

## Assembly Bill No. 2927

### CHAPTER 37

An act to amend Sections 44257, 51225.3, and 51284.5 of, and to add Section 51225.32 to, the Education Code, relating to pupil instruction, making an appropriation therefor, and declaring the urgency thereof, to take effect immediately.

[Approved by Governor June 29, 2024. Filed with Secretary of State June 29, 2024.]

#### LEGISLATIVE COUNSEL'S DIGEST

AB 2927, McCarty. Pupil instruction: high school graduation requirements: personal finance.

(1) Existing law requires a pupil to complete designated coursework while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school. These graduation requirements include, among others, the completion of 3 courses in social studies, including a one-semester course in economics.

This bill would add the completion of a separate, stand-alone one-semester course in personal finance, that is prohibited from being combined with any other course, to the graduation requirements commencing with pupils graduating in the 2030–31 school year, including for pupils enrolled in a charter school. The bill would authorize, commencing with pupils graduating in the 2030–31 school year, including for pupils enrolled in a charter school, a pupil who completes a separate, stand-alone one-semester course in personal finance, that is not combined with any other course, to elect to be exempt from the graduation requirement to complete a one-semester course in economics. The bill would require local educational agencies, including charter schools, to offer in all of its high schools a separate, stand-alone one-semester course in personal finance, that is not combined with any other course, commencing with the 2027–28 school year, as provided.

By imposing new duties on local educational agencies, this bill would impose a state-mandated local program.

(2) Existing law establishes the Instructional Quality Commission and requires the commission to, among other things, recommend curriculum frameworks to the State Board of Education and consider including, when revising the history-social science curriculum framework, age-appropriate information on financial literacy for kindergarten and grades 1 to 12, inclusive, as provided.

This bill would revise and recast the list of financial literacy topics for the commission to consider including when revising the history-social science framework, as applied to kindergarten and grades 1 to 12, inclusive. The bill would also require, on or before May 31, 2026, the state board to

adopt a curriculum guide and resources for the above-described separate, stand-alone one-semester course in personal finance based on a curriculum guide and resources developed and recommended by the commission. The bill would require the curriculum guide and resources to include all of, and only, the financial literacy topics considered by the commission as part of the history-social science framework revision, and would also require the above-described separate, stand-alone one-semester course in personal finance to include all of, and only, those topics, as provided. The bill would appropriate \$300,000 from the General Fund to the commission for purposes of developing, and recommending to the state board, the curriculum guide and resources. In the event that the state board has not adopted a curriculum guide and resources for this personal finance course by May 31, 2026, the bill would require local educational agencies, including charter schools, to locally develop the curriculum and resources to offer this personal finance course, as provided. By imposing new obligations on local educational agencies, the bill would impose a state-mandated local program.

(3) Existing law requires the Commission on Teacher Credentialing, among other duties, to establish standards for the issuance and renewal of credentials, certificates, and permits. Existing law requires the commission to issue a single subject teaching credential only in specified subjects. Existing law authorizes the commission to grant an added or supplementary authorization to a credentialholder who has met the requirements and standards of the commission for the added or supplementary authorization.

This bill would expressly authorize an individual holding a single subject teaching credential in Social Science, Business, Mathematics, or Home Economics to teach the above-described personal finance course, and would authorize the commission to additionally establish a supplementary authorization that authorizes individuals holding single subject teaching credentials in other subjects to teach the above-described personal finance course.

(4) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

(5) This bill would declare that it is to take effect immediately as an urgency statute.

Appropriation: yes.

*The people of the State of California do enact as follows:*

SECTION 1. Section 44257 of the Education Code is amended to read:  
44257. (a) The commission shall issue single subject teaching credentials only in the following subjects:

- (1) Agriculture.
- (2) Art.
- (3) Business.
- (4) Dance.
- (5) English.
- (6) World Language.
- (7) Health Science.
- (8) Home Economics.
- (9) Industrial and Technology Education.
- (10) Mathematics.
- (11) Music.
- (12) Physical Education.
- (13) Science.
- (14) Social Science.
- (15) Theater.

