



BOARD COMMUNICATIONS

JUNE 06, 2025

TO: Members of the Board of Education
FROM: Mao Misty Her, Superintendent

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[Fresno Unified School District to Draft the California Personal Finance Curriculum Guide](#) 

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Board Communications Approved by:
Mao Misty Her, Superintendent



Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Mao Misty Her, Superintendent

Date: June 06, 2025
Phone Number: 457-3884

Regarding: Superintendent Calendar Highlights

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

- Held teacher listening sessions with the following school sites: Computech, Hoover and McLane
- Met with labor partners
- Met with Christine Hayes, President/CEO California Blood Bank
- Met with Executive Cabinet
- Guest alongside Fresno County Superintendent, Dr. Michele Copher, on Hmong Radio KBIF 900 AM with host, Raye Michelle
- Attended the CORE Board retreat

If you have any questions pertaining to the information in this communication, or require additional information, please contact Misty Her at 457-3884

Cabinet Approval:



Name and Title: Mao Misty Her, Superintendent

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Kim Kelstrom, Chief Executive

Date: June 6, 2025

Phone Number: 457-3907

Regarding: School Services Weekly Update Reports for May 30, 2025

The purpose of this communication is to provide the Board a copy of School Services of California's (SSC) Weekly Updates. Each week SSC provides an update and commentary on different educational fiscal issues. In addition, they include different articles related to education issues. The SSC Weekly Updates for May 30, 2025 are attached and include the following articles:

- Appropriations Committees Take Up Suspense Files – May 29, 2025
- California Schools See 9% Surge in Homeless Students as Funds Decrease – May 27, 2025
- Supreme Court Denies Student's Right to Wear 'Only Two Genders' T-Shirt at School – May 27, 2025

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kim Kelstrom at 457-3907.

Cabinet Approval:



Name and Title: Patrick Jensen, Chief Financial Officer



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DATE: May 30, 2025

TO: Misty Her
Interim Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

RE: ***SSC's Sacramento Weekly Update***

2025-26 State Budget Update

Neither the Senate Budget Subcommittee No. 1 on Education nor the Assembly Budget Subcommittee No. 3 on Education Finance met this week to take action on the 2025-26 State Budget. This could mean that budget leaders in both houses are negotiating behind the scenes to come to an agreement on the legislative version of the 2025-26 State Budget. We could see some action next week as Senate Budget Subcommittee No. 1 is slated to meet next Wednesday and Thursday; however, the Assembly Budget Subcommittee No. 3 has yet to schedule a hearing for next week.

The Legislature will need to approve the main State Budget bill by June 15, 2025, or will forfeit their salaries and reimbursements for travel/living each day the budget remains unpassed, pursuant to Proposition 25 (2010).

It is important to view the legislative State Budget bill that will be approved on or before June 15 as a placeholder measure since it is unlikely that bill will include negotiations with the Newsom Administration. What we have seen over the past several years is that the Legislature will approve its version of the State Budget, negotiate with Governor Gavin Newsom, and then approve a budget bill junior, which amends the main State Budget bill to capture the tri-party (Governor, Assembly Speaker, Senate President pro Tempore) agreement.

We will continue to keep you apprised of State Budget negotiations in subsequent *Sacramento Updates*.

Suspense File Hearings and House of Origin Deadline

Last week, the Assembly and Senate Appropriations Committees took up their respective suspense files and approved 742 bills and held 356 measures (see the *Fiscal Report* article below entitled "Appropriations Committees Take Up Suspense Files" for more information on the key bills that made it out of the fiscal committees).

Next week, the Senate and Assembly will hold lengthy floor sessions in order to consider those 742 bills and meet next Friday's house of origin deadline. Since we are in the first year of the 2025-26 Legislative Session, the bills that fall short of the deadline will, barring any rule waivers, be considered inactive for the rest of 2025, but can potentially be revived next year.

While most bills clear the house of origin deadline, it is much harder to get out of the second house than the first for various reasons. Second house policy committees expect the kinks of a bill to be substantially worked out by this point in the process and are not as forgiving as when a bill was just a few weeks old, as is the case during the first round of policy committee hearings. Additionally, priorities of one house may not align with the priorities of the other, making certain measures more difficult to pass than others.

With lawmakers staring down the prospect of a \$12 billion shortfall in 2025-26, it will be interesting to see how many bills they send to Governor Newsom at the end of the session.

Leilani Aguinaldo

Appropriations Committees Take Up Suspense Files

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
May 29, 2025

Last Friday, May 23, 2025, the Appropriations Committees in both the Senate and the Assembly took up their suspense files and quickly took action on nearly 1,100 bills.

The suspense file is a sort of legislative purgatory, where measures that are deemed to have a fiscal impact of a certain magnitude (\$50,000 in the Senate and \$150,000 in the Assembly) are placed until all those measures can be dealt with at once. Every year, there are a number of bills that go onto the Assembly or Senate Committee's suspense file that are held, never come off, and are effectively killed without legislators having to cast a vote in favor or opposition.

Of the 666 bills on the Assembly Appropriations Committee suspense file, 231, nearly 35%, were held by the committee. The Senate Appropriations Committee held 125 out of the 432 bills on its suspense file, an axe rate of nearly 29%. Lawmakers cited the projected \$12 billion deficit that the state is facing in 2025-26 as the main reason for holding many of these measures.

Many of the hundreds of bills that were able to move on did so because of authors agreeing to amendments that addressed fiscal concerns or that reduced costs. Those bills now head to their house floors for a vote before they can go into the second house and move forward in the legislative process. The bills that were held by the committees are affectively dead. However, there are some bills that were designated as two-year bills by the Appropriations Committees, which means that the author can revive those bills in 2026 since the Legislature operates on two-year session.

