



BOARD COMMUNICATIONS - SEPTEMBER 19, 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 DEPUTY SUPERINTENDENT

Ben Amuku Drati, Ed.D., Deputy Superintendent

3. OFFICE OF THE CHIEF OF STAFF

Ambra O'Connor, Chief of Staff

3.1 Translation and Interpretation Services Summary Report

4 - 5

[Translation and Interpretation Services Summary Report.docx](#) 

[Translation and Interpretation Services Summary Report.pdf](#)



4. OFFICE OF BUSINESS & FINANCIAL SERVICES

Patrick Jensen, Chief Officer

4.1 Meritorious Budget Award

6

- 4.2 School Services of California Weekly Update Report for September 12, 2025 7 - 18
[School Services of California Weekly Update Report for September 12, 2025.docx](#) 
[School Services of California Weekly Update Report for September 12, 2025.pdf](#) 
- 4.3 September Legislative Committee 19 - 56
[September Legislative Committee.docx](#) 
[September Legislative Committee.pdf](#) 

5. OFFICE OF COMMUNICATIONS

6. OFFICE OF ENGAGEMENT & EXTERNAL PARTNERSHIPS
Wendy McCulley, Chief Officer

7. OFFICE OF HUMAN RESOURCES & LABOR RELATIONS
David Chavez, Chief Officer

8. OFFICE OF THE INSTRUCTIONAL DIVISION
Carlos Castillo, Ed.D., Chief Officer

9. OFFICE OF OPERATIONAL SERVICES
Paul Idsvoog, Chief Officer

- 9.1 Use of Pesticides 57 - 59
[Use of Pesticides.docx](#) 
[Use of Pesticides.pdf](#) 

- 9.2 Clean School Bus Update 60
[Clean School Bus Update.docx](#) 

10. 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: September 19, 2025

Phone Number: (559) 457-3884

Regarding: Superintendent Calendar Highlights

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

- Held teacher listening sessions at Sunnyside and Gaston
- Site visits at Ayer, Easterby and Greenberg
- Walked nine classrooms while at site visits
- Spoke at New Employee Orientation
- Met with Big Brothers/Big Sisters regarding potential mentoring/tutoring partnership
- Met with Cabinet teams
- Spoke at Student Outcomes Focused Governance Community Session
- Department visits at African American Academic Acceleration, English Learners, Farber Professional Development Center and Special Education
- Participated in Harvard Leading During Turbulent Times virtual session
- Met with Yolanda Randles, West Fresno Family Resource Center
- Met with Special Education Teachers at Del Mar Elementary
- Spoke at the UC Merced Automatic Admissions Program Launch Celebration

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: Zuleica Murillo, Executive Director

Date: September 19, 2025
Phone Number: (559) 457- 3988

Regarding: Translation and Interpretation Services Summary Report

The purpose of this communication is to provide the Board a summary of services on behalf of Translation and Interpretation Services for the 2024/25 school year.

The Translation and Interpretation Services Department is committed to ensuring districtwide coordination of equitable access to language supports, with a focus on serving our most underrepresented groups which include limited-English-speaking families and families of students with special needs.

The 2024/25 school year marked the third year since Board approval. Over 13,000 services were provided in 43 languages. The top ten languages served were Spanish, Hmong, Arabic, Punjabi, Dari, Pashto, Farsi, American Sign Language, Swahili, and Hindi.

This summer, the department relocated to 2011 Fresno Street and now operates with a team of 13 staff members. A notable addition to the team is a trilingual interpreter who brings direct support to our Mixteco community in Mixteco Bajo, expanding culturally responsive services.

Department Focus Areas for 2025/26

As we strategically move into a positive start of the districts Goals and Guardrails. We have identified two initiatives for the school year.

1. Family Connect, On demand Interpreter Access and Development

By June 2026, teachers will be trained and developed to independently use the Family Connect interpreter platform (Propio One) to communicate directly with non-English-speaking families from their laptop or phone regarding their student's classroom developments.

2. 30-Day Turnaround of Individualized Education Program (IEP) Translation Requests

By June 2026, the department will ensure families receive an "At a Glance" Summary of their child's IEP within 30 calendar days of receiving the request. This summary will provide families with a comprehensive translation overview of their child's educational support.

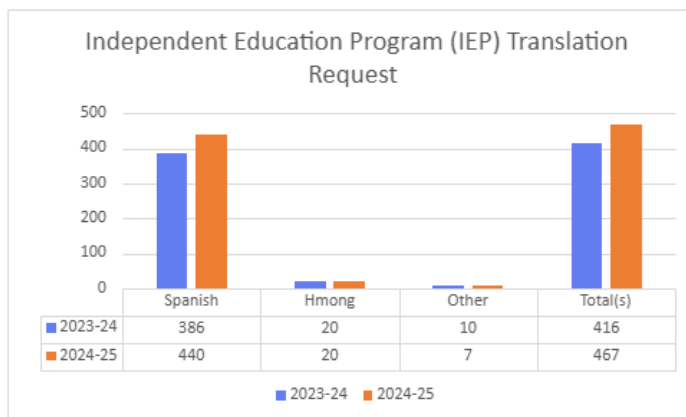
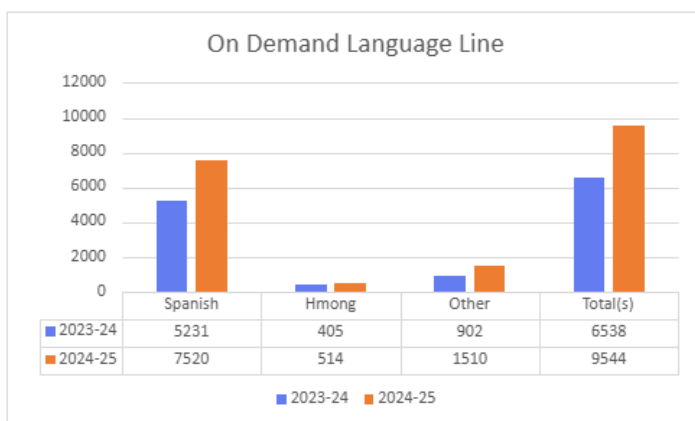
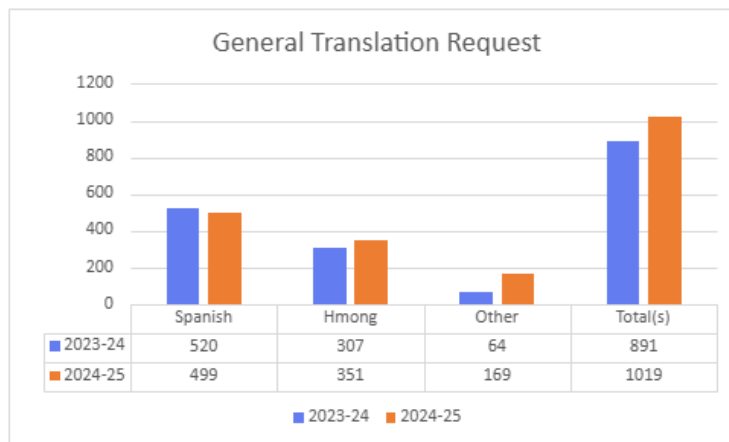
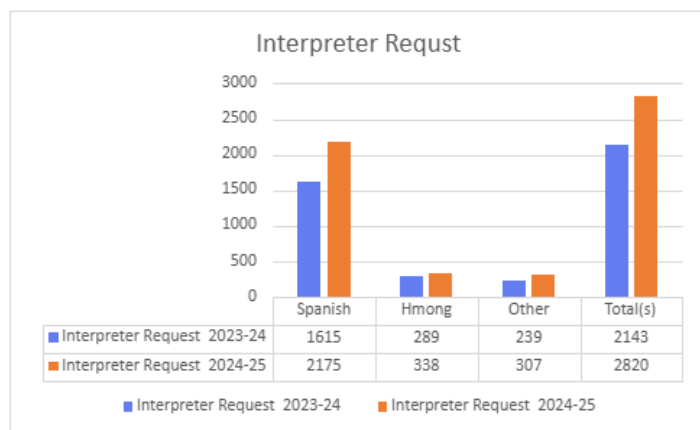
Attached is a summary of language service trends from the last two school years.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Zuleica Murillo at (559) 457-3988.

Cabinet Approval: 
Name and Title: Ambra O'Connor, Chief of Staff

Language Service Trends Summary Report

The report summarizes the percentage changes in language service requests between the 2023/24 and 2024/25 school years. The data is categorized into Interpreter Requests, General Translation Requests, IEP Translation Requests, and Family Connect, On-Demand Language Line usage. Each category is broken down by language: Spanish, Hmong, and Other.