(b) The commission shall issue the single subject teaching credential in world language with an authorization to teach Mandarin, Cantonese, French, German, Russian, Spanish, or any other language that the commission determines is appropriate.

(c) Subjects that are commonly taught in departmentalized classes in California public schools shall be subsumed under the credential categories in subdivision (a).

(d) The commission shall issue single subject teaching credentials in the categories that were identified in Section 44282 as of December 31, 1993, to applicants who were in the process of preparing to earn those credentials before the effective date of the commission's implementation of subdivision (a).

(e) (1) A person issued a single subject teaching credential in English before the establishment of a single subject teaching credential in theater is authorized to teach theater. A person pursuing a single subject teaching credential in English before the establishment of a single subject teaching credential in theater shall not become subject to additional requirements for the single subject teaching credential in English as a result of the authorization provided by this paragraph.

(2) A person issued a single subject teaching credential in physical education before the establishment of a single subject teaching credential in dance is authorized to teach dance. A person pursuing a single subject teaching credential in physical education before the establishment of a single subject teaching credential in dance shall not become subject to additional requirements for the single subject teaching credential in physical education as a result of the authorization provided by this paragraph.

(f) This section shall not be construed to prohibit a school district from employing a person who holds a single subject teaching credential in another subject with an authorization to teach theater from teaching theater, or a person who holds a single subject teaching credential in another subject with an authorization to teach dance from teaching dance.

(g) (1) (A) An individual holding a single subject teaching credential in Social Science, Business, Mathematics, or Home Economics is authorized to teach the personal finance course specified in subparagraph (H) of paragraph (1) of subdivision (a) of Section 51225.3.

(B) This paragraph does not constitute a change in, but is declaratory of, existing law.

(2) The commission may establish a supplementary authorization that authorizes individuals holding single subject teaching credentials not listed in subparagraph (A) of paragraph (1) to teach the personal finance course specified in subparagraph (H) of paragraph (1) of subdivision (a) of Section 51225.3.

SEC. 2. Section 51225.3 of the Education Code, as amended by Section 35 of Chapter 571 of the Statutes of 2022, is amended to read:

51225.3. (a) A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school:

(1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

(A) Three courses in English.

(B) Two courses in mathematics. If the governing board of a school district requires more than two courses in mathematics for graduation, the governing board of the school district may award a pupil up to one mathematics course credit pursuant to Section 51225.35.

(C) Two courses in science, including biological and physical sciences.

(D) Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics.

(E) One course in visual or performing arts, world language, or, commencing with the 2012–13 school year, career technical education.

(i) For purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in world language.

(ii) For purposes of this subparagraph, “a course in career technical education” means a course in a district-operated career technical education program that is aligned to the career technical model curriculum standards and framework adopted by the state board, including courses through a regional occupational center or program operated by a county superintendent of schools or pursuant to a joint powers agreement.

(iii) This subparagraph does not require a school or school district that currently does not offer career technical education courses to start new career technical education programs for purposes of this section.

(iv) If a school district or county office of education elects to allow a career technical education course to satisfy the requirement imposed by this subparagraph, the governing board of the school district or county office of education, before offering that alternative to pupils, shall notify parents, teachers, pupils, and the public at a regularly scheduled meeting of the governing board of all of the following:

(I) The intent to offer career technical education courses to fulfill the graduation requirement specified in this subparagraph.

(II) The impact that offering career technical education courses, pursuant to this subparagraph, will have on the availability of courses that meet the eligibility requirements for admission to the California State University and the University of California, and whether the career technical education courses to be offered pursuant to this subparagraph are approved to satisfy those eligibility requirements. If a school district elects to allow a career technical education course to satisfy the requirement imposed by this subparagraph, the school district shall comply with subdivision (I) of Section 48980.

(III) The distinction, if any, between the high school graduation requirements of the school district or county office of education, and the eligibility requirements for admission to the California State University and the University of California.

