



BOARD COMMUNICATIONS - AUGUST 08, 2025

TO: Members of the Board of Education

FROM: Mao Misty Her, Superintendent

Page

1. OFFICE OF THE SUPERINTENDENT

Mao Misty Her, Superintendent

1.1 Superintendent Calendar Highlights

3

[Superintendent Calendar Highlights.docx](#)

2. OFFICE OF THE CHIEF OF STAFF

Ambra O'Connor, Chief of Staff

3. OFFICE OF BUSINESS & FINANCIAL SERVICES

Patrick Jensen, Chief Officer

3.1 July Legislative Committee

4 - 56

[July Legislative Committee.docx](#)

[July Legislative Committee-BACKUP.pdf](#)

3.2 School Services of California Weekly Update Reports for June 27 through July 23

57 - 97

[School Services of California Weekly Update Reports for June 27 through July 23.docx](#)

[School Services of California Weekly Update Reports for June 27 through July 23-BACKUP.pdf](#)

- 4. OFFICE OF COMMUNICATIONS**
- 5. OFFICE OF ENGAGEMENT & EXTERNAL PARTNERSHIPS**
Wendy McCulley, Chief Officer
- 6. OFFICE OF HUMAN RESOURCES & LABOR RELATIONS**
David Chavez, Chief Officer
- 7. OFFICE OF THE INSTRUCTIONAL DIVISION**
Carlos Castillo, Ed.D., Chief Officer

7.1 Back to School Night 2025/26

98 - 101

[Back to School Night 2025/26.pdf](#) 

[Back to School Night 2025/26-Backup.pdf](#) 

- 8. OFFICE OF OPERATIONAL SERVICES**
Paul Idsvoog, Chief Officer
- 9. OFFICE OF TECHNOLOGY SERVICES**
Tami Lundberg, Chief Officer

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: August 08, 2025

Phone Number: (559) 457-3884

Regarding: Superintendent Calendar Highlights

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

- Gave interview with Diego Vargas, Fresno Land
- Met with Fresno Bee Opinion Page Editor, Juan Esparza Loera, opinion writer, Tad Weber and education reporter, Nick Fenley
- Held a working session with cabinet members and The Council of the Great City Schools on Student Outcomes Focused Governance Initiatives
- Held Executive Cabinet Meeting
- Attended the Central Valley Community Foundation Governance Committee Meeting
- Attended the United Way Board of Directors Meeting
- Met with labor partners and district staff to discuss red zone schools
- Site visits at Holland, Hoover, Jefferson, Wolters and Vinland
- Made home visits to 51 Fresno Unified families
- Attended the Principal Institute
- Led the Leaders Institute which included Principals, Vice Principals, Guidance Learning Advisors and Central Office Leaders
- Spoke at the Community Schools Kick-Off Event
- Spoke at the Parent University Back to School Event
- Spoke at the Nutrition Services All Staff Training

If you have any questions pertaining to the information in this communication, or require additional information, please contact Misty Her at (559) 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 Ashlee Chiarito

Date: August 08, 2025

Phone Number: (559) 457-3934

Regarding: July Legislative Committee Meeting

The purpose of this communication is to provide the Board with information shared on July 10, 2025, at the Legislative Committee Meeting.

At the regular meeting of the Legislative Committee of the Fresno Unified School District the following were present: District Staff: Patrick Jensen, Chief Financial Officer, David Chavez, Chief of Human Resources, Kim Kelstrom, Chief Executive, Fiscal Services, Ashlee Chiarito, Executive Officer, State & Federal Programs, and Diana Diaz, Director, General Communications Information. Members present virtually were Board of Education Member, Andy Levine, and Director, Governmental Relations, Leilani Aguinaldo.

Budget and Economic Update

Ms. Aguinaldo provided a budget legislative update.

On Wednesday, June 25, 2025, the Assembly Committee on Budget and the Senate Budget and Fiscal Review Committee will hold hearings on the 2025-26 State Budget package, which includes budget and trailer bills, with legislative action expected Friday, June 27. The budget appropriates \$118 billion, \$1.9 billion less than the projected \$119.9 billion and authorizes a new \$1.9 billion deferral from June to July 2026, which may extend into 2027-28 if Proposition 98 growth is insufficient. The plan reclaims \$492.4 million in Proposition 98 funds from California Community Colleges (CCC) to support transitional kindergarten (TK), reversing a prior proposal and returning \$260 million to CCC for 2023-24 and 2024-25. Starting in 2025-26, TK costs will be funded outside of the Proposition 98 split. Additionally, the budget invests \$2.1 billion in ongoing funding for the final year of Universal Transitional Kindergarten (UTK) implementation.

State General Fund revenues have outperformed May Revision estimates, with May cash receipts exceeding projections by \$1.1 billion (7.7%) and year-to-date revenues also \$1.1 billion higher, driven mainly by stronger personal income and corporation tax collections. Among the "Big Three" taxes, personal income and corporation taxes came in above forecast, while sales and use tax was slightly below. In their June 18, 2025, summer report, UCLA Anderson Forecast economists highlighted ongoing trade and fiscal uncertainty driven by federal policy changes. Although no recession is expected through the end of 2027, the forecast predicts slow growth, high inflation, and rising unemployment, with conditions anticipated to improve by late 2027.

New transportation rules under Senate Bill 88 require LEA employees and contractors driving students in small vehicles to undergo regular medical exams, participate in the DMV pull notice system, and comply with drug and alcohol testing. Vehicles must also be inspected at licensed facilities and equipped with safety gear, with limited exemptions for events like field trips; parents and guardians are not subject to these requirements.

Legislative Update

The Governor has until September 30, 2024, to sign or veto the current bills in legislation. The following bills proposal was discussed:

SB 685 (Cortese) – Establishes the Financial Assistance for Students Experiencing Homelessness Pilot Program to provide financial assistance at four California State University campuses to California residents.

AB 1369 (Ramos) – This bill would permit a pupil to wear traditional tribal regalia or recognized objects of religious or cultural significance, as determined by the pupil and the pupil's family, as an adornment at school graduation ceremonies or related school events.

The School Services Legislative Committee July 2025 report is attached. The next Legislative Committee meeting is scheduled for August 21, 2025.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Ashlee Chiarito at (559) 457-3934.

Cabinet Approval: 

Name and Title: Patrick Jensen, Chief Financial Officer

Fresno Unified School District

LEGISLATIVE COMMITTEE MEETING JULY 10, 2025

2025-2026 Legislative Session

Prepared By:

Leilani Aguinaldo
Director, Governmental Relations



Public Education's Point of Reference for Making Educated Decisions



Table of Contents

Legislative and Economic Update	1
Bill Report.....	21

Legislative and Economic Update

School Services of California, Inc.
Legislative and Economic Update Prepared for:
Fresno Unified School District
Table of Contents
July 9, 2025

Legislative and Economic Update	
2025-26 State Budget Agreement Reached	1
Governor Newsom Signs 2025-26 State Budget Package	5
General Fund Revenues Beating May Estimates.....	7
UCLA Economic Forecast Reinforces Caution.....	8
U.S. Department of Education Delays FY 2025 Funds	12
Feds Reviewing 2025-26 Program Funding	14
How the Federal Reconciliation Bill Impacts Education.....	15
New Laws Effective July 1	17
<i>By the Way . . .</i> CDE Posts Attendance Recovery Programs Guidance.....	19
Senator Monique Limón Elected Next President Pro Tempore.....	20

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

2025-26 State Budget Agreement Reached

By: SSC Governmental Relations Team

June 25, 2026

Media outlets confirmed on Tuesday, June 24, 2025, that Governor Gavin Newsom and legislative leadership have come to an agreement on the 2025-26 State Budget package.

Today, Wednesday, June 25, 2025, both the Assembly Committee on Budget and the Senate Budget and Fiscal Review Committee are holding hearings on the 2025-26 State Budget package, which includes budget bills and 19 trailer bills. The Assembly and Senate are expected to act on the numerous bills needed to enact the State Budget this Friday, June 27, 2025.

The bill that will amend the main 2025-26 State Budget bill, also known as budget bill jr., is [Assembly Bill \(AB\)/Senate Bill \(SB\) 102](#). Changes to the 2022-23, 2023-24, and 2024-25 Enacted State Budgets will be done through [AB 103/SB 103](#).

For policy changes impacting TK-12 education, [AB/SB 121](#) is the bill to note as it is the education omnibus budget trailer bill. AB/SB 121 is a 334-page bill making various changes to the Education Code. Below we provide a crosswalk of the significant TK-12 proposals from the Governor's proposal, the Legislature's proposal, and the final agreement:

	Governor's Version	Legislative Version	Final Budget Agreement
2024-25 Proposition 98 Minimum Guarantee	Appropriates \$117.6 billion, which is \$1.3 billion less than the calculated level of \$118.9 billion	Includes Governor's proposal	Appropriates \$118 billion, which is \$1.9 billion less than the calculated level of \$119.9 billion
Public School System Stabilization Account	<ul style="list-style-type: none">2024-25: Reduces the deposit from \$1.2 billion (discretionary) to \$540 million (mandatory)2025-26: Mandatory withdrawal of \$540 million, exhausting the reserves	Includes the Governor's proposal, plus authorizes a discretionary deposit of up to \$650 million when the 2024-25 Proposition 98 minimum guarantee is recalculated in the future	<ul style="list-style-type: none">2024-25: Projects a revised \$455 million required deposit2025-26: Mandatory withdrawal of \$455 million, exhausting the reserves

Deferrals	<ul style="list-style-type: none"> Retires the deferrals included in the 2024-25 Budget Act Adds a new \$1.8 billion deferral from June 2026 to July 2026 	<ul style="list-style-type: none"> Includes the Governor's proposal to retire the 2024-25 Budget Act deferrals Reduces the June 2026 to July 2026 deferral to \$846 million, with the intent that up to \$579 million will be paid off in 2026-27, and an additional deferral of \$267.4 million will be added from 2026-27 to 2027-28 	<ul style="list-style-type: none"> Retires the deferrals included in the 2024-25 Budget Act Authorizes a new June to July 2026 deferral of \$1.9 billion with the intent to pay down the deferral with settle-up funds, and if insufficient Proposition 98 growth is available, continue deferrals into the 2027-28 budget year
Proposition 98 "Split" with Community Colleges	Reclaims Proposition 98 funds from the California Community Colleges (CCC) for transitional kindergarten (TK) starting in 2023-24, which increases the TK-12 share by \$492.4 million and reduces the community college share by an equal amount	Rejects the proposal in 2023-24 and 2024-25, which returns \$260 million to the CCC, but includes the Governor's proposal starting in 2025-26	Funds the cost of TK enrollment outside of Proposition 98 split between TK-12 education and the CCC starting in 2025-26
Cost-of-Living Adjustment (COLA)	Funds the 2.30% statutory COLA for the Local Control Funding Formula (LCFF) and other programs that receive the statutory COLA, except state preschool	Includes the Governor's proposal	Funds the 2.30% statutory COLA
Universal Transitional Kindergarten (UTK)	Invests \$2.1 billion ongoing for the final year of UTK implementation	Includes the Governor's proposal	Provides an additional \$2.1 billion funding for the final year of UTK implementation

TK Ratio LCFF Add-On	Invests \$1.2 billion ongoing, including funds for the 10:1 TK student-to-adult ratio	Includes the Governor's proposal	Includes the \$1.2 billion ongoing for 10:1 UTK child-to-staff ratios
Student Support and Discretionary Block Grant	\$1.7 billion one-time, allocated based on average daily attendance (ADA)	\$500 million one-time, with likely changes to the distribution methodology (Assembly allocates based on the LCFF)	Funds the grant at \$1.7 billion, one-time, allocated based on ADA
Learning Recovery Emergency Block Grant	Partial restoration of \$378.6 million	Includes the Governor's proposal	Funds the partial restoration of \$378.6 million
Expanded Learning Opportunities Program (ELO-P)	<ul style="list-style-type: none"> Expands universal access by reducing the threshold for Rate 1 from 75% unduplicated pupil percentage (UPP) to 55% UPP starting on July 1, 2025 Increases the minimum grant award from \$50,000 to \$100,000 	<ul style="list-style-type: none"> Delays expansion of Rate 1 to January 1, 2026 Includes the Governor's proposal to increase the minimum grant award Adds a provision to stabilize Rate 2 at an unspecified amount 	<ul style="list-style-type: none"> Expands universal access by reducing the threshold for Rate 1 from 75% unduplicated pupil percentage (UPP) to 55% UPP starting on July 1, 2025 Starting in 2025-26, when LEAs transition from Rate 1 to Rate 2, for one year only, they will be audited for compliance based on their prior-year requirement Increases the minimum grant award from \$50,000 to \$100,000
Funds for Kitchen Infrastructure and Training	\$150 million one-time	\$170 million one-time to establish the Universal School Meals Implementation Block Grant	Appropriates \$160 million one-time to establish a Universal School Meals Implementation Support Grant

Literacy Instruction Professional Development	\$200 million one-time	Includes Governor's proposal	Appropriates \$200 million one-time
Literacy and Math Coaches	\$455 million one-time	\$100 million one-time	Appropriates \$215 million one-time for the Literacy Coaches and Reading Specialists Grant Program, of which \$15 million is used for training
Student Teacher Stipend Program	\$100 million one-time	\$600 million one-time	\$300 million one-time
Career Technical Education (CTE)	No additional funds proposed	\$150 million one-time	\$150 million one-time, pending legislation for CTE
Ethnic Studies Appropriation	No funds proposed	No funds proposed	No funds proposed

Summarized here are only some of the highlights of what will be included in the 2025-26 State Budget should it be enacted in law as currently drafted in trailer bills. The Legislature is poised to vote on the State Budget package this Friday and we will dig into the details of these new provisions of law through a series of *Fiscal Report* articles.

Ultimately, the upcoming [School Finance Conference](#) will provide a comprehensive overview of the 2025-26 State Budget, its effects on LEAs, and how to implement these changes locally. Stay tuned.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Governor Newsom Signs 2025-26 State Budget Package

By: SSC Governmental Relations Team

June 30, 2025

Last Friday, June 27, 2025, Governor Gavin Newsom signed the main State Budget bill, budget bill junior, and most of the budget trailer bills, which contain the implementing language of the 2025-26 State Budget package. The Legislature is still working with the Newsom Administration on finalizing the public social services, labor, housing, and public resources trailer bills.

It is important to note that budget bill junior, Assembly Bill (AB) 102, contains language that makes AB 102 and the main State Budget bill, Senate Bill (SB) 101, contingent upon the passage of AB/SB 131, the public resources budget trailer bill. If AB/SB 131 is not signed by 11:59 p.m. tonight, June 30, 2025, it will effectively void the 2025-26 State Budget package. We will write a “By the Way” article tomorrow indicating whether AB/SB 131 has been signed by midnight.

With the main State Budget bill signed, it is important to remember that Education Code Section 42127(h) provides a 45-day window for school districts to revise their local budgets after the final State Budget is signed by the Governor. Since the main State Budget bill was signed on July 27, school districts have until Monday, August 11, 2025, to revise their local budgets.

Below, we highlight the relevant State Budget bills that have been signed by the Governor and of which your local educational agency (LEA) should be aware. As budget bills, all these measures went into effect immediately upon Governor Newsom’s signature.

[SB 101—Budget Act of 2025](#)

SB 101 (Wiener, Statutes of 2025) is the main State Budget. SB 101 represents the two-party agreement between the Assembly and Senate and was necessary for the Legislature to meet its constitutional deadline of June 15 to pass a budget plan.

[AB 102—Budget Bill Junior for 2025-26](#)

AB 102 (Gabriel, Statutes of 2025), or budget bill junior, reflects the budget agreement reached between the Administration and the Legislature. AB 102 makes the necessary amendments to the aforementioned SB 101, the main 2025-26 State Budget bill.

[SB 103—Budget Bill Junior for 2022-23, 2023-24, and 2024-25](#)

SB 103 (Wiener, Statutes of 2025) is the budget bill junior that makes changes to the three prior fiscal years. Among other things, for TK-12 education, the bill aligns appropriation to actual costs for special education programs administered by LEAs in 2024-25 and adjusts the required deposit into the Public School System Stabilization Account, the Proposition 98 Rainy Day Fund, to \$455 million.

[AB 121—Education Omnibus Budget Trailer Bill](#)

AB 121 (Committee on Budget, Statutes of 2025) is the budget trailer bill that makes policy changes impacting TK-12 education. You can find the details of AB 121 in our June 2025 *Fiscal Report* article, entitled “[2025-26 State Budget Agreement Reached](#).” In the article, we provide a crosswalk of the significant TK-12 proposals included in the Governor’s proposal, the Legislature’s proposal, and the final agreement.

[SB 120—Early Childhood Education and Childcare Trailer Bill](#)

SB 120 is the budget trailer bill that provides for statutory changes necessary to enact early childhood education and childcare-related provisions of the 2025-26 State Budget. Some of the significant provisions in this bill include the following:

- Suspension of the statutory cost-of-living adjustment (COLA) for childcare and preschool programs in 2025-26
- Commencing July 1, 2026, requires all subsidized childcare and preschool programs to receive a COLA as a minimum annual rate increase
- Extends quarterly updates to the Legislature on the implementation of childcare rate reform through July 1, 2027
- Requires, beginning October 1, 2025, and through July 1, 2027, inclusive, the California Department of Social Services to update the Legislature quarterly regarding progress on implementation of prospective payment and paying based on enrollment
- Establishes legislative intent to cease using a regional market rate for setting childcare rates and instead use an alternative methodology for setting future childcare rates
- Clarifies that if a family receiving subsidized childcare adds an additional child to the family size, the family’s eligibility period shall be extended for at least 12 months
- Extends and expands once-per-month, per-child-served monthly rate increases for all subsidized providers, known as cost of care plus, and establishes a formula, based on the statutory COLA, for increasing these monthly rates in 2025-26

School Finance Conference

For comprehensive details and analysis of the 2025-26 State Budget package, be sure to tune into our [School Finance Conference](#), which will be offered via Zoom as a live webinar on Tuesday, July 22, 2025. Our presentation will dive into many specifics of the State Budget, including those not mentioned in this article.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

General Fund Revenues Beating May Estimates

By: Patti F. Herrera, EdD and Wendi McCaskill

June 30, 2025

The Department of Finance (DOF) issued its latest *Finance Bulletin* on Friday, June 27, 2025, summarizing the state of the economy and California General Fund revenues through May.

U.S. economic growth remained relatively flat in the first quarter of 2025, owing in large part, according to the DOF, to the effect of recent trade policies muting U.S. exports. Net export activity at the start of the year contracted 4.9% from U.S. gross domestic product, the general measure of a nation's economic health. Similarly, the labor market for the nation and California was unchanged in May for the third consecutive month at 4.2% and 5.3%, respectively. California saw its largest increase in employment since April 2022, adding 49,400 residents to the state's employment figure, with the greatest job gains in the private education and health services sectors.

California's housing market continues to face challenges, making it one of the state's highest priorities in the 2025-26 State Budget. In fact, the enactment of the Budget is dependent on the signing of a housing trailer bill that is arguably designed to address California's housing crisis. Permits for single-family housing are up 4.2% from last year (64,200 permits), while multi-family permits are down 20.1% (33,300 permits) from the same period. Meanwhile, the statewide median sale price of existing single-family homes decreased 1.1% in May from April's historic high of \$910,160. Existing single-family home sales are also down on a month-to-month and year-over-year basis by 5.1% and 4.0%, respectively.

Meanwhile, state General Fund revenues beat May Revision estimates. Cash receipts exceeded May's monthly projections by \$1.1 billion (or 7.7%). Fiscal year-to-date revenues are \$1.1 billion above the May Revision forecast due to better-than-expected revenues from personal income and corporation taxes.

2024-25 Year-to-Date "Big Three" Tax Revenues In billions

	Forecast	Actual	Difference	Percent Difference
Personal Income Tax	\$111.6	\$112.1	\$0.5	0.5%
Corporation Tax	\$28.4	\$28.8	\$0.4	1.3%
Sales and Use Tax	\$31.3	\$31.2	-\$0.1	-0.4%

UCLA Economic Forecast Reinforces Caution

By: Patti F. Herrera, EdD and Wendi McCaskill

June 23, 2025

UCLA Anderson Forecast (Forecast) economists presented their summer Forecast on June 18, 2025, emphasizing a persistent theme of trade and fiscal uncertainty. This second quarter report builds on their December 2024 and March 2025 Forecasts, incorporating updated implications from ongoing Trump Administration policy changes. While a recession is not forecasted through the end of the forecast period (Quarter 4 of 2027), the outlook includes slow growth, elevated inflation, and rising unemployment nationally and in California, all of which are expected to improve by the end of 2027.

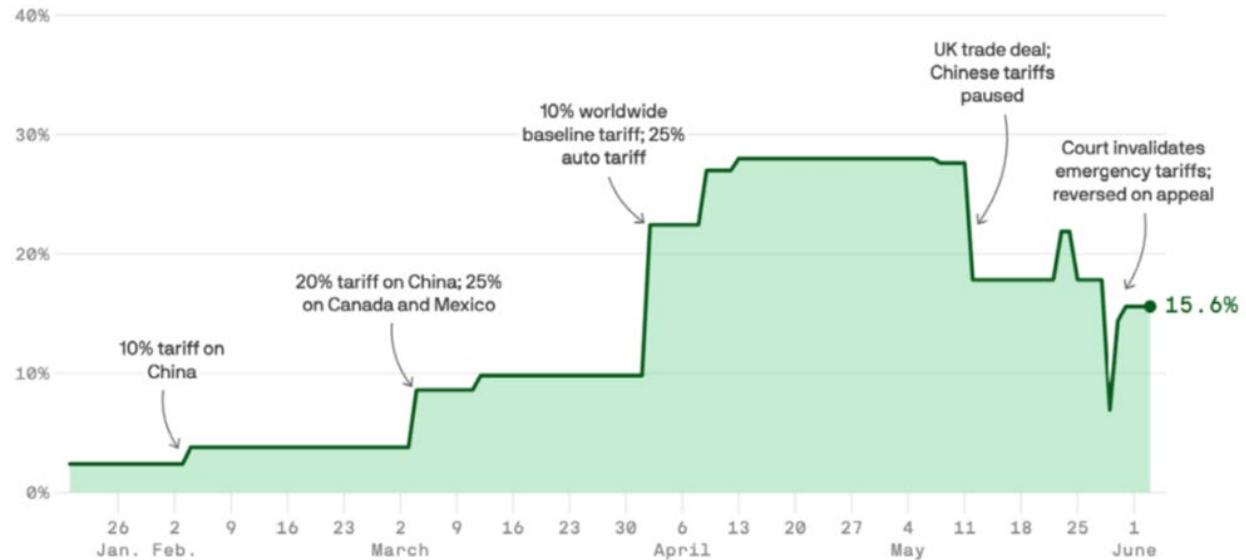
Due to the current national economic policy environment, the Forecast utilizes fiscal policy assumptions that are either unpredictable, subject to legal challenge, or not yet finalized, particularly regarding the proposed budget reconciliation bill. Economists also note that several geopolitical developments, some as recent as mid-June, were not factored into the analysis. Key variables that are prone to volatility include tariffs, fiscal legislation, and immigration enforcement. UCLA economist, Clement Bohr, noted that due to these numerous risks and unprecedented levels of economic and geopolitical uncertainty, the Forecast conclusions are tenuous. Case in point, several days after the Forecast presentation, the U.S. took military action against three Iranian nuclear facilities, an engagement that will have economic consequences not factored into the Forecast projections.