Key Highlights:

- Interpreter Requests: Spanish increased by 34.7%, Hmong by 17%, and Other by 28.5%.
- General Translation Requests: Spanish decreased by 4%, Hmong increased by 14.3%, and Other language requests surged by 164%.
- IEP Translation Requests: Spanish increased by 14%, Hmong remained stable, Other declined.
- On-Demand Language Line: Spanish rose by 43.7%, Hmong by 26.9%, and Other jumped by 67.4%.
- These trends indicate a growing demand for Spanish interpretation and real-time language support, with an increase in translation needs for languages categorized as 'Other'.

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Patrick Jensen

Date: September 19, 2025

Phone Number: (559) 457-6226

Regarding: Meritorious Budget Award

The purpose of this communication is to provide the Board with information regarding the district's receipt of the Meritorious Budget Award for the 2025/26 Adopted Budget.

Fresno Unified has been awarded the prestigious Meritorious Budget Award (MBA) for the third consecutive year for the Adopted Budget 2025/26 from the Association of School Business Officials International (ASBO). This national recognition celebrates the district's commitment to clear, transparent, and high-quality budget presentation, reinforcing its dedication to responsible financial stewardship. ASBO International's Meritorious Budget Award program sets the standard for excellence in school budget development and communication. Designed to help school business professionals enhance their financial planning skills, the program ensures that district budgets are not only comprehensive but also accessible and informative for stakeholders.

To achieve this distinction, school districts submit their budget documents for a rigorous peer review process conducted by experienced school finance professionals. Each submission is carefully evaluated against ASBO International's MBA Criteria Checklist, and districts receive valuable feedback to refine and strengthen their budget presentations. "An effective school budget is more than just numbers—it's a vital tool for building trust and engaging the community," said Jim Rowan, CAE, SFO, Executive Director of ASBO International. "The Meritorious Budget Award recognizes districts like Fresno Unified School District that prioritize financial clarity and accountability. We commend their dedication to upholding nationally recognized budget presentation standards."

School districts that meet the program's high standards receive the Meritorious Budget Award distinction, showcasing their leadership in financial transparency and best practices.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Patrick Jensen at (559) 457-6226.

Cabinet Approval: 

Name and Title: Patrick Jensen, Chief Financial Officer

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: September 19, 2025
Phone Number: (559) 457-3907

Regarding: School Services Weekly Update Reports for September 12, 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 September 12, 2025, are attached and include the following articles:

- Increase to 2025-26 ELO-P Rate 2 Expected – September 10, 2025
- 'Something Can Be Done About This': New Plan Aims to Stop Sex Abuse in California Schools – September 08, 2025
- California Leaders Warn Schools: English Learner Rights Remain Despite Trump Rollback – September 08, 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: 

Name and Title: Patrick Jensen, Chief Financial Officer



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DATE: September 12, 2025

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Legislature Inches Closer to End of Legislative Year

Today, Friday, September 12, 2025, marks the final day for the Legislature to approve and send bills to Governor Gavin Newsom for the 2025 legislative year. We provide an update on some of the significant TK-12 bills that are still active below.

Bills with the Governor

While lawmakers still have until midnight tonight to approve bills, a number of significant education measures were already approved by both houses earlier this week and are on their way to Governor Newsom's desk. In last week's *Sacramento Update*, we highlighted the two urgency immigration measures that were approved by the Legislature and sent to Governor Newsom: Assembly Bill (AB) 49 (Muratsuchi, D-Torrance) and Senate Bill (SB) 98 (Pérez, D-Pasadena).

AB 49 would prohibit local educational agency (LEA) employees from allowing an officer or employee of an agency conducting immigration enforcement to enter a school site without providing a valid judicial warrant or court order. SB 98 would require LEAs to include procedures for notifying parents and school staff when immigration enforcement is confirmed on the school site within the school safety plan through January 1, 2031. These bills are currently awaiting action by the Governor.

Some of the other noteworthy bills headed to Governor Newsom's desk include:

- AB 374 (Nguyen, D-Elk Grove) would, beginning with the 2026-27 school year, require TK-14 public school employers to provide classified school employees with certain information regarding their wages at the time of each payment.
- AB 382 (Berman, D-Menlo Park) would, beginning January 1, 2029, lower the speed limit from 25 miles per hour to 20 miles per hour in a school zone.

- AB 560 (Addis, D-Morro Bay) would require LEAs to “take all reasonable steps to distribute the workload associated with initial assessments across all resource specialists employed by the LEA in an equal manner, unless otherwise collectively bargained.” The bill also requires the State Superintendent of Public Instruction to recommend a maximum adult-to-pupil staffing ratio for special classes no later than July 1, 2027.
- AB 640 (Muratsuchi) would require all LEA governing board members to receive training in public education school finance laws.
- AB 1224 (Valencia, D-Anaheim) would allow LEAs to assign a permitted or credentialed substitute teacher to the same classroom for up to 60 cumulative days, rather than the current 30-day limit, under specific conditions; establish requirements for governing board notice and reporting when substitutes serve beyond 30 days (or 20 days for special education assignments); and sunset on January 1, 2029.
- AB 1348 (Bains, D-Bakersfield) would add “immigration enforcement activity” to the list of emergencies that may justify a waiver of average daily attendance losses for LEAs funding purposes through June 30, 2029.
- SB 640 (Cabaldon, D-Yolo) would establish the California State University (CSU) direct admission program between participating CSU campuses and LEAs.

Bills Pending Legislative Approval

Another measure we have been tracking closely, SB 494 (Cortese, D-San Jose), was gutted and amended earlier this week. Originally, the bill would have provided an appeal process for specified disciplinary actions for classified employees at non-merit TK-14 districts and would have required administrative law judge oversight of those disciplinary action hearings. However, the bill would now extend the authorization for chartering authorities to consider verified data for purposes of renewal in measuring academic performance of a low performing charter school for the next two subsequent renewals until June 30, 2026. The updated version of SB 494 is still pending full floor votes in both houses.

As of this writing, some of the other noteworthy bills still pending approval of house floor votes include:

- AB 84 (Muratsuchi) would establish various requirements regarding the oversight and operation of nonclassroom-based (NCB) charter schools, including changes to their audit and accounting standards, authorizer responsibilities, the funding determination process, and contracting processes.
- AB 237 (Patel, D-San Diego) would create a new crime for willfully threatening to commit a crime that would result in great bodily injury or death at a daycare, school, university, workplace, house of worship, or medical facility.
- AB 419 (Connolly, D-San Rafael) would require LEAs to provide information to parents and guardians relating to the Immigration-Enforcement Actions at California Schools Guide for Students and Families and developed by the Attorney General.

- AB 495 (Rodriguez, D-San Fernando) would require schools and licensed child daycare facilities to adopt model policies developed by the Attorney General regarding interaction with immigration enforcement authorities and require the Attorney General to develop those model policies.
- AB 699 (Stefani, D-San Francisco) would permit a local jurisdiction submitting a local ballot measure to choose how specific information will appear on the ballot label for specified tax or bond measures.
- AB 715 (Zbur, D-Hollywood) would establish the Office of Civil Rights (OCR) under the administration of the Government Operations Agency and the position of Antisemitism Prevention Coordinator within the OCR. It would also require LEAs that know that instructional or professional development materials were used that violate existing antidiscrimination laws to investigate and remediate the action.
- AB 1098 (Fong, D-Alhambra) would establish the California Education Interagency Council to align education and workforce systems, support adult skill development, and address the changing nature of work and the economy.
- AB 1264 (Gabriel, D-Encino) would establish a process for the California Department of Public Health to determine which ultraprocessed foods (UPFs) are of concern by June 1, 2028, requiring these UPFs of concern to be phased out of schools until they are prohibited from being offered by vendors as of July 1, 2032, and prohibited from being served or sold in schools by July 1, 2035.
- AB 1454 (Rivas, D-Salinas) would require the Commission on Teacher Credentialing 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 Framework.
- SB 414 (Ashby, D-Sacramento) would rename NCB charter schools as "flex-based" charter schools and make corresponding terminology updates in provisions relating to public meeting requirements and audit procedures.
- SB 638 (Padilla, D-San Diego) would make changes to the Career Technical Education Incentive Grant program and establish the California Education and Workforce Development Coordinating Entity to serve as the statewide planning and coordinating body for career technical education, 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 classified employee misconduct investigations.

Next Steps

After completing its work tonight, the Legislature will adjourn until January 2026, barring a special session being called, which is not expected to happen. Governor Newsom will have until October 12, 2025, to sign

or veto the bills on his desk. If the Governor does not take action on a bill, then it becomes law without his signature.

Leilani Aguinaldo

Increase to 2025-26 ELO-P Rate 2 Expected

By Leilani Aguinaldo and Megan Baier
School Services of California Inc.'s *Fiscal Report*
September 10, 2025

On September 8, 2025, adjustments to the 2025-26 Enacted Budget were released as is customary before the Legislature adjourns for the year on Friday. One of the notable details is an increase to the state apportionment for the Expanded Learning Opportunities Program (ELO-P). With the additional funds, local educational agencies (LEAs) that receive Rate 2 can expect an increase to their 2025-26 per-pupil rate.