(F) Two courses in physical education, unless the pupil has been exempted pursuant to this code.

(G) (i) Commencing with pupils graduating in the 2029–30 school year, including for pupils enrolled in a charter school, a one-semester course in ethnic studies. A local educational agency, including a charter school, may require a full-year course in ethnic studies at its discretion. Commencing with the 2025–26 school year, a local educational agency, including a charter school, with pupils in grades 9 to 12, inclusive, shall offer at least a one-semester course in ethnic studies.

(ii) Subject to the course offerings of a local educational agency, including a charter school, a pupil may fulfill the requirement of clause (i) through the completion of any of the following types of courses:

(I) A course based on the model curriculum developed pursuant to Section 51226.7.

(II) An existing ethnic studies course.

(III) An ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements of the University of California and the California State University.

(IV) A locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school. The proposed course shall first be presented at a public meeting of the governing board of the school district or the governing body of the charter school, and shall not be approved until a subsequent public meeting of the governing board or governing body at which the public has had the opportunity to express its views on the proposed course.

(iii) A course that does not use ethnic studies content as the primary content through which the subject is taught shall not be used to satisfy the requirement of clause (i).

(iv) A pupil completing a course described in clause (ii) shall also accrue credit for coursework in the subject that the course is offered, including, if applicable, credit towards satisfying a course required for a diploma of graduation from high school pursuant to this section.

(v) Curriculum, instruction, and instructional materials for a course described in clause (ii) shall meet all of the following requirements:

(I) Be appropriate for use with pupils of all races, religions, nationalities, genders, sexual orientations, and diverse ethnic and cultural backgrounds, pupils with disabilities, and English learners.

(II) Not reflect or promote, directly or indirectly, any bias, bigotry, or discrimination against any person or group of persons on the basis of any category protected by Section 220.

(III) Not teach or promote religious doctrine.

(vi) It is the intent of the Legislature that local educational agencies, including charter schools, consider that, pursuant to Section 51226.7, the Instructional Quality Commission undertook a lengthy, thorough, deliberative, and inclusive process before submitting a model curriculum in ethnic studies to the state board. To the extent that local educational agencies, including charter schools, choose to locally develop an ethnic studies program for approval by their governing board or governing body, it is the intent of the Legislature that local educational agencies not use the portions of the draft model curriculum that were not adopted by the Instructional Quality Commission due to concerns related to bias, bigotry, and discrimination.

(vii) The amendments made to this section by Section 1 of Chapter 661 of the Statutes of 2021 shall not be construed to alter any other requirement of this section for pupils enrolled in a charter school.

(H) (i) Commencing with pupils graduating in the 2030–31 school year, including for pupils enrolled in a charter school, a separate, stand-alone one-semester course in personal finance, that shall not be combined with any other course.

(ii) Commencing with pupils graduating in the 2030–31 school year, a pupil who completes a separate, stand-alone one-semester course in personal finance, that is not combined with any other course, may elect to be exempt from the requirement to complete a one-semester course in economics pursuant to subparagraph (D).

(iii) (I) A local educational agency may elect to eliminate one or more locally required courses established pursuant to paragraph (2) in order to accommodate the requirement that pupils, commencing with pupils graduating in the 2030–31 school year, complete a separate, stand-alone one-semester course in personal finance.

(II) This clause does not constitute a change in, but is declaratory of, existing law.

(iv) Commencing with the 2027–28 school year, a local educational agency, including a charter school, with pupils in grades 9 to 12, inclusive, shall offer in all of its high schools at least a separate, stand-alone one-semester course in personal finance, that is not combined with any other course.

(v) To satisfy the requirement of this subparagraph, a separate, stand-alone one-semester course in personal finance shall include information for pupils

in grades 9 to 12, inclusive, on all of, and only, the topics listed in paragraphs (1) to (13), inclusive, of subdivision (a) of Section 51284.5.

(2) Other coursework requirements adopted by the governing board of the school district.