Tariffs

In their respective presentations, economists Bohr and David Shulman each noted the volatility in tariff rates since the spring economic Forecast. Despite the de-escalation in some of the highest rates over the past few months, the current effective tariff of 15.6% remains relatively high, which the Forecast assumes will persist. This assumption is tempered by calling out the current legal challenges to the tariffs and the possibility of rate re-escalation due to future trade disputes or further de-escalation resulting from future trade agreements, which could drive rates higher or lower than assumed. These new and increased duties on our trading partners have already had an impact on gross domestic product (GDP), which has been mitigated by AI-related software and expenditures. Moving forward, the projected outcome of tariffs is the depression of exports, reduced investment, and weakened labor market, especially in trade-sensitive sectors. Figure 1 displays the fluctuations in effective tariff rates through the second quarter of 2025.

Average effective tariff rate

Daily, Jan. 20 to June 3, 2025



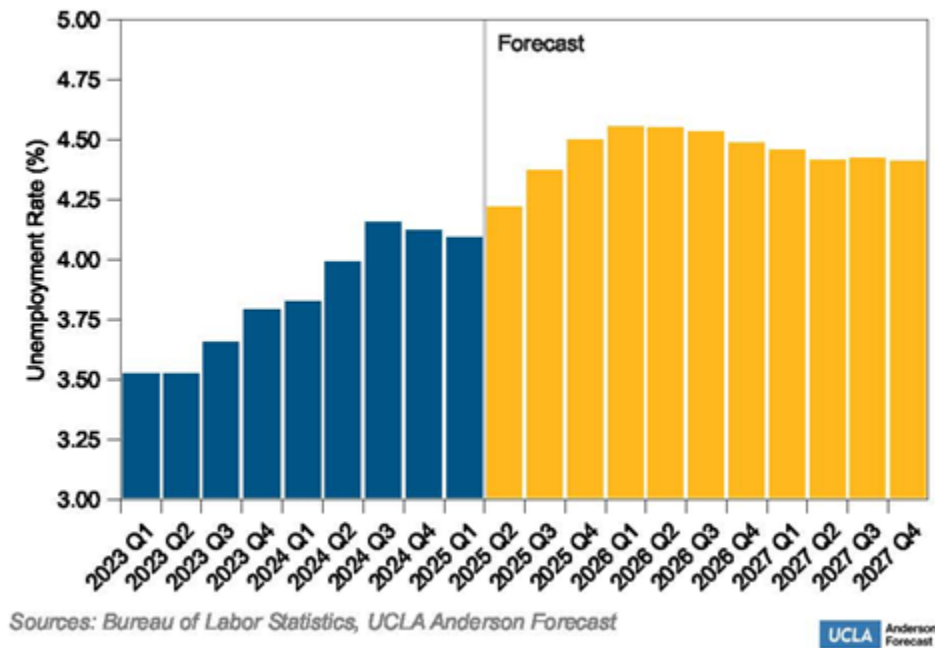
Data: [Budget Lab at Yale](#); Chart: Axios Visuals

Source: UCLA Anderson Forecast, Summer 2025 Report

Another key factor in the economic outlook presented was the rising national debt and long-term interest rates. Economists cited the current version of the proposed budget reconciliation bill, which would, in summary, result in larger fiscal deficits. Also noted were the Department of Government Expenditures (DOGE) efforts to cut discretionary spending, which included a reduction of approximately 150,000 government employees. The impact of the DOGE efforts is cited as largely falling short of objectives, and concerning the layoffs, possibly resulting in costs that outweigh any savings.

The U.S. Labor Market

While the economists cite the current labor market as “in near perfect balance,” moving forward, unemployment is expected to rise to 4.6% by the end of 2025 and remain elevated through 2027. This is due to the impact of high tariffs on the manufacturing sector and trade flows, as well as general economic uncertainty and the rise in long-term U.S. interest rates. The unemployment trajectory is displayed in the chart below.



Inflation, the Fed Rate, and Growth

Much of the tariff costs are anticipated to be passed through to consumers, which the economists cite will “primarily impose a one-off increase in prices.” As such, the Consumer Price Index (CPI) is projected to exceed 4.0% in the second half of 2025 before falling by mid-2026. By the end of 2027, CPI is projected to be 2.0%. The economists predict that the federal funds rate will not see any reductions in 2025 and will remain within the 4.25-4.50% range before two rate cuts in 2026, driven by rising unemployment, followed by two additional rate cuts in 2027. According to the Forecast, annualized quarter-over-quarter GDP is predicted to reach a low of 0.3% by the first quarter of 2026, due to weak consumption and investment growth. Growth is expected to increase to 1.8% by the fourth quarter of 2026, finishing out the forecast period at approximately 2.0% in the fourth quarter of 2027, with the rebound attributed in part to AI’s productivity-enhancing potential.

The California Economy

Before presenting on the California economy, Jerry Nickelsburg, Director of the UCLA Anderson Forecast, announced that he is stepping down from his position as Director, that Professor Sebastian Edwards will take over the role, and that he will continue to support the Forecast, albeit in a different capacity.

Ahead of the nation, the California economy is already experiencing a mild contraction, growing at half the rate of the U.S. California is projected to experience slow-to-negative economic growth and a decline in jobs through 2025.

California Labor Market

California's unemployment rate is projected to hit a peak of 6.1% later this year. The average rates for 2025, 2026, and 2027 are expected by economists to be 5.8%, 5.6%, and 4.4%, respectively. Nickelsburg emphasized that the elevated rate is consistently about one percentage point above the national average, driven by multiple sector-specific and demographic factors. These include continued job losses in the entertainment industry, contractions in large tech firms, and disruptions in agriculture and food processing due to adverse weather conditions. California's young, entrepreneurial, and mobile labor force also contributes to higher baseline unemployment, as individuals more frequently enter and exit the job market.

The Forecast further notes that federal immigration policy is constraining labor supply in key sectors, contributing to job reductions in health care and social assistance, retail trade, transportation and warehousing, nondurable goods, and construction, in addition to agriculture. However, selective growth is anticipated in technology and durable goods manufacturing, reflecting evolving industrial demand and investment patterns in the state. Overall, while California's labor market is expected to stabilize by 2027, near-term employment growth will remain muted due to structural mismatches and labor supply constraints.

California Housing

The Forecast notes that California's housing market remains under pressure amid elevated mortgage rates, workforce shortages, and persistent cost barriers. Rather than a trend toward normalization, the outlook for residential construction is subdued, with homebuilding activity declining in early 2025 and unlikely to rebound significantly until late 2026. While some relief is expected from modest real income growth and potential stabilization in financing conditions, housing affordability remains historically low. The Forecast attributes the unexpectedly high mortgage rates—despite earlier reductions in the federal funds rate—to heightened inflation expectations and risk premiums stemming from trade policy uncertainty and fiscal imbalances. UCLA economists emphasize that these structural and policy-driven pressures will likely continue to exert downward force on housing demand and supply, contributing to a prolonged period of weakness in California's residential construction sector.

Forecast Summary

Overall, the June 2025 Forecast affirms the directional accuracy of earlier reports, while highlighting greater downside risk due to unstable federal policy and global tensions. Despite avoiding a recession in the baseline scenario, the economy still faces multiple headwinds from tariffs, fiscal policy, and labor force constraints.

UCLA economists caution that their projections depend heavily on the realization or reversal of policies still in flux, including tariff rules, immigration targets, and budget legislation.

U.S. Department of Education Delays FY 2025 Funds

By: Michelle McKay Underwood, Linette Hodson, and Danyel Conolley

July 3, 2025

On Monday, June 30, 2025, the United States Department of Education (ED) communicated to the California Department of Education that it would not be issuing grant award notifications obligating more than \$810 million in federal funds per the standard process on July 1. The notification states the ED is “reviewing the FY [fiscal year] 2025 funding for the [Title I-C, II-A, III-A, IV-A, IV-B] grant program(s), and decisions have not yet been made concerning submissions and awards for this upcoming academic year.”

The programs under review are as follows:

- Title I-Part C—Education of Migratory Children
- Title II-Part A—Supporting Effective Instruction
- Title III-Part A—English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-Part A—Student Support and Academic Enrichment Grants
- Title IV-Part B—21st Century Community Learning Centers

These funds have regularly been approved by Congress, as recently as March 2025 in the federal continuing resolution, leading local educational agencies (LEAs) to include them in their budgets. Federal funds are a relatively smaller, but still critically important, component of most LEAs' budgets. This announcement does not close the door to these funds *eventually* flowing after the Trump Administration's review, as a result of congressional action and/or litigation, but puts many LEAs into a budgeting scenario where these funds *never* materialize to support students and programs as we enter the 2025-26 school year.

Budget Considerations

Although LEAs will have an opportunity to update their 2025-26 budget during the 45-day budget revision process, it is unlikely that we will have enough definitive information (see various remedy processes noted above) to make any decisions until the First Interim reporting period. In the meantime, it is recommended that cash flow documents are updated to reflect the delayed receipt of the federal funds. LEAs are encouraged to develop and communicate alternative multiyear projections that model scenarios involving reduced or eliminated federal revenue streams for impacted programs. Having contingency plans in place will enable LEAs to respond swiftly to any future funding shifts without jeopardizing student services.

Staffing Considerations

As LEAs are developing contingency plans for staffing, it is emphasized that there are limited options in the restrictive statutory layoff processes for probationary and permanent employees.

Simply put, the layoff procedures prescribed in [Education Code Section \(EC §\) 44955](#) for certificated employees and [EC § 45117\(a\)](#) for classified employees do not accommodate circumstances which require LEAs to contemplate making staffing reductions after the March 15 timelines. With the “summer layoff window” codified in [EC § 44955.5](#) definitively closed for 2025-26, the options to implement layoffs in programs impacted by the stoppage of federal funding are not available to LEAs at this time.

There are operational considerations and temporary staffing allowances that can assist in managing staffing during this time of uncertainty. The temporary employment options for certificated employment ([EC § 44954](#) and [EC § 44909](#)) and short-term employment provisions for classified employees ([EC § 45103](#)) could be appropriate for positions which are specially funded or fulfilling a short-term need. Remember, there are strict rules for temporary employment and the employee must be hired in the temporary classification prior to the first day of work, as the classification cannot be changed during employment due to changes in funding sources. Additionally, consideration of implementing a hiring freeze or placing a hold on recruitment for certain positions and reallocating staff assists in containing personnel expenditures. Finally, we encourage consultation with your attorney for advice and guidance when considering utilizing the statutory provisions for staffing reductions.

Next Steps

As noted above, ***this is not the end of this issue***, and we will continue to provide additional information and advice as the issue develops.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Feds Reviewing 2025-26 Program Funding

By: Linette Hodson

July 8, 2025

The difference between the federal fiscal calendar and California's school district budget cycle has generated questions regarding the fiscal year impacted by the recent announcement by the U.S. Department of Education (ED). At the center of the issue are federal education funds budgeted during the federal fiscal year 2025 for distribution to states starting July 1, 2025, and for use by California local educational agencies (LEAs) starting in the 2025-26 school year.

On June 30, 2025, the ED informed California officials that it would not issue the standard July 1 grant award notifications due to an ongoing review of fiscal year 2025 program funding (see "[U.S. Department of Education Delays FY 2025 Funds](#)" in the June 2025 *Fiscal Report*). As of now, no final decisions have been made regarding the availability of awards for the 2025-26 academic year.

California LEAs began applying for these funds in May 2025 through the Consolidated Application and Reporting System. The application window remains open until March 31, 2026. Many districts have already included these expected funds in their 2025-26 adopted budgets, based on the March 2025 congressional continuing resolution, which included these programs.

The ultimate availability of these funds will depend on the outcome of the federal review process and may also be shaped by congressional or legal action.

School leaders are encouraged to remain engaged and closely monitor developments. Further updates will be provided at the upcoming School Finance Conference. For more information about how to register for the workshop, click [here](#).

How the Federal Reconciliation Bill Impacts Education

By: Kyle Hyland

July 9, 2025

On July 4, 2025, President Donald Trump signed House Resolution (H.R.) 1, the “One Big Beautiful Bill Act” into law on the White House lawn surrounded by Republican lawmakers.

H.R. 1 is a sweeping budget reconciliation package that includes a broad array of fiscal, regulatory, and administrative reforms. The bill makes President Trump’s 2017 tax cuts permanent, boosts funding for immigration enforcement, cuts government-supported health and food programs like Medicaid and the Supplemental Nutrition Assistance Program (SNAP), and eliminates dozens of green energy incentives. The measure also raises the debt ceiling by \$5 trillion, increasing the federal government’s statutory borrowing limit from \$36.1 trillion to \$41.1 trillion. It is projected that the new borrowing cap will be reached in the middle of 2027. The nonpartisan Congressional Budget Office estimates that H.R. 1 will increase deficits over the 2025-2034 period by \$3.4 trillion.

It is important to note that H.R. 1 is a budget reconciliation bill and is separate from the Trump Administration’s recently proposed fiscal year (FY) 2026 budget (see “[Details of the FY 2026 Presidential Proposal](#)” in the June 2025 *Fiscal Report*) and the Trump Administration’s recent announcement that it is freezing \$6.8 billion in federal K-12 funds that were included in the FY 2025 budget (see “[Feds Reviewing 2025-26 Program Funding](#)” in the July 2025 *Fiscal Report*). The FY 2026 budget is an ongoing process with Congress needing to approve a budget, or a continuing resolution, prior to October 1, 2025, the beginning of the 2026 fiscal year. The \$6.8 billion delay in funding is the result of an administrative review process being conducted by the Office of Management and Budget (OMB). While the Administration can legally delay disbursement for review purposes, any permanent reductions would require Congressional approval via a rescission bill under the Impoundment Control Act.

Now that H.R. 1 has been enacted, the important question is how does it impact TK-12 education in California?

OMB Investment

The measure does not make any statutory or direct funding adjustments to TK-12 federal education programs, including Title I and the Individuals with Disabilities Education Act. However, the bill allocates \$100 million to the OMB to conduct reviews across the executive branch aimed at identifying “budget and accounting efficiencies.” This funding will remain available through the end of the 2029 federal fiscal year.

While the U.S. Department of Education (ED) is not specifically named in the enacted version of the legislation, it is part of the executive branch and could therefore be subject to review by the OMB. In fact, an earlier House version of H.R. 1 included language directing the OMB to review specific agencies, including the ED. This language was removed in the Senate version after the Senate Parliamentarian determined it violated the Byrd Rule, which restricts the inclusion of

“extraneous” provisions in reconciliation bills—meaning they do not have a direct budgetary impact.

Medicaid Cuts

H.R. 1 includes approximately \$930 billion in Medicaid reductions over the next decade. In California, this could result in up to 3.4 million individuals losing coverage, including many students who rely on school-based health services funded by Medicaid. Additionally, the reductions could impact the Local Educational Agency (LEA) Billing Option Program and the School-Based Medi-Cal Administrative Activities by reducing LEA reimbursements, freezing hiring for health support staff, and limiting access to mental health services.

SNAP Reductions

The Congressional Budget Office estimates that H.R. 1 will reduce federal spending on SNAP by approximately \$200 billion over the next decade. California utilizes SNAP (also known as CalFresh) data to certify unduplicated pupils under the Local Control Funding Formula (LCFF) and for the Universal Meals Program (UMP). If SNAP rolls shrink, fewer students will automatically qualify for free or reduced-price meals, which would lower federal reimbursement rates for the UMP and potentially reduce LCFF supplemental and concentration funding.

When Does H.R. 1 Become Effective?

Federal legislation becomes effective upon the President’s signature unless it includes a delayed effective date. Since H.R. 1 contained no such clause, its provisions took effect immediately on July 4, 2025, and the impacts could be felt by LEAs in the coming months.

New Laws Effective July 1

By: Leilani Aguinaldo

July 2, 2025

This week marks the start of a new fiscal year, and it also ushers in a few new laws specific to local educational agencies (LEAs) that took effect July 1, 2025. We have written about many of these new laws already, but they are also summarized here as a reminder. This list is not intended to be comprehensive, but we thought it might be helpful to summarize a few of the notable new requirements.

Transitional Kindergarten

Long anticipated, and now with funding for this purpose, the student-to-adult ratio for transitional kindergarten (TK) classes drops to 10:1 starting with the 2025-26 school year ([Education Code Section \[EC §\] 48000 \[g\]\[3\]](#)). The recently enacted 2025-26 State Budget includes ongoing funding for the TK ratio through the TK Ratio Local Control Funding Formula Add-On.

Transportation

There are new requirements that apply for LEA employees and contractors that transport students in vehicles with ten or fewer passengers ([EC § 39875 et al](#)). We detailed these changes in our May Revision Workshop, and we also published an article in 2023 when Senate Bill (SB) 88 (Skinner, Statutes of 2023) passed the Legislature (see “[What Would SB 88 Do?](#)” in the September 2023 *Fiscal Report*). Among the major requirements that apply to applicable drivers are the following:

- Complete a medical exam every two years, annually for those 65 years old and older
- Participate in the Department of Motor Vehicles pull notice system
- Comply with drug and alcohol testing

In addition, vehicles must be inspected at licensed facilities and equipped with first aid kits and fire extinguishers.

Parents and guardians are exempt from the requirements, but LEAs are advised to familiarize themselves with the new law that applies to school staff that drive students, with limited exemptions for some school events such as athletic competitions or field trips, as examples. The [California Department of Education](#) (CDE) also has published information on these new transportation statutes.

Additional Staff Training

The statute that requires LEAs to provide mandated reporter training to school employees has been updated to also require training on the prevention of child abuse, including sexual abuse ([EC § 44691 \[c\]\[1\]](#)). Many joint powers authorities that provide liability coverage to LEAs have

incorporated this child abuse prevention training into their annual mandated reporter training that is available for members.

The Safe and Supportive Schools Act requires LEA certificated staff serving grades 7-12 to complete one hour of LGBTQ+ cultural competency training annually starting with the 2025-26 school year (see “[LGBTQ+ Cultural Competency Training Materials Available](#)” in the March 2025 *Fiscal Report*). This new training requirement is effective through the 2029-30 school year ([EC § 218.3](#)). Free online courses to aid in fulfilling the training requirement are available on the [CDE’s website](#).

Comprehensive School Safety Plans

Beginning July 1, 2025, school safety plans must include an instructional continuity plan to establish communication with pupils and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency ([EC § 32282\[a\]\[3\]](#)). These instructional continuity plans will eventually be required as part of the approval process for Requests for Allowance of Attendance Due to Emergency Conditions (Form J-13As) starting on July 1, 2026 (see “[Instructional Continuity Plans and Independent Study](#)” in the March 2025 *Fiscal Report*). In the meantime, school safety plans should be updated now to include instructional continuity plans.

In addition, when school safety plans are next reviewed and updated after July 1, 2025, they must include procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds ([EC § 32282\[a\]\[2\]\[M\]](#)).

Other New Laws

Schools that issue identification cards to students in grades 7-12 must print the number for the 988 Suicide and Crisis Lifeline on either side of the identification card ([EC § 215.5](#)). Schools with a supply of unissued identification cards may deplete their existing supply first.

More teachers are now required to hold a cardiopulmonary resuscitation (CPR) certification. New applicants for career technical education credentials must hold a CPR certification ([EC § 44260](#) and [EC § 44260.1](#)), and LEAs may not hire individuals with a short-term staff permit, provisional internship permit, or a teaching permit for statutory leave unless the individual has a CPR certification ([EC § 44841](#)).

Starting with the 2025-26 school year, and annually thereafter, LEAs must assess their students in grades K-2 for risk of reading difficulties ([EC § 53008](#)). Local governing boards should have adopted by now one or more screening instruments for this purpose, and employees administering the screening instruments must be appropriately trained to administer the screening instrument. The Enacted Budget includes one-time funds for acquiring an approved screening instrument, training for staff, and administration of the screener.

By the Way . . . CDE Posts Attendance Recovery Programs Guidance

By: Patti F. Herrera, EdD, and Wendi McCaskill

June 30, 2025

The California Department of Education (CDE) posted guidance recently to support local educational agencies (LEAs) in creating Attendance Recovery Programs. The 2025-26 school year is the first year of implementation of Attendance Recovery Programs, which are intended to provide LEAs and students with additional opportunities to recover attendance and instructional time lost to absences and mitigate against chronic absenteeism and losses of average daily attendance. The guidance is available on the CDE's website [here](#). We would encourage you to also refer to the CDE's Attendance Recovery frequently asked questions, available [here](#), for information on implementing a program that meets statutory requirements.

Senator Monique Limón Elected Next President Pro Tempore

By: Michelle McKay Underwood

June 10, 2025

On Monday, June 9, 2025, the Senate unanimously elected Senator Monique Limón (D-Santa Barbara) as the Senate Pro Tempore Designee with a transition to be held early in 2026, according to current Pro Tempore Mike McGuire (D-Healdsburg).

Born and raised in Santa Barbara, Limón's commitment to education began early, inspired by her experiences as a first-generation college graduate. She earned her undergraduate degree from the University of California, Berkeley, and a Master of Education from Columbia University. Before entering elected office, Limón spent fourteen years working in higher education at the University of California, Santa Barbara, and Santa Barbara City College as an advisor and mentor to help students achieve their professional and academic goals through higher education.

Senator Limón began her public service as a member of the Santa Barbara Unified School District Board of Education, serving from 2009 to 2015. In 2016, she was elected to the California State Assembly representing the 37th District, where she served until 2020 when she was elected to the California State Senate.

Senator Limón currently serves as the Democratic Caucus Chair and the Vice Chair of the Legislative Women's Caucus and can serve in the Senate until she is termed out in 2028.

Bill Report

SCHOOL SERVICES OF CALIFORNIA INC.

