

K-12 EDUCATION

California provides academic instruction and support services to nearly six million students in grades kindergarten through twelve in more than 10,000 schools throughout the state. A system of 58 county offices of education, approximately 1,000 local school districts, and more than 1,200 charter schools provides instruction in English, mathematics, history, science, and other core competencies to provide students with the skills they will need upon graduation to either enter the workforce or pursue higher education.

CALIFORNIA FOR ALL KIDS

The last two years have created unprecedented challenges for schools, teachers, families, and children. The COVID-19 Pandemic has stretched the capacity of public schools like never before. While recognizing the challenge of this event, it is important to highlight the heroic efforts of students (who had to manage a swiftly changing environment and set of expectations and support), families (who oftentimes were concurrently balancing work, child care, and teaching), teachers (who were often balancing both in-person and remote instructional obligations—sometimes while being parents themselves), and school staff (who fed, counseled, coordinated, located, and generally supported students and families wherever they were).

The 2021 Budget Act provided substantial resources for schools to return to safe in-person instruction, learning recovery opportunities, and expanded learning time. A centerpiece of the Budget was the multi-year phase-in of universal Transitional

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Kindergarten to provide access to free, high-quality, inclusive pre-Kindergarten for all children.

Additionally, the 2021 Budget provided a blueprint for re-envisioning public schools as local mainstays of whole child care and familial support, and included a package of historic investments in before and after school care, comprehensive nutrition services, access to physical and mental health care, and increased training and support for educators.

Effective implementation of this ambitious plan requires consistency and continued investment. This Budget reflects this principle; by proposing the highest per pupil funding ever and providing ongoing funding for existing core programs like the Local Control Funding Formula (LCFF), special education, transitional kindergarten, nutrition, and expanded learning. It also supports public school system fiscal stability by mitigating the impacts of long-term declining enrollment. Finally, it reflects the need to prepare for future challenges facing the state, including climate change and the evolving economic and workforce needs.

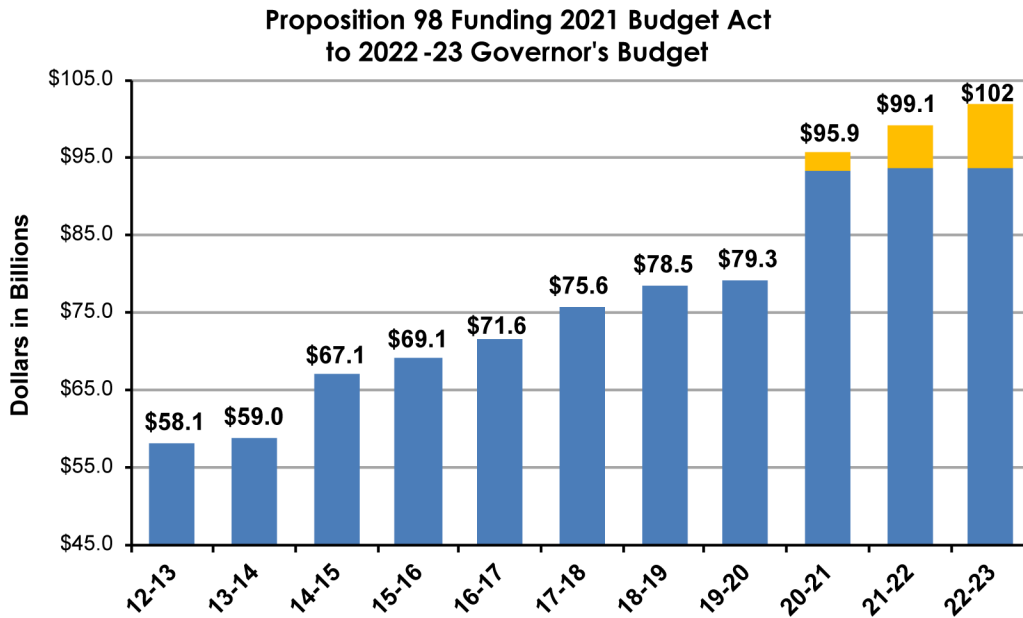
PROPOSITION 98

Proposition 98 is a voter-approved constitutional amendment that guarantees minimum funding levels for K-12 schools and community colleges (collectively referred to as K-14 schools). The Guarantee, which went into effect in the 1988-89 fiscal year, determines funding levels according to multiple factors including the level of funding in 1986-87, General Fund revenues, per capita personal income, and changes in civilian population and school attendance. The LCFF is the primary mechanism for distributing these funds to support all students attending K-12 public schools in California.