(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

(c) On or before July 1, 2017, the department shall submit a comprehensive report to the appropriate policy committees of the Legislature on the addition of career technical education courses to satisfy the requirement specified in subparagraph (E) of paragraph (1) of subdivision (a), including, but not limited to, the following information:

(1) A comparison of the pupil enrollment in career technical education courses, world language courses, and visual and performing arts courses for the 2005–06 to 2011–12 school years, inclusive, to the pupil enrollment in career technical education courses, world language courses, and visual and performing arts courses for the 2012–13 to 2016–17 school years, inclusive.

(2) The reasons, reported by school districts, that pupils give for choosing to enroll in a career technical education course to satisfy the requirement specified in subparagraph (E) of paragraph (1) of subdivision (a).

(3) The type and number of career technical education courses that were conducted for the 2005–06 to 2011–12 school years, inclusive, compared to the type and number of career technical education courses that were conducted for the 2012–13 to 2016–17 school years, inclusive.

(4) The number of career technical education courses that satisfied the subject matter requirements for admission to the University of California or the California State University.

(5) The extent to which the career technical education courses chosen by pupils are aligned with the California Career Technical Education Model Curriculum Standards, and prepare pupils for employment, advanced training, and postsecondary education.

(6) The number of career technical education courses that also satisfy the visual and performing arts requirement, and the number of career technical education courses that also satisfy the world language requirement.

(7) Annual pupil dropout and graduation rates for the 2011–12 to 2014–15 school years, inclusive.

(d) For purposes of completing the report described in subdivision (c), the Superintendent may use existing state resources and federal funds. If state or federal funds are not available or sufficient, the Superintendent may

apply for and accept grants, and receive donations and other financial support from public or private sources for purposes of this section.

(e) For purposes of completing the report described in subdivision (c), the Superintendent may accept support, including, but not limited to, financial and technical support, from high school reform advocates, teachers, chamber organizations, industry representatives, research centers, parents, and pupils.

(f) The amendments made to this section by Section 1 of Chapter 661 of the Statutes of 2021 shall become operative only upon an appropriation of funds by the Legislature for purposes of these amendments in the annual Budget Act or another statute.

(g) This section shall become inoperative on the earlier of the following two dates:

(1) On July 1, immediately following the first fiscal year after the enactment of Chapter 621 of the Statutes of 2011 in which the number of career technical education courses that, as determined by the department, satisfy the world language requirement for admission to the California State University and the University of California is at least twice the number of career technical education courses that meet these admission requirements as of January 1, 2012. This section shall be repealed on the following January 1, unless a later enacted statute, that becomes operative on or before that date, deletes or extends the dates on which it becomes inoperative and is repealed. It is the intent of the Legislature that new career technical education courses that satisfy the world language requirement for admission to the California State University and the University of California focus on world languages aligned with career preparation, emphasizing real-world application and technical content in related career and technical education courses.

(2) On July 1, 2027, and, as of January 1, 2028, is repealed.

SEC. 3. Section 51225.3 of the Education Code, as amended by Section 36 of Chapter 571 of the Statutes of 2022, is amended to read:

51225.3. (a) A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school:

(1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

(A) Three courses in English.

(B) Two courses in mathematics. If the governing board of a school district requires more than two courses in mathematics for graduation, the governing board of the school district may award a pupil up to one mathematics course credit pursuant to Section 51225.35.

(C) Two courses in science, including biological and physical sciences.

(D) Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics.

(E) One course in visual or performing arts or world language. For purposes of satisfying the requirement specified in this subparagraph, a



course in American Sign Language shall be deemed a course in world language.

(F) Two courses in physical education, unless the pupil has been exempted pursuant to this code.

(G) (i) Commencing with pupils graduating in the 2029–30 school year, including for pupils enrolled in a charter school, a one-semester course in ethnic studies. A local educational agency, including a charter school, may require a full-year course in ethnic studies at its discretion. Commencing with the 2025–26 school year, a local educational agency, including a charter school, with pupils in grades 9 to 12, inclusive, shall offer at least a one-semester course in ethnic studies.