**Legislative Report Prepared for:
Fresno Unified School District
Status as of July 9, 2025**

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Current Status</i>	<i>Page</i>
College & Career				
AB 313 Ortega	Student Financial Aid: Application Deadlines: Extension	Support	To Enrollment	24
SB 323 Pérez	Student Aid Commission: California Dream Act Application	Support	Assembly Appropriations Committee	24
SB 640 Cabaldon	Public Postsecondary Education: Admission, Transfer, and Enrollment	Support	Assembly Appropriations Committee	24
SB 685 Cortese	California State University: Financial Aid for Homeless Students: Pilot Program	Support	Assembly Appropriations Committee	25
Employees				
AB 65 Aguiar-Curry	School And Community College Employees: Paid Disability and Parental Leave	Support	Senate Education Committee	25
AB 1224 Valencia	Teacher Credentialing: Substitute Teachers: Days of Service	Support	Senate Appropriations Committee	25
AB 1331 Elhawary	Workplace Surveillance	No Position	Senate Judiciary Committee	26
Facilities				
AB 942 Calderon	Net Energy Metering: Eligible Customer-Generators: Tariffs	Watch	Senate Energy, Utilities, and Communication Committee	26
Governance and District Operations				
AB 268 Kalra	State Holidays: Diwali	Support	Senate Education Committee	26
AB 395 Gabriel	Holidays	Support	Senate Judiciary Committee	27
AB 629 Ward	School Districts: Equipment Inventory	Support	Senate Floor—Consent	27
AB 1369 Ramos	Pupil Rights: School Graduation Ceremonies and Related Events: Adornments	Support	Senate Floor—Third Reading	27

AB 1390 Solache	Public School Governance: Board Member Compensation	Support	Senate Appropriations Committee—Suspense File	28
Instruction				
AB 281 Gallagher	Comprehensive Sexual Health Education and Human Immunodeficiency Virus (HIV) Prevention Education: Outside Consultants	No Position	Assembly Floor—Inactive File	28
AB 731 Fong	Pupil Instruction: Dual Enrollment: College and Career Access Pathways Partnerships	Watch	Senate Appropriations Committee—Suspense File	29
AB 821 Gipson	Pupil Instruction: High School Graduation Requirements: Career Technical Education	Support	Senate Appropriations Committee	29
AB 887 Berman	Pupil Instruction: High Schools: Computer Science Courses: California Computer Science Demonstration Project: Reporting	No Position	Senate Education Committee	30
SB 745 Ochoa Bogh	American Government and Civics: Curriculum Guide: State Seal of Civic Engagement	No Position	Assembly Appropriations Committee	30
Nutrition				
AB 1264 Gabriel	Pupil Nutrition: Particularly Harmful Ultraprocessed Food: Prohibition	Support	Senate Environmental Quality Committee	31
SB 411 Pérez	Stop Child Hunger Act of 2025	Support	Assembly Human Services Committee	31
School Safety and Student Discipline				
AB 49 Muratsuchi	School Sites: Immigration Enforcement	Support	Senate Education Committee	32
AB 327 Ta	Crimes: False Reporting	Oppose	Senate Public Safety Committee	32
AB 382 Berman	Pedestrian Safety: School Zones: Speed Limits	Support	Senate Appropriations Committee	32
AB 419 Connolly	Educational Equity: Immigration Enforcement	Support	Senate Appropriations Committee	33
AB 421 Solache	Immigration Enforcement: Prohibitions on Access, Sharing Information, and Law Enforcement Collaboration	Support	Assembly Public Safety Committee	33

SB 48 Gonzalez	Immigration Enforcement: School Sites: Prohibitions on Access and Sharing Information	Support	Assembly Judiciary Committee	33
SB 98 Pérez	Elementary, Secondary, and Postsecondary Education: Immigration Enforcement: Notification	Support	Assembly Appropriations Committee	34
SB 580 Durazo	Attorney General: Immigration Enforcement Policies	No Position	Assembly Appropriations Committee	34
Special Education				
AB 560 Addis	Special Education: Resource Specialists: Special Classes		Senate Education Committee	34
State Budget and Education Finance				
AB 477 Muratsuchi	Fair Pay for Educators Act: Local Control Funding Formula: Base Grants: Funding Targets	No Position	Senate Appropriations Committee	35
AB 1348 Bains	Average Daily Attendance: Emergencies: Immigration Enforcement Activity		Senate Appropriations Committee	35
SB 743 Cortese	Education Finance: Education Equalization Act: Equalization Reserve Account		Assembly Education Committee	36
Student Services				
AB 495 Rodriguez, Celeste	Family Preparedness Plan Act of 2025	Support	Senate Appropriations Committee	36
Transportation				
AB 1111 Soria	Pupil Transportation: Schoolbuses: Zero-Emission Vehicles: Extensions: Scrapping	Support	Senate Environmental Quality Committee	36

College & Career

[AB 313 \(Ortega\)](#)

Amended Date: 05/20/2025

Title: Student Financial Aid: Application Deadlines: Extension

Status: To Enrollment

Position: Support

Summary:

Existing law requires the California Student Aid Commission (CSAC) to grant a postponement of an application deadline of up to 30 calendar days for any financial aid program administered by CSAC pursuant to a formal request. Existing law also authorizes CSAC to grant a postponement of an application deadline of up to an additional 30 calendar days, without submission of a formal request, if CSAC finds that a state of emergency declared by the Governor or the President of the United States has occurred. This bill would additionally authorize CSAC to grant the above-described postponement of an application deadline without submission of a formal request if CSAC finds that there was a delay in the opening of the Free Application for Federal Student Aid as declared by CSAC.

[SB 323 \(Pérez\)](#)

Amended Date: 03/25/2025

Title: Student Aid Commission: California Dream Act Application

Status: Assembly Appropriations Committee

Position: Support

Summary:

By the start of the 2026-27 financial aid cycle, the California Student Aid Commission shall amend the California Dream Act application, and any of its grant processing systems, to clarify and ensure that the application can be used by any student eligible for state financial aid programs, regardless of their eligibility for federal financial aid.

[SB 640 \(Cabaldon\)](#)

Amended Date: 06/19/2025

Title: Public Postsecondary Education: Admission, Transfer, and Enrollment

Status: Assembly Appropriations Committee

Position: Support

Summary:

This bill would establish the California State University (CSU) Direct Admission Program under which a pupil graduating from a high school of a participating local educational agency is deemed eligible for enrollment into a designated CSU campus. The bill would require, upon the implementation of transcript-informed pupil accounts, the reporting available on the CaliforniaColleges.edu platform to be used to provide the data required to determine eligibility for the program. The bill would require the California College Guidance Initiative, on behalf of the CSU, to transmit a letter of direct admission to each eligible pupil that notifies the pupil that they have been directly admitted.

[SB 685 \(Cortese\)](#)

Amended Date: 06/26/2025

Title: California State University: Financial Aid for Homeless Students: Pilot Program

Status: Assembly Appropriations Committee

Position: Support

Summary:

Establishes the Financial Assistance for Students Experiencing Homelessness Pilot Program to provide financial assistance at four California State University campuses to California residents who (1) have been accepted for enrollment at one of those campuses, (2) were homeless at any time during high school, and (3) will be between 17 and 26 years of age upon receipt of assistance. Commencing with the 2026-27 academic year, each participating campus shall provide financial assistance for the balance of the qualifying student's cost of attendance that exceeds the financial aid the qualifying student receives during the first four years the student participates in the pilot program. The qualifying student must meet certain requirements to receive financial assistance under the pilot program.

Employees

[AB 65 \(Aguiar-Curry\)](#)

Title: School and Community College Employees: Paid Disability and Parental Leave

Status: Senate Education Committee

Position: Support

Summary:

Requires a K-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 1224 \(Valencia\)](#)

Amended Date: 05/01/2025

Title: Teacher Credentialing: Substitute Teachers: Days of Service

Status: Senate Appropriations Committee

Position: Support

Summary:

Until July 1, 2024, any holder of a credential or permit issued by the Commission on Teacher Credentialing that authorized the holder to substitute teach in a general, special, or career technical education assignment was allowed to serve in a substitute teaching assignment aligned with their authorization for up to 60 cumulative days for any one assignment. This bill would indefinitely reestablish the 60-cumulative day authorization for any one assignment. Recent amendments require a local educational agency to do both of the following in order to use a 60-day substitute teacher:

- Employed all available and suitable substitute teachers who hold a teaching permit for statutory leave, as provided, if the substitute will serve in a position in which the teacher on record is currently on statutory leave
- Made reasonable efforts to recruit an individual in the order specified above

[AB 1331 \(Elhawary\)](#)

Amended Date: 06/19/2025

Title: Workplace Surveillance

Status: Senate Judiciary Committee

Position: No Position

Summary:

Prohibits employers from using a workplace surveillance tool to monitor workers in employer-designated areas, including bathrooms, locker rooms, changing areas, breakrooms, lactation spaces, and cafeterias. The bill provides a civil penalty for each employee per violation.

Facilities

[AB 942 \(Calderon\)](#)

Amended Date: 06/02/2025

Title: Net Energy Metering: Eligible Customer-Generators: Tariffs

Status: Senate Energy, Communications, and Utilities

Position: Watch

Summary:

Makes the following changes to the Net Energy Metering (NEM) customer-generator arrangements:

- Requires new property owners inheriting solar systems to take service under the current, not the inherited, NEM tariff
- Ends Climate Credit allocations to NEM customers starting on January 1, 2026

As amended on June 2, 2025, these provisions do not apply to public schools.

Governance and District Operations

[AB 268 \(Kalra\)](#)

Amended Date: 06/13/2025

Title: State Holidays: Diwali

Status: Senate Education Committee

Position: Support

Summary:

Adds “Diwali” to the list of state holidays and authorizes state employees to elect to take time off with pay in recognition of the holiday. Diwali falls on the 15th day of the month of Kartik in the Hindu lunar calendar of each year. Public schools and community colleges are authorized to close on “Diwali.”

[AB 395 \(Gabriel\)](#)

Amended Date: 06/26/2025

Title: Holidays

Status: Senate Judiciary Committee

Position: Support

Summary:

Requires public schools to consider making efforts to avoid scheduling the first day of class and high school graduation on a date for which the governing board knows, or has reason to know, 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 629 \(Ward\)](#)

Amended Date: 03/10/2025

Title: School Districts: Equipment Inventory

Status: Senate Floor—Consent

Position: Support

Summary:

Raises the threshold amount from \$500 to \$1500 for the requirement of the governing board of a school district to establish and maintain a historical inventory of each item of equipment acquired by the school district that has a current market value that exceeds \$1,500 per item.

[AB 1369 \(Ramos\)](#)

Amended Date: 06/23/2025

Title: Pupil Rights: School Graduation Ceremonies and Related Events: Adornments

Status: Senate Floor—Third Reading

Position: Support

Summary:

As amended on June 23, 2025, this bill would permit a pupil to wear traditional tribal regalia or recognized objects of religious or cultural significance, as determined by the pupil and the pupil's family, as an adornment at school graduation ceremonies or related school events. The bill would prohibit local educational agencies (LEAs) from requiring a preapproval process for the adornment and would prohibit LEAs from requiring a pupil to wear a cap if it is incompatible with the adornment. The bill specifies that the measure does not limit an LEA's discretion and authority to prohibit an item that is likely to cause a substantial disruption of, or material interference with, the ceremony.

AB 1390 (Solache)

Amended Date: 03/17/2025

Title: Public School Governance: Board Member Compensation

Status: Senate Appropriations Committee—Suspense File

Position: Support

Summary:

Increases the maximum monthly compensation for the governing board members of school districts and county boards of education.

- In a school district that is not located in a city and county, and in which the average daily attendance (ADA) for the prior school year exceeded 60,000, the governing board may prescribe, as compensation for the services of each member of the board who attends all meetings held, a sum not to exceed \$7,500 in any month, increased from \$1,500
- In a school district in which the ADA for the prior school year was 60,000 or less, but more than 25,000, each member of the city board of education or the governing board of the school district who attends all meetings held may receive as compensation for the member's services a sum not to exceed \$3,750 in any month, increased from \$750

Instruction

AB 281 (Gallagher)

Amended Date: 03/17/2025

Title: Comprehensive Sexual Health Education and Human Immunodeficiency Virus (HIV) Prevention Education: Outside Consultants

Status: Assembly Floor—Inactive File

Position: No Position

Summary:

As amended on March 17, 2025, this bill would require a school district, if it elects to provide sexual health education or HIV prevention education to be taught by outside consultants, to also provide notice of the name of the organization or affiliation of any outside consultants that teaches a class on this subject.

The original version of this measure would have also authorized parents to make copies of written educational material that will be distributed to students as part of comprehensive sexual health and HIV prevention education, but that language was removed from the bill since parents already have the right to review the materials in current law.

[AB 731 \(Fong\)](#)

Amended Date: 07/01/2025

Title: Pupil Instruction: Dual Enrollment: College and Career Access Pathways Partnerships

Status: Senate Appropriations Committee—Suspense File

Position: Watch

Summary:

Amends the College and Career Access Pathways (CCAP) program to streamline access to dual enrollment by doing the following:

- Removes the requirement for a principal's recommendation in order to participate in a CCAP dual enrollment program
- Requires CCAP agreements to authorize a student to complete a single community college application for the duration of their participation in the program
- Removes the four-course-per-term cap for CCAP students, while retaining the 15-unit maximum per term

July 1, 2025, amendments remove the bill language regarding online coursework using either synchronous or asynchronous modalities and removed the requirement for community colleges to provide comprehensive support services to high school students dually enrolled in asynchronous courses.

[AB 821 \(Gipson\)](#)

Amended Date: 04/01/2025

Title: Pupil Instruction: High School Graduation Requirements: Career Technical Education

Status: Senate Appropriations Committee

Position: Support

Summary:

Eliminates the sunset, currently July 1, 2027, on the use of a career technical education (CTE) course to fulfill a course requirement to graduate from high school. Current law requires high school students to complete one course in visual or performing arts, or world languages, or CTE as part of their high school graduation requirements.

[AB 887 \(Berman\)](#)

Amended Date: 07/07/2025

Title: Pupil Instruction: High Schools: Computer Science Courses: California Computer Science Demonstration Project: Reporting

Status: Senate Education Committee

Position: No Position

Summary:

As completely rewritten on July 7, 2025, this bill establishes the California Computer Science Demonstration Project to increase the number of public high schools offering computer science and to increase the computer science course access of low-income students and students that are underrepresented in the field of computer science. The pilot program shall be funded through contributions from nonprofit organizations or private entities. Public high schools that do not offer any computer science courses may voluntarily participate in the pilot program. Funding entities, in coordination with the California Computer Science Demonstration Project Working Group, shall select the public high schools to participate in the pilot program.

[SB 745 \(Ochoa Bogh\)](#)

Amended Date: 07/07/2025

Title: American Government and Civics: Curriculum Guide: State Seal of Civic Engagement

Status: Assembly Appropriations Committee

Position: No Position

Summary:

As amended May 7, 2025, this bill requires the California Department of Education to develop a curriculum guide for a one-year course in American government and civics.

Nutrition

[AB 1264](#) (Gabriel)

Amended Date: 06/23/2025

Title: Pupil Nutrition: Particularly Harmful Ultraprocessed Food: Prohibition

Status: Senate Environmental Quality Committee

Position: Support

Summary:

Requires the Office of Environmental Health Hazard Assessment to establish the definition of “particularly harmful ultraprocessed foods” by July 1, 2026, and prohibits, commencing January 1, 2032, a vendor from offering particularly harmful ultraprocessed foods to schools. By January 1, 2028, schools must begin to phase out particularly harmful ultraprocessed foods, and by July 1, 2035, schools are prohibited from offering particularly harmful ultraprocessed foods.

Defines “ultraprocessed food” to mean any food or beverage that contains one or more substances not available in the United States Food and Drug Administration (FDA) Substances Added to Food database but having any of the following FDA-defined technical effects: surface-active agents, stabilizers and thickeners, propellants, aerating agents, and gases, color and coloring adjuncts, emulsifiers and emulsifier salts, flavoring agents and adjuvants, excluding spices and other natural seasonings and flavorings, flavor enhancers, surface-finishing agents, and non-nutritive sweeteners.

[SB 411](#) (Pérez)

Amended Date: 07/07/2025

Title: Stop Child Hunger Act of 2025

Status: Assembly Human Services Committee

Position: Support

Summary:

This bill, the Stop Child Hunger Act of 2025, would require the California Department of Education (CDE) to develop and provide families with a statewide online application that enables families to submit federally required information for the Summer Electronic Benefit Transfer for Children (Summer EBT) program in time to apply for summer 2027 benefits. Online applications submitted for the Summer EBT program shall constitute an application for purposes of free or reduced-price meals.

A prior version of this bill would have required the CDE to establish a program designed to serve meals to pupils for each day during either of the following circumstances that last five or more schooldays: (1) a regularly scheduled school break, except for the summer period; or (2) the closure of a school campus caused by a state of emergency. May 23, 2025, amendments remove this part of the bill.

A prior version of this bill would have required the State Department of Social Services to establish the Better Out of School Time (BOOST) Nutrition EBT Program. The bill would require the department to issue benefits to an eligible pupil, in a specified amount, for each day during either of the following circumstances that last five or more schooldays: (1) a regularly scheduled school break, except for the summer period; or (2) the closure of a school campus caused by a state of emergency. May 23, 2025, amendments remove this part of the bill.

School Safety and Student Discipline

[AB 49 \(Muratsuchi\)](#)

Amended Date: 06/23/2025

Title: School Sites: Immigration Enforcement

Status: Senate Education Committee

Position: Support

Summary:

This urgency bill would prohibit local educational agencies (LEAs) from allowing an officer or employee of an agency conducting immigration enforcement to enter a school site for any purpose without providing valid identification and a valid judicial warrant or a court order unless exigent circumstances necessitate immediate action. The bill would require the LEA, if the officer or employee meets those requirements, to limit access to facilities where pupils are not present.

[AB 327 \(Ta\)](#)

Amended Date: 03/05/2025

Title: Crimes: False Reporting

Status: Senate Public Safety Committee

Position: Oppose

Summary:

Increases the punishment for a second or subsequent offense of “swatting” from a misdemeanor to an alternate felony-misdemeanor. However, the increased penalties for a second or subsequent offense for swatting does not apply to a person who was under 18 years of age at the time they committed the prior offense or offenses.

SSC Comment: AB 327 is supported by various school districts and law enforcement agencies around the state, though none are in the Fresno vicinity. Among the opponents of the bill are the ACLU, California Action, and the California Public Defenders Association.

[AB 382 \(Berman\)](#)

Amended Date: 06/26/2025

Title: Pedestrian Safety: School Zones: Speed Limits

Status: Senate Appropriations Committee

Position: Support

Summary:

Beginning January 1, 2029, this bill lowers the speed limit from 25 miles per hour to 20 miles per hour in a school zone. Further, the bill authorizes local authorities to reduce the speed limit in a school zone prior to January 1, 2029.

[AB 419 \(Connolly\)](#)

Amended Date: 03/27/2025

Title: Educational Equity: Immigration Enforcement

Status: Senate Appropriations Committee

Position: Support

Summary:

This bill would require the governing board of a local educational agency (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, on the LEA website, and at each of its school sites. As amended, the guide shall be posted in every language that the Attorney General provides.

[AB 421 \(Solache\)](#)

Title: Immigration Enforcement: Prohibitions on Access, Sharing Information, and Law Enforcement Collaboration

Status: Assembly Public Safety Committee

Position: Support

Summary:

This bill would prohibit California law enforcement agencies from collaborating with, or providing any information to, immigration authorities regarding proposed or currently underway immigration enforcement actions when the actions take place within one mile of any childcare or daycare facility, religious institution, place of worship, hospital, or medical office.

[SB 48 \(Gonzalez\)](#)

Amended Date: 04/23/2025

Title: Immigration Enforcement: School Sites: Prohibitions on Access and Sharing Information

Status: Assembly Judiciary Committee

Position: Support

Summary:

As amended, this bill, an urgency measure, prohibits a local educational agency (LEA) and its personnel from granting United States immigration authorities access to the nonpublic areas of a school site or its pupils or consenting to searches without a valid judicial warrant or court order. It further dictates how an LEA responds to requests from immigration authorities with or without a valid judicial warrant or court order. Lastly, this bill prohibits an LEA from disclosing any information about a student, their family and household, school employees, or teachers to immigration authorities without a valid judicial warrant or court order.

[SB 98 \(Pérez\)](#)

Amended Date: 06/23/2025

Title: Elementary, Secondary, and Postsecondary Education: Immigration Enforcement: Notification

Status: Assembly Appropriations Committee

Position: Support

Summary:

This urgency bill would require local educational agencies (LEAs) and institutions of higher education to issue notification when the presence of immigration enforcement is confirmed on their respective campuses or school sites. For LEAs, this bill would require the superintendent of a school district or county office of education and the principal of a charter school to notify all teachers, staff, other school community members that work on the school site, parents, and guardians when the presence of immigration enforcement is confirmed on the school site. The bill would require the notification to include the date and time the immigration enforcement was confirmed, the location of the enforcement, and a hyperlink to additional resources, including model policies related to immigration enforcement adopted by the LEA. The bill prohibits the notifications from including any personally identifiable information.

[SB 580 \(Durazo\)](#)

Amended Date: 06/16/2025

Title: Attorney General: Immigration Enforcement Policies

Status: Assembly Appropriations Committee

Position: No Position

Summary:

By July 1, 2026, requires the Attorney General to publish model policies and guidance, audit criteria, and training recommendations for state and local agencies and the databases they operate relating to limiting assistance with immigration enforcement, and requires local and state agencies to adopt these policies by January 1, 2027.

Special Education

[AB 560 \(Addis\)](#)

Amended Date: 06/30/2025

Title: Special Education: Resource Specialists: Special Classes

Status: Senate Education Committee

Position:

Summary:

This bill has been significantly scaled back from the original version that set very ambitious requirements for caseloads for employees who support students with disabilities. As completely rewritten, the bill now would require local educational agencies to “take all reasonable steps to distribute the workload associated with initial assessments across all resource specialists employed by the local educational agency in an equal manner, unless otherwise collectively bargained.” The bill also now requires the State Superintendent of Public Instruction, by July 1, 2027, to establish a maximum recommended adult-to-pupil staffing ratio for special day classes.

State Budget, Education Finance, and LCFF

[AB 477 \(Muratsuchi\)](#)

Amended Date: 06/23/2025

Title: Fair Pay for Educators Act: Local Control Funding Formula: Base Grants: Funding Targets

Status: Senate Appropriations Committee

Position: No Position

Summary:

This bill would establish new Local Control Funding Formula 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. Despite the “increase school site staff salaries” being intent language, the bill’s title was recently amended to the “Fair Pay for Educators Act.”