The upward revision of General Fund revenues has resulted in significant increases in the Guarantee. Proposition 98 funding for K-12 schools and community colleges for 2022-23 is \$102 billion—an increased investment of \$8.2 billion in schools and community colleges above the level funded in the 2021 Budget Act, and the highest level of state funding for K-14 schools.

The Guarantee continues to be in a Test 1 for all years 2020-21 through 2022-23. This means that the funding level of the Guarantee is equal to 38.02 percent of General Fund revenues, plus local property tax revenues. To accommodate enrollment increases related to the expansion of transitional kindergarten (as described in the Early Education section below), the Test 1 percentage is rebenchmarked to increase the

percentage of General Fund revenues due to the Guarantee, from 38.02 percent to approximately 38.4 percent.



The significant increase in revenues projected from 2020-21 through 2022-23, in addition to the rebenching of Proposition 98, results in a corresponding increase in resources for K-14 schools. Proposition 98 is estimated to be \$95.9 billion in 2020-21, \$99.1 billion in 2021-22, and \$102 billion in 2022-23, representing a three-year increase in the minimum Guarantee of \$16.1 billion over the level funded in the 2021 Budget Act.

The Budget includes total funding of \$119 billion (\$70.5 billion General Fund and \$48.5 billion other funds) for all K-12 education programs. K-12 per-pupil funding totals \$15,261 Proposition 98 General Fund—its highest level ever—and \$20,855 per pupil when accounting for all funding sources.

PROPOSITION 98 RAINY DAY FUND

The Budget includes 2020-21, 2021-22, and 2022-23 payments of \$3.1 billion, \$3.6 billion, and \$3.1 billion (respectively) into the Public School System Stabilization Account, for a balance of more than \$9.7 billion at the end of 2022-23. Under current law, there is a cap of 10 percent on school district reserves in fiscal years immediately succeeding those in which the balance in the Account is equal to or greater than 3 percent of the total K-12 share of the Guarantee. The balance of \$6.7 billion in 2021-22 triggers school district reserve caps beginning in 2022-23.

LOCAL CONTROL FUNDING FORMULA (LCFF)

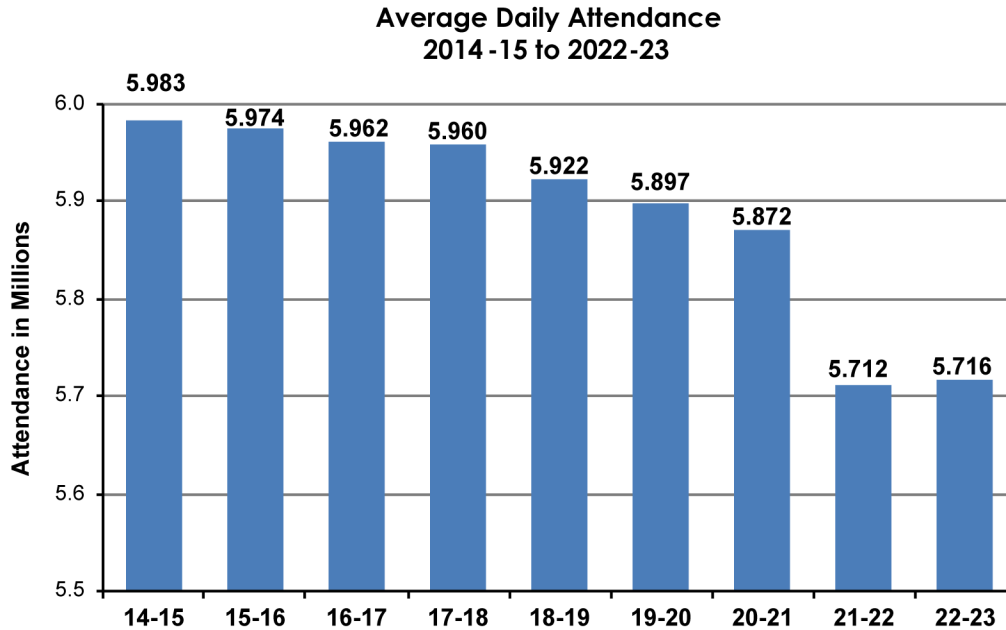
The Budget includes a LCFF cost-of-living adjustment of 5.33 percent—the highest cost-of-living adjustment since the Great Recession. This increase will result in \$3.3 billion in additional discretionary funds for local educational agencies. Additionally, local expenditure data indicate that a significant proportion of the approximately \$30 billion in one-time COVID-related federal funding provided to local educational agencies in the 2020-21 and 2021-22 fiscal years remains available for expenditure, indicating significant available cash for local educational agencies in 2022-23.