You can find the full results of the Assembly Appropriations Committee [here](#) and the results of the Senate Appropriations Committee [here](#).

Below we highlight some of the significant education bills that were approved, some that were designated as two-year bills, and some that were held by the Appropriations Committees that local educational agencies (LEAs) should be aware of.

Bills Approved by the Appropriations Committees

[Assembly Bill \(AB\) 65](#) (Aguiar-Curry, D-Winters)—School and Community College Employees: Paid Disability and Parental Leave. This bill would require a TK-14 public school employer to provide up to 14 weeks of full pay to certificated and classified employees due to pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions.

[AB 84](#) (Muratsuchi, D-Torrance)—School Accountability: Office of the Education Inspector General: School Financial and Performance Audits: Charter School Authorization, Oversight, Operations, and Contracting: Data Systems. This bill would establish new requirements for charter schools and nonclassroom-based (NCB) charter schools regarding auditing and accounting standards, and the funding determination process. The bill would add requirements to the contracting process, limit authorization of NCB charter schools by small school districts, make changes to the authorizer oversight process, and clarify that charter schools are subject to specified teacher credential and salary expense requirements.

AB 237 (Patel, D-San Diego)—Crimes: Threats. This bill would create a new crime for willfully threatening to commit a crime that will result in great bodily injury or death at a daycare, school, university, workplace, house of worship, or medical facility.

AB 340 (Ahrens, D-Silicon Valley)—Employer-Employee Relations: Confidential Communications. This bill would prohibit a public employer from questioning an employee or employee representative regarding representation-related communications made in confidence between the employee and employee representative.

AB 347 (Kalra, D-San Jose) Pupil Instruction: Animal Dissection. This bill would strengthen the process for students to opt out of the dissection of animals in schools, require the California Department of Education (CDE) to develop a template for students to use to opt out, and make compliance with opt-out requirements subject to the Uniform Complaint Procedures.

AB 382 (Berman, D-Menlo Park)—Pedestrian Safety: School Zones: Speed Limits. This bill would, beginning January 1, 2029, lower the speed limit from 25 miles per hour to 20 miles per hour in a school zone.

AB 395 (Gabriel, D-Encino)—Holidays. This bill would require, commencing with the 2026-27 school year, an LEA to “consider making efforts” to avoid scheduling the first day of class and high school graduation on a date for which the LEA knows that members of the public would be unable to participate or be present due to the ritual observance of a religious, cultural, or ancestral holiday.

AB 419 Connolly (D-San Rafael)—Educational Equity: Immigration Enforcement. This bill would require the governing board of an LEA to post the Immigration-Enforcement Actions at California Schools Guide for Students and Families, also known as “Know Your Educational Rights,” developed by the Attorney General in the administrative building and on the LEA website.

AB 477 (Muratsuchi)—Local Control Funding Formula: Base Grants: Funding Targets. This bill would establish new Local Control Funding Formula (LCFF) base grant targets to be reached in 2036-37 and state the intent of the Legislature to use those funds to increase school site staff salaries by 50%.

AB 560 (Addis, D-Morro Bay)—Resource Specialists: Special Classes. This bill would require LEAs to “take all reasonable steps to distribute the workload associated with initial assessments across all resource specialists employed by the LEA in an equal manner, unless otherwise collectively bargained.” The bill would also require the State Superintendent of Public Instruction (SSPI), by July 1, 2027, to establish a maximum recommended adult-to-pupil staffing ratio for special day classes.

AB 640 (Muratsuchi)—Local Educational Agencies: Governance Training. This bill would require all LEA governing board members to receive training in public education school finance and accountability laws.

AB 731 (Fong, D-Alhambra)—Dual Enrollment: College and Career Access Pathways Partnerships. This bill would amend the dual enrollment program, College and Career Access Pathways (CCAP) partnerships, to align with best practices, in order to streamline access to dual enrollment for high school students throughout the state.

AB 772 (Lowenthal, D-Long Beach)—Suspensions and Expulsions: Off-Campus Acts: Model Policy. This bill would require the CDE to develop a model policy for LEAs serving students in grades 4-12 on how

to address acts of bullying, cyberbullying, harassment, sexual harassment, and intimidation outside of school hours and off campus. LEAs would be required to adopt the CDE's model policy by July 1, 2027.

AB 821 (Gipson, D-Carson)—High School Graduation Requirements: Career Technical Education. This bill would eliminate the sunset, currently July 1, 2027, on the authorization to use completion of a career technical education (CTE) course to fulfill a course requirement to graduate from high school.

AB 887 (Berman)—High Schools: Computer Science Courses: Implementation Guide. This bill would require, by January 1, 2027, all school districts and charter schools serving grades 9-12 to adopt a plan to offer at least one computer science course in each high school.

AB 1067 (Quirk-Silva, D-Fullerton)—Public Employees' Retirement: Felony Convictions. This bill would require a public employer to continue an investigation of a public employee for misconduct, even after a public employee retires, if the public employer's investigation indicates that the public employee may have committed a crime.

AB 1230 (Bonta, D-Oakland)—Pupil Discipline: Expulsions: Procedures. This bill would require school districts conduct a periodic review and assessment for readmission of students who have been expelled at least 45 days before the end of the expulsion term.