(ii) Subject to the course offerings of a local educational agency, including a charter school, a pupil may fulfill the requirement of clause (i) through the completion of any of the following types of courses:

(I) A course based on the model curriculum developed pursuant to Section 51226.7.

(II) An existing ethnic studies course.

(III) An ethnic studies course taught as part of a course that has been approved as meeting the A–G requirements of the University of California and the California State University.

(IV) A locally developed ethnic studies course approved by the governing board of the school district or the governing body of the charter school. The proposed course shall first be presented at a public meeting of the governing board of the school district or the governing body of the charter school, and shall not be approved until a subsequent public meeting of the governing board or governing body at which the public has had the opportunity to express its views on the proposed course.

(iii) A course that does not use ethnic studies content as the primary content through which the subject is taught shall not be used to satisfy the requirement of clause (i).

(iv) A pupil completing a course described in clause (ii) shall also accrue credit for coursework in the subject that the course is offered, including, if applicable, credit towards satisfying a course required for a diploma of graduation from high school pursuant to this section.

(v) Curriculum, instruction, and instructional materials for a course described in clause (ii) shall meet all of the following requirements:

(I) Be appropriate for use with pupils of all races, religions, nationalities, genders, sexual orientations, and diverse ethnic and cultural backgrounds, pupils with disabilities, and English learners.

(II) Not reflect or promote, directly or indirectly, any bias, bigotry, or discrimination against any person or group of persons on the basis of any category protected by Section 220.

(III) Not teach or promote religious doctrine.

(vi) It is the intent of the Legislature that local educational agencies, including charter schools, consider that, pursuant to Section 51226.7, the Instructional Quality Commission undertook a lengthy, thorough, deliberative, and inclusive process before submitting a model curriculum

in ethnic studies to the state board. To the extent that local educational agencies, including charter schools, choose to locally develop an ethnic studies program for approval by their governing board or governing body, it is the intent of the Legislature that local educational agencies not use the portions of the draft model curriculum that were not adopted by the Instructional Quality Commission due to concerns related to bias, bigotry, and discrimination.

(vii) The amendments made to this section by Section 2 of Chapter 661 of the Statutes of 2021 shall not be construed to alter any other requirement of this section for pupils enrolled in a charter school.

(H) (i) Commencing with pupils graduating in the 2030–31 school year, including for pupils enrolled in a charter school, a separate, stand-alone one-semester course in personal finance, that shall not be combined with any other course.

(ii) Commencing with pupils graduating in the 2030–31 school year, a pupil who completes a separate, stand-alone one-semester course in personal finance, that is not combined with any other course, may elect to be exempt from the requirement to complete a one-semester course in economics pursuant to subparagraph (D).

(iii) (I) A local educational agency may elect to eliminate one or more locally required courses established pursuant to paragraph (2) in order to accommodate the requirement that pupils, commencing with pupils graduating in the 2030–31 school year, complete a separate, stand-alone one-semester course in personal finance.

(II) This clause does not constitute a change in, but is declaratory of, existing law.

(iv) Commencing with the 2027–28 school year, a local educational agency, including a charter school, with pupils in grades 9 to 12, inclusive, shall offer in all of its high schools at least a separate, stand-alone one-semester course in personal finance, that is not combined with any other course.

(v) To satisfy the requirement of this subparagraph, a separate, stand-alone one-semester course in personal finance shall include information for pupils in grades 9 to 12, inclusive, on all of, and only, the topics listed in paragraphs (1) to (13), inclusive, of subdivision (a) of Section 51284.5.

(2) Other coursework requirements adopted by the governing board of the school district.

(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

(c) If a pupil completed a career technical education course that met the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of Section 51225.3, as amended by Section 3 of Chapter 621 of the Statutes of 2011, before the operative date of that section, that course shall be deemed to fulfill the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of this section.