SCHOOL FISCAL STABILITY

The Budget's historic levels of funding provide opportunity for schools to address students' needs, which are significant due to the COVID-19 Pandemic. Some local educational agencies are facing fiscal challenges associated with declining student enrollment and high absenteeism, which directly impact state and federal fund allocations. To support the fiscal stability of all local educational agencies, including those with a declining student population, the Budget proposes changes to the average daily attendance (ADA) component of the LCFF and the independent study program to help school districts better manage declining enrollment and simplify the collection of attendance in virtual instructional programs.

DECLINING ENROLLMENT PROTECTIONS

Demographic trends that existed prior to the COVID-19 Pandemic have been exacerbated over the last two years. This was the case with enrollment in K-12 public schools, where gradual multi-year birth rate declines had eroded the enrollment projections of school districts for several years. The pandemic saw reduced state in-migration, accelerated birth rate declines, and pushed parents to consider alternatives to their neighborhood public school. Intrastate migration has also impacted enrollment declines in some districts.



State funding for local educational agencies is dependent on ADA, which is based on student enrollment and reduced for absence rates. The greater of each school district's prior-year and current-year ADA is used to calculate its LCFF apportionment in a given year. For charter schools and county offices of education, only the current year ADA is used to calculate LCFF apportionment. In the event of significant drops in annual average daily attendance, this calculation does not provide local educational agencies with the ability to make gradual changes over a series of years to adjust instructional programming (although charter schools do have flexibilities on programmatic offerings not available to school districts). Instead, some school districts over the next few years will be faced with difficult choices to remain fiscally solvent.

To allow school districts to adjust to enrollment-related funding declines and minimize the impacts of a single-year drop in enrollment, the Budget amends the LCFF calculation to consider the greater of a school district's current year, prior year, or the average of three prior years' ADA. This formula change will help districts with significant declining enrollment and better serve remaining students. Additionally, the Administration intends to engage in outreach and discussions with interested parties throughout the spring to explore options for providing declining enrollment protections for charter schools. Ongoing costs associated with these policies are estimated to be \$1.2 billion Proposition 98 General Fund.

INDEPENDENT STUDY

In 2021-22, the state required that school districts offer families the option of in-person instruction as a condition of receiving state funding. However, the continuing pandemic meant that remote instruction through independent study was necessary to provide parent choice and options for learning during the COVID-19 Pandemic. To provide local educational agencies with a mechanism for counting instructional time during independent study (and therefore generate state funding), the state updated the independent study statute to allow local educational agencies to earn apportionment for non-classroom-based instruction.