AB 1264 (Gabriel)—Particularly Harmful Ultraprocessed Food: Prohibition. This bill would require the Office of Environmental Health Hazard Assessment to adopt regulations to define particularly harmful ultraprocessed food (UPF). The bill would require schools to begin to phase out particularly harmful UPFs by January 1, 2028.

AB 1348 (Bains, D-Bakersfield)—Average Daily Attendance: Emergencies: Immigration Enforcement Activity. This measure would add immigration enforcement activities, through June 30, 2029, to the list of specified emergency situations an LEA can experience that may qualify for an approval of attendance and instructional time credit (Form J-13A waiver).

AB 1454 (Rivas, D-Salinas)—Pupil Literacy: Administrative Services Credential Program Standards and Professional Development: Instructional Materials. This bill would require the CDE to identify a list of in-service professional development programs for effective means of teaching literacy that may be used for training teachers in grades TK-5.

Senate Bill (SB) 19 (Rubio, D-Baldwin Park)—Threats: Schools and Places of Worship. This bill would create a new crime of threatening to commit a crime that will result in death or great bodily injury at a school or place of worship, punishable as an alternate felony-misdemeanor, or as an infraction when committed by a juvenile.

SB 98 (Pérez, D-Pasadena)—Elementary, Secondary, and Postsecondary Education: Immigration Enforcement: Notification. This urgency measure would require the governing boards of LEAs, the California State University, each community college district, and each Cal Grant qualifying independent institution of higher education to issue a notification to specified individuals when the presence of immigration enforcement is confirmed on their respective campuses or sites.

SB 414 (Ashby, D-Sacramento)—School Accountability: School Financial and Performance Audits: Chartering Authorities: Tort Liability: Educational Enrichment Activities: Flex-Based Instruction. This bill would add new audit standards and training requirements for certified public accountants, expand

charter authorizer oversight duties, and require charter school governing boards to publicly review annual audit findings.

SB 472 (Stern, D-Los Angeles)—Pupil Instruction: Holocaust and Genocide Education: Notice, Survey, and Grant Program. This bill would require the SSPI to establish the Holocaust and Genocide Education Grant Program to provide direct allocations to LEAs for the purposes of providing Holocaust and genocide education and professional training.

SB 494 (Cortese, D-San Jose)—Classified School and Community College Employees: Disciplinary Hearings: Appeals: Contracted Administrative Law Judges. This bill would authorize a permanent classified employee of a TK-14 district to appeal disciplinary action to a contracted administrative law judge, paid by the district and jointly selected by the district and the employee or their employee organization unless the employee organization and the school district have agreed to an alternative method of appealing disciplinary action.

SB 638 (Padilla, D-San Diego)—California Education and Workforce Development Coordinating Entity: Career Technical Education and Career Pathways Grant Program. This bill would create the Career Technical Education and Career Pathways Grant Program to support LEAs serving high-need areas. The bill would also establish the California Education and Workforce Development Coordinating Entity to serve as the statewide planning and coordinating body for CTE, career pathways, and workforce development.

SB 743 (Cortese)—Education Finance: Education Equalization Act: Equalization Reserve Account. Subject to a voter-approved constitutional amendment, this bill would create the Equalization Reserve Account and require deposits whenever the state deposits funds in the Proposition 98 Rainy Day Fund.

SB 848 (Pérez)—Pupil Safety: School Employee Misconduct: Child Abuse Prevention. This bill would establish new requirements to improve pupil safety by addressing school employee misconduct, clarifying professional boundaries, enhancing comprehensive school safety plans, expanding child abuse prevention training requirements, requiring instructional programming on abuse prevention, and creating a statewide system for tracking employee misconduct investigations.

Two-Year Bills

AB 95 (Fong)—California Education Interagency Council. This bill would establish the California Education Interagency Council for the purpose of aligning educational attainment with California workforce goals and needs and integrating efforts across elementary, secondary, and postsecondary education.

AB 810 (Irwin, D-Thousand Oaks)—Local Government: Internet Websites and Email Addresses. This bill would add special districts, joint powers authorities, and other political subdivisions to the list of local agencies required to use “.gov” or “.ca.gov” domain names for internet websites and email addresses accessible to the public. The bill exempts K-12 public schools from this requirement and allows community colleges to an “.edu” domain name.

AB 1204 (Alvarez, D-Logan Heights)—Local Control Funding Formula: School Districts and Charter Schools: Pupils Experiencing Homelessness: Supplemental and Concentration Grants: Regional Adjustment Factors: Grade-Span Adequacy Adjustments. This bill would make several significant changes to the LCFF, implemented according to a specified timeline and pursuant to recommendations provided by the CDE.

SB 33 (Cortese) Homeless Pupils: California Success, Opportunity, and Academic Resilience (SOAR) Guaranteed Income Program. This bill would, subject to appropriation, establish the California Success, Opportunity, and Academic Resilience Guaranteed Income Program for purposes of providing monthly payments to unhoused students in the 12th grade.

Bills Held by the Appropriations Committees

AB 401 (Muratsuchi)—California Career Technical Education Incentive Grant Program: Annual Adjustment: Renewal Grants. This bill would apply an annual cost-of-living adjustment to the California Career Technical Education Incentive Grant Program, allow a grant recipient to automatically continue receiving grant funds for up to four years total, and require the SSPI to recover grant funds from LEAs out of compliance.

AB 857 (Gipson) School Employees: Cultural Competency Training. Commencing with the 2027-28 school year, this bill would require an LEA to provide a one-hour cultural competency training to all employees using training materials developed by the CDE.