The changes to the Enacted Budget were included in identical budget bills, [Assembly Bill \(AB\)/Senate Bill \(SB\) 105](#). The total state investment for ELO-P increases by \$81 million, and these funds are meant to fulfill the Enacted Budget's intent language that Rate 2 LEAs receive no less than \$1,575 per pupil (see "[2025-26 Enacted Budget Includes ELO-P Changes](#)" in the July 2025 *Fiscal Report*). Currently, the preliminary amount for 2025-26 Rate 2 provided by the California Department of Education (CDE) is \$1,280.21 per the [Advance Principal Apportionment](#) calculations. The next official recalculation of ELO-P Rate 2 by the CDE is expected at First Principal Apportionment, which will include the additional state investment. As a reminder, the 2025-26 Enacted Budget expanded the number of LEAs that will receive Rate 1, lowering the cut off to LEAs with an unduplicated pupil percentage (UPP) of 55% or more. LEAs with less than 55% UPP will receive Rate 2.

While the anticipated 2025-26 amount for Rate 2 will still be less than the 2024-25 amount of \$2,000, this latest adjustment affirms the state's continued commitment to ELO-P. Governor Gavin Newsom is expected to sign either AB 105 or SB 105 after the Legislature passes the budget bill before they adjourn this week.

Note: SB 848 would create a database of employee misconduct that district administrators must use to background prospective job candidates, require school district officials to report and track "egregious" instances of employee misconduct, and mandate training for both educators and students on how to combat and recognize the signs of grooming.

'Something Can Be Done About This': New Plan Aims to Stop Sex Abuse in California Schools

By Matt Drange
CalMatters
September 8, 2025

A beloved teacher arrested for soliciting a minor. A coach convicted of sexual abuse. A school district hit with a multi-million-dollar jury verdict for failing to protect students.

The steady drumbeat of stories in recent years about educator sexual abuse in K-12 school districts across California shows the scope of misconduct is much wider than previously known. Yet the stories only hint at how common sexual harassment and grooming behavior has become in schools, with the best available data from the U.S. Education Department suggesting that 1 in 10 children is targeted for grooming at some point in their K-12 education.

A new bill, which is poised to pass the Legislature in the coming days, would give local and state officials more tools to identify and combat sexual abuse, and educate students to better identify the most common signs of grooming behavior. Senate Bill 848, or “Safe Learning Environments Act,” was authored by Sen. Sasha Renée Pérez, a Democrat from Alhambra, in response to an investigative report in Business Insider, The Predators’ Playground. The 2023 story documented decades of sexual misconduct involving nearly two dozen different educators, ranging from lewd remarks about students’ bodies during class to statutory rape, at a single California school, Rosemead High, which is in Pérez’s district.

Since the article was published, at least five civil lawsuits have been filed by former Rosemead students, while the state attorney general’s Bureau of Children’s Justice opened a rare investigation into the handling of educator sexual misconduct claims, which is ongoing.

“California lacks a comprehensive standardized approach to preventing abuse in K-12 schools,” Pérez told fellow lawmakers in urging their support. “Several high profile cases continue to highlight systemic failures and underscore an urgent need for stronger preventative measures to protect children.”

In an interview with CalMatters, Pérez said she could personally relate to the Rosemead story. When she was in high school, a male staffer some 20 years her senior took an interest in her, asking her questions about sex and boys her age. Then one day, when she returned to campus soon after graduating, he stopped her to ask if she’d turned 18 and if he could take her to dinner. That’s when, Pérez said, it dawned on her that he’d been grooming her for a sexual relationship.

“I didn’t tell my parents or anything, but I talked about it with my friends,” she recalled. “And I remember talking about it, even at 17. That’s when my friends started sharing their own stories.”

Law would mandate a database of employee misconduct

If it becomes law, Pérez’s bill would create a database of employee misconduct that district administrators must use to background prospective job candidates, require school district officials to report and track “egregious” instances of employee misconduct, mandate training for both educators and students on how to combat and recognize the signs of grooming, and require school districts to implement new written policies defining professional boundaries. It would also apply stricter prior employment check requirements for non-teachers, such as coaches, janitors and bus drivers, update the legal definition of “grooming” to include electronic communications and extend mandated reporter requirements to all employees.

Much of the policy changes in the bill are drawn from a January report produced by the state-funded Fiscal Crisis & Management Assistance Team. The report studied the financial impact of a wave of lawsuits made possible through a landmark 2019 law that temporarily dropped the statute of limitations for victims of childhood sexual abuse to file civil claims against school districts for failing to protect them. Many of the resulting jury verdicts and settlements have been in the tens of millions of dollars, with some much higher.

As CalMatters previously reported, insurance premiums have skyrocketed for school districts, pushing some to the brink of financial insolvency. Estimates for the total value of claims statewide are around \$3 billion, with many cases ongoing.

Pérez said this grim reality played a key role in her decision to draft the bill. “There are now dollars and cents being assigned to these cases,” she said. “It’s really opened up this conversation about what can we do to better prevent this abuse from happening.”

Billie-Jo Grant, a professor at Cal Poly Pomona and a leading researcher in educator sexual misconduct, said the majority of grooming cases in schools go unreported. In many cases, a student is ashamed or feels complicit in the behavior, Grant said, while employees routinely fail to report suspicious behavior for fear of tarnishing a colleague's reputation.

Because of a lack of federal data, Grant has tracked teacher arrests using published news clips, which show that more than 3,000 educators nationwide have been arrested since 2017 following allegations of sexual misconduct involving students. California's Commission on Teacher Credentialing, meanwhile, has opened more than 1,300 investigations of teacher sexual misconduct over the same time period – a figure that does not include cases which are never referred to the state by school district officials.

Grant, who frequently serves as an expert witness in criminal sexual abuse cases, described Pérez's bill as a great start toward creating more complete data on the frequency of abuse. She stressed, however, that relying on school officials to determine whether misconduct allegations are "substantiated" will lead to underreporting.

"I think what's left out is all of the times where they simply don't do an investigation, look at a complaint at face value, and ask the teacher if they'd resign. And that's the end of the story," Grant said. "The problem is there is no accountability for school administrators. Our system relies on them doing thorough investigations."

Sexual abuse accusations are often kept quiet

A primary element of Pérez's bill addresses "pass the trash," a well-documented process in which teachers accused of sexual misconduct quietly resign, only to be hired elsewhere and re-offend. Research funded by the U.S. Department of Justice shows that an educator will on average pass through three different school districts before they are ultimately stopped. Many of these teachers are able to be rehired because of confidential separation agreements, in which school officials agree to not disclose allegations of misconduct to would-be employers in exchange for the educator's resignation.

That's what happened earlier this year with David Pitts, a former Rosemead High choir teacher who was placed on administrative leave at a nearby school after he was named in Business Insider's reporting. A school district investigation of Pitts' behavior nearly led to an administrative hearing at the state level — a final step that most cases never reach because the teacher has quietly resigned — before Pitts settled. Under the terms of his settlement agreement, Pitts will remain on the payroll until 2026. District officials agreed that if they receive any reference check from a potential employer, they would respond only by "providing Employee's dates of employment and assignments, and indicating that Employee retired from the District." Both Pitts and the district's head of human resources declined to comment.

Pérez invited Cindy Lam, a Rosemead alum who said she was groomed by Pitts when she served as his student piano accompanist in 2001, to testify in Sacramento in support of her bill.

"By the time he initiated sex with me, I was putty in his hands. And by the time I realized I had been groomed, I was completely isolated and psychologically destroyed," Lam said. "A law like SB 848 would have adequately educated me about grooming behaviors. I would have known that these interactions were inappropriate and reported them."

Opposition to the bill, which has bipartisan support, is focused on due process concerns raised by employee unions that have historically opposed similar attempts to strengthen pass the trash laws in California. The

California Teachers Association — the state’s largest teacher’s union, which opposed similar legislation in 2012 and again in 2018, — notably does not oppose the bill. The California Federation of Teachers and California School Employees Association, however, which together represent both teachers and the non-credentialed educators who would be included in the disciplinary database that Pérez’s bill would create, recently opposed it. Both unions cited concerns over due process as the primary reason.

“We need to ensure a policy that captures individuals that are unfit to work in education while making sure innocent and unfairly charged employees have fair access to justice,” said California Federation of Teachers legislative director Tristan Brown. “We are committed to working with the senator to make that a reality.”

Numerous other states already rely on similar hiring databases, however, which regulators have cited as key tools in keeping students safe. California is one of just 16 states that lack a comprehensive pass the trash law, a 2022 report published by the Department of Education found.

Back in the Rosemead community, many have welcomed Pérez’s bill as a needed change in a community where boundaries between teachers and students have frequently been blurred. Kristy Rowe, a Rosemead alum who graduated before Lam, testified in support of Pérez’s bill as well.