While the Administration remains committed to in-person instruction, in 2022-23 independent study will continue to be an option for local educational agencies to count instructional time for student work completed remotely. Local educational agencies can choose between traditional independent study and course-based independent study to create quality short- and long-term remote instruction models that best serve the needs of their students. To streamline the administration of these programs, the Budget: (1) allows synchronous instruction to count for instructional time in traditional independent study, in addition to student work product; and (2) provides flexibility on the timeline for a local educational agency to collect a signed independent study plan.

EARLY EDUCATION

Access to high-quality, evidence-based early education can support and accelerate the learning of young children and provide pre-elementary students with the skills and tools needed to succeed in school. To this end, the state's Master Plan for Early Learning and Care provides recommendations for transforming the state's child care and early education systems. Specific to pre-kindergarten education programs, the Master Plan's recommendations include:

- Promoting school readiness by providing access to transitional kindergarten for all four-year-olds and to public preschool for all income-eligible three-year-olds, in full-inclusion settings.
- Improving quality of care by increasing access to full-day, full-year preschool programs, and enhancing educator competencies and providing affordable and accessible pathways for workforce advancement.

- Supporting equity by eliminating bias and increasing instructional supports through practices and training, with a focus on children with disabilities and dual language learners.
- Expanding early learning and care infrastructure.

In alignment with the Master Plan, the 2021 Budget Act outlined the plan to provide universal access to state-funded preschool for all four-year-old children, and to significantly increase access to subsidized preschool for three-year-olds. Specifically, the 2021 Budget stated the state's intent to expand transitional kindergarten over the next four years, becoming available to all four-year-old children in 2025-26; invested \$490 million in transitional kindergarten and State Preschool facilities expansion; allocated \$300 million to local educational agencies to plan for increased instruction to three- and four-year-olds and train teachers of young children; and provided \$130 million to increase access to the State Preschool Program. By investing in multiple programs, the 2021 Budget prioritized parent choice; otherwise-eligible families may continue to access the federal Head Start program and State Preschool, in addition to transitional kindergarten, which will be available to all, regardless of income.

Pursuant to the 2021 Budget plan, the Budget proposes \$639.2 million General Fund to expand eligibility for transitional kindergarten, from all children turning five-years-old between September 2 and December 2 to all children turning five-years-old between September 2 and February 2, beginning in the 2022-23 school year. These funds will increase the Proposition 98 Guarantee through the process of rebenching, as described earlier. Additionally, the Budget proposes \$383 million Proposition 98 General Fund to add one additional certificated or classified staff person to every transitional kindergarten class, reducing student-to-adult ratios to more closely align with the State Preschool Program.

The Budget also re-envisioned State Preschool for families. While some families will choose to send their four-year-old to transitional kindergarten, others will have the choice to access State Preschool. The Budget invests \$197.8 million Proposition 98 General Fund and \$110.6 million General Fund to increase State Preschool Program adjustment factors for students with disabilities and dual language learners. These adjustment factor increases are intended to fund new requirements for State Preschool providers to: (1) serve at least 10 percent students with disabilities, and (2) provide additional supportive services for dual language learners. Additionally, all students participating in State Preschool will maintain continuous eligibility for 24 months (increased from 12 months) after eligibility is confirmed, children with an individualized education program will be categorically eligible to participate in State Preschool, and State

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Preschool providers that have served all eligible three- and four-year-olds in their service will be allowed to serve two-year-old children. Finally, the Budget proposes \$500 million one-time Proposition 98 General Fund to support the Inclusive Early Education Expansion Program, which funds infrastructure necessary to support general education and special education students in inclusive classrooms.

While transitional kindergarten is funded and provided through local educational agencies, the Administration encourages schools to partner with community-based State Preschool providers and other community partners, as appropriate, to expand access to full-day preschool and care for their eligible students, to expand opportunities for the youngest learners to access a high-quality preschool program.

The investments described above are in addition to more than \$4.3 billion in resources being provided to early learning and child care programs over a four-year period (beginning in 2021-22), from the 2021 Budget Act. This multi-year allocation of resources augments provider reimbursement rates, increases program access, and invests in statewide care system infrastructure. As part of this multi-year plan, the Budget proposes \$166.2 million Proposition 98 General Fund to cover full-year costs of State Preschool rate increases that began January 1, 2022. Additional information about child care investments can be found in the Early Education Chapter.