AB 988 (Fong)—Dual Enrollment: College and Career Access Pathways. This bill would require the SSPI, in collaboration with the dual enrollment advisory board established by this bill, to develop statewide dual enrollment framework to provide guidance to LEAs and submit the framework to the Legislature by January 1, 2027.

AB 1163 (Elhawary, D-South Los Angeles)—Employees: Workplace Violence Prevention Plans: Topics and Trainings. This bill would require, commencing with the 2026-27 academic year, and annually thereafter, an LEA or community college to require training, for employees who regularly interact with students, on de-escalation techniques designed to minimize the likelihood of students committing violent acts.

AB 1233 (Hoover, R-Folsom)—Noncertificated Employees: Applicants: Previous Employment: California School Information Services. This bill would require a person applying for a noncertificated position at an LEA to provide that prospective employer with a complete list of every LEA, state special school, or private school at which the applicant has previously been an employee and would establish a statewide information system to track substantiated reports of egregious misconduct by noncertificated school employees.

AB 1247 (Garcia)—Classified Employees: School Districts and Community College Districts: Contracting Out: Training Requirements. This bill would require that contracted employees at a TK-14 district meet the minimum qualifications and standards required of direct hires with the same job functions and require a district to provide them with the same health care or retirement benefit contributions as a direct hire.

AB 1391 (Addis)—Transitional Kindergarten: Funding for Basic Aid School Districts and Necessary Small Schools. This bill would require basic aid school districts and necessary small school districts to receive funding for students in TK based on their average daily attendance under the LCFF.

SB 438 (Cabaldon, D-Napa)—School Attendance: College and Career Access Pathways Partnerships. This bill would reduce the 240-minute minimum school day requirement to 180 minutes for pupils enrolled under a CCAP partnership.

SB 502 (Arreguín, D-Berkeley)—Local Education Agency-Owned Land: Development of Affordable Housing. This bill would allow LEAs to submit lists of available LEA-owned land to the Department of Housing and Community Development to determine suitability for the development of affordable housing.

SB 539 (Cabaldon)—School Facilities. This bill would expand eligibility for Facility Hardship funding within the School Facility Program to include health and safety risks from wildfires, floods, and other declared emergencies.

Next Steps

The bills passed by the Appropriations Committees, along with the scores of bills already awaiting consideration by the full Senate and Assembly, will be debated and will need to be approved by the house of origin by Friday, June 6, 2025. Bills that meet this deadline will then go to the second house where the committee process starts anew.

We will continue to provide updates on the bills that continue to make it through the legislative process with our “Top Legislative Issues” series. Stay tuned.

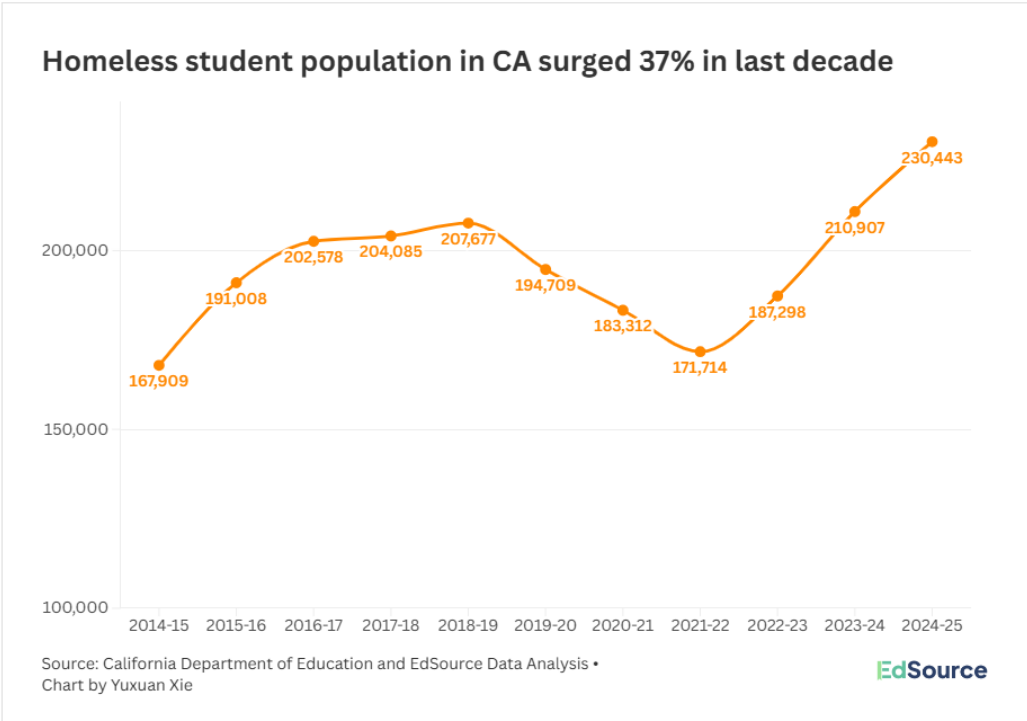
Note: The number of students experiencing homelessness who were enrolled in California’s TK-12 public schools has jumped more than 9% for yet another year, even as overall enrollment rates continue on a downward trend.