Rowe said she had a sexual relationship with Paul Arevalo, a business teacher known on campus for inviting cheerleaders to sit on his lap in between classes. Not long after Rowe met him, Arevalo was investigated by the Los Angeles County Sheriff’s Department for allegedly offering to buy another female student condoms and sending her sexually explicit messages during class, disciplinary documents show. Arevalo went on to marry a former student and, after transferring to a nearby school in the district, was placed on leave in 2017 when administrators found he’d sexually harassed another student, records show. Arevalo declined to comment.

“Comprehensive legal reform is urgently needed to center the voices of potential victims, to mandate specialized training for educational personnel, and to ensure that future harm is avoided,” Rowe told lawmakers. “Addressing these gaps is not only a matter of justice, it is a moral imperative to protect children, empower survivors, and create a society where such abuse is neither tolerated nor hidden.”

Note: The Trump Administration rescinded guidelines about how schools should teach English learners.

California Leaders Warn Schools: English Learner Rights Remain Despite Trump Rollback

By Zaidee Stavelly
EdSource
September 8, 2025

Schools are still required under federal and state law to help students who don’t speak English to both learn the language and understand the content of their classes.

That’s the message California education leaders and advocates are sending to schools after the Trump administration rescinded guidelines about how schools should teach English learners.

A third of students in California public schools begin school as English learners, meaning they do not yet speak, read or write English fluently.

Some educators and advocates are worried that the rescission of the federal guidance could open the door for some school leaders and teachers to scale back instruction for English learners and stop providing translations to families.

“The danger is not in the law going away, but in districts thinking they can step back from their obligation,” said Martha Hernandez, executive director of the nonprofit Californians Together. “That would be devastating for English learners.”

The U.S. Supreme Court ruled more than 50 years ago, in the 1974 case *Lau v. Nichols*, that students who do not speak and understand English fluently have the right to understand classroom lessons, and that schools must help them learn English and understand academic content alongside their English-speaking peers. These requirements were also codified in federal law in the Equal Educational Opportunities Act of 1974.

In 2015, the U.S. Department of Education and the U.S. Department of Justice, under former President Barack Obama, sent out a 40-page “Dear Colleague” letter to schools across the country, laying out legal precedents and federal requirements for serving English learners. The document included examples of how to identify English learners, how to give them adequate instruction in the English language and make sure they understand academic content, including the role of bilingual education or support in a student’s home language. It also provided examples of how school districts could be found to be out of compliance, such as not offering English language acquisition programs to students with disabilities, or not giving English learners access to the same grade-level curriculum or extracurricular activities as other students.

This summer, a message in red appeared at the top of the guidance: “This document has been formally rescinded by the department and remains available on the web for historical purposes only.” The only explanation the federal Department of Education provided for rescinding this guidance is to say that it is “not in line with Administration policy.”

It is the latest in a long line of steps the Trump administration has taken to dismantle support for students who speak languages other than English. Previously, the Department of Education laid off almost all employees in its Office of English Language Acquisition and asked Congress to terminate federal funding for teaching English learners, immigrant students and the children of migrant farmworkers. President Donald Trump also issued an executive order declaring English the official language of the United States.

In the president’s budget request released May 2, he said, “the misnamed English Language Acquisition program ... actually deemphasizes English primacy by funding NGOs and States to encourage bilingualism.”

California state law requires schools to provide instruction for students to learn English, known as designated English Language Development (ELD), and language support within every class, known as integrated ELD. The state also has its own guidance, such as the English Language Arts/English Language Development Framework and the English Learner Roadmap. In addition, the state provides funding for English learners, and every district is required by state law to specify in their annual spending plans how they intend to use the money.

“The U.S. Department of Education’s action does not change any state laws regarding English learner programs or services,” said Liz Sanders, director of communications at the California Department of Education. She said the department will continue to provide guidance for teaching English learners with

resources on its website, like the English Language Development Standards, and a page about specialized programs for “multilingual learners.”

“California has been a leader,” said Hernandez. “In the absence of clarity at the federal level, California can and should model best practices for the rest of the country.”

Still, Hernandez said not all California districts have consistently provided the English Language Development instruction required by law. She is worried that without federal guidance, more districts will stop providing instruction or support for English learners and their families.

“That will lead to an increase in long-term English learners, it will lead to a stalling of reclassification, it will lead to higher dropout rates, and it will leave English learners behind,” said Hernandez.

Los Angeles County Superintendent of Schools Debra Duardo published a statement criticizing the rescission of the federal guidance, saying it “creates uncertainty, weakens accountability and risks widening opportunity gaps, especially when resources are already stretched thin” and declaring that the county will continue to ensure “that English learners have equitable access to education.”

School district leaders in California said they frequently used the federal guidance in the “Dear Colleague” letter to clarify the legal obligations schools have to English learners.

“We quote it all over our own documents to just make very clear what our obligations are. When there is any wavering or questioning around, ‘Do we have to provide ELD courses?’ or ‘Do we have to provide professional learning?’, we have leaned on that guidance quite a bit,” said Nicole Knight, executive director of the English Language Learner and Multilingual Achievement department in the Oakland Unified School District.

Norma Carvajal Camacho, assistant superintendent of educational services for the Azusa Unified School District in Los Angeles County, said that when the federal guidance came out, there was still a lot of misunderstanding about how to best teach English learners. So the district used the federal document to help train teachers and administrators.

“Many of our teachers still lived in the space of, ‘If I’m teaching in English, that’s sufficient,’” Carvajal Camacho said. “So it was used initially to lay the groundwork for providing support for teachers in English language development, understanding language acquisition and being able to support students intentionally who are learning English as an additional language.”

After the Department of Education rescinded the guidance, Azusa Unified sent a memo to all school administrators asserting that schools must still provide daily instruction on language development and language support in all classes and make sure English learners have access to all courses, including college preparation, honors and AP classes, among other requirements.

“Our obligations under Title VI and the Equal Educational Opportunities Act remain in effect,” the memo reads. “As a District, we remain steadfast in ensuring every English Learner has meaningful access to high-quality instruction that supports both language development and academic achievement.”

Some parents of English learners across the state are concerned that without federal guidance, some schools will stop giving children the help they need to learn the language.

“If our children who are English learners don’t get reading, writing, listening and speaking help, it will be fatal,” said Martha Rivera, parent and president of the District English Learner Advisory Committee in the Riverside Unified School District. “Because a child who does not have reading comprehension is a child who will not advance in school.”

Teodora Mendoza, a mother from San Jose, said her daughter did not speak English when the family came to the U.S. from Mexico more than 10 years ago, but the language support she received in school helped her become fluent, and she is now in college. She said the translation the school provided for parents also helped.

“It helped me communicate with the teacher and ask how my daughter was doing,” she said. “It reassured me about sending my daughter to school.”

She thinks that without federal guidance, some schools may stop offering translation for parents.

“It truly worries me,” she said.

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, Fiscal Services

Date: September 19, 2025
Phone Number: (559) 457-3907

Regarding: September Legislative Committee Meeting

The purpose of this communication is to provide the Board with information shared at the September 11, 2025, Legislative Committee Meeting.

At the regular meeting of the Legislative Committee of the Fresno Unified School District the following were present: Board of Education Member, Andy Levine; Director, Governmental Relations, Leilani Aguinaldo; District Staff: Patrick Jensen, Chief Financial Officer; Kim Kelstrom, Chief Executive, Fiscal Services; David Chavez, Chief Human Resources; Teresa Plascencia, Executive Director, Constituent Services; and Diana Diaz, Director, General Communications Information. Member present virtually was Board of Education Member, Keshia Thomas.

Budget and Economic Update

Ms. Aguinaldo provided a budget legislative update.

The 2025/26 Enacted State Budget suspended Proposition 98 and under appropriated by approximately \$1.9 billion. Currently, revenues are projected to be above projections by approximately \$500 million.

The California Children's Education and Health Care Protection Act of 2026 propose to remove the expiration of Proposition 30 which provides a tax to support schools.

Legislative Update

AB 49 (Muratsuchi) – Support – Urgency bill prohibits a local educational agency from allowing an immigration authority to enter a nonpublic area of a school site for any purpose without being presented with a valid judicial warrant or a court order.

AB 419 (Connolly) – Support – Requires the governing board of school districts 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 on site and the website.

SB 98 (Perez) – Support – Requires districts to immediately notify all students, parents, staff, and other school community members of the presence of immigration officers on a school site.

AB1348 (Bains) – Support – Provides a local educational agency, retroactively to January 1, 2025, to receive attendance credit for material losses of attendance or school closures due to immigration activities under specified conditions.

AB 382 (Berman) – Support – Establishes a speed limit of 20 miles per hour in a school zone as long as there is appropriate signage.

SB 48 (Gonzalez) – Support – Prohibits schools and personnel from granting a United States Immigration and Customs Enforcement officer or other federal official engaging in immigration related investigations permission to access a school campus without a judicial warrant.

The following bills will not be moving forward:

AB 731 (Fong) – Watch – Amended dual enrollment program, College and Career Access Pathways (CCAP) partnership, to align with best practices, in order to streamline access to dual enrollment for high school students throughout the state.