EARLY LITERACY

Research indicates that students who are not reading well in elementary school are less likely to graduate high school. Preparing for literacy begins at birth, and the early years are even more critical for children who struggle to meet developmental milestones.

Since 2019, the Administration has invested \$92.7 million in research, direct services, and professional development to improve literacy instruction and supports for children with dyslexia and other learning disabilities. Additionally, the 2021 Budget Act allocated \$5 million one-time General Fund to provide books to families through the Women, Infant and Children (WIC) program. Operated by the California Department of Public Health, this program enables participating families to access books through the state's many WIC offices, which are located in communities across California.

When paired with historic funding for early education, the Expanded Learning Opportunities Program, and special education, these investments are significant. But the scale of the issue requires a more targeted initiative, with a focus on evidence-based practices that significantly improve literacy. Other states have had

success in increasing grade-level reading proficiency among young readers, and strategies such as expert literacy coaching at the school level, one-on-one tutoring with highly skilled reading specialists, and access to multi-lingual libraries have resulted in significant gains. To provide access to these effective supports to California's children/students, the Budget proposes the following:

- \$500 million one-time Proposition 98 General Fund, available over five years, for grants to high-needs schools to train and hire literacy coaches and reading specialists to guide productive classroom instruction and to offer one-on-one and small group intervention for struggling readers.
- \$200 million one-time Proposition 98 General Fund to establish a grant program to enable local educational agencies to create or expand multi-lingual school or classroom libraries offering culturally relevant texts to support reading instruction.
- \$10 million one-time General Fund for the Department of Public Health to partner with First 5 California on the Books for Children Program. More information on this initiative can be found in the Health and Human Services Chapter.
- \$2 million one-time General Fund to incorporate early identification for learning disabilities into the state's preschool assessment tools, including a process for follow-up by expert evaluators, and \$60 million one-time Proposition 98 General Fund to provide training for educators on effective use of these tools.

The Budget also proposes statutory language that clarifies that Expanded Learning Opportunities Program funds may be used to hire literacy tutors that would assist students as part of the program's enrichment activities.

When paired with funding for young children with disabilities and young dual language learners in the State Preschool Program, resources to support neuroscience research specific to dyslexia, increased funding for special education, and targeted interventions and supports for families with children ages 0 to 3 these investments provide a cohesive package designed to produce real gains on early literacy for every child in California.

EDUCATOR WORKFORCE

Preparing, training, and recruiting a diverse, expert workforce of administrative, credentialed, and classified staff to work in public K-12 schools is critical to the success of the entire system. This is especially true given current staffing shortages that have

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been exacerbated by the COVID-19 Pandemic. The 2021 Budget Act included \$2.9 billion to accelerate the preparation and support the training and retention of well-prepared educators.

The Budget proposes \$54.4 million in a mix of Proposition 98 General Fund and General Fund to build upon the multi-year investments included in the 2021 Budget Act to support efforts to enhance schools' ability to hire qualified teachers and substitutes. Specifically, the Budget proposes:

- \$24 million one-time General Fund to waive certain teacher examination fees.
- \$12 million one-time General Fund to extend the waiver of select credentials fees.
- \$10 million one-time General Fund to support a competitive grant program that provides grants to public and private institutions to develop and implement integrated teacher preparation programs.
- \$5.2 million Proposition 98 General Fund and \$322,000 General Fund to re-establish the Personnel Management Assistance Teams to assist local educational agencies in improving hiring and recruitment practices.
- \$1.4 million General Fund to establish career counselors for prospective educators at the Commission on Teacher Credentialing (CTC).
- \$924,000 General Fund, of which \$161,000 is one-time, to support the CTC's administration of multiple grant programs and fee waivers.
- \$900,000 General Fund for the CTC to contract for public outreach to highlight the value and benefits of educational careers in California's prekindergarten through grade 12 schools.
- Extending statute authorizing any holder of a credential or permit issued by the CTC to serve in a substitute teaching assignment aligned with their authorization, including for staff vacancies, for up to 60 cumulative days for any one assignment.

