otherwise be covered by federal meal reimbursements, but a school district may claim reimbursements only for days it is operational. Because this bill requires Stony Creek Joint Unified School District to provide meals on a day it is not operational, the state would need to cover the cost of meals. To produce this estimate, CDE analyzed the number of breakfasts and lunches served at Stony Creek Joint Unified School District in the 2023-2024 school year.

SUPPORT

Stony Creek Joint Unified School District (Sponsor)
Glenn County Office of Education
Grindstone Parent Advisory Committee, Grindstone Indian Rancheria
Stony Creek Federation of Teachers
Stony Creek Joint Unified School District Governing Board

OPPOSITION

None received

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