[AB 1348 \(Bains\)](#)

Amended Date: 05/05/2025

Title: Average Daily Attendance: Emergencies: Immigration Enforcement Activity

Status: Senate Appropriations Committee

Position:

Summary:

As amended on May 5, 2025, this bill would allow districts to recoup average daily attendance in the case of confirmed immigration enforcement activity through the J-13A process. In order to qualify, the district must:

- Offer independent study to all students that year and provide notifications of the offering to parents
- Have verifiable documentation substantiating the provision of opportunities for live interaction and synchronous instruction, or the provision of activities or student work product of a student while on independent study that is equivalent to in-person instruction
- Certify compliance with these provisions using a California Department of Education-developed form for this purpose

The ability to utilize the J-13A process for immigration enforcement activities would sunset on June 30, 2029. “Immigration enforcement activity” includes “any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil immigration law, and also includes any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal criminal immigration law that penalizes a person’s presence in, entry, or reentry to, or employment in, the United States.”

[SB 743 \(Cortese\)](#)

Amended Date: 07/07/2025

Title: Education Finance: Education Equalization Act: Equalization Reserve Account

Status: Assembly Education Committee

Position:

Summary:

Subject to a voter-approved constitutional amendment, this bill would require deposits into a newly established "Equalization Reserve Account" whenever the state deposits funds in the Proposition 98 rainy day fund, and funds in the "Equalization Reserve Account" would be available to increase per-pupil funding in non-basic aid school districts in a manner prescribed by the Legislature.

Student Services

[AB 495 \(Rodriguez, Celeste\)](#)

Amended Date: 04/23/2025

Title: Family Preparedness Plan Act of 2025

Status: Senate Appropriations Committee

Position: Support

Summary:

Establishes the Family Preparedness Plan Act of 2025 to support families during temporary parental absences. Expands the caregiver's authorization affidavit to include nonrelative extended family members. Creates a new form of joint guardianship allowing custodial parents to nominate a temporary guardian without relinquishing parental rights. Authorizes courts to activate the guardianship upon specified events, such as an immigration-related administrative action, illness, or military deployment. Requires schools and licensed child daycare facilities to distribute updated immigration-related guidance developed by the Attorney General.

Transportation

[AB 1111 \(Soria\)](#)

Amended Date: 04/30/2025

Title: Pupil Transportation: Schoolbuses: Zero-Emission Vehicles: Extensions: Scrapping

Status: Senate Environmental Quality Committee

Position: Support

Summary:

As amended April 30, 2025, this bill expands eligibility for a potential ten-year total extension of the state's 2035 zero-emission schoolbus target to add a lack of charging infrastructure or required maintenance availability as qualifying constraints for an extension. The bill also allows a recipient of a grant under the Hybrid and Zero-Emission Truck and Bus Voucher Incentive Project to avoid scrapping a non-zero emission schoolbus under specified conditions.

Two-Year Bills

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Current Status</i>	<i>Page</i>
College & Career				
AB 335 Gipson	The Designation of California Black-Serving Institutions Grant Program	Support	Assembly Appropriations Committee—Suspense File	39
AB 401 Muratsuchi	California Career Technical Education Incentive Grant Program: Annual Adjustment: Renewal Grants.	Support	Assembly Appropriations Committee—Suspense File	39
Employees				
AB 857 Gipson	School Employees: Cultural Competency Training	No Position	Assembly Appropriations Committee—Suspense File	39
AB 1247 Garcia	Classified Employees: School Districts and Community College Districts: Contracting Out: Training Requirements	Watch	Assembly Appropriations Committee—Suspense File	40
Governance and District Operations				
AB 235 Arambula	Pupils: Use of Smartphones	Support	Assembly Appropriations Committee	40
AB 844 Essayli	Educational Equity: Sex-segregated School and Athletic Programs and Activities: Use of Facilities	Oppose	Assembly Arts, Entertainment, Sports, and Tourism Committee	41
SB 622 Grove	Educational Equity: Sex-Segregated School Programs and Activities: Sex at Birth	Oppose	Senate Education Committee	41
Instruction				
AB 865 González, Mark	Dual Language Immersion Programs: Instructional Materials: Grants	Support	Assembly Appropriations Committee—Suspense File	41
AB 1053 Zbur	Educational Technology: Evaluation and Selection	No Position	Assembly Appropriations Committee—Suspense File	42
SB 612 Valladares	Pupil Instruction: High School Graduation Requirements: Career Technical Education	Oppose	Senate Education Committee	42
Nutrition				
SB 225 McNerney	School Nutrition: Guardian Meal Reimbursement	Support	Senate Appropriations Committee—Suspense File	42

School Safety and Student Discipline				
AB 68 Gallagher	School Safety: Armed School Resource Officers		Assembly Education Committee	43
AB 421 Solache	Immigration Enforcement: Prohibitions on Access, Sharing Information, and Law Enforcement Collaboration	Support	Assembly Public Safety Committee	43
SB 554 Jones	Law Enforcement: Immigration Enforcement	Oppose	Senate Public Safety Committee	43
State Budget, Education Finance, and LCFF				
AB 1204 Alvarez	Local Control Funding Formula: School Districts and Charter Schools: Pupils Experiencing Homelessness: Supplemental and Concentration Grants: Regional Adjustment Factors: Grade-Span Adequacy Adjustments		Assembly Appropriations Committee—Suspense File	44
Student Services				
AB 673 Jackson	Unaccompanied Homeless Pupils: Unaccompanied Youth Transitional Housing Program	Support	Assembly Education Committee	45
AB 1025 Pellerin	Standby Caretaker Act	Watch	Assembly Appropriations Committee—Suspense File	45
SB 12 Gonzalez	State Government: Immigrant and Refugee Affairs Agency: Office of Immigrant and Refugee Affairs	Support	Senate Appropriations Committee—Suspense File	45
SB 33 Cortese	Homeless Pupils: California Success, Opportunity, and Academic Resilience (SOAR) Guaranteed Income Program	Support	Senate Appropriations Committee—Suspense File	46
SB 552 Cortese	Juveniles: Wards: Case Plans	No Position	Senate Appropriations Committee—Suspense File	46

College & Career

[AB 335 \(Gipson\)](#)

Amended: 3/20/2025

Title: The Designation of California Black-serving Institutions Grant Program

Status: Assembly Appropriations Committee—Suspense File—Two-Year

Position: Support

Summary:

Establishes the Designation of California Black-Serving Institutions Grant Program as a competitive grant program to develop and implement new, or expand existing, academic resources and student support services for underserved students, including Black and African American students. The bill would designate the California State University Statewide Central Office for the Advancement of Black Excellence as the managing entity for the grant program and would require it to act as a neutral administrative body tasked with, among other duties, developing the grant application processes and processing and presenting grant applications to the governing board. The bill appropriates \$75,000,000 to the program for purposes of awarding grants to California State University campuses and community college districts that apply.

[AB 401 \(Muratsuchi\)](#)

Amended: 2/25/2025

Title: California Career Technical Education Incentive Grant Program: Annual Adjustment: Renewal Grants

Status: Assembly Appropriations Committee—Suspense File—Two-Year

Position: Support

Summary:

Starting in 2025-26, recipients of the Career Technical Education Incentive Grant (CTEIG) in the prior year shall receive a renewal grant for three additional years if the career technical education program meets specified criteria. Up to 90% of state CTEIG funds shall be designated for renewal grants and 10% shall be reserved for new applicants. Also starting in 2025-26, an annual cost-of-living adjustment shall be applied to the total state investment for CTEIG.

Employees

[AB 857 \(Gipson\)](#)

Amended: 3/28/2025

Title: School Employees: Cultural Competency Training

Status: Assembly Appropriations Committee—Suspense File—Two-Year

Position: No Position

Summary:

Commencing with the 2027-28 school year, requires a local educational agency (LEA) to provide a California Department of Education-developed online cultural competency to support pupils of color to all school employees. The bill would also require LEAs to provide a proof of completion to school employees that complete the training and to ensure that all school employees complete the required training on paid time during the employees' regular work hours or designated professional development hours. Recent amendments make the training an annual requirement through the 2031-32 school year.

AB 1247 (Garcia)

Title: Classified Employees: School Districts and Community College Districts: Contracting Out: Training Requirements

Status: Assembly Appropriations Committee—Suspense File—Two-Year

Position: Watch

Summary:

Amends existing laws relating to contracts for personal services by school districts and community college districts by adding certain prescribed conditions:

- Contracts must guarantee contributions to any bona fide fringe benefit programs providing health care or retirement benefits to a direct hire that are equivalent to the amount that would be contributed if the contracted worker was a direct hire.
- Contracted workers must meet or exceed the minimum qualifications and standards required of direct hires who perform the same job functions, including required level of academic attainment, required years of experience, mandated reporter status, required scores on assessment exams, and ongoing performance standards.

In addition, the bill requires districts to compensate classified employees at their regular rate of pay for the time necessary to complete the required training. The required training must allow for the classified employee to ask questions and have them answered by a natural person in real time during training, and training regarding child abuse reporting, suicide prevention, sexual harassment, or discrimination must be conducted in person.

Governance and District Operations

AB 235 (Arambula)

Amended: 4/21/2025

Title: Pupils: Use of Smartphones

Status: Assembly Appropriations Committee—Two-Year

Position: Support

Summary:

A prior version of this bill required local educational agencies to adopt a schedule-based policy or full-day restriction policy to limit or prohibit the student use of smartphones while at school or under the supervision of a school employee. As amended April 21, 2025, this bill expressly authorizes the policy to be a schedule-based or full-day restriction policy. A “full-day restriction policy” would prohibit the use of smartphones during the school day, including during instructional time, lunch or free periods, and passing time. A “schedule-based restriction policy” would prohibit the use of smartphones at certain times of the school day, such as during instruction, and permits the limited use of smartphones by pupils at other times of the school day, such as during breaks or lunch periods.

AB 844 (Essayli)

Title: Educational Equity: Sex-Segregated School and Athletic Programs and Activities: Use of Facilities

Status: Assembly Arts, Entertainment, Sports, and Tourism Committee—Two-Year

Position: Oppose

Summary:

Existing law requires that a pupil be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with the pupil's gender identity, irrespective of the gender listed on the pupil's records.

This bill would require that a pupil's participation in sex-segregated school programs and activities, including athletic teams and competitions, and use of facilities, including bathrooms, locker rooms, showers, and overnight accommodations instead be based upon the pupil's sex. The bill defines sex "as determined by anatomy and genetics at the time of birth" and "means male or female."

SB 622 (Grove)

Amended: 3/26/2025

Title: Educational Equity: Sex-Segregated School Programs and Activities: Sex at Birth

Status: Senate Education Committee—Two-Year

Position: Oppose

Summary:

This bill would change existing law to require that a pupil's participation in "sex-segregated school programs and activities, including athletic teams and competitions, shall be consistent with the pupil's sex at birth."

This bill would retain existing law that allows pupils to use facilities consistent with the pupil's gender identity, irrespective of the gender listed on the pupil's records.

Instruction

AB 865 (González, Mark)

Amended: 3/28/2025

Title: Dual Language Immersion Programs: Instructional Materials: Grants

Status: Assembly Appropriations Committee—Suspense File—Two-Year

Position: Support

Summary:

In 2026-27, establishes the Dual Language Immersion Education Instructional Materials Grant Program and appropriates \$5,000,000 to the superintendent for purposes of providing one-time grants of \$100,000 to local educational agencies to increase available instructional materials in partner languages for dual language immersion programs at one or more schools.

AB 1053 (Zbur)**Amended:** 4/21/2025**Title:** Educational Technology: Evaluation and Selection**Status:** Assembly Appropriations Committee—Suspense File—Two-Year**Position:** No Position**Summary:**

As amended April 21, 2025, this bill requires local educational agencies to provide for substantial teacher and paraprofessional involvement in the selection of educational technology they are required to use and to promote the involvement of parents and other members of the community in the selection process. The bill also requires the State Superintendent of Public Instruction to develop best practices and resources on the evaluation and selection of educational technology.

SB 612 (Valladares)**Amended:** 4/10/2025**Title:** Pupil Instruction: High School Graduation Requirements: Career Technical Education**Status:** Senate Education Committee—Two-Year**Position:** Oppose**Summary:**

Commencing with the 2028-29 school year, this bill requires local educational agencies with students in grades 9-12 to offer a stand-alone one-semester career technical education (CTE) course. Commencing with the 2031-32 school year, this bill adds completion of a separate, stand-alone one-semester course in CTE as a high school graduation requirement. The requirements of this bill are subject to a state appropriation for this purpose.

Nutrition

SB 225 (McNerney)**Amended:** 2/27/2025**Title:** School Nutrition: Guardian Meal Reimbursement**Status:** Senate Appropriations Committee—Suspense File—Two-Year**Position:** Support**Summary:**

Contingent upon an appropriation and to the extent authorized by federal law, requires the California Department of Education to establish a process for state reimbursement for federal summer meal program operators for meals served to guardians of eligible pupils receiving a meal pursuant to a summer meal program. A guardian of an eligible pupil must be present at the summer meal program site in order for the summer meal program operator to receive state-funded reimbursement for that meal, unless noncongregate rules are in place.

SSC Comment: In 2024, Fresno USD supported a similar bill, AB 2595 (L. Rivas), which failed to pass the Senate Appropriations Committee.

School Safety and Student Discipline

[AB 68 \(Gallagher\)](#)

Amended: 5/5/2025

Title: School Safety: Armed School Resource Officers

Status: Assembly Education Committee

Position:

Summary:

Requires school districts and charter schools to hire or contract with at least one armed school resource officer authorized to carry a loaded firearm to be present at each school during regular school hours and any other time when pupils are present on campus, in accordance with the following:

- (A) On and after January 1, 2026, each school that maintains any of the grades 9 to 12, inclusive
- (B) On and after January 1, 2027, each school that maintains any of the grades 6 to 8, inclusive, but no grade lower than grade 6
- (C) On and after January 1, 2028, each school that maintains a kindergarten or any grades 1 to 5, inclusive

[AB 421 \(Solache\)](#)

Title: Immigration Enforcement: Prohibitions on Access, Sharing Information, and Law Enforcement Collaboration

Status: Assembly Public Safety Committee—Two-Year

Position: Support

Summary:

This bill would prohibit California law enforcement agencies from collaborating with, or providing any information to, immigration authorities regarding proposed or currently underway immigration enforcement actions when the actions take place within one mile of any childcare or daycare facility, religious institution, place of worship, hospital, or medical office.

[SB 554 \(Jones\)](#)

Amended: 4/21/2025

Title: Law Enforcement: Immigration Enforcement

Status: Senate Public Safety Committee—Two-Year

Position: Oppose

Summary:

The purpose of this bill is to eliminate the requirement that California law enforcement agencies (LEAs) comply with local law and policy on cooperating with immigration authorities, and to require LEAs to cooperate with immigration authorities in some instances in which state law gives them discretion to do so.

State Budget, Education Finance, and LCFF

[AB 1204 \(Alvarez\)](#)

Amended: 5/5/2025

Title: Local Control Funding Formula: School Districts and Charter Schools: Pupils Experiencing Homelessness: Supplemental and Concentration Grants: Regional Adjustment Factors: Grade-Span Adequacy Adjustments

Status: Assembly Appropriations Committee—Suspense File—Two-Year

Position:

Summary:

This bill makes a number of changes to the Local Control Funding Formula (LCFF), phasing the changes in beginning in 2025-26 and fully funding them by 2030-31 as follows:

- Provides a minimum 4% annual cost-of-living adjustment (COLA) for the LCFF, if the calculated COLA is lower
- Requires the California Department of Education (CDE) to establish regional COLAs in addition to the statewide COLA
- Adds students experiencing homelessness to the categories of students who generate supplemental and concentration grants
- Raises the supplemental grant add-on from 20% to 35% of a local educational agency's (LEA) base grant
- Lowers the threshold for LEAs to be eligible for concentration grants from those with 55% of unduplicated students to 45% of unduplicated students
- Requires the CDE to develop recommendations by January 1, 2028, on how grade span funding levels should be adjusted to account for their unique costs

The May 5, 2025, amendments remove the provisions that would have allowed for duplicated counts of students that are low-income, foster youth, and English learner.

Student Services

[AB 673 \(Jackson\)](#)

Amended: 4/1/2025

Title: Unaccompanied Homeless Pupils: Unaccompanied Youth Transitional Housing Program

Status: Assembly Education Committee—Two-Year

Position: Support

Summary:

Requires the California Department of Education to administer the Unaccompanied Youth Transitional Housing Program as a pilot program, offering five-year competitive grants to local educational agencies (LEAs) to partner with local nonprofits and to fund transitional housing projects for unaccompanied homeless youth who are 16 and 17 years of age. Funds may be used for:

- Referrals to a residential facility with single-occupant units that house minors separate from adults
- Provision of clothes, nutritious meals three times per day, and stipends for public transportation
- Educational support services and tutoring provided through an agreement with an LEA
- Case management, preemployment and employment training and skill development, independent living, and health support and services; and subsidies or rental payments for residential facilities

[AB 1025 \(Pellerin\)](#)

Amended: 5/1/2025

Title: Standby Caretaker Act

Status: Assembly Appropriations Committee—Suspense File—Two-Year

Position: Watch

Summary:

As amended May 1, 2025, this bill authorizes a custodial parent to nominate a standby caretaker for their child who, after going through a court appointment process, may act as the child's temporary guardian while the custodial parent is unavailable. The bill would prescribe the requirements for the nomination of a standby caretaker or alternate standby caretaker, including a required statutory form.

[SB 12 \(Gonzalez\)](#)

Amended: 4/10/2025

Title: State Government: Immigrant and Refugee Affairs Agency: Office of Immigrant and Refugee Affairs

Status: Senate Appropriations Committee—Suspense File—Two-Year

Position: Support

Summary:

Creates the Immigrant and Refugee Affairs Agency with duties that include establishing a permanent structure within the state to service immigrants and refugees and to assist other state agencies in effectively providing services to immigrants and refugees. The purpose of the agency is to enhance and reduce obstacles to immigrant and refugee inclusion into the social, cultural, economic, and civic life of the state.

SB 33 (Cortese)

Amended: 3/10/2025

Title: Homeless Pupils: California Success, Opportunity, and Academic Resilience (SOAR) Guaranteed Income Program

Status: Senate Appropriations Committee—Suspense File—Two-Year

Position: Support

Summary:

Establishes the California Success, Opportunity, and Academic Resilience (SOAR) Guaranteed Income Program, which would provide a guaranteed income of \$1,000 each month from May 1, 2026, to August 1, 2026, for students in grade 12 who are homeless.

SB 552 (Cortese)

Title: Juveniles: Wards: Case Plans.

Status: Senate Appropriations Committee—Suspense File—Two-Year

Position: No Position

Summary:

Current law requires that the court hear evidence to determine the proper disposition of a minor who has been found to be a ward of the court. Specifically, the court is required to receive into evidence a “social study” of the minor which is prepared by the probation officer. This bill adds a case plan with the following information to the social study that is required for youth who are not in foster care:

- Goals and related services and activities designed to meet the minor’s or nonminor’s rehabilitative and accountability needs
- Input from the minor and family regarding the needs of the minor, and services and activities to enhance the minor’s satisfactory completion of probation
- Assignment of the agency responsible for carrying out the planned services and activities related to each case plan objective
- The projected date of completion of the case plan objectives
- A statement about the parent/guardian and minor’s participation in the development of the case plan

The bill also requires regular review of the case plan. Existing law already requires a similar framework for youth in foster care.

Note: The bill is sponsored by the California Judges Association

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: August 08, 2025


Phone Number: (559) 457-3907

Regarding: School Services Weekly Update Reports for June 27 through July 23, 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 June 27 through July 23, 2025, are attached and include the following articles:

- 2025-26 State Budget Agreement Reached – June 25, 2025
- Will California Ban Ultra-Processed Foods in School Meals? – June 27, 2025
- California Retires RICA; New Teacher Test to Focus on Phonics – June 24, 2025
- General Fund Revenues Beating May Estimates – June 30, 2025
- Trump Freezes Grant Funding, Upending School Budgets – July 01, 2025
- Homeless Student Counts in California Are Up. Some Say That's a Good Thing – July 02, 2025
- How the Federal Reconciliation Bill Impacts Education – July 09, 2025
- Trump Sues California Over Decade-Old Sports Law That Lets Trans Athletes Compete – July 09, 2025
- Rise in Measles Cases Worsens Over Summer – July 11, 2025
- New Employee Notification Requirement – July 18, 2025
- Trump's Immigration Raids Are Wreaking Havoc on California's Economy and Schools – July 22, 2025
- California Students with Immigrant Parents Seek Financial Aid Despite Deportation Risks – July 21, 2025

If you have any questions pertaining to the information in this communication, or require additional information, please contact Kim Kelstrom at (559) 457-3907.

Cabinet Approval: 

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DATE: June 27, 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 Agreement Reached

This past Tuesday, June 24, 2025, Governor Gavin Newsom and legislative leadership came to an agreement on the 2025-26 State Budget package.

The bill that codifies the deal is Assembly Bill (AB)/Senate Bill (SB) 102, which will amend SB 101—the main State Budget bill that reflected the Legislature's approach to the 2025-26 fiscal year. Of the trailer bills released, the most relevant to TK-12 education is AB/SB 121, which is the education omnibus budget trailer bill. The *Fiscal Report* article below, entitled “2025-26 State Budget Agreement Reached,” provides a high-level overview of AB/SB 121.

It is expected that the Legislature will approve AB/SB 102 and the corresponding budget trailer bills today, except for AB/SB 130, which is the housing budget trailer bill that is still being negotiated between the Administration and legislative leadership.

Since today is the last day that the Governor can act on SB 101, it is expected that he will sign that bill today, along with AB/SB 102. In addition, we would not be surprised if the Governor signed the budget trailer bills that are also expected to hit his desk.