These investments will be complemented by \$5 million one-time Proposition 98 General Fund for community college-university teacher credentialing collaboratives (see the Higher Education Chapter for additional information about this initiative).

EXPANDED LEARNING OPPORTUNITIES PROGRAM

In addition to providing opportunities to address and prevent student learning challenges, expanded learning time and summer/intersessional enrichment are also important supports for working parents and families. Access to care and enrichment has become more difficult during the COVID-19 Pandemic, which has significantly affected the state's child care infrastructure. The 2021 Budget Act provided \$1 billion ongoing funds and \$754 million one-time Proposition 98 General Fund for the Expanded Learning Opportunities Program, which by 2025-26 will provide all students in low-income communities with no-cost access to nine hours of developmentally appropriate academics and enrichment activities per instructional day and for six weeks each summer. Additionally, all local educational agencies, regardless of community demographics, are encouraged to offer subsidized services to all students, using a fee schedule that considers family income and ability to pay.

The Budget proposes an additional \$3.4 billion ongoing Proposition 98 General Fund for the Expanded Learning Opportunities Program, increasing per pupil funding for the program and expanding the number of local educational agencies offering no-cost services. This brings total ongoing program funding to an historic before/after school investment of \$4.4 billion, with additional funds anticipated in future years. The Budget also proposes \$937 million one-time Proposition 98 General Fund to support Expanded Learning Opportunities Program infrastructure, with a focus on integrating arts and music programming into the enrichment options for students. Finally, the Budget continues one-time reimbursement rate increases (at a cost of \$148.7 million ongoing Proposition 98 General Fund) from the 2021 Budget Act for the After School Education and Safety and 21st Century Community Learning Centers programs.

While acknowledging that implementing a program of the size and scope of the Expanded Learning Opportunities Program can be challenging for local school districts, the Administration encourages schools to consider partnering with community-based providers to quickly scale up capacity. California has a sizable number of non-profit and other local providers of before/after school care and enrichment that have a history of providing high-quality expanded learning programs, and partnerships between these entities and local educational agencies can expedite services to the maximum number of students.

SPECIAL EDUCATION

It is a priority of the Administration to address the significant achievement gap for children with disabilities. Many of California's children with disabilities are also English learners, come from low-income families, and/or are served by the foster care system, compounding equity challenges that have been exacerbated by the COVID-19 Pandemic. Over the last three years, the Administration has worked with the Legislature to augment special education funding by more than \$3.1 billion, including almost \$1 billion in ongoing Proposition 98 General Fund. Each funding augmentation was paired with policy changes intended to improve the quality and timeliness of services for children with disabilities.

Building on these investments, the Budget proposes an additional \$500 million ongoing Proposition 98 General Fund for the special education funding formula, paired with the following policy changes to further the state's commitment to improving special education instruction and services:

- To improve the ability of local educational agencies to project their special education funding allocations and undertake comprehensive program planning, amend the special education funding formula to calculate special education base funding allocations at the local educational agency level rather than the special education local plan area (SELPA) level.
- Consolidate two special education extraordinary cost pools into a single cost pool to simplify the current funding formula.
- Allocate Educationally-Related Mental Health Services funding directly to local educational agencies rather than to SELPAs.
- Develop a Special Education Addendum to the Local Control and Accountability Plan that will support inclusive planning and promote cohesion by linking special education and general education planning, so parents of students with disabilities have a defined role in the Local Control and Accountability Plan development process.
- Support efforts to develop comprehensive Individualized Education Programs (IEPs) by focusing a special education resource lead on IEP best practices, and establishing an expert panel to continue the work of creating a model IEP template.

- Establish an alternate diploma and a workgroup to explore alternative coursework options for students with disabilities to demonstrate completion of the state graduation requirements.