(d) The amendments made to this section by Section 2 of Chapter 661 of the Statutes of 2021 shall become operative only upon an appropriation of funds by the Legislature for purposes of these amendments in the annual Budget Act or another statute.

(e) This section shall become operative upon the date that Section 51225.3, as amended by Section 35 of Assembly Bill 185 of the 2021–22 Regular Session, becomes inoperative.

SEC. 4. Section 51225.32 is added to the Education Code, immediately following Section 51225.31, to read:

51225.32. (a) The Instructional Quality Commission shall develop and recommend to the state board, for consideration and adoption by the state board, a curriculum guide and resources for a separate, stand-alone one-semester course in personal finance, that is not combined with any other course. On or before May 31, 2026, the state board shall adopt a curriculum guide and resources for a separate, stand-alone one-semester course in personal finance based on the Instructional Quality Commission's recommendation. The curriculum guide and resources shall include all of, and only, the personal finance content specified in paragraphs (1) to (13), inclusive, of subdivision (a) of Section 51284.5.

(b) In the event that the state board has not adopted a curriculum guide and resources for a separate, stand-alone one-semester course in personal finance as of May 31, 2026, local educational agencies, including charter schools, shall locally develop the curriculum and resources to offer a separate, stand-alone one-semester course in personal finance meeting the requirements of clause (v) of subparagraph (H) of paragraph (1) of subdivision (a) of Section 51225.3 for approval by the governing board or body of the local educational agency, in order to meet the requirement to offer the separate, stand-alone one-semester course in personal finance as of the 2027–28 school year described in clause (iv) of subparagraph (H) of paragraph (1) of subdivision (a) of Section 51225.3.

(c) The sum of three hundred thousand dollars (\$300,000) is hereby appropriated from the General Fund to the Instructional Quality Commission for purposes of carrying out the duties required under subdivision (a).

SEC. 5. Section 51284.5 of the Education Code is amended to read:

51284.5. Notwithstanding Section 51284, when the history-social science curriculum framework is revised after January 1, 2017, the Instructional Quality Commission shall consider including both of the following:

(a) Age-appropriate information for grade spans, as listed in paragraphs (1) to (3), inclusive, of subdivision (b), on financial literacy that includes, but is not limited to, all of the following:

(1) Fundamentals of banking for personal use, including, but not limited to, savings and checking and managing to minimize fees.

(2) Principles of budgeting for independent living.

(3) Employment and understanding factors that affect net income, including the topics described in subdivision (a) of Section 49110.5.

(4) Uses and effects of credit, including managing credit scores and the relation of debt and interest to credit.

(5) Uses and costs of loans, including student loans, as well as policies that provide student loan forgiveness.

(6) Types and costs of insurance, including home, auto, health, and life insurance.

(7) Impacts of the tax system, including its impact on personal income, the process to file taxes, and how to read tax forms and pay stubs.

(8) Principles of investing and building wealth, including investment alternatives to build financial security, including tax-advantaged investments such as pensions and 401(k) plans, individual retirement accounts (IRAs), and stocks, bonds, mutual funds, and index funds.

(9) Enhancing consumer protection skills by raising awareness of common scams and frauds and preventing identity theft.

(10) Identifying means to finance college, workforce education, low-cost community college options, and other career technical educational pathways or apprenticeships. Financing options covered may include scholarships, merit aid, and student loans.

(11) Understanding how psychology can impact one's financial well-being.

(12) Charitable giving.

(13) Other topics that are directly and specifically relevant to personal finance.

(b) Age-appropriate content related to the topics listed in paragraphs (1) to (13), inclusive, of subdivision (a), at least twice in each of the following grade spans:

(1) Kindergarten and grades 1 to 5, inclusive.

(2) Grades 6 to 8, inclusive.

(3) Grades 9 to 12, inclusive.

SEC. 6. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

SEC. 7. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the California Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to ensure that all school districts are prepared to offer and require a personal finance course, it is imperative that the implementation tasks associated with offering personal finance courses begin as soon as possible.