AB 327 (Ta) – Oppose – Increased the punishment for a second or subsequent offence of “swatting” from a misdemeanor to an alternate felony-misdemeanor.

AB 477 (Muratsuchi) – No Position – Established new Local Control Funding Formula base grants to be reached by 2036-37 and state the intent of the Legislature to use those funds to increase school site staff salaries.

The School Services Legislative Committee September 2025 report is attached. The next Legislative Committee meeting is scheduled for October 09, 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:



Name and Title: Patrick Jensen, Chief Financial Officer

Fresno Unified School District

LEGISLATIVE COMMITTEE MEETING SEPTEMBER 11, 2025

2025-2026 Legislative Session

Prepared By:

Leilani Aguinaldo
Director, Governmental Relations



Public Education's Point of Reference for Making Educated Decisions

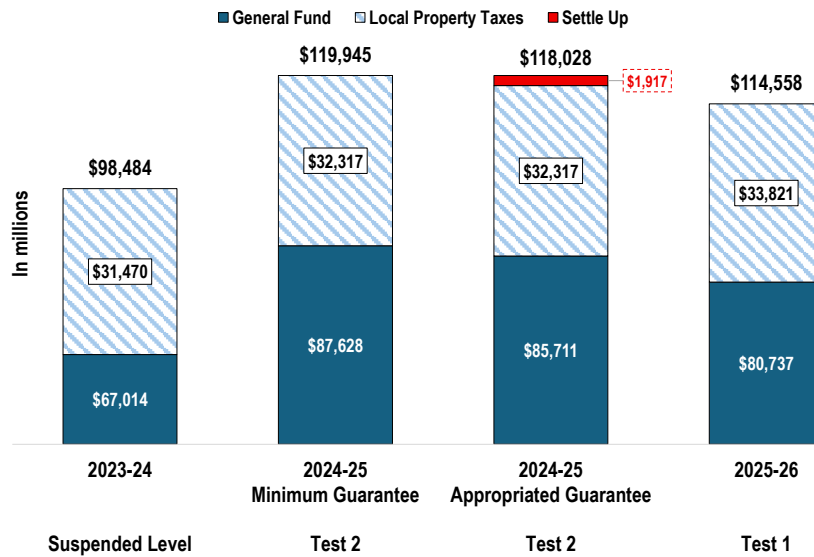


Table of Contents

Legislative and Economic Update	1
Bill Report.....	5

Legislative and Economic Update

1 Proposition 98 Minimum Guarantee—2023-24 Through 2025-26



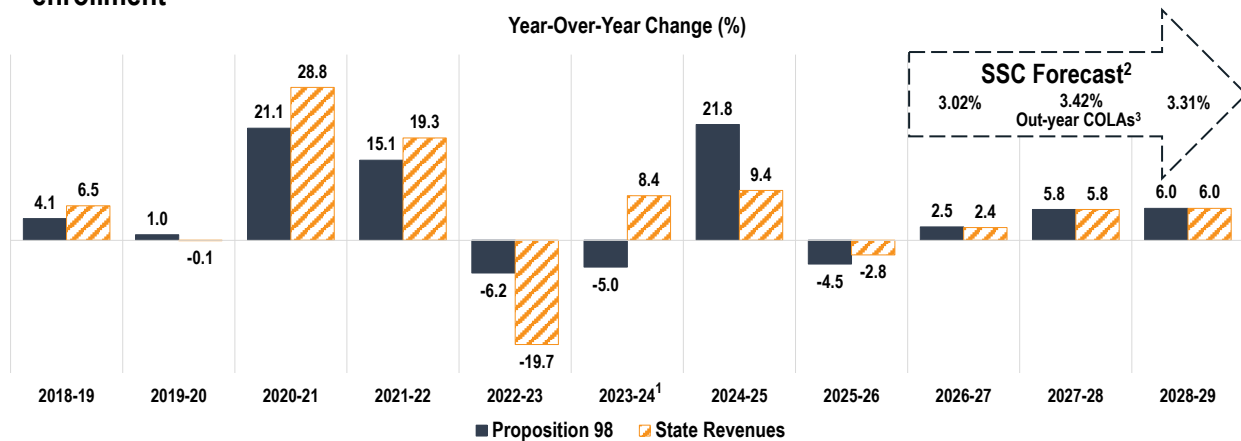
According to the Department of Finance, 2024-25 revenues beat Enacted Budget projections by \$2.7 billion

- Will we see a \$1.9 billion settle up payment in January
- Plus, at least another \$500 million

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2 Education Funding

- Expected increase in education funding in 2026-27 is less than the state's projected cost-of-living adjustment (COLA)...and...this doesn't account for the additional fiscal impact of declining enrollment



¹Suspended Level; ²Minimum guarantee computed based on historical share of General Fund revenues; ³Enacted Budget COLA assumptions

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Initiative Launched to Extend Proposition 30

By: Dave Heckler

September 2, 2025

Set to expire in 2031, Proposition 30 has provided billions of dollars in funding for schools via an income tax levy on California's top earners. An initiative filed with the Attorney General's (AG) office on Friday, August 29, 2025, would permanently extend this critical funding source. Proposition 30 was previously extended through 2030 by Proposition 55 in 2016.

Called "The California Children's Education and Health Care Protection Act of 2026," this measure simply strikes out any references to the current 2031 expiration of income tax levies and the Education Protection Account from California's state constitution.

The proposal, targeted for the November 2026 General Election, is still in its early stages and is now awaiting the official ballot title and summary from the AG, as well as a fiscal analysis from the Legislative Analyst's Office and the Department of Finance. The fiscal analysis is required to be completed within 50 days of the initiative's submission, with the official title and summary to follow 15 days later.

Once the AG's work has been completed, proponents will need to prepare a petition, but that petition will need to be approved by the Secretary of State before any signatures can be collected. Once approved, proponents will have 180 days to collect the nearly 875,000 signatures from registered California voters in order for the proposed constitutional amendment to appear on the ballot. In practicality, though, proponents will collect significantly more than the minimum number to offset any duplicate or invalid signatures.

4 Proposition 30/55—Major Concern by Both Labor and Management

- Proposition 30 was initially passed at the strong urging of Governor Jerry Brown in 2012
 - The “urging” came in the form of a significant cut to K-14 funding if it did not pass
- Proposition 30 expired in 2019, but the income tax portion was extended to 2030 with the passage of Proposition 55 in 2016
- Proposition 55 revenues account for approximately 9.0% of the total personal income tax revenue, which are deposited into the Education Protection Account and apportioned to LEAs
- Labor is focused on extending Proposition 55 or making it permanent



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5 “We Can’t Wait” Campaign

~~32~~ 33 Districts Have Joined Together

Districts represented:

- | | | |
|--------------------------------|--------------------------|-------------------------|
| ✓ Albany City USD | ✓ Los Banos USD | ✓ San Jacinto USD |
| ✓ Anaheim Union HSD | ✓ Lynwood USD | ✓ San Jose USD |
| ✓ Berkeley USD | ✓ Madera USD | ✓ Saugus Union ESD |
| ✓ Dos Palos Oro Loma Joint USD | ✓ National ESD | ✓ Soquel Union ESD |
| ✓ Fairfield-Suisun USD | ✓ Natomas USD | ✓ Twin Rivers USD |
| ✓ Farmersville USD | ✓ Nevada Joint Union HSD | ✓ Ventura USD |
| ✓ Hayward USD | ✓ Oakland USD | ✓ Washington USD |
| ✓ Lincoln USD | ✓ Riverside USD | ✓ West Contra Costa USD |
| ✓ Live Oak ESD | ✓ Sacramento City USD | ✓ Whittier City ESD |
| ✓ Livingston Union ESD | ✓ San Diego USD | ✓ Woodland Joint USD |
| ✓ Los Angeles USD | ✓ San Francisco USD | |

“32 local educator unions across California are joining together to coordinate their contract bargaining on common issues.” –CTA Press Release

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The #RedforEd Platform



Students

- Classrooms are conducive to learning
- Access to school counselors, nurses, psychologists, and social workers
- Educators who know students by name



Educators

- A voice in shaping education policy
- Salaries that allow educators to afford to stay in the profession they love without having to work another job
- Opportunities to learn and lead



Communities

- Access to opportunities, no matter what you look like, where you are from, or how much money your parents have
- Schools that bring together academics, health and social services, youth and community development, and community engagement

Bill Report

SCHOOL SERVICES OF CALIFORNIA INC.