In addition to these resources and programmatic improvements, the Budget proposes \$849,000 General Fund and 6 positions to support the State Department of Education's efforts to strengthen the transition process of young children with disabilities from federal Part C services (provided by regional centers) to federal Part B services (provided by school districts). Children are required by federal law to transition between services provided by these two entities at age three. These resources will be paired with \$65.5 million in fiscal year 2022-23 that rises to \$82.5 million in fiscal year 2023-24 for the Department of Developmental Services and regional centers to strengthen the transition process (see the Health and Human Services Chapter for additional information about these initiatives). Finally, the Budget proposes statutory changes to support the continuity of services provided to young children with disabilities by enhancing coordination between the Departments and supporting parents' ability to access the resources and information needed to be active participants in the transition process.

COLLEGE AND CAREER PATHWAYS

So more Californians can participate in California's economic growth, the Budget includes a multi-pronged strategy to train workers to meet critical job needs to support California's economic growth. Promoting pathways in technology, healthcare, education, and climate-related fields allow students to advance seamlessly from high school to college and career and provide the workforce needed for economic growth.

High school students are more likely to pursue sustained post-secondary education and training if they can engage in training and preparation that interests them, believe that the education they are receiving personally benefits them, and can see a clear path to higher education and employment. By creating college and career pathways, where students can clearly see how obtaining various levels of college credits, credentials, and/or work/apprenticeship experience can result in various careers and levels of compensation, secondary and post-secondary schools can encourage educational persistence, especially when pathways are paired with the ability to earn college credits, micro-credentials, and work/apprenticeship experience beginning in high school.

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To enhance and expand the offering of these educational pathways, the Budget proposes \$1.5 billion one-time Proposition 98 General Fund over four years to support the development of pathway programs focused on technology (including computer science, green technology, and engineering), health care, education (including early education), and climate-related fields. These programs are predicated on developing local partnerships that bring together school systems, higher education institutions, employers, and other relevant community stakeholders.

Additionally, the Budget proposes \$500 million one-time Proposition 98 General Fund, also available over four years, to strengthen and expand student access and participation in dual enrollment opportunities that are also coupled with student advising and support services. Dual enrollment allows high school students to take classes that both count towards high school graduation and earning college credit, with some students able to graduate high school with an associate's degree. These investments will be complemented by \$45 million in higher education funding for curricular pathways software and public-private partnerships for STEM, education, and health care career preparation (see the Higher Education Chapter for additional information about these initiatives).

TRANSPORTATION

School bus fleets are dominated by diesel combustion vehicles. These buses create pollution that harms the environment and are costly to operate. The cost of fuel and repairs necessary to maintain a diesel combustion system erode resources that could otherwise be used to support other aspects of school transportation programs.

The Budget proposes \$1.5 billion one-time Proposition 98 General Fund, available over three years, to support school transportation programs, with a focus on greening school bus fleets. Specifically, grants of at least \$500,000 would be available with priority for local educational agencies with high concentrations of low-income students, youth in foster care, and English language learners, as well as small and rural local educational agencies. For \$500,000, a local educational agency will be able to acquire an electric school bus, construct the bus's charging station, and support other local school bus transportation needs. These investments will result in ongoing savings to transportation programs that could be used to support other aspects of school transportation programs.

Additionally, the Budget proposes a workgroup to streamline the process of training and licensing new school bus drivers. The workgroup would consist of representatives

from the Department of Motor Vehicles, California Highway Patrol, Department of Education, and State Board of Education.

NUTRITION

Nutrition programs are a key component in achieving an effective education program. Research shows that child nutrition programs increase student attendance and improve their well-being. The implementation of universal meals will provide benefits to all children and reduce the stigma of free and reduced price meals. The Budget proposes \$596 million Proposition 98 General Fund, on top of \$54 million provided in the 2021 Budget Act, to fund universal access to subsidized school meals.

Beginning in the 2022-23 school year, all public schools will be required to provide two free meals per day to any student who requests a meal, regardless of income eligibility. Further, all schools eligible for the Community Eligibility Provision, the federal universal meals provision, will be required to apply for the program by June 30, 2022 (if they are not already participating) to reduce volatility in costs to the state and to maximize federal reimbursement for meals served. The state will then cover any remaining unreimbursed costs up to the combined state and federal free per-meal rate.