California Schools See 9% Surge in Homeless Students as Funds Decrease

By Betty Márquez Rosales
EdSource
May 27, 2025

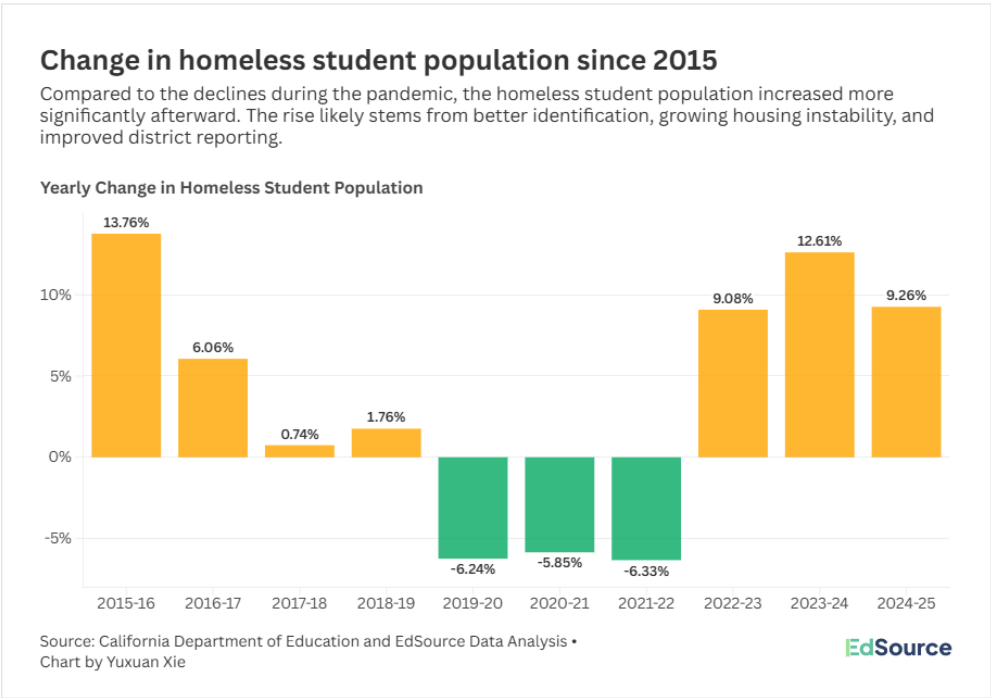
The number of students experiencing homelessness who were enrolled in California’s TK-12 public schools has jumped over 9% for yet another year, even as overall enrollment rates continue on a downward trend.

Nearly 20,000 more homeless students were enrolled by the first Wednesday in October, known as Census Day, during the 2024-25 school year. This increase represents a 9.3% change from the previous school year, and it means the homeless student population in the state has surged 37% in the last decade.



Schools say the spike in homelessness is due both to families’ worsening financial troubles and improved identification efforts. Covid-era funding, refined data tracking, and improved training and protocol have resulted in schools being more likely to properly identify homeless students than in the past.

“It’s a combination of a perfect storm where you have all of these elements coming into play, which then speaks to that increase. The data is highlighting the need to continue these supports,” said Alejandra Chamberlain, youth services director for the Contra Costa County Office of Education.



Families are increasingly financially strained

Coachella Valley Unified School District’s homeless student enrollment tripled, a reflection of the economic struggles their families are experiencing, said Karina Vega, a district support counselor.

Increased fear of immigration enforcement is contributing to homelessness in the area. Vega shared how a student’s mother could no longer afford to pay rent after her husband was deported; another family lives in their car, and they travel each weekend across the Mexican border to spend time with a deported parent; others are constantly moving to stay off the radar of immigration officials because they fear being deported.

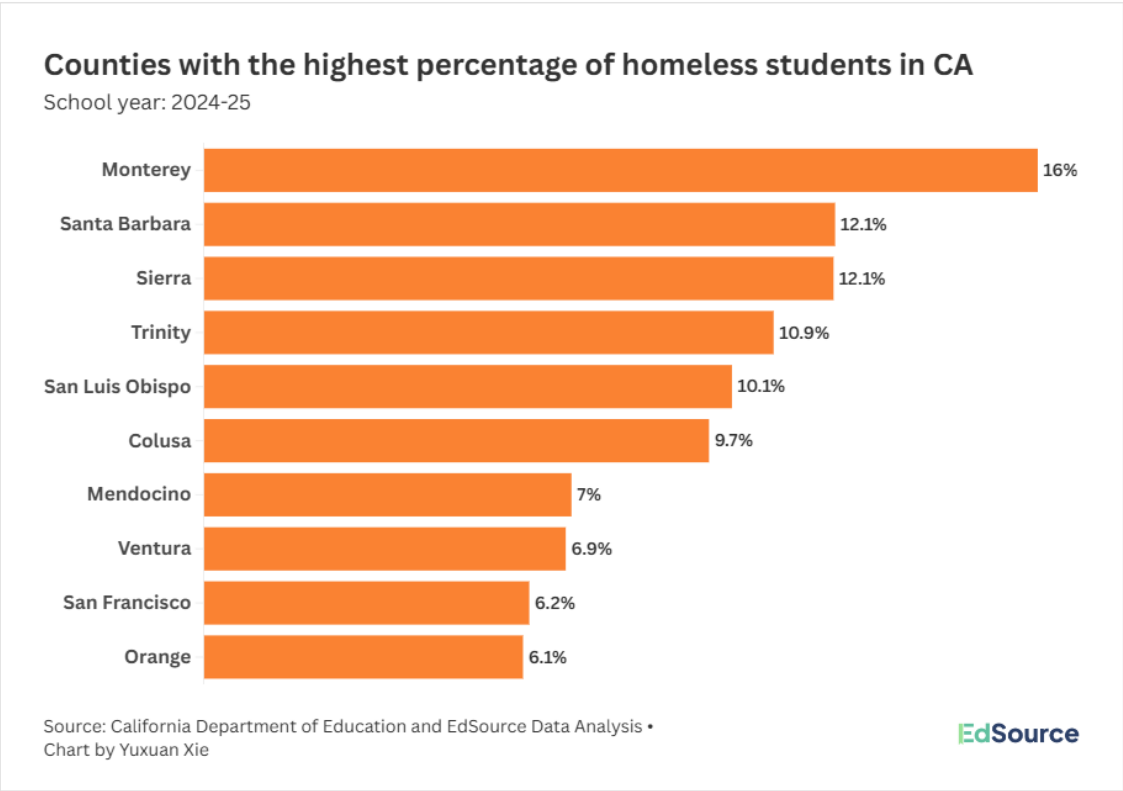
Many of her students live in inadequate housing. Electricity may need to be wired from one trailer to the next, water may have been shut off, or multiple families live in a small space due to financial hardship.