**Legislative Report Prepared for:
Fresno Unified School District
Status as of September 10, 2025**

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Status</i>	<i>Page</i>
College & Career				
SB 640 Cabaldon	Public Postsecondary Education: Admission, Transfer, and Enrollment	Support	Senate Floor—Concurrence	8
Employees				
AB 1224 Valencia	Teacher Credentialing: Substitute Teachers: Days of Service	Support	Assembly Floor—Concurrence	8
AB 1331 Elhawary	Workplace Surveillance	No Position	Senate Floor—Third Reading	9
Facilities				
AB 942 Calderon	Electricity: Climate Credits	Watch	Senate Rules Committee	9
Governance and District Operations				
AB 268 Kalra	State Holidays: Diwali	Support	Senate Floor—Third Reading	9
AB 1369 Ramos	Pupil Rights: School Graduation Ceremonies and Related Events: Adornments	Support	To Enrollment	10
AB 1390 Solache	Public School Governance: Board Member Compensation	Support	Senate Floor—Third Reading	10
Instruction				
AB 821 Gipson	Pupil Instruction: High School Graduation Requirements: Career Technical Education	Support	To Enrollment	11
Nutrition				
AB 1264 Gabriel	Pupil Nutrition: Restricted School Foods and Ultraprocessed Foods of Concern: Prohibition	Support	Senate Floor—Third Reading	11
SB 411 Pérez	Stop Child Hunger Act of 2025	Support	To Enrollment	12
School Safety and Student Discipline				
AB 49 Muratsuchi	School Sites: Immigration Enforcement	Support	To Enrollment	12
AB 382 Berman	Pedestrian Safety: School Zones: Speed Limits	Support	Assembly Floor—Concurrence	13
AB 419 Connolly	Educational Equity: Immigration Enforcement	Support	Senate Floor—Third Reading	13

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Status</i>	<i>Page</i>
SB 98 Pérez	Elementary, Secondary, and Postsecondary Education: Immigration Enforcement: Notification	Support	To Enrollment	13
SB 580 Durazo	Attorney General: Immigration Enforcement Policies	No Position	Senate Floor—Concurrence	13
Special Education				
AB 560 Addis	Special Education: Resource Specialists: Special Classes		To Enrollment	14
State Budget, Education Finance, and LCFF				
AB 1348 Bains	Average Daily Attendance: Emergencies: Immigration Enforcement Activity: Independent Study Plans	Support	To Enrollment	14
Student Services				
AB 495 Rodriguez, Celeste	Family Preparedness Plan Act of 2025	Support	Senate Floor—Third Reading	15

Chaptered Bills

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Status</i>	<i>Page</i>
College & Career				
AB 313 Ortega	Student Financial Aid: Application Deadlines: Extension	Support	Signed by the Governor, Chapter 31, Statutes of 2025	16
Governance and District Operations				
AB 629 Ward	School Districts: Equipment Inventory	Support	Signed by the Governor, Chapter 62, Statutes of 2025	16

College & Career

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

Amended Date: 09/02/2025

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

Status: Senate Floor—Concurrence

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.

Employees

[AB 1224 \(Valencia\)](#)

Amended Date: 09/04/2025

Title: Teacher Credentialing: Substitute Teachers: Days of Service

Status: Assembly Floor—Concurrence

Position: Support

Summary:

This bill would, until January 1, 2029, authorize a holder of a credential or permit issued by the Commission on Teacher Credentialing that authorizes the holder to substitute teach in a general, special, or career technical education assignment to serve in a substitute teaching assignment aligned with their authorization, including for staff vacancies, for up to 60 cumulative days. Before using this authorization, a local educational agency (LEA) that has not entered into a collective bargaining agreement with the employee organization that includes a specific process for the assignment of substitute teachers shall do either or both of the following, as applicable:

- If the substitute will serve in a position in which the teacher on record is currently on statutory leave, employ all available and suitable substitute teachers who hold a teaching permit for statutory leave
- For assignments in vacant positions, or where the use of a teaching permit for statutory leave is not allowed under existing law, make reasonable efforts to recruit an individual for the assignment

The bill also requires school districts and charter schools, before utilizing this authority, to do either of the following:

- If the assignment is foreseeable, obtain approval from the governing board or body at a regularly scheduled public meeting.
- If the assignment is unforeseeable due to urgent circumstances, the school district or charter school shall provide the information described above as an informational item at the next regularly scheduled public meeting of the governing board or body

If a LEA assigns a substitute teacher pursuant to this bill and the substitute teacher does not have a clear credential, the LEA shall provide specified professional development within 30 days of the assignment.

[AB 1331](#) (Elhawary)**Amended Date:** 07/17/2025**Title:** Workplace Surveillance**Status:** Senate Floor—Third Reading**Position:** No Position**Summary:**

Prohibits employers from using a workplace surveillance tool to monitor workers in the following employee-only areas: bathrooms, locker rooms, changing areas, and lactation spaces.

Facilities

[AB 942](#) (Calderon)**Amended Date:** 07/17/2025**Title:** Electricity: Climate Credits**Status:** Senate Rules Committee**Position:** Watch**Summary:**

The bill was completely rewritten on July 17, 2025, and it no longer makes changes to the net energy metering program.

Governance and District Operations

[AB 268](#) (Kalra)**Amended Date:** 06/13/2025**Title:** State Holidays: Diwali**Status:** Senate Floor—Third Reading**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 1369 \(Ramos\)](#)

Amended Date: 06/23/2025

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

Status: To Enrollment

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: 09/05/2025

Title: Public School Governance: Board Member Compensation

Status: Senate Floor—Third Reading

Position: Support

Summary:

Increases the maximum monthly compensation for the governing board members of school districts and county boards of education. Amended compensation amounts are as follows:

- 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 \$4,500 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 \$3,000 in any month, increased from \$750

Instruction

[AB 821](#) (Gipson)

Amended Date: 08/28/2025

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

Status: To Enrollment

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, world languages, or CTE as part of their high school graduation requirements.

Nutrition

[AB 1264](#) (Gabriel)

Amended Date: 09/04/2025

Title: Pupil Nutrition: Particularly Harmful Ultraprocessed Food: Prohibition

Status: Senate Floor—Third Reading

Position: Support

Summary:

Enacts the Real Food, Healthy Kids Act to reduce the consumption of ultraprocessed foods (UPFs) by California children by defining UPFs intended to be sold or served in schools; establishing a regulatory process for the California Department of Public Health to determine which UPFs are of concern by June 1, 2028; and, requiring these UPFs of concern to be phased out of schools until they are prohibited from being offered to schools by vendors as of July 1, 2032, and prohibited from being served or sold in schools by July 1, 2035.

[SB 411 \(Pérez\)](#)

Amended Date: 09/02/2025

Title: Stop Child Hunger Act of 2025

Status: To Enrollment

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 (Summer EBT) program. The online application would be routed to the applicable local educational agency to determine Summer EBT eligibility. Recent amendments make this requirement contingent upon an appropriation.

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 removed 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 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 removed this part of the bill.

School Safety and Student Discipline

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

Amended Date: 08/26/2025

Title: School Sites: Immigration Enforcement

Status: To Enrollment

Position: Support

Summary:

This urgency bill would prohibit a local educational agency (LEA) from allowing an immigration authority to enter a nonpublic area of a school site for any purpose without being presented with a valid judicial warrant or a court order. The bill would require school officials and employees of an LEA, to the extent practicable, to request valid identification of any immigration authority seeking to enter a nonpublic area of a school site. The bill would also prohibit an LEA and its personnel from disclosing or providing, in writing, verbally, or in any other manner, the education records of or any information about a pupil, a pupil's family and household, a school employee, or a teacher to an immigration authority without a valid judicial warrant or judicial subpoena, or court order directing the LEA or its personnel to do so.

This bill would require the Attorney General, by December 1, 2025, to update existing model policies to ensure that the policies align with the above-described prohibition on school officials and employees of LEAs allowing immigration authorities to enter a nonpublic area of a school site without a valid judicial warrant or judicial subpoena, or a court order, and requirements for LEAs, as provided. The bill would also require an LEA to update its model policy by March 1, 2026, and to make the policy available to the California Department of Education upon request.

[AB 382 \(Berman\)](#)**Amended Date:** 09/04/2025**Title:** Pedestrian Safety: School Zones: Speed Limits**Status:** Assembly Floor—Concurrence**Position:** Support**Summary:**

Beginning January 1, 2031, 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, 2031.

[AB 419 \(Connolly\)](#)**Amended Date:** 09/04/2025**Title:** Educational Equity: Immigration Enforcement**Status:** Senate Floor—Third Reading**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.

[SB 98 \(Pérez\)](#)**Amended Date:** 08/28/2025**Title:** Elementary, Secondary, and Postsecondary Education: Immigration Enforcement: Notification**Status:** To Enrollment**Position:** Support**Summary:**

As amended, this bill, an urgency measure, requires school safety plans to include procedures for notifying parents and school staff when immigration enforcement is confirmed on the school site.

[SB 580 \(Durazo\)](#)**Amended Date:** 09/04/2025**Title:** Attorney General: Immigration Enforcement Policies**Status:** Senate Floor—Concurrence**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: 08/29/2025

Title: Special Education: Resource Specialists: Special Classes

Status: To Enrollment

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 to recommend, by July 1, 2027, a maximum adult-to-pupil staffing ratio for special day classes.