Additionally, the Budget proposes \$450 million one-time Proposition 98 General Fund, available over three years, to upgrade school kitchen infrastructure and equipment to incorporate more fresh, minimally processed California-grown foods in school meals. The Budget also includes \$3 million one-time Proposition 98 General Fund to support the School Breakfast and Summer Meal Start-Up and Expansion Grant Program. Both of these programs are complementary to the provision of school meals for all students as well as the Farm to School Program investments described below.

FARM TO SCHOOL PROGRAM

The use of local, minimally processed foods in school meals is both healthier for children and better for the environment, allowing students to establish healthy habits that will serve them well into adulthood. The 2021 Budget Act included \$60 million one-time General Fund over two years to support the California Farm to School Program, which connects local producers and school food buyers; increases food education opportunities in classrooms, gardens, and on farms; and engages schools and students with the agricultural community.

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The Budget strengthens this investment by providing an additional \$30 million one-time General Fund to establish additional farm to school demonstration projects and \$3 million ongoing General Fund to expand the regional California Farm to School Network by adding 16 new positions at the California Department of Food and Agriculture. The network supports local food procurement and farm to school programs throughout the state.

K-12 SCHOOL FACILITIES

The Kindergarten through Community College Public Education Facilities Bond Act of 2016 (Proposition 51), approved by voters in November 2016, authorized \$7 billion in state General Obligation bonds to support K-12 school facilities construction. These funds support new construction, modernization, retrofitting, career technical education, and charter school facility projects. The Budget allocates the remaining Proposition 51 bond funds—approximately \$1.4 billion—to support school construction projects.

Additionally, because Proposition 51 bond authority is expected to be exhausted in 2022-23, the Budget proposes approximately \$1.3 billion one-time General Fund in 2022-23 and \$925 million one-time General Fund in 2023-24 to support new construction and modernization projects through the School Facility Program.

The Budget also includes \$30 million ongoing Proposition 98 General Fund to support eligible facilities costs for the Charter School Facility Grant Program. These funds can be used by eligible charter schools for costs associated with remodeling buildings, deferred maintenance, initial installation or extension of service systems and other built-in equipment, site improvements, and facility modifications to mitigate the spread of COVID-19.

OTHER K-12 BUDGET ADJUSTMENTS

Other significant adjustments include:

- **Local Property Tax Adjustments**—A decrease of \$127.8 million ongoing Proposition 98 General Fund for school districts and county offices of education in 2021-22, and a decrease of \$1.4 billion ongoing Proposition 98 General Fund for school districts and county offices of education in 2022-23, as a result of increased offsetting property taxes.

- **Cost-of-Living Adjustments**—An increase of \$295 million ongoing Proposition 98 General Fund to reflect a 5.33-percent cost-of-living adjustment for categorical programs that remain outside of the LCFF, including Special Education, Child Nutrition, Youth in Foster Care, Mandates Block Grant, Adults in Correctional Facilities Program, American Indian Education Centers, and the American Indian Early Childhood Education Program.
- **Model Curricula**—An increase of \$14 million one-time Proposition 98 General Fund to support county offices of education in developing model curricula related to the Vietnamese American refugee experience, the Cambodian genocide, Hmong history and cultural studies, and Native American studies.
- **County Offices of Education**—An increase of \$11.5 million ongoing Proposition 98 General Fund to reflect a 5.33-percent cost-of-living adjustment and ADA changes applicable to the LCFF.
- **Agricultural Career Technical Education Incentive Grant**—An increase of \$2 million ongoing Proposition 98 General Fund to support an augmentation to the Agricultural Career Technical Education Incentive Grant program.
- **Instructional Quality Commission**—An increase of \$246,000 one-time non-Proposition 98 General Fund for the Instructional Quality Commission to continue its work on curriculum frameworks.