“We’ve seen more families than we’ve probably ever seen” experiencing homelessness, Vega said.

But she noted that students were identified at a greater rate after more school personnel learned that homelessness does not only mean someone is on the streets.

“The reality is, a lot of us that work for the school district grew up in the valley and some of these things that we see are typical, like trailer parks and inadequate housing,” Vega said.

This is where the (Riverside) county’s training on identifying all types of homelessness, an effort they have championed down to the school sites, has made a significant difference, she added.



In Mendocino County, many families who once held jobs in the waning marijuana industry are now struggling to make ends meet, said Blythe Post, coordinator of foster youth and homeless services at the Mendocino County Office of Education.

Their rural 89,000-person county is vast, but there are few affordable housing options to choose from, she said, pushing more and more of their students and families into homelessness.

But increased homelessness is only one part of the problem.

‘I anticipate we will see a huge drop’

Although the official number of homeless students continues to rise, liaisons believe the actual numbers are far higher.

Under the McKinney-Vento Homeless Assistance Act, every public school district, county office of education and charter school is required to hire a local liaison to ensure that homeless youth are identified and have the educational services they need to succeed academically. This federal law is also the reason that schools have counts of homeless students at all.

This law may be at risk under the Trump administration if the U.S. Department of Education is shuttered or its funding is lumped into a block grant as stated in Trump’s budget proposal.

“There’s going to be more kids to count and fewer people to count them, and then fewer services,” said Margaret Olmos, director of the National Center for Youth Law’s Compassionate Education Systems.

Liaisons say accurate counts are difficult to reach for a host of reasons. The information is self-reported, and some families are reluctant to share their housing status with school personnel. It’s rare that a school liaison only serves homeless students. Most have divided attention because they are supporting foster students and low-income students. In smaller districts, they may be the support liaison for all students.

In some ways, schools have been here before. During the 2022-23 school year, for example, the rate of homeless students enrolled in California schools rose 9% while overall student enrollment dipped.

Then, as now, families were confronting skyrocketing housing and cost-of-living expenses. The rolling impact of expiring eviction moratoriums put in place during the pandemic and the loss of housing due to disasters, including fires and floods, have further exacerbated the issue. And, similarly, liaisons attributed much of the increase to families being squeezed financially as identification practices were simultaneously improved.

But while the situation might appear familiar, liaisons say they are at a crossroads — and many do not think the odds are in their favor.

Liaisons said a 2021 state law requiring that schools include a housing questionnaire in enrollment packets has supported identification efforts. But many say what made the single, greatest difference is the one-time funding they received from the pandemic-era American Rescue Plan – Homeless Children and Youth (ARP-HCY) federal grant. The total amounted to \$98.76 million for California, which was spread to 92.1% of districts over several years.

“ARP-HCY was the first time you saw school districts and counties be incentivized to find and care and count — and they did,” Olmos said.

How districts and counties applied the funds varied widely. Liaisons said it depended on their school community’s needs. Some booked short-term motel stays for students whose families were being evicted or were on homeless shelter waiting lists or provided transportation to and from school. Other liaisons hired staff to improve data tracking or who spoke students’ native languages. Still, others established after-school care, provided baby supplies for students’ younger siblings, or purchased washers and dryers to provide free laundry services for families.

Some districts opted to focus a portion of funds on improving data tracking practices.

Mendocino County’s Round Valley Unified went from one homeless student to 199 in just one school year — one of the greatest surges in the state. That increase was a reflection of more data training and tightened protocols, Post said.

“When I see those jumps in numbers ... that tells me that there’s a problem with identification or communication between who’s inputting the records and who’s submitting those data reports,” Post said.

What comes next?

There are no plans by either the federal or state government to replenish the one-time federal funds at anywhere near the same levels, which has left some liaisons to cut services and staff and lament a near future with lowered capacity to count and serve homeless students.

“There’s going to be a number of families that just fall under the radar,” Post said. “I anticipate we will see a huge drop in McKinney-Vento numbers; those families will just not be served or identified.”

Some districts do rely on funds from the federal McKinney-Vento law, but educators say the 1987 act was never adequately funded by the state or federal government. Funding cycles are every three years, and it’s a competitive grant that reaches few districts. California received less than \$15 million in this funding for the 2022-23 school year, for example, which went to just 6% of the state’s school districts, according to [an analysis](#) by SchoolHouse Connection and the University of Michigan’s Poverty Solutions program.

The state has released billions of dollars in recent years to address general homelessness. But funds aimed at youth are often targeted to those over the age of 18, including \$56 million in new grants announced Friday by Gov. Gavin Newsom’s office.

Liaisons have also long highlighted that few of those dollars ultimately reach students who are living doubled-up — where more than one family lives in a single home due to financial crises — which is how the majority of homeless students in the state and nationwide live. Doubling-up is identified as homelessness under the McKinney-Vento act, but not under other federal definitions of homelessness.