State Budget, Education Finance, and LCFF

[AB 1348](#) (Bains)

Amended Date: 08/29/2025

Title: Average Daily Attendance: Emergencies: Immigration Enforcement Activity: Independent Study Plans

Status: To Enrollment

Position: Support

Summary:

This bill would, retroactive to January 1, 2025, provide the authority for local educational agencies to receive attendance credit for material losses of attendance or school closures due to immigration activities under specified conditions, including, but not limited to, substantiation of offering live interaction or synchronous instruction or, if unable to provide offering live interaction or synchronous instruction, a description of the circumstances that prevented the provision of such services and a description of services and instruction will be provided. This bill would define immigration enforcement activity in this context and specify that any documentation related to immigration enforcement activity is exempt from Public Records Act provisions. The process for receiving attendance or instructional time credit would be similar to the current J-13A process, but with additional conditions. This bill includes a sunset provision effective July 1, 2029.

Student Services

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

Amended Date: 09/05/2025

Title: Family Preparedness Plan Act of 2025

Status: Senate Floor—Third Reading

Position: Support

Summary:

Establishes the Family Preparedness Plan Act of 2025 to support families during temporary parental absences. As amended, defines “relative” for the purpose of the caregiver’s authorization affidavit to include an adult who is related to the child by blood, adoption, or affinity within the fifth degree of kinship, including all stepparents, stepsiblings, and all relatives whose status is preceded by the words “great,” “great-great,” or “grand,” or the spouse of any of the persons specified in this definition, even after the marriage has been terminated by death or dissolution. A previous version of the bill extended the affidavit to nonrelative extended family members. Authorizes a court, in its discretion, to appoint a custodial parent and a person nominated by them as joint guardians of a minor, if the custodial parent will be temporarily unavailable due to specified circumstances, including an immigration-related administrative action. Requires schools and licensed child daycare facilities to distribute updated immigration-related guidance developed by the Attorney General.

Chaptered Bills

College & Career

[AB 313](#) (Ortega)

Amended Date: 05/20/2025

Title: Student Financial Aid: Application Deadlines: Extension

Status: Signed by the Governor, Chapter 31, Statutes of 2025

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 additionally authorizes 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.

Governance and District Operations

[AB 629](#) (Ward)

Amended Date: 03/10/2025

Title: School Districts: Equipment Inventory

Status: Signed by the Governor, Chapter 62, Statutes of 2025

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.

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	20
AB 401 Muratsuchi	California Career Technical Education Incentive Grant Program: Annual Adjustment: Renewal Grants.	Support	Assembly Appropriations Committee—Suspense File	20
SB 323 Pérez	Student Aid Commission: California Dream Act Application	Support	Assembly Appropriations Committee	20
SB 685 Cortese	California State University: Financial Aid for Homeless Students: Pilot Program	Support	Assembly Appropriations Committee	21
Employees				
AB 65 Aguiar-Curry	School And Community College Employees: Paid Disability and Parental Leave	Support	Senate Education Committee	21
AB 857 Gipson	School Employees: Cultural Competency Training	No Position	Assembly Appropriations Committee—Suspense File	21
AB 1247 Garcia	Classified Employees: School Districts and Community College Districts: Contracting Out: Training Requirements	Watch	Assembly Appropriations Committee—Suspense File	22
Governance and District Operations				
AB 235 Arambula	Pupils: Use of Smartphones	Support	Assembly Appropriations Committee	22
AB 281 Gallagher	Comprehensive Sexual Health Education and Human Immunodeficiency Virus (HIV) Prevention Education: Outside Consultants	No Position	Assembly Floor—Inactive File	23
AB 395 Gabriel	Holidays	Support	Senate Judiciary Committee	23
AB 844 Essayli	Educational Equity: Sex-segregated School and Athletic Programs and Activities: Use of Facilities	Oppose	Assembly Arts, Entertainment, Sports, and Tourism Committee	23
SB 622 Grove	Educational Equity: Sex-Segregated School Programs and Activities: Sex at Birth	Oppose	Senate Education Committee	24

Instruction				
AB 731 Fong	Pupil Instruction: Dual Enrollment: College and Career Access Pathways Partnerships	Watch	Senate Appropriations Committee—Suspense File	24
AB 865 González, Mark	Dual Language Immersion Programs: Instructional Materials: Grants	Support	Assembly Appropriations Committee—Suspense File	25
AB 887 Berman	Pupil Instruction: High Schools: Computer Science Courses: California Computer Science Demonstration Grant Program: Reporting	No Position	Senate Appropriations Committee—Suspense File	25
AB 1053 Zbur	Educational Technology: Evaluation and Selection	No Position	Assembly Appropriations Committee—Suspense File	25
SB 612 Valladares	Pupil Instruction: High School Graduation Requirements: Career Technical Education	Oppose	Senate Education Committee	26
SB 745 Ochoa Bogh	American Government and Civics: Curriculum Guide: State Seal of Civic Engagement	No Position	Assembly Appropriations Committee—Suspense File	26
Nutrition				
SB 225 McNerney	School Nutrition: Guardian Meal Reimbursement	Support	Senate Appropriations Committee—Suspense File	26
School Safety and Student Discipline				
AB 68 Gallagher	School Safety: Armed School Resource Officers		Assembly Education Committee	27
AB 327 Ta	Crimes: False Reporting	Oppose	Senate Appropriations Committee—Suspense File	27
AB 421 Solache	Immigration Enforcement: Prohibitions on Access, Sharing Information, and Law Enforcement Collaboration	Support	Assembly Public Safety Committee	27
SB 48 Gonzalez	Immigration Enforcement: School Sites: Prohibitions on Access and Sharing Information	Support	Assembly Judiciary Committee	28
SB 554 Jones	Law Enforcement: Immigration Enforcement	Oppose	Senate Public Safety Committee	28
State Budget, Education Finance, and LCFF				
AB 477 Muratsuchi	Fair Pay for Educators Act: Local Control Funding Formula: Base Grants: Funding Targets	No Position	Senate Appropriations Committee—Suspense File	28

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	29
SB 743 Cortese	Education Finance: Education Equalization Act: Equalization Reserve Account		Assembly Appropriations Committee	29
Student Services				
AB 673 Jackson	Unaccompanied Homeless Pupils: Unaccompanied Youth Transitional Housing Program	Support	Assembly Education Committee	30
AB 1025 Pellerin	Standby Caretaker Act	Watch	Assembly Appropriations Committee—Suspense File	30
SB 12 Gonzalez	State Government: Immigrant and Refugee Affairs Agency: Office of Immigrant and Refugee Affairs	Support	Senate Appropriations Committee—Suspense File	30
SB 33 Cortese	Homeless Pupils: California Success, Opportunity, and Academic Resilience (SOAR) Guaranteed Income Program	Support	Senate Appropriations Committee—Suspense File	31
SB 552 Cortese	Juveniles: Wards: Case Plans	No Position	Senate Appropriations Committee—Suspense File	31
Transportation				
AB 1111 Soria	Pupil Transportation: Schoolbuses: Zero-Emission Vehicles: Scrapping	Support	Senate Appropriations Committee—Suspense File	32

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.

[SB 323 \(Pérez\)](#)

Amended Date: 07/10/2025

Title: Student Aid Commission: California Dream Act Application

Status: Assembly Appropriations Committee—Two-Year

Position: Support

Summary:

By the start of the 2026-27 financial aid cycle, the California Student Aid Commission (CSAC) shall amend the California Dream Act Application (CADAA), 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. The bill would also require CSAC to consult with California's public and private colleges and universities to effectively promote the CADAA and inform students and their families of their available financial aid application options.

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

Amended Date: 06/26/2025

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

Status: Assembly Appropriations Committee—Two-Year

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—Two-Year

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 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 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 395](#) (Gabriel)**Amended Date:** 06/26/2025**Title:** Holidays**Status:** Senate Judiciary Committee—Two-Year**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 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 731 (Fong)**Amended Date:** 07/01/2025**Title:** Pupil Instruction: Dual Enrollment: College and Career Access Pathways Partnerships**Status:** Senate Appropriations Committee—Suspense File—Two-Year**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 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 887 \(Berman\)](#)**Amended Date:** 07/17/2025**Title:** Pupil Instruction: High Schools: Computer Science Courses: California Computer Science Demonstration Grant Program: Reporting**Status:** Senate Appropriations Committee—Suspense File—Two-Year**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.

[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.

[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—Suspense File—Two-Year**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. The bill also provides that a student's completion of the one-year course satisfies the applicable criterion for the State Seal of Civic Engagement.

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—Two-Year

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 327 \(Ta\)](#)

Amended Date: 07/16/2025

Title: Crimes: False Reporting

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

Position: Oppose

Summary:

Increases the punishment for a second or subsequent offense of “swatting” which results in an unnecessary emergency response, 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: Assembly Bill 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 American Civil Liberties Union, California Action, and the California Public Defenders Association.