Senate Education Committee

On Wednesday, June 25, 2025, the Senate Education Committee, chaired by Senator Sasha Renée Pérez (D-Pasadena), met for the third week in a row and approved 19 measures, including the following:

- AB 395 (Gabriel, D-Encino) would require, commencing with the 2026-27 school year, a local educational agency (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) would require LEAs to post the “Know Your Educational Rights,” Immigration-Enforcement Action at California Schools Guide, in the administrative building of each school site and to post the guide on its website and the websites of each school site.
- AB 629 (Ward, D-San Diego) would raise the threshold value for including equipment in a school district’s inventory system from \$500 to \$1,500 and would require the State Superintendent of Public Instruction to biennially adjust the threshold for inflation and post the adjusted amount on the California Department of Education’s (CDE) website.
- AB 731 (Fong, D-Alhambra) would make changes to the College and Career Access Pathways (CCAP) program, including eliminating the requirement for a principal’s recommendation, authorizing a single application for student participation, permitting the use of synchronous and asynchronous online instruction, requiring support services for asynchronous courses, and modifying CCAP reporting requirements.
- AB 772 (Lowenthal, D-Long Beach) would require the CDE, by June 1, 2026, to adopt a model policy on how to address cyberbullying that occurs outside of school hours. The bill would also require LEAs to adopt the resulting policy, or a similar policy developed with local input.
- AB 959 (Hardwick, R-Alturas) would authorize a school district, county office of education, or regionally accredited institution of higher education to offer a one-year internship program approved by the Commission on Teacher Credentialing to meet requirements for the preliminary administrative services credential.
- AB 1348 (Bains, D-Bakersfield) would add immigration enforcement activity to the emergencies that may justify a waiver of average daily attendance losses for LEAs’ purposes through June 30, 2029. Waiver requests due to immigration enforcement activities would be conditioned on meeting additional requirements and would be subject to audit.
- AB 1381 (Muratsuchi, D-Torrance) would establish the Educational Workforce Housing Revolving Loan Fund to provide zero-interest loans to LEAs for predevelopment activities related to workforce housing projects.

The Senate Education Committee will meet for the fourth week in a row next Wednesday, while the Assembly Education Committee, chaired by Assemblymember Al Muratsuchi, will hold its first hearing to consider Senate education bills next week. The deadline for bills to clear second house policy committees is Friday, July 18, 2025.

Leilani Aguinaldo

2025-26 State Budget Agreement Reached

By SSC Governmental Relations Team
School Services of California Inc.'s *Fiscal Report*
June 25, 2025

Media outlets confirmed on Tuesday, June 24, 2025, that Governor Gavin Newsom and legislative leadership have come to an agreement on the 2025-26 State Budget package.

Today, Wednesday, June 25, 2025, both the Assembly Committee on Budget and the Senate Budget and Fiscal Review Committee are holding hearings on the 2025-26 State Budget package, which includes budget bills and 19 trailer bills. The Assembly and Senate are expected to act on the numerous bills needed to enact the State Budget this Friday, June 27, 2025.

The bill that will amend the main 2025-26 State Budget bill, also known as budget bill jr., is [Assembly Bill \(AB\)/Senate Bill \(SB\) 102](#). Changes to the 2022-23, 2023-24, and 2024-25 Enacted State Budgets will be done through [AB 103/SB 103](#).

For policy changes impacting TK-12 education, [AB/SB 121](#) is the bill to note as it is the education omnibus budget trailer bill. AB/SB 121 is a 334-page bill making various changes to the Education Code. Below we provide a crosswalk of the significant TK-12 proposals from the Governor's proposal, the Legislature's proposal, and the final agreement:

	Governor's Version	Legislative Version	Final Budget Agreement
2024-25 Proposition 98 Minimum Guarantee	Appropriates \$117.6 billion, which is \$1.3 billion less than the calculated level of \$118.9 billion	Includes Governor's proposal	Appropriates \$118 billion, which is \$1.9 billion less than the calculated level of \$119.9 billion
Public School System Stabilization Account	<ul style="list-style-type: none"> 2024-25: Reduces the deposit from \$1.2 billion (discretionary) to \$540 million (mandatory) 2025-26: Mandatory withdrawal of \$540 million, exhausting the reserves 	Includes the Governor's proposal, plus authorizes a discretionary deposit of up to \$650 million when the 2024-25 Proposition 98 minimum guarantee is recalculated in the future	<ul style="list-style-type: none"> 2024-25: Projects a revised \$455 million required deposit 2025-26: Mandatory withdrawal of \$455 million, exhausting the reserves
Deferrals	<ul style="list-style-type: none"> Retires the deferrals included in the 2024-25 Budget Act Adds a new \$1.8 billion deferral from 	<ul style="list-style-type: none"> Includes the Governor's proposal to retire the 2024-25 Budget Act deferrals 	<ul style="list-style-type: none"> Retires the deferrals included in the 2024-25 Budget Act Authorizes a new June to July 2026

	Governor's Version	Legislative Version	Final Budget Agreement
	June 2026 to July 2026	<ul style="list-style-type: none"> Reduces the June 2026 to July 2026 deferral to \$846 million, with the intent that up to \$579 million will be paid off in 2026-27, and an additional deferral of \$267.4 million will be added from 2026-27 to 2027-28 	deferral of \$1.9 billion with the intent to pay down the deferral with settle-up funds, and if insufficient Proposition 98 growth is available, continue deferrals into the 2027-28 budget year
Proposition 98 "Split" with Community Colleges	Reclaims Proposition 98 funds from the California Community Colleges (CCC) for transitional kindergarten (TK) starting in 2023-24, which increases the TK-12 share by \$492.4 million and reduces the community college share by an equal amount	Rejects the proposal in 2023-24 and 2024-25, which returns \$260 million to the CCC, but includes the Governor's proposal starting in 2025-26	Funds the cost of TK enrollment outside of Proposition 98 split between TK-12 education and the CCC starting in 2025-26
Cost-of-Living Adjustment (COLA)	Funds the 2.30% statutory COLA for the Local Control Funding Formula (LCFF) and other programs that receive the statutory COLA, except state preschool	Includes the Governor's proposal	Funds the 2.30% statutory COLA
Universal Transitional Kindergarten (UTK)	Invests \$2.1 billion ongoing for the final year of UTK implementation	Includes the Governor's proposal	Provides an additional \$2.1 billion funding for the final year of UTK implementation
TK Ratio LCFF Add-On	Invests \$1.2 billion ongoing, including funds for the 10:1 TK student-to-adult ratio	Includes the Governor's proposal	Includes the \$1.2 billion ongoing for 10:1 UTK child-to-staff ratios
Student Support and Discretionary Block Grant	\$1.7 billion one-time, allocated based on average daily attendance (ADA)	\$500 million one-time, with likely changes to the distribution methodology (Assembly allocates based on the LCFF)	Funds the grant at \$1.7 billion, one-time, allocated based on ADA

	Governor's Version	Legislative Version	Final Budget Agreement
Learning Recovery Emergency Block Grant	Partial restoration of \$378.6 million	Includes the Governor's proposal	Funds the partial restoration of \$378.6 million
Expanded Learning Opportunities Program (ELO-P)	<ul style="list-style-type: none"> Expands universal access by reducing the threshold for Rate 1 from 75% unduplicated pupil percentage (UPP) to 55% UPP starting on July 1, 2025 Increases the minimum grant award from \$50,000 to \$100,000 	<ul style="list-style-type: none"> Delays expansion of Rate 1 to January 1, 2026 Includes the Governor's proposal to increase the minimum grant award Adds a provision to stabilize Rate 2 at an unspecified amount 	<ul style="list-style-type: none"> Expands universal access by reducing the threshold for Rate 1 from 75% unduplicated pupil percentage (UPP) to 55% UPP starting on July 1, 2025 Starting in 2025-26, when LEAs transition from Rate 1 to Rate 2, for one year only, they will be audited for compliance based on their prior-year requirement Increases the minimum grant award from \$50,000 to \$100,000
Funds for Kitchen Infrastructure and Training	\$150 million one-time	\$170 million one-time to establish the Universal School Meals Implementation Block Grant	Appropriates \$160 million one-time to establish a Universal School Meals Implementation Support Grant
Literacy Instruction Professional Development	\$200 million one-time	Includes Governor's proposal	Appropriates \$200 million one-time
Literacy and Math Coaches	\$455 million one-time	\$100 million one-time	Appropriates \$215 million one-time for the Literacy Coaches and Reading Specialists Grant Program, of which \$15 million is used for training
Student Teacher Stipend Program	\$100 million one-time	\$600 million one-time	\$300 million one-time

	Governor’s Version	Legislative Version	Final Budget Agreement
Career Technical Education (CTE)	No additional funds proposed	\$150 million one-time	\$150 million one-time, pending legislation for CTE
Ethnic Studies Appropriation	No funds proposed	No funds proposed	No funds proposed

Summarized here are only some of the highlights of what will be included in the 2025-26 State Budget should it be enacted in law as currently drafted in trailer bills. The Legislature is poised to vote on the State Budget package this Friday and we will dig into the details of these new provisions of law through a series of *Fiscal Report* articles.

Ultimately, the upcoming [School Finance Conference](#) will provide a comprehensive overview of the 2025-26 State Budget, its effects on LEAs, and how to implement these changes locally. Stay tuned.

Note: AB 1264 would require schools to begin to phase out particularly harmful ultraprocessed foods (UPFs) by January 1, 2028, and prohibits LEAs, beginning July 1, 2035, from offering a nutritionally adequate breakfast or lunch that includes harmful UPFs.

Will California Ban Ultra-Processed Foods in School Meals?

By Kristen Hwang
CalMatters
June 27, 2025

During the school year, kids attending schools in the Tahoe region are served cafeteria meals of ground turkey tacos, chicken or tofu bowls with brown rice, a salad bar filled with locally grown produce and other healthy items.

About 80% of breakfasts and lunches served at Tahoe-Truckee Unified School District are made from scratch without food additives such as dyes and preservatives, and nutrition workers have worked to eliminate prepackaged foods and serve minimally processed meals.

“The health of your entree is your ingredients, so we control those ingredients by cooking or making our own,” said Kat Soltanmorad, food and nutrition services director with the district.

Tahoe-Truckee Unified is part of a small but growing group of school districts in California trying to make the billion meals served in public K-12 schools every year healthier and less processed. The schools have relied on nearly \$15 billion in state and federal funding over the past few years to begin making some of these changes.

Now lawmakers have set their sights on mandating improvements in school meals. A measure introduced by Assemblymember Jesse Gabriel, a Democrat from Encino, aims to start phasing out some ultra-processed

food at schools by 2028 and remove them by 2035. The bill targets foods with chemical additives, such as stabilizers, coloring and flavoring agents.

The bill doesn't list specific foods or additives that would be banned. Instead, it tasks the state's environmental health agency with identifying "particularly harmful" ingredients by next July. But there's controversy brewing between the bill's supporters and the agriculture and food manufacturing industries that worry safe products could be targeted.

For example, pizza — a favorite among students — often contains many ingredients like dough conditioners and stabilizers that manufacturers say are needed to produce the foods and keep them shelf-stable. Health experts say some are linked to cancer and other health harms.

The bipartisan measure passed the Assembly in a 65-1 vote, with 13 members not voting, and is now being considered by the Senate. It comes on the heels of a January executive order from Gov. Gavin Newsom directing the state health department to recommend how to limit harm from ultra-processed foods. The proposal also coincides with U.S. Health and Human Services Secretary Robert F. Kennedy Jr.'s "Make America Healthy Again" campaign, which prioritizes chronic disease, including obesity and diabetes.

"There is a growing national awareness, particularly among parents, about how deeply what we feed our kids impacts their physical and mental health," Gabriel said. "Even though Republicans and Democrats can't agree on much, one of the things they can agree on is this common sense notion that we should be protecting our kids."

James Gallagher, Republican Assembly leader and co-author of the bill, said he used to be skeptical about state efforts to regulate additives like food dyes, but as he reviewed the evidence, he became convinced that kids should not consume them.

"Our kids should be eating better," said Gallagher, a sixth-generation rice farmer from Chico. "What we all agree on really is let's get out the most harmful ingredients that might be present in foods that are going into kids lunches."

A coalition of grocers, farmers, food and beverage manufacturers, and business groups has risen in fierce opposition to the measure. They say that creating a system that designates most groceries as ultra-processed will give consumers the false impression that their food is unsafe.

More than 80% of products sold in grocery stores would be considered ultra-processed under the state definition, said Dennis Albani, president of lobbying firm Capitol Advocates representing the coalition.

"The definitions are so broad and so vague that many both healthy and determined healthy products are going to be pulled in and labeled as ultra-processed, which in the lexicon of America means dangerous and unhealthy," Albani said.

For example, manufacturers inject small amounts of nitrous oxide into the top of olive oil bottles to prevent the oil from oxidizing, he said. Canned goods like tomatoes and other vegetables often contain citric acid and other preservatives. Vegan and vegetarian meat supplements, which are touted as being healthy and environmentally friendly, also rely on thickeners, flavors and binders. Under the state's proposed legislation, all of these added ingredients could classify those foods as ultra-processed, Albani said.

First in the world to define ultra-processed

The measure would make California the first government in the world to define ultra-processed foods, according to the bill's sponsor, the advocacy and research organization Environmental Working Group.

Researchers generally consider ultra-processed foods to include ingredients like starches, fats and proteins that have been substantially modified from their original form, as well as additives like chemical binders, food dyes and flavors, and high levels of salt or sugar. Often they are high in calories and low in nutritional value.

But there is no standardized definition.

Under California's definition, a food would be considered ultra-processed if it contains ingredients in nine categories: stabilizers, propellants, emulsifiers, colors, flavoring agents, flavor enhancers, surface-active ingredients, surface-finishing agents and non-nutritive sweeteners. Other food additives monitored by the U.S. Food and Drug Administration would also count.

California and federal laws already include requirements that regulate the nutrition content of meals such as how much salt, fat, sugar and calories are in a serving.

The measure would require the state Office of Environmental Health Hazard Assessment to identify and maintain a list of "particularly harmful" ultra-processed ingredients — ones linked to cardiovascular disease, cancer, obesity, diabetes and other serious health problems. Schools would be required to begin phasing them out by 2028 with complete elimination by 2035. Vendors would also be prohibited from selling schools food with the identified substances.

Bernadette Del Chiaro, a senior vice president with the Environmental Working Group, said the measure is "chemical neutral." Rather than specifying which ingredients may be harmful, it allows the state's expert toxics agency to follow the science and make that determination, she said.

The legislation builds on recent laws passed in California to eliminate synthetic food dyes from school meals and certain additives from all food sold in the state that are associated with cancer, reproductive harm and behavioral problems in children.

"What we're talking about now in the 21st Century is a threat of food that isn't really food. So it doesn't matter if it's low in fat or high in fat if it's loaded with chemicals," Del Chiaro said.

Gabriel acknowledged that the bill needs work to "sharpen the definitions" as it moves through the Senate, but he also said it doesn't ban any food, even from schools. The reality, he said, is that the environmental health agency will identify harmful ingredients that school districts and vendors will have to remove from products.

"A lot of what this may boil down to is switching from one brand of oatmeal to another, or switching from this type of maple syrup product to a different product that is just maple syrup," Gabriel said.

Although the authors say the measure is focused on school meals, Daniel Conway, vice president of government relations for the California Grocers Association, said he's concerned that it will have implications beyond school nutrition. The ultra-processed food definition would apply to all food sold in the state even if the prohibition on "particularly harmful" ultra-processed foods is for schools only.

“This is going to incorporate foods that we have otherwise been encouraging people to eat,” Conway said. “Really focus it on school nutrition and school meals, and that would go a long way to address our concerns.”

Gabriel, whose previous nutrition bills have at times drawn both praise and political scorn, such as the so-called “Skittles ban,” said California’s commitment to removing harmful substances from food predates Kennedy’s rhetoric. But it helps that many of his Republican colleagues are supportive.

Gallagher, the Republican co-author, said the “MAHA movement” in the Trump administration has helped give this bill momentum but agrees with Gabriel that California lawmakers have been paying attention to the issue for years.

Link between childhood obesity and ultra-processed foods

One in five children in America is obese, and the ubiquity of processed and ultra-processed foods are a significant contributing factor, said Dr. Rohit Kohli, chief of gastroenterology at Children’s Hospital Los Angeles and an expert in fatty liver disease among children.

Kohli thinks efforts to remove or limit ultra-processed foods from school meals, which low-income children in particular rely on, are a good idea. “We would see societal-level benefits from a societal change,” he said.

“In large population studies, we are seeing, unfortunately, the higher the rate of (ultra-processed food consumption) the higher the rate of obesity,” Kohli said. That’s because ultra-processed foods are usually calorie dense, he said.

Obesity and severe obesity rates among children and teens steadily increased between 1999 and 2016 in the U.S. despite some studies showing slowing growth, according to a 2018 study published in the journal *Pediatrics*. Severe obesity, in particular, increased among all child and adolescent age groups and populations during the study period, according to the authors.

Children from low-income families are also more likely to have lower physical fitness and a higher risk of obesity, studies show. One of the reasons is little availability of affordable healthy food.

That makes lifestyle changes very difficult for most children and their families, Kohli said. When he speaks to overweight or obese children about their favorite foods, sugary beverages and pre-made, ultra-processed meals like pizza or fast food top the list. Those types of food are designed to be cheap, convenient and hyper-palatable, he said, which makes it hard for families to remove from their diets.

What some schools are already doing

Some districts in California are already trying to improve upon the state and federal standards governing school meal nutrition. They’re using state grants to build new kitchens, hire chefs, train staff and renegotiate contracts with vendors and local farms.

Michael Jochner, nutrition director for Morgan Hill Unified School District, said food costs have dropped 30% over the past five years because the district switched to whole foods or “clean” packaged items. A lot of the savings come from working with local farmers, he said.

“When you start shopping locally you have more control over the local market. You can go to a local farmer and say ‘Hey this is what I need,’ and we negotiate the price,” Jochner said.

The changes in his district's menu have also eliminated more than 34 pounds of sugar consumed per student each year. They did it primarily by removing sugary beverages like juice and chocolate milk and replacing sweet breakfast foods like cereal and banana bread with savory items. Breakfast includes sausage patties, bagel sandwiches and plain Greek yogurt with fruit.

Removing items high in sugar also often removed ultra-processed ingredients like binders and anti-caking agents, Jochner said. "One amazing move took out a bunch of stuff simultaneously," he said.

In Fresno Unified School District, the third largest district in the state, 14 million meals are served to kids annually. Nutrition director Amanda Harvey said her program has also worked to reduce sugar and remove food additives. They've increased the whole grains served to students and do more scratch cooking. For their most popular item — a spicy chicken sandwich — they swapped out a pressed chicken patty with a breaded whole muscle, such as a thigh or breast, to eliminate a preservative that may be linked with respiratory harm and liver damage.

But Harvey said it's unlikely any district could make 100% of meals in-house.

Schools will still need vendors, and this legislation would force them to comply or lose schools as customers. At one point, Harvey said she approached one vendor to see if it could remove several food additives and was told no.

"This would put the impetus on vendors to clean up their product," Harvey said.

Note: Beginning July 1, 2025, the teacher licensure test, the Reading Instruction Competence Assessment, will be officially retired and replaced with a literacy performance assessment to ensure educators are prepared to teach students to read.

California Retires RICA; New Teacher Test to Focus on Phonics

The Reading Instruction Competence Assessment test has been a major hurdle for teacher candidates for years.

By Diana Lambert
EdSource
June 24, 2025

Next week, the unpopular teacher licensure test, the Reading Instruction Competence Assessment, will be officially retired and replaced with a literacy performance assessment to ensure educators are prepared to teach students to read.

The Reading Instruction Competence Assessment (RICA) has been a major hurdle for teacher candidates for years. About a third of all the teacher candidates who took the test failed the first time, according to state data collected between 2012 and 2017. Critics have also said that the test is outdated and has added to the state's teacher shortage.

The literacy performance assessment that replaces the RICA reflects an increased focus on foundational reading skills, including phonics. California, and many other states, are moving from teaching children to recognize words by sight to teaching them to decode words by sounding them out in an effort to boost literacy.

Mandated by Senate Bill 488, the literacy assessment reflects new standards that include support for struggling readers, English learners and pupils with exceptional needs, incorporating the California Dyslexia Guidelines for the first time.

“We believe the literacy TPA will help ensure that new teachers demonstrate a strong grasp of evidence-based literacy instruction — an essential step toward improving reading outcomes for California’s students,” said Marshall Tuck, CEO of EdVoice, a nonprofit education advocacy organization.

Literacy test on schedule

Erin Sullivan, director of the Professional Services Division of the California Commission on Teacher Credentialing, said the literacy performance assessment is ready for its July 1 launch.

“We’ve been field-testing literacy performance assessments with, obviously, the multiple- and the single-subject candidates, but also the various specialist candidates, including visual impairment and deaf and hard of hearing,” Sullivan said.

California teacher candidates must pass one of three performance assessments approved by the commission before earning a preliminary credential: the California Teaching Performance Assessment (CalTPA), the Educative Teacher Performance Assessment (edTPA), or the Fresno Assessment of Student Teachers (FAST).

A performance assessment allows teachers to demonstrate their competence by submitting evidence of their instructional practice through video clips and written reflections on their practice.

“It’s very different,” said Kathy Futterman, an adjunct professor in teacher education at California State University, East Bay. “The RICA is an online test that has multiple-choice questions, versus the LPA — the performance assessment — which has candidates design and create three to five lesson plans. Then, they have to videotape portions of those lesson plans, and then they have to analyze and reflect on how those lessons went.”

Field tests went well

This week, the California Commission on Teacher Credentialing board is expected to hear a report on the field test results, approve the passing score standards for the literacy cycle of the performance assessment and formally adopt the new test.

All but one of the 280 teacher candidates who took the new CalTPA literacy assessment during field testing passed, according to the report. Passing rates were lower on the FAST, with 51 of 59 passing on the first attempt, and on the edTPA with 192 of 242 passing.

Cal State East Bay was one of the universities that piloted the test over the last two years.

“It’s more hands-on and obviously with real students, so in that regard I think it was very helpful,” Futterman said.

State could offer flexibility

Upcoming budget trailer bills are expected to offer some flexibility to teacher candidates who haven't yet passed the RICA, Sullivan said.

The commission is asking state leaders to allow candidates who have passed the CalTPA and other required assessments, except the RICA, to be allowed to continue taking the test through October, when the state contract for the RICA expires, she said.

"We are looking forward to putting RICA to bed and moving on to the literacy performance assessment, but ... we don't want to leave anybody stranded on RICA island," Sullivan said.

The commission has approved the Foundations of Reading examination as an alternative for a small group of teachers with special circumstances, including those who would have completed all credential requirements except the RICA by June 30, but the test may not be the best option for them, Sullivan said.

"It's just a very different exam," Sullivan said. "It's a national exam. And while the commission looked at it and said, 'We think this will work for our California candidates,' it's not the best-case scenario. So, trying to get these folks to pass the RICA and giving them every opportunity to do that until really it just goes away, that's kind of what we're looking at."

The Foundations of Reading exam, by Pearson, is used by 13 other states. It assesses whether a teacher is proficient in literacy instruction, including developing phonics and decoding skills, as well as offering a strong literature, language and comprehension component with a balance of oral and written language, according to the commission's website.