And while schools receive extra funding for homeless students from the state through the state’s Local Control Funding Formula, or LCFF, this stream is often limited in how it can be spent and is shared among several vulnerable student groups with differing needs.

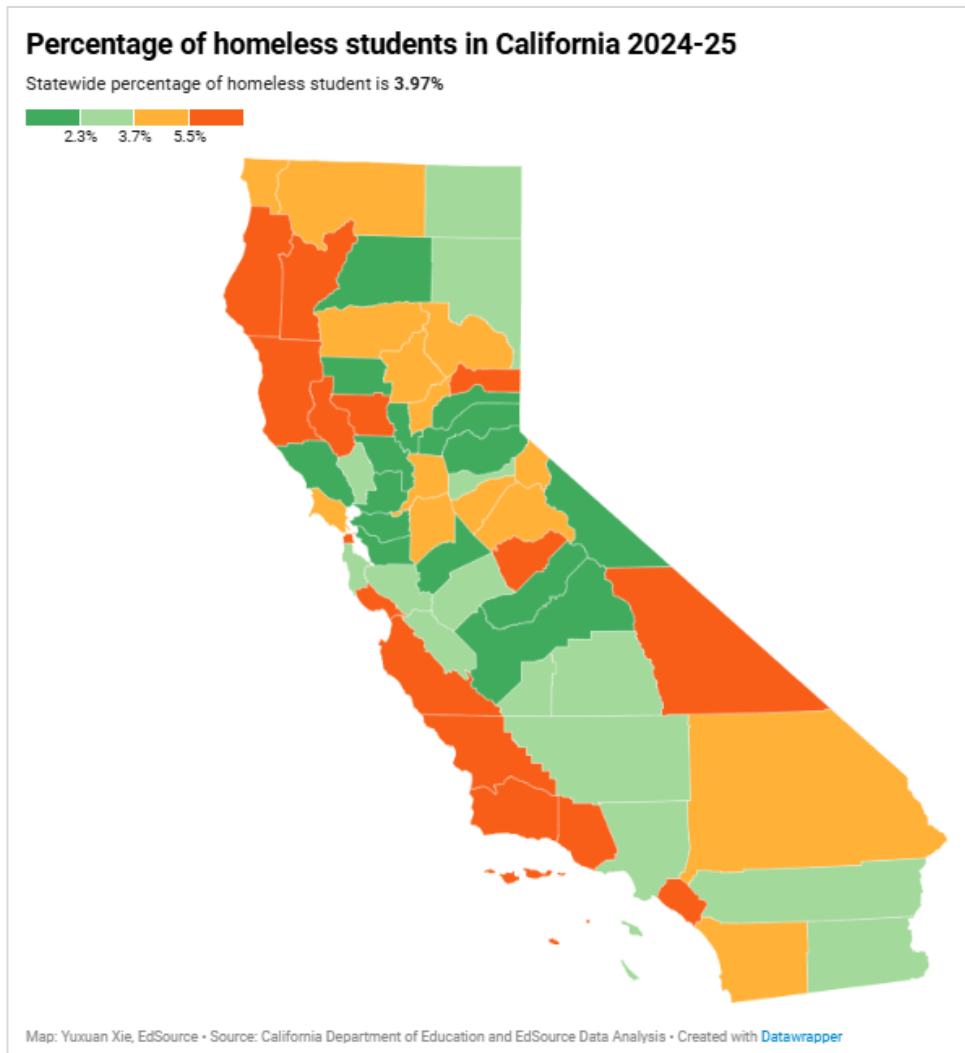
“There is a part of really acknowledging to the community that other special populations receive state funding to be able to carry out the responsibilities and to dedicate staff to do that work” while homeless students rely

on the limited federal dollars, said Chamberlain, who is also one of three leads for the state’s Homeless Education Technical Assistance Center network.

Advocates have pushed for the state to, at a minimum, match the McKinney-Vento dollars California receives, but that amount has yet to make it into the state budget.

Despite the increases, liaisons and advocates are clear that the rising numbers alongside decreasing dedicated funding puts kids at risk.

“If we cannot identify these kids early and serve them and ensure they go on to a choice-filled adulthood, they’re so much more likely to end up experiencing homelessness as an adult,” Olmos said.



EdSource data journalist Daniel J. Willis and reporter Emma Gallegos contributed to this story.

Note: The U.S. Supreme Court let stand a ruling that said a school may enforce a dress code to protect students from “hate speech” or bullying.

Supreme Court Denies Student’s Right to Wear ‘Only Two Genders’ T-Shirt at School

By David G. Savage
Los Angeles Times
May 27, 2025

WASHINGTON — The Supreme Court on Tuesday turned down a middle-school student’s claim he had a free-speech right to wear a T-shirt stating there are “only two genders.”

Over two dissents, the justices let stand a ruling that said a school may enforce a dress code to protect students from “hate speech” or bullying.

After three months of internal debate, the justices decided they would not take up another conservative culture-war challenge to progressive policies that protect LGBTQ+ youth.

Justice Samuel A. Alito Jr. filed a 14-page dissent joined only by Justice Clarence Thomas. He said the case “presented an issue of great importance for our nation’s youth: whether public schools may suppress student speech because it expresses a viewpoint the schools disfavor.”

Liam Morrison, a seventh-grader from Massachusetts, said he was responding to his school’s promotion of Pride Month when students were encouraged to wear rainbow colors and posters urged them to “rise up to protect trans and gender-nonconforming students.”