[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 48 \(Gonzalez\)](#)

Amended Date: 07/09/2025

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

Status: Assembly Judiciary Committee—Two-Year

Position: Support

Summary:

This urgency measure would prohibit a local educational agency (LEA) and its personnel from granting U.S. 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. The provisions of this act are severable. If any provision of this act or its application is held invalid, that invalidity shall not affect other provisions or applications that can be given effect without the invalid provision or application.

[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 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—Suspense File—Two-Year

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 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.

SB 743 (Cortese)**Amended Date:** 07/07/2025**Title:** Education Finance: Education Equalization Act: Equalization Reserve Account**Status:** Assembly Appropriations Committee—Two-Year**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 nonbasic aid school districts in a manner prescribed by the Legislature.

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

Transportation

[AB 1111](#) (Soria)

Amended Date: 07/22/2025

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

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

Position: Support

Summary:

The bill changes the parameters of the State Air Resources Board California Hybrid and Zero-Emission Truck and Bus Voucher Incentive Project grant program, eliminating the requirement that school districts scrap an existing bus if it is less than 25 years old and ownership of the schoolbus has been transferred to another local educational agency that either qualifies for or has been approved for an extension from the January 1, 2025, requirement to only purchase zero-emission vehicles in order to access the funds.

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Drone Jones, Director

Date: September 19, 2025

Phone Number: (559) 457-3134

Regarding: Use of Pesticides

The purpose of this communication is to inform Board Trustees about pesticide use within Fresno Unified and the annual parent notification included in the Parent Handbook, as required by California Education Code. Under the Healthy Schools Act of 2000, school districts must notify parents and guardians of any pesticides that may be applied during the year. In Fresno Unified, pesticides are only used when less toxic alternatives have proven ineffective, and all applications are performed exclusively by trained personnel.

Below is a link to the annual notification where on pages 77 & 78 is the complete list of pesticides used within Fresno Unified School District.

<https://www.fresnounified.org/departments/communications-team/parent-handbook>

If you have any questions pertaining to the information in this communication, or require additional information, please contact Paul Idsvoog at (559) 457-3134.

Cabinet Approval:



Name and Title: Paul Idsvoog, Chief Operations and Classified Labor Management Officer

HEALTHY SCHOOLS ACT OF 2000

The Healthy Schools Act of 2000 requires all California school districts to notify parents/guardians of pesticides, which may be applied during the year. It is the policy of Fresno Unified School District to use the least toxic pest management practices in order to reduce pesticide exposure of the students. The District applies pesticides only when less toxic methods have failed. Only personnel trained in principles of integrated pest management may apply these pesticides. Parents/Guardians may request prior notification, in writing, at least 72 hours before pesticides are applied. Notices of this pesticide application will be posted at the school. E.C. 17612, 48980.3; A.R. 3514.2

Name of Substance	Active Ingredient(s)	Name of Substance	Active Ingredient(s)
Advion Cockroach Gel Bait	Indoxacarb; carboxylet 0.6%	Optigard Gel/Flex	Thiamethoxam
Advion Granule	Idoxacarb 0.22%	Permethrin E-Pro; Permethrin	
SFR			
	Permethrin		
Archer IGR	Pyridine	Petcor; Precor IGR	Methoprene
Avert Dry Bait	Abamectin	Phantom	
	Chlorfenapyr		
Bedlam	3 phenoxybenzyl, 2-dimethyl, 3-cyclopropanecarboxyl		
Bifen 1/T; Talstar EZ/PL/P; Wisdom EZ/TC	Bifenthrin		
CB 80	Pyrethrins; Piperonyl; n-Octyl	Tempo SC Ultra/Ultra WP	Beta-Cyfluthrin
CrossFire			
	Clothianidin; Metofluthrin; Piperonyl Butoxide		
	Temprid SC		
Cynoff EC; Up Cyde	Cypermethrin	Transport GHP/Mikron	Acetamiprid, Bifenthrin
Cy-Kick CS			
	Cyfluthrin	Vendetta/Vendetta Plus	Abamectin B1/x, Pyriproxifen
Cyonara 9.7; Cyzmic CS; Demand CS/EZ; 221L	Lambda-cyhalothrin	Wasp Freeze	D-trans Allethrin, Phenothrin
DeltaDust; Deltaguard D/G; D-Force HPX			
	Deltamethrin	ULD BP100/300; 565 Plus XLO; Pyrethrin Fog; Purge	Pyrethrins; PiperonylButoxide, technical; n-OctylBicyclohepteneDicarboximide
Demon WP; Demon Max	Cypermethrin		
	Rodenticides		
Dragnet SFR/Tengard SFR	Permethrin	ContracBlox/Pack	Bromadlone
ExciteR; CB-80 Extra			

	Pyrethrins, PiperonylBu- toxide-Technical	FastracBlox; Just one Bite; Top Gun Blox/ Pacs	Bromethalln
Exponent	PiperonylButoxide	Final Blox/Soft Bait	Brodifacoum
Gentrol IGR	(S)-Hydroprene	First Strike SB	Difethlalone
Kills Bed Bugs Plus	Pyrethrins, PiperanylBu- toxide, Permethrins	Takedown	Bromethalin
MasterlineBifenthrine 7.9	Bifenthrine	*Birds* Avitrol	Aminopyrodine
MaxForce FC Gel/Mag.; Taurus SC; Termidor SC	Fipronil	Fumitoxin	Aluminum Phosphide
MaxForce Fly Spot Bait; Quantum; Premise Pro	Imidacloprid	Selontra	Chloacalciferol
MaxForce Gran./Comp.	Hydramethylon	ZP Rodent Bait Ag	Zinc Phosphide
Metaldehyde			
	Metaldehyde		
	ZP Rodent Oat Bait Ag	Zinc Phosphide	
Niban	Orthoboric acid	Weevil-Cide	Aluminum Phosphide
NuvanPostrips/x x Plus	Dichlorvos	Cheetah Pro	Glufosinate
NyGuard IGR; Tekko Pro	Pytlproxifen; x, Novaluron	Specticle Flo	Indaziflam
Onslaught	(S)-cyano ; 3-phenoxyph- enyl; methyl-(S)-4-chloro- alpha-(1methylethyl); benzeneacetate	Gallry SC	Isoxaben

You can find more information regarding these pesticides and pesticide use reduction at the following web site: www.cdpr.ca.gov. If you have any questions, please contact the Fresno Unified Environmental Services Department at 457-3043. If you would like to be notified every time we apply a pesticide, please complete and return the form below to your child's school. I would prefer to be contacted by (check one) U.S. Mail _____ Email _____ Phone _____

REQUEST FOR INDIVIDUAL PESTICIDE APPLICATION NOTIFICATION 2024/2025

I understand that, upon request, the school district is required to supply information about individual pesticide applications at least 72 hours before application. I would like to be notified before each pesticide application at this school.

Please print neatly:

School _____

Date: _____

Student's Name _____

Room Number _____

Name of Parent/Guardian: _____

Email: _____ City: _____ Zip: _____

Day Phone: (____) _____ Evening Phone: (____) _____

Return a separate notification for each child to their school

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Paul Rosencrans, Director

Date: September 19, 2025

Phone Number: (559) 457-3138

Regarding: Electric/Clean School Bus Update

The purpose of this communication is to provide the Board with information regarding the district's electric school bus fleet.

The district currently has six electric buses, which serve as the foundation of our E-Bus Program and the first step toward meeting the state's 2035 zero-emission mandate. Due to supply chain issues, the PG&E-funded charging infrastructure project has been delayed, with completion now expected by February 01, 2026. This delay has pushed back implementation of the buses. Despite the PG&E timeline setback, the PG&E investment supports our long-term plan to expand the EV fleet as funding and infrastructure allows. As additional support for our electric bus fleet, the district will present an agenda item for approval at the September 24, 2025, board meeting, regarding 17 new electric vehicle bus chargers and related infrastructure improvements.

Inefficient mobile charging units only allowed us to test the electric buses during Summer Camps. Drivers responded positively, but the buses averaged only 80–90 miles per charge. To fully integrate electric buses into daily routes, we need a consistent range of 140 miles. Cost also remains a significant barrier, as electric buses are roughly twice the price of diesel models. We are working with our vendor, monitoring newer generation buses with better range, and continuing to pursue grant funding opportunities to support the expansion of the program.

The district's current fleet of school buses demonstrates the district's commitment to environmentally friendly options. Notably, most of the fleet is powered by Compressed Natural Gas (CNG), a sustainable and environmentally conscious choice. Our fleet consists of 111 School Buses including 85 Compressed Natural Gas (76.58%) and 26 Clean Diesel Buses (23.42%).

In conclusion, the Fresno Unified School District is committed to a sustainable and environmentally conscious transportation system.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Paul Idsvoog at (559) 457-3134.

Cabinet Approval:



Name and Title: Paul Idsvoog, Chief Operations and Classified Labor Management Officer