Teacher candidates who were allowed to earn a preliminary credential without passing the RICA during the Covid-19 pandemic; teachers with single-subject credentials, who want to earn a multiple-subject credential; and educators who completed teacher preparation in another country and/or as a part of the Peace Corps are also eligible to take the Foundations of Reading examination.

The Foundations of Reading test has been rated as strong by the National Council on Teacher Quality.

State focus on phonics

SB 488 was followed by a revision of the Literacy Standard and Teaching Performance Expectations for teachers, which outlined effective literacy instruction for students.

California state leaders have recently taken additional steps to ensure foundational reading skills are being taught in classrooms. On June 5, Gov. Gavin Newsom confirmed that the state budget will include hundreds of millions of dollars to fund legislation needed to achieve a comprehensive statewide approach to early literacy.

Assembly Bill 1454, which passed the Assembly with a unanimous 75-0 vote that same day, would move the state's schools toward adopting evidence-based literacy instruction, also known as the science of reading or structured literacy.

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DATE: July 3, 2025

TO: Misty Her
Interim Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Governor Newsom Signs SB 131

It was a busy week in Sacramento as the Legislature raced to meet the June 30, 2025, deadline for Senate Bill (SB) 131 to be approved. SB 131 is the public resources trailer bill for the 2025-26 State Budget, which makes significant changes to the California Environmental Quality Act, or CEQA.

Governor Gavin Newsom and legislative leadership made the entire State Budget package contingent on the passage and signing of SB 131. In other words, if SB 131 was not signed by 11:59 p.m. on June 30, it would have voided the State Budget. Thankfully, the Governor was able to sign the bill into law before the deadline.

With the beginning of the new fiscal year, the 2025-26 State Budget package is now in effect. However, we expect that lawmakers will be drafting trailer bills later in the summer to make clean-up changes to the 2025-26 State Budget package.

Senate Education Committee

Both the Assembly and Senate Education Committees met this week to consider a combined 30 measures.

The Senate Education Committee, chaired by Senator Sasha Renée Pérez (D-Pasadena), met Wednesday morning, July 2, 2025, and approved 17 out of the 18 bills on its agenda, including the following that would impact local educational agencies (LEAs):

- Assembly Bill (AB) 291 (Gipson, D-Carson) would establish the Credentialed Educator Apprenticeships Act, requiring the Commission on Teacher Credentialing (CTC) and the Division of Apprenticeship Standards to jointly disseminate, approve, and monitor credentialed educator apprenticeship programs in California.

- AB 347 (Kalra, D-San Jose) would strengthen the opt-out/notification rights of students enrolled in a course of study that uses live or dead animals for the purposes of dissection.
- AB 477 (Muratsuchi, D-Torrance) would establish new Local Control Funding Formula base grant targets for the 2036-37 fiscal year and declare the Legislature's intent to fully fund these targets over time to increase school site staff salaries.
- AB 542 (Rodriguez, D-San Fernando) would authorize school districts operating continuation high schools or continuation education classes to offer youth workforce development programs one or two weekdays per week.
- AB 598 (Gipson) would establish the School Mapping Data Grant Program to provide one-time grants to LEAs to contract with vendors for school mapping data.
- AB 642 (Muratsuchi) is an urgency measure that would authorize school employees to donate catastrophic leave to another employee impacted by a state of emergency declared by the Governor.
- AB 821 (Gipson) would eliminate the sunset on the existing authorization for career technical education (CTE) courses to be used to satisfy the visual and performing arts or world language graduation requirement.
- AB 1111 (Soria, D-Merced) would expand eligibility for exemptions from California's 2035 zero-emission school bus mandate and modify requirements related to the scrapping of replaced school buses.
- AB 1224 (Valencia, D-Anaheim) would authorize substitute teachers holding any credential or permit issued by the CTC to serve in a substitute teaching assignment for up to 60 cumulative days for any one assignment, provided certain conditions are met.
- AB 1230 (Bonta, D-Oakland) would make several changes to the components and procedures for the development and review of a rehabilitation plan for a student who is subject to an expulsion order.
- AB 1264 (Gabriel, D-Encino) would prohibit LEAs from selling "particularly harmful ultra-processed food" or beverages, beginning July 1, 2035, and would prohibit a vendor from offering those products to a school, beginning January 1, 2032.

The lone bill that failed the committee was AB 917 (Ávila Farías, D-Concord). This bill would require, beginning July 1, 2026, service as a regional occupational center/program instructor to count toward attaining classification as a permanent employee of a school district and would require small LEAs (fewer than 250 average daily attendance) to grant permanent status after two years of employment and reelection for a third year, consistent with the requirements for larger LEAs.

While the author did agree to a committee amendment to clarify that permanent status may only accrue for instructors employed by a school district or county office of education, the bill failed 3-2 (two abstentions). The measure was granted reconsideration, which means it can be brought back up for a vote prior to the July 18 deadline for bills to clear second house policy committees.

Assembly Education Committee

The Assembly Education Committee, chaired by Assemblymember Al Muratsuchi, met Wednesday afternoon, July 2, 2025, and approved a dozen bills, including the following:

- SB 48 (Gonzalez, D-Long Beach) is an urgency measure that would prohibit, to the greatest extent possible, LEA personnel from allowing immigration officers from entering school sites without a valid judicial warrant or court order.
- SB 98 (Pérez) is an urgency measure that would require LEAs and institutions of higher education to issue notifications when the presence of immigration enforcement is confirmed on their respective campuses or school sites.
- SB 316 (Reyes, D-San Bernardino) would require, beginning with the 2026-27 school year, LEAs and state special schools to ensure that each student receives, at least once by the end of grade 11, information on how to properly pre-register and register to vote.
- SB 334 (Reyes) would require LEAs to periodically review consequences that the LEA may impose on a student for committing or attempting to commit a sexual assault or committing a sexual battery, cyber sexual bullying, and sexual harassment.
- SB 389 (Ochoa Bogh, R-Yucaipa) would authorize a licensed vocational nurse to provide basic respiratory services, under the supervision of a credentialed school nurse, to a student with exceptional needs who requires specialized health care services.
- SB 411 (Pérez) would require the California Department of Education to develop a statewide application that is made available through a single statewide website that enables families to submit federally required information for meal eligibility.
- SB 638 (Padilla, D-San Diego) would 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 848 (Pérez) 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.

Bills have until Friday, July 18, 2025, to clear second house policy committees.

Leilani Aguinaldo

General Fund Revenues Beating May Estimates

By Patti F. Herrera, EdD, and Wendi McCaskill
School Services of California Inc.’s *Fiscal Report*
June 30, 2025

The Department of Finance (DOF) issued its latest *Finance Bulletin* on Friday, June 27, 2025, summarizing the state of the economy and California General Fund revenues through May.

U.S. economic growth remained relatively flat in the first quarter of 2025, owing in large part, according to the DOF, to the effect of recent trade policies muting U.S. exports. Net export activity at the start of the year contracted 4.9% from U.S. gross domestic product, the general measure of a nation’s economic health. Similarly, the labor market for the nation and California was unchanged in May for the third consecutive month at 4.2% and 5.3%, respectively. California saw its largest increase in employment since April 2022, adding 49,400 residents to the state’s employment figure, with the greatest job gains in the private education and health services sectors.

California’s housing market continues to face challenges, making it one of the state’s highest priorities in the 2025-26 State Budget. In fact, the enactment of the Budget is dependent on the signing of a housing trailer bill that is arguably designed to address California’s housing crisis. Permits for single-family housing are up 4.2% from last year (64,200 permits), while multi-family permits are down 20.1% (33,300 permits) from the same period. Meanwhile, the statewide median sale price of existing single-family homes decreased 1.1% in May from April’s historic high of \$910,160. Existing single-family home sales are also down on a month-to-month and year-over-year basis by 5.1% and 4.0%, respectively.

Meanwhile, state General Fund revenues beat May Revision estimates. Cash receipts exceeded May’s monthly projections by \$1.1 billion (or 7.7%). Fiscal year-to-date revenues are \$1.1 billion above the May Revision forecast due to better-than-expected revenues from personal income and corporation taxes.

2024-25 Year-to-Date “Big Three” Tax Revenues
In billions

	Forecast	Actual	Difference	Percent Difference
Personal Income Tax	\$111.6	\$112.1	\$0.5	0.5%
Corporation Tax	\$28.4	\$28.8	\$0.4	1.3%
Sales and Use Tax	\$31.3	\$31.2	-\$0.1	-0.4%

Note: President Donald Trump intends to withhold the funding approved in the fiscal year (FY) 2025 federal budget while the grants are reviewed while Congress is set to approve a budget for FY 2026 that could eliminate the grants altogether or lump them into a block grant.

Trump Freezes Grant Funding, Upending School Budgets

By Diana Lambert, Zaidee Stavely, and Vani Sanganerla
EdSource
July 1, 2025

The Trump administration's decision to withhold \$811 million in grants to California schools is a political move that weaponizes federal funding, California education leaders said at a press conference Tuesday.

California isn't the only state in President Donald Trump's crosshairs. The White House has frozen a total of \$6.2 billion in grants that Congress allocated to support English learners, teacher training, after-school programs and migrant education in schools in every state.

State departments of education were notified of the funding freeze in an email sent on Monday, just a day before the money was scheduled to be released to school districts. The 84-word message said that the federal grants weren't "in accordance with the President's priorities," said California State Superintendent of Public Instruction Tony Thurmond at the press conference.

The president intends to withhold the funding approved in the 2024-25 federal budget while the grants are reviewed, according to Politico. In the meantime, Congress is set to approve a budget for 2025-26 that could eliminate the grants altogether or lump them into a block grant.

"The president and his administration continue to pick on and bully those who are the least among us — students, those who rely on health care, those who rely on the federal government to have a chance at a great education and a great life," said Thurmond, flanked by the leaders of various state education organizations. "And we won't stand for it. It will not happen on our watch."

The loss of grant funding will impact students across the state, "in red and blue counties, in rural and urban areas," said David Goldberg, president of the California Teachers Association.

Among the programs at risk are Supporting Effective Instruction grants to improve the quality of the nation's educators; 21st Century Community Learning Centers, which fund high school extended-learning programs; English language acquisition; migrant education; and Student Support and Academic Enrichment, which funds music, technology and other programs schools can not afford on their own.

Although the federal grant funds are only a small portion of the \$8 billion in federal funding California receives for education, their sudden loss is a major disruption for school districts that have already budgeted funds for the upcoming school year.

Estimated Impact on States and Territories Based on U.S. Department of Education 2024 Funding

This table shows categories and amounts of planned funding halted by the U.S. Department of Education. The last column shows the withheld funding as a percentage of total USDOE K-12 Funding.

Search in table Page 1 of 6 >

State or Other Area	Migrant Education	Supporting Effective Instruction	English Language Acquisition	Student Support and Academic Enrichment	21st Century Community Learning Centers	Total Withheld	% of Total K-12 Funding
Alabama	\$1,985,154	\$39,431,222	\$4,760,452	\$22,354,449	\$21,434,404	\$89,965,681	13%
Alaska	\$21,335,300	\$10,835,611	\$1,106,044	\$6,659,535	\$6,515,398	\$46,451,888	15%
Arizona	\$9,803,715	\$43,833,611	\$15,495,043	\$25,120,734	\$24,011,830	\$118,264,933	12%
Arkansas	\$5,417,722	\$23,727,826	\$4,044,284	\$12,711,871	\$12,152,436	\$58,054,139	14%
California	\$120,988,939	\$232,867,921	\$157,628,293	\$152,644,045	\$146,608,219	\$810,737,417	17%
Colorado	\$7,189,738	\$25,937,647	\$11,172,632	\$13,600,210	\$12,975,323	\$70,875,550	13%
Connecticut	\$0	\$16,627,978	\$7,801,605	\$11,463,618	\$10,979,629	\$46,872,830	12%
Delaware	\$595,508	\$10,835,611	\$2,028,751	\$6,659,535	\$6,515,398	\$26,634,803	18%
District of Columbia	\$0	\$10,835,611	\$1,452,833	\$6,659,535	\$6,515,398	\$25,463,377	21%
Florida	\$17,099,546	\$124,585,009	\$56,531,629	\$75,963,902	\$72,950,188	\$347,130,274	15%
Georgia	\$9,272,377	\$74,507,759	\$21,500,979	\$48,885,140	\$47,106,295	\$201,272,550	15%

Table: Justin Allen • Source: LPI (Learning Policy Institute) / US DOE: Fiscal Year 2024-FY 2026 President's Budget State Tables for the U.S. Department of Education • Created with Datawrapper

Freeze unravels school funding plans

The U.S. Department of Education action will withhold \$110 million from Los Angeles Unified, the state's largest school district, said Superintendent Alberto Carvalho on Tuesday.

"The majority of funds are targeting student populations that have some degree of association with fragile communities, and certainly, immigrant communities," Carvalho said. "And, all this is happening today, as summer school continues, and (we) have immigration enforcement actions around our schools, spreading fear and intimidation."

LAUSD serves the country's largest population of immigrant children and English learners, including through federally funded programs like the Migrant Education Program, which provides additional support for children of migrant agricultural workers.

LAUSD recently approved an \$18.8 billion budget that includes state and federal funding for the upcoming school year.

"The vast majority of districts across the state have already approved budgets, and the (Trump) administration knows very well what they're doing," Carvalho said. "They're creating a disruption to the orderly operation of school districts by imposing a potential reduction after the approval, which would force us to reopen the books."

Carvalho said the district has "the reserves necessary to fill the gap in the short term," caused by the \$110 million rescission, and will not make immediate reductions to personnel or programs.

To prevent long-term cuts, he said the district will join the expected legal action by California Attorney General Rob Bonta in hopes of an injunction and the release of withheld funds.

Other districts, such as West Contra Costa Unified in the Bay Area, will have a more difficult time managing without the federal funds. The district was able to approve a balanced budget for the upcoming school year, but only by spending down most of its reserves.

The district has relied on the funding provided by the grants for years for a range of services, board President Leslie Reckler said.

The announcement comes as the district is still digesting the fallout from being informed by the U.S. Department of Education that a five-year \$4.2 million federal grant it had been awarded to place mental health interns in several schools would be cut to only one year for \$600,000. The department told the district that the grant was no longer “aligned with the current goals” of the administration.

Migrant education at risk

The Monterey County Office of Education operates several migrant education programs during the summer break. The programs are for students whose parent or guardian is a migratory worker in the agricultural, dairy, lumber or fishing industries and whose family has moved during the past three years for work.

The programs include academic intervention programs and tutoring to help students catch up with English, math, or other subjects; health services; family literacy programs for parents and guardians; and exchange programs for teachers from Mexico to support students who travel back and forth between Mexico and the U.S.

The Trump administration is withholding \$121 million in grants for migrant education in California.

Constantino Silva, senior director of migrant education in Monterey County, said the county superintendent has said these programs will continue through July, even if federal funding does not come through. The county will either use leftover funds from the previous fiscal year or pull them from another source.

After July, he does not know how long programs will continue without federal funding, although the outlook is not good, he said.

State has 1 million English learners

Withholding \$158 million in grants for English language acquisition could have a huge impact on California K-12 schools where 1 in 3 students speak a language other than English at home, Goldberg said.

Martha Hernandez, executive director of Californians Together, said the announcement that federal funding is being withheld for English language acquisition has districts scrambling to figure out how they will provide legally mandated services to English learners.

Administrators are frantic about what they’re going to do, particularly about staffing, because state law requires school staff to be notified in March if they are going to be laid off, she said.

“So now, having to think about, with declining enrollment and budgets already being tight, how are they going to possibly retain staff that have been paid for out of Title III?” Hernandez said.

Districts are still required under federal law to provide services to English learners to help them learn English and help them understand their classes, she said.

“It’s just an unconscionable blow to districts. To cut it on July 1, when the funding was supposed to be disbursed, is just really cruel,” Hernandez said.

Summer school, teacher training impacted

Several of the frozen grants could impact over 10,000 after-school and summer programs serving 1.4 million students, said Jodi Grant, executive director of the Afterschool Alliance. Many will have to close, leaving more children unsupervised.

“Parents across the country are counting on these programs to support their kids this summer, this fall, and throughout the school year,” Grant said.

The largest chunk of funding being frozen is \$232 million from the Supporting Effective Instruction grant, which can be used to reform certification programs, support new teachers, provide additional training for existing teachers and principals, and reduce class size by hiring more teachers.

In February, the Department of Education threatened to withhold federal funding from schools and colleges that did not abandon “diversity, equity and inclusion” programs.

Last month, Trump also threatened to withhold federal funding from states or schools that allow transgender students to play sports on teams that align with their gender identity. The state went to court seeking to have the funds restored and won.

But even after California won cases against the Trump administration, it has sometimes had trouble drawing down funds from the federal government.

Thurmond said it may look for legal recourse again to restore the grant funding.

“We are going to push back on these egregious overreaches by the federal government and what we’re calling an illegal impoundment of federal education dollars,” Thurmond said.

In the meantime, David Schapira, chief of staff for Thurmond, recommended that school districts consult their legal counsel on how to proceed while the grants are in limbo and make individual decisions about what is best for their communities based on the information available.

Education leaders at the press conference had strong words about Trump’s actions. The president is willing to punish students in states that refuse to conform to his political ideology, Schapira said.

“The taxpayers entrusted their elected representatives in Congress to appropriate dollars that are meant to serve students across this country. Those should not be held hostage by the priorities of one person,” Schapira said.

Lasherica Thornton and Louis Freedberg contributed to this report.

Note: Recent data shows that the homeless K-12 student population continues to increase, up 9% from last year.

Homeless Student Counts in California Are Up. Some Say That's a Good Thing

By Carolyn Jones
CalMatters
July 2, 2025

In Kern County, the first rule in counting homeless students is not saying “homeless.”

Instead, school staff use phrases like “struggling with stable housing” or “families in transition.” The approach seems to have worked: More families are sharing their housing status with their children’s schools, which means more students are getting services.

“There’s a lot of stigma attached to the word ‘homeless,’” said Curt Williams, director of homeless and foster youth services for the Kern County Office of Education. “When you remove that word, it all changes.”

Largely as a result of better identification methods, Kern County saw its homeless student population jump 10% last year, to 7,200. Those students received transportation to and from school, free school supplies, tutoring and other services intended to help them stay in school. For the purposes of this data, the definition of homelessness is broader than the state’s point in time count.

The trend is reflected statewide. In the latest state enrollment data released last month, California had 230,443 homeless students — a 9.3% increase from the previous year. Some of the increase is due to the state’s ongoing housing shortage, but most of the increase is because of better identification, advocates and school officials said.

Homeless students face numerous obstacles in school. They have higher rates of discipline and absenteeism, and fare worse academically. Last year, only 16% of homeless students met the state’s math standard, some of the lowest scores of any student group.

“Schools can’t solve homelessness, but they can ensure the students are safe in the classroom and getting the education they need to get out of homelessness,” said Barbara Duffield, executive director of Schoolhouse Connection, a national homeless youth advocacy group. “That starts with identifying the child who’s homeless.”

Challenges of counting homeless students

Under the federal McKinney-Vento Act, schools are required to count their homeless students throughout the school year and ensure they receive services. Homeless students also have the right to stay enrolled in their original school even if they move.

For many years, schools struggled to identify homeless students. Under state law, schools must distribute forms at the beginning of the school year asking families where they live — in their own homes, in motels, doubled-up with other families, in shelters, cars or outdoors.

Homeless K-12 student population continues to increase, up 9% from last year

Student homelessness can include a variety of circumstances, including sharing housing due to economic hardship and living in trailer parks. Some of the increase may be due to improved identification processes.

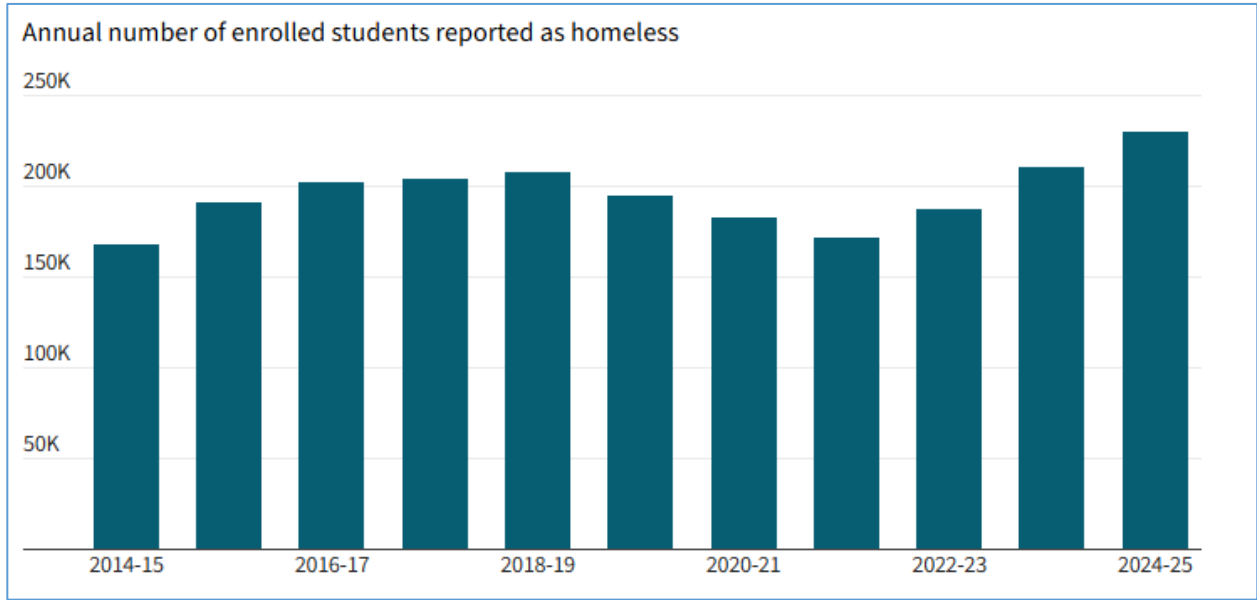


Chart: Erica Yee, CalMattersSource: CA Dept. of Education

Some schools were less-than-diligent about collecting the form, or reassuring families understood the importance. Often, homeless families were reluctant to submit the form because they were afraid the school might contact a child welfare agency. Immigrant families sometimes feared the school might notify immigration authorities. And some families didn’t realize that sharing quarters with another family — by far the most common living situation among homeless families — is technically defined as homeless, at least under McKinney-Vento.

A 2021 bill by former Assemblymember Luz Rivas, a Democrat from Arleta in the San Fernando Valley, sought to fix that problem. The bill requires schools to train everyone who works with students — from bus drivers to cafeteria workers to teachers — on how to recognize potential signs of homelessness. That could include families who move frequently or don’t reply to school correspondence.