Two years ago, he went to school wearing a black T-shirt that said “There are only two genders.”

A teacher reported him to the principal, who sent him home to change his shirt. A few weeks later, he returned with the word “censored” taped over the words “two genders” and was sent home again.

The T-shirt dispute asked the Supreme Court to decide whether school officials may limit the free expression of some students to protect others from messages they may see as offensive or hurtful.

In March, the court voted to hear a free-speech challenge to laws in California and 21 other states that prohibit licensed counselors from using “conversion therapy” with minors.

That case, like the one on school T-shirts, arose from appeals by the Alliance Defending Freedom, a Christian legal group. It has already won free-speech rulings that allowed a cake maker and a website designer to refuse to participate in same-sex weddings despite state laws that barred discrimination based on sexual orientation.

On April 22, the court sounded ready to rule for religious parents in Montgomery County, Md., who seek the right to have their young elementary children “opt out” of the classroom use of new “LGBTQ-inclusive” storybooks.

The T-shirt case came before the court shortly after President Trump's executive order declaring the U.S. government will "recognize two sexes, male and female," not "an ever-shifting concept of self-assessed gender identity."

Although the Supreme Court has yet to rule on T-shirts and the 1st Amendment, lower courts have upheld limits imposed by schools.

In 2006, the 9th Circuit Court in a 2-1 decision upheld a move by school officials at Poway High School in San Diego to bar a student from wearing a T-shirt that said "Homosexuality is shameful." The appeals court said students are free to speak on controversial matters, but they are not free to make "derogatory and injurious remarks directed at students' minority status such as race, religion and sexual orientation."

Other courts have ruled schools may prohibit a student from wearing a Confederate flag on a T-shirt.

In the new case from Massachusetts, the boy's father said his son's T-shirt message was not "directed at any particular person" but dealt with a "hot political topic."

In their defense, school officials pointed to their policy against bullying and a dress code that says "clothing must not state, imply, or depict hate speech or imagery that target groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other classification."

Lawyers for the Alliance Defending Freedom sued on the student's behalf and argued the school violated his rights under the 1st Amendment. They lost before a federal judge in Boston who ruled for school officials and said the T-shirt "invaded the rights of the other students ... to a safe and secure educational environment."

The 1st Circuit Court agreed as well, noting that schools may limit free expression of students if they fear a particular message will cause a disruption or "poison the atmosphere" at school.

The Supreme Court's most famous ruling on student rights arose during the Vietnam War. In 1969, the Warren court ruled for high school students who wore black armbands as a protest.

In *Tinker vs. Des Moines*, the court said students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate. ... For school officials to justify prohibition of a particular expression of opinion, [they] must be able to show that its action was caused by something more than a mere desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint."

The justices said then a symbolic protest should be permitted so long as it did not cause a "substantial disruption of or material interference with school activities."

The attorneys for Liam Morrison contended he should win under that standard.

"This case isn't about T-shirts. It's about public school telling a middle-schooler that he isn't allowed to express a view that differs from their own," said David Cortman, an Alliance Defending Freedom attorney in the case of *L.M. vs. Town of Middleborough*.

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Marie Williams, Ed.D., Instructional Superintendent

Date: June 06, 2025
Phone Number: 457-3750

Regarding: Fresno Unified School District to Draft the California Personal Finance Curriculum Guide

The purpose of this communication is to provide information regarding the role of Fresno Unified with the California Department of Education (CDE) in developing the state's Personal Finance Curriculum Guide. This work is in support of California's new personal finance graduation requirement, established by Assembly Bill 2927 and codified in Education Code Section 51225.32. AB 2927 mandates the inclusion of a one-semester course in personal finance as a high school graduation requirement, starting with students graduating in the 2030/31 school year.

An agreement between Fresno Unified and the California Department of Education is in process. The contract will allow Fresno Unified to develop the Personal Finance Curriculum Guide and resources under the direction of lead author Jeff Allen, a teacher on special assignment (TSA) in Curriculum, Instruction, and Professional Learning. The contract provides \$149,999 in funding through the 2025 and 2026 fiscal years.

The completed guide is scheduled for review and approval by the State Board of Education by May 31, 2026, and is intended to support school districts statewide in meeting the requirements of AB 2927. As part of this work, Fresno Unified is in the process of subcontracting the San Diego County Office of Education (SDCOE) to provide additional research and development support. A request to ratify the agreement with SDCOE will be presented for Board approval on June 18, 2025.

Key responsibilities of Fresno Unified and TSA, Mr. Allen, under the contract, include authoring a guide that addresses standards alignment, curriculum selection, instructional strategies, professional development, implementation planning, and community engagement; coordinating with CDE staff on reviews and educational partner and public feedback; and preparing draft presentations for the Instructional Quality Commission and the Personal Finance Subject Matter Committee, including the July 2025 meeting.

Mr. Allen has led the Personal Finance implementation in Fresno Unified through our three-year grant-funded partnership with Next Gen Personal Finance (NGPF) starting in the 2023/24 school year. Through his exemplary work, including ensuring Personal Finance sections at each comprehensive site and supporting secondary teachers across Fresno Unified in accessing and implementing the NGPF curriculum, Mr. Allen was sought out by CDE to develop this statewide guide.

If you have any questions pertaining to the information in this communication or require additional information, please contact Pam Taylor at 457-3874.

Cabinet Approval: 
Carlos Castillo (Jun 5, 2025 11:44 PDT)

Name and Title: Carlos Castillo, Ed.D., Interim Chief Academic Officer