The bill seems to have helped. Last year, the state identified 21,000 more homeless students than it had the previous year, even as overall enrollment dropped.

Still, that’s probably an undercount, researchers said. The actual homeless student population is probably between 5% and 10% of those students who qualify for free or reduced-price lunch, according to the National Center for Homeless Education. In California, that would be a shortfall of up to 138,713 students.

Influx of funding

Another boost for identifying homeless students came from the American Rescue Plan, the federal COVID-19 relief package. The plan included \$800 million for schools to hire counselors or train existing staff to help homeless students. Nearly all schools in California received some money.

About 120 districts in California won grant money through the McKinney-Vento Act, which last year dispersed about \$15.9 million in California to pay for things like rides to school, backpacks, staff and other services. Districts are chosen on a competitive basis; not all districts that apply receive funds.

But those funding sources are drying up. Most of the pandemic relief money has already been spent, and President Donald Trump's recently approved budget does not include McKinney-Vento funding for 2026-27.

The cuts come at a time when advocates expect steep increases in the number of homeless families over the next few years, due in part to national policy changes. Republican budget proposals include cuts to Medicaid, food assistance and other programs aimed at helping low-income families, while the immigration crackdown has left thousands of families afraid to seek assistance. For families living on tight budgets, those cuts could lead to a loss of housing.

And in California, the shortage of affordable housing continues to be a hurdle for low-income families. Even Kern County, which has traditionally been a less pricey option for families, has seen a spike in housing costs as more residents move there from Los Angeles.

Joseph Bishop, an education professor at UCLA and co-author of a [recent report](#) on homeless students nationwide, said the loss of government funding will be devastating for homeless students.

"California is the epicenter of the homeless student crisis, and we need targeted, dedicated support," Bishop said. "Folks should be extremely alarmed right now. Will these kids be getting the education they need and deserve?"

Better food, cleaner bathrooms

In Kern County, identification has only been one part of the effort to help homeless students thrive in school. Schools also try to pair them with tutors and mentors, give them school supplies and laundry tokens, and invite them to join a program called Student Voice Ambassadors. There, students can tour local colleges, learn leadership skills and explore career options.

As part of the program, staff ask students what would make school more enticing — and then make sure the suggestions happen. At one school, students said they'd go to class if the bathrooms were cleaner. So staff improved the bathrooms. At another school, students wanted better food. They got it.

Williams credits the program with reducing absenteeism among homeless students. Two years ago, 45% of Kern County's homeless students were chronically absent. Last year, the number dropped to 39% — still too high, he said, but a significant improvement.

"Without McKinney-Vento funds, the Student Voice Ambassador program would go away," Williams said. "How will we keep it going? I don't know."



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DATE: July 11, 2025

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Trump Signs Reconciliation Bill

On July 4, 2025, President Donald Trump signed House Resolution (H.R.) 1, the “One Big Beautiful Bill Act” into law on the White House lawn surrounded by Republican lawmakers.

H.R. 1 is a sweeping budget reconciliation package that includes a broad array of fiscal, regulatory, and administrative reforms. The bill makes permanent President Trump’s 2017 tax cuts, boosts funding for immigration enforcement, cuts government-supported health and food programs like Medicaid and the Supplemental Nutrition Assistance Program (SNAP), and eliminates dozens of green energy incentives.

For information on how the bill could impact local educational agencies (LEAs), please see the *Fiscal Report* article below entitled “How the Federal Reconciliation Bill Impacts Education.”

Senate Education Committee

On Wednesday, July 9, 2025, the Senate Education Committee, chaired by Senator Sasha Renée Pérez (D-Pasadena), met for the fifth week in a row to take up Assembly bills. The committee approved 15 measures, including the following:

- Assembly Bill (AB) 49 (Muratsuchi, D-Torrance) is an urgency measure that would prohibit, except as required by state or federal law, school officials and employees of an LEA from allowing immigration enforcement officers to enter a school without providing valid identification and documentation.
- AB 268 (Kalra, D-San Jose) would authorize TK-14 schools to close on the 15th day of the month of Kartik in the Hindu lunar calendar of each year, known as “Diwali,” establishes Diwali as a state holiday, and authorizes any state employee to elect to receive eight hours of holiday credit for Diwali.

- AB 341 (Arambula, D-Fresno) would require the Department of Developmental Services to contract with a public dental school in California, by July 1, 2027, to administer the Oral Health for People with Disabilities Technical Assistance Center Program.
- AB 560 (Addis, D-Morro Bay) would require the State Superintendent of Public Instruction to, by July 1, 2027, establish a maximum recommended adult-to-pupil staffing ratio for special classes serving students with disabilities, and require LEAs to take all reasonable steps to equitably distribute the workload associated with initial special education assessments among all resource specialists.
- AB 563 (Jackson, D-Moreno Valley) would expand the scope of the existing annual report of the Early Childhood Policy Council to include successes, challenges, and gaps in the state's early childhood education systems and make recommendations to facilitate advancing the state's vision for children, families, and communities.
- AB 640 (Muratsuchi) would require each LEA governing board member to receive training in specified school finance and accountability laws by April 1, 2028, and at least once during their tenure.
- AB 727 (González, D-Los Angeles) would require public schools serving students in grades 7-12 and public institutions of higher education that issue student identification cards to include printed contact information for the Trevor Project's LGBTQ+ suicide hotline.
- AB 1119 (Patel, D-San Diego) would require the Commission on Teacher Credentialing (CTC) to, by March 1, 2027, develop, establish, and promulgate regulations to create efficient routes to dual credentialing for teacher candidates and existing credential holders.
- AB 1454 (Rivas, D-Salinas) would require the CTC to revise standards for literacy specialist and administrator preparation programs to ensure alignment with evidence-based literacy practices and the state's English Language Arts/English Language Development (ELA/ELD) Framework. The bill would require the State Board of Education to adopt instructional materials for grades K-8 in ELA/ELD that meet specified criteria and establish related requirements for local adoption of materials.

Both the Senate and Assembly Education Committees will hold their last hearings of the year next Wednesday, July 16, 2025. The deadline for bills to clear second house policy committees is next Friday, July 18, 2025.

July 18 is also the day that the Legislature will leave to begin its monthlong summer recess. When the Legislature returns from its recess on Monday, August 18, 2025, it will have two weeks to move bills through the Appropriations Committees and four weeks to complete floor votes. The last day for the Legislature to approve bills and send them to Governor Gavin Newsom is Friday, September 12, 2025.

Leilani Aguinaldo

How the Federal Reconciliation Bill Impacts Education

By Kyle Hyland
School Services of California Inc.'s *Fiscal Report*
July 9, 2025

On July 4, 2025, President Donald Trump signed House Resolution (H.R.) 1, the “One Big Beautiful Bill Act” into law on the White House lawn surrounded by Republican lawmakers.

H.R. 1 is a sweeping budget reconciliation package that includes a broad array of fiscal, regulatory, and administrative reforms. The bill makes President Trump’s 2017 tax cuts permanent, boosts funding for immigration enforcement, cuts government-supported health and food programs like Medicaid and the Supplemental Nutrition Assistance Program (SNAP), and eliminates dozens of green energy incentives. The measure also raises the debt ceiling by \$5 trillion, increasing the federal government’s statutory borrowing limit from \$36.1 trillion to \$41.1 trillion. It is projected that the new borrowing cap will be reached in the middle of 2027. The nonpartisan Congressional Budget Office estimates that H.R. 1 will increase deficits over the 2025-2034 period by \$3.4 trillion.

It is important to note that H.R. 1 is a budget reconciliation bill and is separate from the Trump Administration’s recently proposed fiscal year (FY) 2026 budget (see “[Details of the FY 2026 Presidential Proposal](#)” in the June 2025 *Fiscal Report*) and the Trump Administration’s recent announcement that it is freezing \$6.8 billion in federal K-12 funds that were included in the FY 2025 budget (see “[Feds Reviewing 2025-26 Program Funding](#)” in the July 2025 *Fiscal Report*). The FY 2026 budget is an ongoing process with Congress needing to approve a budget, or a continuing resolution, prior to October 1, 2025, the beginning of the 2026 fiscal year. The \$6.8 billion delay in funding is the result of an administrative review process being conducted by the Office of Management and Budget (OMB). While the Administration can legally delay disbursement for review purposes, any permanent reductions would require Congressional approval via a rescission bill under the Impoundment Control Act.

Now that H.R. 1 has been enacted, the important question is how does it impact TK-12 education in California?

OMB Investment

The measure does not make any statutory or direct funding adjustments to TK-12 federal education programs, including Title I and the Individuals with Disabilities Education Act. However, the bill allocates \$100 million to the OMB to conduct reviews across the executive branch aimed at identifying “budget and accounting efficiencies.” This funding will remain available through the end of the 2029 federal fiscal year.

While the U.S. Department of Education (ED) is not specifically named in the enacted version of the legislation, it is part of the executive branch and could therefore be subject to review by the OMB. In fact, an earlier House version of H.R. 1 included language directing the OMB to review specific agencies, including the ED. This language was removed in the Senate version after the Senate Parliamentarian determined it violated the Byrd Rule, which restricts the inclusion of “extraneous” provisions in reconciliation bills—meaning they do not have a direct budgetary impact.

Medicaid Cuts

H.R. 1 includes approximately \$930 billion in Medicaid reductions over the next decade. In California, this could result in up to 3.4 million individuals losing coverage, including many students who rely on school-based health services funded by Medicaid. Additionally, the reductions could impact the Local Educational Agency (LEA) Billing Option Program and the School-Based Medi-Cal Administrative Activities by reducing LEA reimbursements, freezing hiring for health support staff, and limiting access to mental health services.

SNAP Reductions

The Congressional Budget Office estimates that H.R. 1 will reduce federal spending on SNAP by approximately \$200 billion over the next decade. California utilizes SNAP (also known as CalFresh) data to certify unduplicated pupils under the Local Control Funding Formula (LCFF) and for the Universal Meals Program (UMP). If SNAP rolls shrink, fewer students will automatically qualify for free or reduced-price meals, which would lower federal reimbursement rates for the UMP and potentially reduce LCFF supplemental and concentration funding.

When Does H.R. 1 Become Effective?

Federal legislation becomes effective upon the President's signature unless it includes a delayed effective date. Since H.R. 1 contained no such clause, its provisions took effect immediately on July 4, 2025, and the impacts could be felt by LEAs in the coming months.

Note: The U.S. Department of Justice sued California after the California Department of Education said it would not strip trans athletes of their medals or repeal a 2013 law that allows student-athletes to compete on sports teams and use facilities that reflect their gender identity.

Trump Sues California Over Decade-Old Sports Law That Lets Trans Athletes Compete

By Lia Russell
Sacramento Bee
July 9, 2025

The Trump administration made good on its threat of legal action earlier this week and is suing California for allowing transgender athletes to compete in K-12 sports.

The U.S. Department of Justice filed suit Wednesday, two days after the California Department of Education said it would not strip trans athletes of their medals or repeal a 2013 law that allows student-athletes to compete on sports teams and use facilities that reflect their gender identity. The U.S. Department of Education said that law violates cisgender girls' rights under Title IX and had given California 10 days to change its policies. U.S. Education Secretary Linda McMahon said Attorney General Pam Bondi would respond after the state issued its refusal.

Harmeet Dhillon, a conservative San Francisco attorney who now heads the DOJ's civil rights division, invoked Gov. Gavin Newsom's recent remarks on trans athletes several times, including in the opening

paragraph of the suit, which was filed in the U.S. District Court for the Central District of California. The suit names as defendants the state Education Department and the California Interscholastic Federation, a nonprofit that sets standards for school sports.

“These discriminatory policies and practices ignore undeniable biological differences between boys and girls, in favor of anamorphous ‘gender identity,’ ” the 24-page filing read. “The results of these illegal policies are stark: girls are displaced from podiums, denied awards, and miss out on critical visibility for college scholarships and recognition. In the words of the Governor of California, it is ‘deeply unfair’ for girls to compete against boys.”

Dhillon and Bill Essayli, the top Los Angeles-area federal prosecutor, are asking the court to issue a permanent injunction barring California from allowing trans athletes to compete; find that the state and CIF have violated Title IX; compensate female cisgender athletes who have lost to trans opponents; erase past trans athletes’ records, and require the state to submit compliance records with a federal monitor for five years.

Essayli, a former state legislator who frequently targeted trans people while in the Legislature, proposed to overturn the state 2013 law shortly before joining the DOJ. Another attempt by Assemblymember Kate Sanchez, R-Rancho Santa Margarita, to ban trans girls from school sports also failed.

The state Department of Education declined to comment, citing pending litigation. Rebecca Brutlag, the CIF’s spokesperson, was unavailable for comment Wednesday.

Trump’s anti-trans executive order

Opposition to transgender rights has become a mobilizing issue on the right. Days after taking office, President Donald Trump issued an executive order mandating that the U.S. only recognize female and male sexes, reversing federal protections for transgender and non-binary people that he claimed upheld “gender ideology.”

It’s unclear how many trans students compete at the K-12 level throughout the U.S. While less than 10 compete at the collegiate level, Trump has threatened to pull funding from universities that welcome trans students. Most recently, the University of Pennsylvania agreed to erase former swimmer Lia Thomas’ record in exchange for the White House releasing \$175 million in suspended funding.

Others, like Maine Gov. Janet Mills, have sued after Trump suspended state funds and grants, and won.

DOJ’s suit claims that California has illegally allowed five trans athletes to compete in schools, displacing cisgender girls who lost spots on sports teams or who lost qualifying competitions to them. The suit referred without name to AB Hernandez, a trans 16-year-old high jumper in Southern California who was the subject of protests after Trump singled her out online.

Nena Hernandez, AB’s mother, said she objected to her minor child being “used.”

“I strongly object to the continued use of minor children, especially my own in this matter without consent,” she said. “This misuse of identity, false and misleading information continues to raise serious concerns about privacy and safety.”

US Attorney says CA violated Trump's executive order

Dhillon said that California violated Trump's Jan. 20 executive order by protecting students' gender identities in its anti-discrimination law: "The inherent physiological differences between the two sexes generally make them not similarly situated in athletics. These physiological differences exist regardless of a person's subjective 'gender identity.' "

She also cited a letter the CIF sent State Superintendent Tony Thurmond, in which the organization said Newsom's remarks that allowing transgender athletes to compete with cisgender people was "unfair" led to increased "confusion and concern of the CIF and our member schools with respect to high school student athletes 'ability to compete on interscholastic athletic teams that correspond to their gender identity.' "

Newsom, who earned criticism from LGBTQ allies for his remarks made on his podcast, was in South Carolina on Wednesday to speak to rural Democrats.

He has repeatedly refused to abide by the administration's attempts to force California to change its policies. Most recently, the CIF piloted a program allowing cisgender athletes to advance to higher competitions if they lost a qualifying position to a trans competitor.

"NO COURT HAS ADOPTED THE INTERPRETATION OF TITLE IX ADVANCED BY THE FEDERAL GOVERNMENT, AND NEITHER the Governor, nor THEY, get to wave a magic wand and override it – unlike Donald Trump, California follows the law," Newsom said in a statement Wednesday.

"At a time when the Trump administration is withholding billions in funds for education, this ongoing attack is a cynical attempt to distract from the Trump administration's defunding of nearly 3 million girls enrolled in California's public school."

Two Supreme Court cases pending

Shannon Minter, the National Center for LGBTQ Rights' legal director, who has argued on behalf of trans athletes, said the lawsuit was meritless.

"There is not a single federal law that mandates discrimination against transgender students," he said. "This is literally a legal position they manufactured out of thin air."

The Supreme Court is set to hear two cases challenging the constitutionality of bans on trans athletes in Idaho and West Virginia. Minter said he was certain that the court's conservative majority wouldn't go as far as to "mandate" discrimination but may rule that federal law does not protect trans people.

"At minimum, this should be left to the states," Minter said of sports bans. "There must be room in our federal system for states to protect transgender students."

Note: While California's childhood immunization rates are higher than the rest of the country, 16 counties have fallen below the threshold for herd immunity against measles, according to the California Department of Public Health.

Rise in Measles Cases Worsens Over Summer

By Vani Sanganeria
EdSource
July 11, 2025

Measles cases in the U.S. have risen to the worst in 33 years, according to reports from the Centers for Disease Control and Prevention.

The CDC recorded 1,288 confirmed measles cases on Wednesday, 14 more than in 2019, when multiple outbreaks caused the U.S. to lose its status of having eliminated the illness. Three people have died, including two children in Texas, and dozens have been hospitalized across the country.

As of July 7, California has had 17 confirmed measles cases, already surpassing total cases for 2024 and 2023, only halfway through the year. However, cases remain below the 73 confirmed measles cases and six outbreaks in 2019 in California.

The federal government said the CDC “continues to recommend (measles, mumps and rubella) vaccines as the best way to protect against measles,” and that the department is “supporting community efforts” to tamp down ongoing outbreaks in Texas, New Mexico and Kansas. Climbing infection rates come as some of the country’s leading medical associations sue Health Secretary Robert F. Kennedy Jr., alleging an effort to undermine public trust in vaccines.

Measles is preventable by the widely available measles, mumps and rubella vaccine, which is safe and 97% effective at prevention after two doses. Vaccine hesitancy drives recent drops in childhood vaccination, with CDC data showing only 92.7% of kindergartners in the U.S. were vaccinated in the 2023-2024 school year, below the 95% needed to prevent outbreaks.

While California’s childhood immunization rates are higher than the rest of the country, 16 counties have fallen below the threshold for herd immunity against measles, according to the California Department of Public Health. Last year, 96.2% of California kindergartners and transitional kindergartners were vaccinated against measles in the 2023-24 school year, down from 96.5% the year before.

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www.sscal.com

DATE: July 23, 2025

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Legislature Goes on Summer Recess

It was a quiet week in Sacramento as the Legislature is currently enjoying its summer recess. Summer recess began upon adjournment of session last Thursday, July 17, 2025, and legislators will not return to Sacramento until Monday, August 18, 2025. When they do return, legislators will have two significant legislative deadlines remaining:

- August 29—Deadline for the Appropriations Committee to approve bills
- September 12—Last day for the Legislature to approve bills

Once the legislative session ends, the attention turns to Governor Gavin Newsom, who has until October 12 to sign or veto legislation sent to him at the end of session. While the Governor can allow bills to become law without his signature (there are no pocket vetoes in California), it is very unlikely that will happen.

Trump Administration Releases \$1.3 Billion of Federal Funds

Last Friday, July 18, 2025, the Trump Administration announced it was releasing \$1.3 billion in previously frozen 21st Century Community Learning Center funds, which support after-school and summer programs for students. The reversal followed a letter from ten Republican senators urging the Administration to unfreeze the funds, citing the negative impact on student support and academic recovery. The freeze had disrupted hiring, partnerships, and program planning for many local educational agencies (LEAs). With the release, LEAs can now resume operations and prepare for fall and summer programming.

Even though the U.S. Department of Education has released the 21st Century Community Learning Center after-school grants, more than \$5 billion in congressionally approved K-12 funds remain frozen. Those withheld funds support areas like adult literacy, English language acquisition, migrant education, teacher training, and student enrichment. The Office of

Management and Budget says it is still reviewing this remaining funding “for bias” and has given no timeline for when it might be released.

In the meantime, at least 24 states, including California, have sued the Trump Administration, arguing that withholding these funds violates the Impoundment Control Act and harms educational services.

No Update for the Next Two Weeks

With the Legislature on summer recess, we will be taking a break from our weekly *Sacramento Update* for the next two weeks. Unless there is breaking news, we will return to our regular production schedule for the week ending August 15, where we will provide a preview for the final weeks of the 2025 legislative year.

Leilani Aguinaldo

New Employee Notification Requirement

By Danyel Conolley, Sarah Niemann, EdD, and Teddi Wentworth
School Services of California Inc.'s *Fiscal Report*
July 18, 2025

Ask SSC . . . Are there new employment notification requirements per AB 2499? Can you share more details?

On September 29, 2024, Governor Gavin Newsom signed Assembly Bill (AB) 2499 (Schiavo) into law. Effective January 1, 2025, this bill amends the Fair Employment and Housing Act by adding Government Code Section 12945.8, which strengthens leave protections for employees who are called to jury duty or who are victims of certain violent crimes. The law applies to all California employers, including local educational agencies (LEAs).

A central provision of the new law requires employers to provide written notice of these leave rights to employees. Specifically, employers must distribute this information upon hire, once each year to all employees, upon request, and any time an employee reports that they or a family member has been the victim of a qualifying act of violence. The law permits employers to use a model notice developed by the California Civil Rights Department (CRD), which was released on July 8, 2025, or to create their own version that is substantially similar in both content and clarity. The guidance and model notice document referenced can be found [here](#).

The CRD's model notice outlines the types of leave available, defines qualifying violent acts, explains employee protections against retaliation, and provides contact information for filing complaints. The guidance encourages clear and timely communication, especially in sensitive situations involving trauma or safety.

To comply with AB 2499, LEAs should review and revise their onboarding materials, annual employee communications, and administrative procedures. Human resources teams and site administrators should be trained on how and when to provide the notice, and documentation should be maintained to demonstrate compliance. The recent *Fiscal Report* article, "[Annually Required Employee Notices](#)" has also been updated with this important information.

Note: Data shows that in January and February, student absences jumped by an average of 22% across the Fresno, Kern, Kings, and Tulare County school districts and by about 30% among the youngest students (grades TK-5).

Trump's Immigration Raids Are Wreaking Havoc on California's Economy and Schools

State's labor force declined to a degree not seen outside of the pandemic and Great Recession, while Central Valley schools experienced a surge in student absenteeism

By Raheem Hosseini
San Francisco Chronicle
July 22, 2025

The Trump administration's unrestrained assault on immigrants has battered California's economy and driven down attendance at its schools, a pair of recent reports contend.

Taken together, the studies by researchers at UC Merced and Stanford University assert that President Donald Trump's mass deportation agenda is having cascading effects that extend beyond California's under-siege immigrant communities.

Examining monthly population totals from the U.S. Census Bureau, UC Merced found that nearly 465,000 California workers withdrew from the labor force the week of June 8, when federal immigration authorities descended on Los Angeles-area neighborhoods and work sites to arrest nearly 2,800 people.

The drop in workers depressed private-sector employment by 3.1% from May. In the past four decades, only the COVID-19 pandemic and the Great Recession saw greater monthly declines in private-sector workers, said associate sociology professor Edward Orozco Flores, the report's lead author and faculty director at UC Merced's Community and Labor Center, a public research institution based in the San Joaquin Valley.

The data can't explicitly say which workers stayed home or were laid off and furloughed, and doesn't indicate which industries experienced the greatest declines. But the effects were not limited to Southern California, Flores said.

"Geographically, there was no statistical difference between L.A. and the rest of the state," he said. The reason, he surmised, was the immigration enforcement tactics on display in the state.

Along with sending federal immigration agents and thousands of military troops to Los Angeles, the Trump administration has dispatched masked immigration agents to health clinics, schools, home improvement stores and immigration courts in other parts of the state, including San Francisco, where protesters clung to an unmarked ICE van leaving a courthouse earlier this month.

"What's become clear is this administration is making a remarkable spectacle around immigration enforcement," Flores said. "The majority of it (the worker loss) seems some kind of response to a very visible display of immigration enforcement."

Trump's California crackdown exacted a geo-specific toll in the world's fifth-largest economy, the UC Merced report shows. While the state's labor force declined significantly, the U.S. as a whole experienced a half-percent increase of roughly 563,000 workers between May and June.

Most of the evaporated workers in California — 271,541, or 58% — were American citizens. Flores said there are several reasons why this would be the case, and they revolve around how interwoven the immigrant population is into the state economy.

When crops go unharvested by predominantly immigrant farmworkers, the rest of the agricultural supply chain is paralyzed. When immigrants stop shopping at supermarkets and retail stores, managers reduce their employees' hours. When the immigrants who make up a significant proportion of in-home caregivers are too afraid to leave their homes, the working adults in those homes also can't go to work.

"We have long known that noncitizens do not work in a vacuum," Flores said. "When noncitizens are not working, it harms the entire supply chain."

Gov. Gavin Newsom noted the implications for California's economy earlier this month, when he called for an end to the raids in Los Angeles.

"Instead of targeting dangerous criminals, federal agents are detaining U.S. citizens, ripping families apart, and vanishing people to meet indiscriminate arrest quotas without regard to due process and constitutional rights that protect all of us from cruelty and injustice," Newsom said in a July 7 statement. "Their actions imperil the fabric of our democracy, society, and economy."

Even before Trump's recent escalation in California, parents in the state's agricultural epicenter were keeping their children home from school at alarmingly irregular rates in response to heightened immigration enforcement, according to a Stanford report released in June.

On Jan. 7 — a day after Congress certified Trump's election victory — Border Patrol agents from the agency's El Centro sector conducted an unusual immigration sweep 300 miles north of their post in rural Kern County. Their Operation Return to Sender resulted in 78 arrests and about 1,000 detentions, criticism by Biden administration officials, an ACLU lawsuit and a spike in student absenteeism at southern valley school districts touched by the dragnet.

Stanford Graduate School of Education professor Thomas S. Dee examined three years of daily attendance figures from five school districts in four counties — Fresno, Kern, Kings and Tulare — whose districts serve more than 500,000 students, more than 70% of whom are Hispanic. He found that, in January and February, absences jumped by an average of 22% across all the districts and by about 30% among the youngest students — those in pre-kindergarten through fifth grade.

"That's a period where kids are learning really critical foundational skills, such as how to read," Dee said.

As with the economy, the effects are manifesting with nonimmigrant students and families.

Jesus Martinez, executive director of the Central Valley Immigrant Integration Collaborative, said the Fresno-based nonprofit's educational partners have reported widespread fears among all their students, including U.S.-born students with immigrant parents and friends. "It extends beyond the undocumented individual," he said.

Some 5.5 million U.S.-born children live with a parent who is an unauthorized immigrant, according to a Center for Migration Studies analysis of census data.

Along with learning loss, previous studies have shown children absorb a bevy of psychological and even physical trauma from the specter of immigration enforcement.

The California Legislature has considered 23 immigration enforcement-related bills this year, seven of which concern schools. Bills to deny access to federal immigration authorities to schools if they don't have a warrant or a court order and to require schools to notify parents and staff when immigration authorities are on school grounds require two-thirds support to pass.

Dee said public schools are still grappling with a post-pandemic knot of chronic absenteeism, sagging enrollment and declining funding, problems he expects the raids to exacerbate. He said fall enrollment figures will help indicate how California's schools, whose funding is tied to enrollment, responded to the Trump administration's immigration incursions.

"What we're seeing could eventually become reduced enrollment if families flee the region," he said. "There are reasons to be concerned."

Dee also acknowledged the Trump administration would likely be untroubled by this result, as another one of its priorities is dismantling the public education system.

"It seems consistent with other ways in which the administration has been creating disruptions and even chaos in education," he said, noting the administration's "evisceration" of the Department of Education and its threats to Title I funding, intended to address achievement gaps among lower-income students.

As for what happens next, Flores pointed to the so-called One Big Beautiful Bill Act. Along with adding as much as \$6 trillion to the national debt, Trump's signature domestic policy achievement will supercharge immigration enforcement by \$170 billion and turn U.S. Immigration and Customs Enforcement into the country's largest law enforcement agency.

"No one has a crystal ball, but I think it would be reasonable to expect that this trend will continue and possibly even worsen," Flores said. "If this is the effect we're seeing due to the escalation of June 8 and we can expect further escalations, it is difficult to imagine that things simply go back."

Note: The latest data available from the California Student Aid Commission shows that the number of high school senior applicants from mixed-status families has not decreased as much as some financial aid advocates feared it would.

California Students with Immigrant Parents Seek Financial Aid Despite Deportation Risks

By Mercy Sosa
CalMatters
July 21, 2025

While witnessing a rise in deportations across the country, college-bound high school seniors with immigrant parents in California had to decide this spring whether to submit a federal financial aid application. Their fear: The federal government will use sensitive personal information from the application to identify people

in the country who lack legal status. An agreement between the IRS and U.S. Immigration and Customs Enforcement to share tax information is already in motion.

However, the latest data available from the California Student Aid Commission shows that the number of high school senior applicants from mixed-status families has not decreased as much as some financial aid advocates feared it would. In fact, the number of high school senior applicants with at least one parent lacking legal status has nearly rebounded to the 2023 number after the revised financial aid form last year kept them from being able to apply without parental Social Security numbers for several months.

Despite the risk of exposing their parents to a deportation dragnet, 35% more college-bound high school seniors from mixed-status families have submitted a Free Application for Federal Student Aid as of the May 2 deadline compared to applications submitted by the same date last year. However, 9% fewer high school seniors from mixed-status families submitted their FAFSA compared to the same date two years ago. Community college students are notably excluded from these numbers as they have a separate deadline of Sept. 2.

Students who choose not to submit a financial aid application lose potential federal aid through grants, work study and loans. While the federal deadline is not until the end of the academic year for which a student applies, California sets its own early deadline for the FAFSA to determine state aid such as Cal Grants.

California officials gave students a one-month extension from April 2 to May 2 to submit the FAFSA after the U.S. Department of Education opened the application in December 2024 rather than the usual launch of October.

The California Student Aid Commission administers financial aid programs for students in California and helps organizations that counsel students on their financial aid applications. The commission's spokesperson, Shelveen Ratnam, said the federal student aid application should have been a little easier for mixed-status families this time around.

"Now the concern this year has kind of been the federal landscape, the federal administration, given... all the increased immigration enforcement (and) the unprecedented data sharing between federal agencies," Ratnam said.

In the federal financial aid application, parents must submit personal details such as their Social Security numbers. If parents do not have them due to their legal status, they need to click a box that says "I do not have a SSN." Although Ratnam and fellow staff at the commission are not currently aware of any efforts by immigration enforcement to access the personal information of FAFSA applicants, some students said they are concerned about the possibility that the personal details of their parents might be used to deport them.

Students and parents face a tough choice

College-bound high school seniors in California who spoke to CalMatters for this story say the importance of going to college outweighs fears of their parents being deported.

A graduate of Hawthorne High School in Los Angeles County, Janet said she and her parents were antsy as they filled out the application together for the first time. Due to her family's mixed legal status, she asked to go by her first name only. Janet recalls the concern from one of her parents who lacks permanent legal status that by submitting the application to the federal government they would be exposing themselves to

immigration enforcement. However, her parents decided it was more important that their daughter receive financial aid for college.

“When we submitted the application together, they said to me, ‘This is for you Janet. This is for the future generations and I hope we stay together,’” she said.

Alondra, a graduate of University High School Charter in Los Angeles, says she feels stress because most of her family does not have permanent legal status. Alondra also requested to use only her first name to protect her family from potential deportation. Alondra said it surprised her family when she informed them of the possible risk if they apply. However, a counselor in the One Voice Scholars Program, which works with low-income, first-generation students, pointed out that Alondra’s parents already share their personal information with the federal government when they file taxes.

“So, it’s like we already know that my parents are already in the system, so we just kind of hope that me submitting my FAFSA isn’t adding on to that risk,” Alondra said.

Some students from mixed-status families who have older siblings may already have shared their data with the U.S. Department of Education, according to Alison De Lucca, executive director of the Southern California College Access Network. She said each family has to determine the pros and cons of the implications when applying for financial aid. Mixed-status families are also likely sharing their data with the state and federal government when they file taxes, get a driver’s license, or adjust their immigration status.

Angela, a graduate of the Los Angeles County High School of the Arts who also requested to use her first name only due to her family’s mixed legal status, said she started grappling with the decision of whether to apply for federal student aid during her sophomore year. At the time, her parents were still in the process of obtaining their citizenship and did not know if they would receive it in time for Angela’s financial aid application.

“They just really wanted me to be able to go (to college) for as cheap as possible,” Angela said.

Angela’s parents were able to obtain citizenship recently. However, she feels some of her college options are “off the table,” including Cornell University, which had offered her a scholarship that would have funded her first year at the university. Angela grew concerned about attending universities in New York after hearing reports of Immigration and Customs Enforcement “targeting” students that led pro-Palestinian protests, such as Mahmoud Khalil at Columbia and Momodou Taal at Cornell.

She also feels guilt as some of her extended family and friends who are applying for financial aid do not have parents with permanent legal status in the U.S.

“I’m happy for myself but that feels selfish,” Angela said. “I know that I can help my family in that sense, but it’s really upsetting. You worry for your friends that might not be able to do it, might not be able to get that future that they really dream of.”

Federal financial aid application faces new problems

Following President Donald Trump’s executive order to dismantle the U.S. Department of Education, the department’s spokesperson James Bergeron wrote in a letter on March 14 that those working directly with the federal financial aid application or student loan servicing were not affected by the staff reductions.

Although Bergeron's letter addressed the department's staff reduction, De Lucca said that she and fellow staff at the College Access Network are concerned that layoffs at the department could lead to less support available for students and families when they call for assistance with their financial aid applications.

"There's less staff at the Department of Education to consult with community-based organizations like SoCal CAN (College Access Network) and our members," De Lucca said. "So for us, it's been more difficult to reach folks at the department when we do have questions."

Inside Higher Ed reported in March that the staff reductions in the Office of Federal Student Aid would impact the staff's ability to fix technical issues with the form, which were prevalent last year. Additional cuts were made to the FAFSA call center and training for financial aid practitioners, according to the same story by Inside Higher Ed.

A federal judge blocked Trump's executive order that led to the massive staff reduction at the education department in May. However, on July 14 the U.S. Supreme Court allowed for the president's plan to continue.

The education department's press office did not respond to repeated requests from CalMatters about the number of staff cuts at the Office of Federal Student Aid.

During last year's updated FAFSA rollout, students faced technical issues with the application's overhaul, prompting a review by the U.S. Government Accountability Office. Revisions to the application included reducing the number of questions by pulling students' and parents' financial information straight from the IRS. If parents were missing Social Security numbers then students could not submit a financial aid application.

Students had to wait until March 12, 2024 for the glitch on the website to be fixed before completing their submission, still ahead of the state's extended deadline of May 2. The issues with the application last year resulted in 9,642 fewer federal financial aid applications submitted by May 2 from students in mixed-status families in the state compared to this year, according to the California Student Aid Commission.

Sacramento State senior Fernanda Arteaga spent four months trying to submit a FAFSA last year due to her parents not having Social Security numbers.

Arteaga tried calling the office about six times to ensure that her application had the necessary information to be submitted, but each time she had to wait for assistance, leading her to hang up and try again at another time. Finally, Arteaga was able to reach a staff member and submit her application. Experts from the federal Governmental Accountability Office testified before Congress in the fall of 2024 that 74% of the calls to the department's call center went unanswered due to understaffing.

"I would mainly say that I just overcame those obstacles by just constantly checking in with the (Office of Federal Student Aid) and making sure that everything I could do on my end was done, and that everything I had was there," Arteaga said. She finally received her financial aid a month into the fall 2024 semester and was granted an extension to pay for her tuition by the university while the funds were disbursed.

With this year's federal financial aid application, Arteaga did not encounter any website glitches, and had an easier process applying. Instead, Arteaga was concerned about the implications of applying for federal student aid given the political climate. Arteaga and her parents accepted the risk of immigration enforcement accessing their personal information through the application and ultimately applied.

“Obviously it is a federal organization,” Arteaga said. “So we were concerned that ... our information wasn’t going to be protected. But my parents, since we’ve already done applications ... in the past, they were like just do it. We really need the money, and we want to get you to finish your last year in college.”

California offers alternative financial aid application

Students who lack permanent legal status themselves are not eligible for federal financial aid. However, since 2013, the state has administered the California Dream Act Application, also known as CADAA, for those students to apply for state and campus-based aid. When students from mixed-status families were unable to submit a federal application in 2024, California opened its financial aid application temporarily to those students so they could at least apply for state aid.

The California Student Aid Commission again opened the Dream Act application to students from mixed-status families this year to provide them a state-protected way to apply for financial aid. California state law protects students and families by not sharing their personal information with immigration officials.

Now a state senator is proposing to open the financial aid application permanently to students from mixed-status families. State Sen. Sasha Renée Pérez, a Democrat from Pasadena, proposed Senate Bill 323, which would require the California Student Aid Commission to ensure that the state application can be used by “any student eligible for state financial aid programs,” according to the bill text.

“It is crucial we provide California college bound students with a stable, safe, and alternative state-based financial aid application to feel safe in applying for financial aid and choosing to go to college,” Pérez said on the Senate floor June 2.

Emmanuel Rodriguez, senior director of policy and advocacy at The Institute for College Access and Success, said California’s Dream Act application adds a level of security for applicants as the information they receive is only shared with the campuses listed on a student’s application to determine whether the student is eligible for financial aid.

Financial aid advocates say that each family applying for financial aid must make a decision based on their specific situation and whether they should submit the federal application, the state Dream Act application, or both.

Samantha Yee contributed to this story. Mercy Sosa is a fellow with the College Journalism Network, a collaboration between CalMatters and student journalists from across California. CalMatters higher education coverage is supported by a grant from the College Futures Foundation.

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.


Date: August 08, 2025

Phone Number: (559) 457-3750

Regarding: Back to School Night 2025/26

The purpose of this communication is to provide the Board, in the attached document, with a list of all the upcoming Back to School Night dates and times for 2025/26 school year.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Marie Williams, Ed.D., at (559) 457-3554.

Cabinet Approval: 
Carlos Castillo (Aug 4, 2025 10:06:30 PDT)

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

Back to School Night – 2025-2026

SITE	BACK TO SCHOOL NIGHT	TIME
Elementary Schools		
ADDAMS	August 21, 2025	4:15 – 5:45 p.m.
ADDICOTT	September 9, 2025	4:00 – 6:00 p.m.
ANTHONY	August 14, 2025	5:00 – 6:30 p.m.
AYER	August 14, 2025	5:00 – 6:30 p.m.
AYNESWORTH	August 28, 2025	4:00 – 6:00 p.m.
BAKMAN	August 14, 2025	4:00 – 7:00 p.m.
BALDERAS	August 28, 2025	5:00 – 6:30 p.m.
BIRNEY	August 21, 2025	5:30 – 7:00 p.m.
BULLARD TALENT	August 14, 2025	5:00 – 7:30 p.m.
BURROUGHS	August 15, 2025	3:00 – 5:00 p.m.
CALWA	August 28, 2025	5:30 – 6:30 p.m.
CENTENNIAL	August 14, 2025	5:00 – 7:30 p.m.
COLUMBIA	August 14, 2025	5:30 – 7:00 p.m.
DEL MAR	August 28, 2025	5:15 – 7:00 p.m.
EASTERBY	August 14, 2025	5:00 – 6:30 p.m.
EATON	August 14, 2025	5:30 – 8:00 p.m.
ERICSON	August 21, 2025	5:00 – 6:30 p.m.
EWING	August 14, 2025	4:30 – 6:00 p.m.
FIGARDEN	August 14, 2025 August 19, 2025	5:00 – 6:00 p.m. TK-K 5:00 – 6:00 p.m. 1-6
FREMONT	August 28, 2025	5:00 – 6:00 p.m.
GIBSON	August 14, 2025	5:15 – 6:30 p.m.
GREENBERG	August 28, 2025	5:00 – 6:30 p.m.
HAMILTON	August 14, 2025	5:30 – 7:00 p.m.
HEATON	August 14, 2025	5:00 – 6:30 p.m.
HERRERA	August 21, 2025	4:30 – 6:00 p.m.
HIDALGO	August 21, 2025	5:30 – 7:00 p.m.
HOLLAND	August 14, 2025	5:30 – 7:00 p.m.
HOMAN	August 21, 2025	5:00 – 6:45 p.m.
JACKSON	August 14, 2025	5:00 – 6:30 p.m.
JEFFERSON	August 21, 2025	5:00 – 6:30 p.m.
KING	August 21, 2025	4:00 – 6:00 p.m.
KIRK	August 14, 2025	5:00 – 7:00 p.m.
KRATT	August 14, 2025	5:30 – 7:00 p.m.
LANE	August 21, 2025	5:00 – 6:30 p.m.
LAWLESS	August 21, 2025	5:00 – 6:30 p.m.
LEAVENWORTH	August 21, 2025	5:00 – 6:20 p.m.
LINCOLN	August 14, 2025	5:00 – 6:00 p.m.
LOWELL	August 14, 2025	5:00 – 6:30 p.m.
MALLOCH	August 12, 2025	5:30 – 7:00 p.m. TK-K

Back to School Night – 2025-2026

	August 14, 2025	5:30 – 7:15 p.m. 1-6
MANCHESTER GATE	August 28, 2025	5:30 – 6:30 p.m.
MAYFAIR	August 28, 2025	5:30 – 7:00 p.m.
McCARDLE	August 14, 2025	6:00 – 7:00 p.m.
MUIR	August 14, 2025	5:00 – 6:30 p.m.
NORSEMAN	August 20, 2025	4:00 – 5:30 p.m.
OLMOS	August 21, 2025	5:00 – 6:30 p.m.
PHOENIX	August 22, 2025	12:00 – 2:00 p.m.
POWERS	August 14, 2025	6:00 – 6:30 p.m. Session I 6:30 – 7:00 p.m. Session II
PYLE	August 14, 2025	5:00 – 7:00 p.m. TK-1, Gen Ed., Extended Support Rooms, Mild/Mod
	August 21, 2025	5:00 – 7:00 p.m. 2-6 Gen Ed.
ROBINSON	August 18, 2025	5:00 – 6:30 p.m.
ROEDING	August 14, 2025	4:00 – 6:00 p.m.
ROWELL	August 28, 2025	5:00 – 6:30 p.m.
SLATER	August 14, 2025	4:30 – 6:30 p.m.
STARR	August 14, 2025	5:30 – 7:00 p.m.
STOREY	August 14, 2025	4:00 – 5:00 p.m. Kinder 5:30 – 7:00 p.m. 1-6
SUNSET	August 28, 2025	4:30 – 6:00 p.m. 1-6
TATARIAN	August 14, 2025	5:30 – 7:00 p.m.
THOMAS	August 14, 2025	5:00 – 6:30 p.m.
TURNER	August 21, 2025	4:30 – 6:00 p.m.
VANG PAO	August 28, 2025	5:00 – 6:30 p.m.
VIKING	August 14, 2025	5:45 – 7:10 p.m.
VINLAND	August 21, 2025	5:00 – 6:00 p.m.
WEBSTER	August 28, 2025	4:30 – 6:00 p.m.
WILLIAMS	August 14, 2025	5:40 – 6:30 p.m.
WILSON	August 28, 2025	5:00 - 6:30 p.m.
WINCHELL	August 14, 2025	5:00 – 6:15 p.m.
WISHON	August 14, 2025	5:30 – 7:00 p.m.
WOLTERS	August 19, 2025	5:00 – 6:30 p.m.
YOKOMI	August 19, 2025	5:00 – 6:20 p.m.
Middle Schools		
AHWAHNEE	September 4, 2025	5:30-7:30 p.m.
BAIRD	August 20, 2025	5:00 – 6:30 p.m. 5th & 6th
	August 21, 2025	5:00 – 6:30 p.m. 7th & 8th
COMPUTECH	August 14, 2025	5:00 – 7:00 p.m.
COOPER	August 18, 2025	5:00 – 7:00 p.m.
FORT MILLER	August 28, 2025	4:00 – 6:00 p.m.
GASTON	August 15, 2025	3:00 – 5:30 p.m.

Back to School Night – 2025-2026

KINGS CANYON	August 14, 2025	5:00 – 7:00 p.m.
SCANDINAVIAN	August 28, 2025	5:00 – 7:30 p.m.
SEQUOIA	August 14, 2025	6:30 – 7:30 p.m.
TEHIPITE	August 28, 2025	5:30 – 7:00 p.m.
TENAYA	August 28, 2025	5:30 – 7:00 p.m.
TERRONEZ	August 19, 2025	4:00 – 6:00 p.m.
TIOGA	August 28, 2025	4:00 – 6:00 p.m.
WAWONA	August 14, 2025	5:00 – 6:00 p.m. K-6 5:30 – 6:30 p.m. 7 & 8
YOSEMITE	September 11, 2025	5:00 – 7:00 p.m.
High Schools		
BULLARD	September 8, 2025	5:00 – 8:00 p.m.
DESIGN SCIENCE	NO BTS	
DEWOLF	August 28, 2025	3:30 – 5:30 p.m.
DUNCAN	August 20, 2025	5:30 – 7:00 p.m.
EDISON	September 11, 2025	5:00 – 8:00 p.m.
FARBER	August 29, 2025	4:00 – 6:00 p.m.
FRESNO	September 3, 2025	5:00 – 6:30 p.m.
HOOVER	September 30, 2025	5:00 – 7:30 p.m.
MCLANE	September 3, 2025	5:00 – 7:00 p.m.
PATINO	September 3, 2025	5:00 – 7:00 p.m.
PHOENIX SECONDARY	August 29, 2025	11:30 a.m. – 1:30 p.m.
RATA	August 19, 2025	4:30 – 6:00 p.m.
ROOSEVELT	August 25, 2025	6:00 – 8:00 p.m.
SUNNYSIDE	September 8, 2025	4:00 – 7:00 p.m.