



BOARD COMMUNICATIONS - OCTOBER 17, 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

4. OFFICE OF BUSINESS & FINANCIAL SERVICES

Patrick Jensen, Chief Officer

4.1 School Services of California Weekly Update Report for
October 09, 2025

4 - 16

[School Services of California Weekly Update Report for
October 09, 2025.docx](#) 

[School Services of California Weekly Update Report for
October 09, 2025.pdf](#) 

4.2	October Legislative Committee October Legislative Committee.docx  October Legislative Committee.pdf 	17 - 67
4.3	Final Approval of the 2025/26 Local Control and Accountability Plan Final Approval of the 2025/26 Local Control and Accountability Plan.docx 	68
4.4	Aspen Public Schools Notices of Cure Communication Aspen Public Schools Notices of Cure Communication.docx 	69

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

8.1	Learning Communities for School Success Program Grant Update Learning Communities for School Success Program Grant Update.docx 	70
-----	---	----

9. OFFICE OF OPERATIONAL SERVICES
Paul Idsvoog, Chief Officer

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: October 17, 2025

Phone Number: (559) 457-3884

Regarding: Superintendent Calendar Highlights

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

- Team taught 1st grade class at Mayfair Elementary School
- Held teacher listening sessions with Sequoia feeder schools; Balderas, Calwa, Lane, Vang Pao, and Winchell
- Met with Cabinet teams
- Attended CART Board Meeting
- Attended the Marjaree Mason Center's Top 10 Professional Women Awards Luncheon
- Spoke at Storey Elementary's Character Counts Rally
- Met with Wilson Elementary School teachers
- Attended the Fresno Unified Paraprofessional Training
- Visited buyback days for: Dual Language Immersion, History Social Science, Farber, and Terronez
- Met with Big Brothers/Big Sisters and district staff regarding potential partnership

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: Kim Kelstrom, Chief Executive

Date: October 17, 2025

Phone Number: (559) 457-3907

Regarding: School Services Weekly Update Reports for October 09, 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 October 09, 2025, are attached and include the following articles:

- Child Abuse Prevention Bill Signed into Law – October 09, 2025
- Newsom Signs First-In-Nation Law to Ban Ultra Processed Food in School Lunches – October 09, 2025
- New Law Changes How California Kids Learn to Read – 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

500 Capitol Mall

•
Suite 1700

•
Sacramento

•
California 95814

•
TEL: 916 . 446 . 7517

•
FAX: 916 . 446 . 2011

•
www.sscal.com

DATE: October 9, 2025

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Governor Acts on Key Education Bills

Governor Gavin Newsom had a busy week acting on legislation as the October 13, 2025, deadline to sign or veto bills quickly approaches. Below we provide an update on the most significant TK-12 education bills that the Governor signed or vetoed this week.

60-Day Substitute Bill Vetoed

On Monday, October 6, the Governor vetoed Assembly Bill (AB) 1224 (Valencia, D-Anaheim), which would have allowed qualified substitute teachers to serve in a single assignment for up to 60 cumulative days through January 1, 2029. The bill sought to reinstate the temporary flexibility that local educational agencies (LEAs) had during the pandemic, which expired on July 1, 2024.

In his [veto message](#), Governor Newsom expressed concern that the bill did not require participation in training or mentorship programs, allowing substitutes to teach for up to a third of the school year without minimum preparation. He encouraged the Commission on Teacher Credentialing (CTC) to revisit short-term staffing pathways and urged any future legislation on long-term substitutes to include training and support requirements.

Classroom Discrimination Bills Signed

On Tuesday, October 7, the Governor signed AB 715 (Zbur, Statutes of 2025) and Senate Bill (SB) 48 (Gonzalez, Statutes of 2025) into law. The two companion measures aim to strengthen California's response to antisemitism, hate, and discrimination in TK-12 schools.

AB 715 establishes a new Office of Civil Rights (OCR) under the administration of the Government Operations Agency and the position of Antisemitism Prevention Coordinator within the OCR. The bill requires corrective action to be taken if the governing board of an LEA finds that instruction or school-sponsored activities are discriminatory. The bill

additionally expands the Uniform Complaint Procedures to cover discrimination complaints involving instructional or professional development materials, including those provided by third-party contractors or school board members.

SB 48 complements these efforts by establishing four statewide Discrimination Prevention Coordinators, each focusing on a protected area—religion, race and ethnicity, gender, and LGBTQ identity. These coordinators will provide statewide guidance, training, and support to LEAs to ensure consistency in how incidents of discrimination and bias are addressed.

Child Abuse Prevention Bill Signed into Law

Also, on Tuesday, the Governor signed SB 848 (Pérez, Statutes of 2025) into law. SB 848 establishes new requirements to protect students from childhood sexual assault in school settings. The many components of the bill were recommended in a report published earlier this year by the Fiscal Crisis and Management Assistance Team (FCMAT), titled “[Childhood Sexual Assault: Fiscal Implications for California Public Agencies](#).”

We have included our *Fiscal Report* article on SB 848 below. The article is entitled “Child Abuse Prevention Bill Signed Into Law.”

Ultraprocessed Foods Ban Signed

On Wednesday, October 8, the Governor signed AB 1264 (Gabriel, Statutes of 2025), which will phase out the most concerning ultraprocessed foods (UPFs) from California schools. AB 1264 states that, beginning July 1, 2032, a vendor is prohibited from offering restricted school foods or UPFs of concern to a school. LEAs are prohibited from serving or selling restricted foods or UPFs of concern beginning July 1, 2035.

By June 1, 2028, the California Department of Food and Agriculture is required to adopt regulations to define UPFs of concern and restricted school foods that consider all the following factors:

- Whether the substance or group of substances are banned or restricted in other state, federal, or international jurisdictions due to concerns about adverse health consequences
- Whether the products include or require a warning label in other state, federal, or international jurisdictions due to concerns about adverse health consequences
- Whether, based on reputable peer-reviewed scientific evidence, a substance or group of substances are linked to health harms or adverse health consequences

Literacy Bill Signed

Today, October 9, the Governor signed AB 1454 (Rivas, Statutes of 2025) into law. AB 1454 requires the State Board of Education (SBE) to, by January 31, 2027, adopt new instructional materials for grades K-8 in English Language Arts/English Language Development (ELA/ELD) that meet specified criteria.

The bill also requires the CTC, by January 1, 2028, to ensure that its program standards and teaching performance expectations for the Reading and Literacy Leadership Specialist Credential and the Reading and Literacy Added Authorization include preparation on how to deliver instruction and support teachers in delivering effective literacy instruction. The bill requires the preparation this preparation to align with the

ELA/ELD Framework, evidence-based practices for foundational reading skills, and the program guidelines for dyslexia.

The bill also requires the CTC to, by September 1, 2028, ensure that its program standards for the Preliminary Administrative Services Credential include preparation on how to support teachers in delivering effective literacy instruction, aligned to the same frameworks and evidence-based practices as above.

Government Shutdown Update

As of this writing the federal government remains in a shutdown that began on October 1, when Congress failed to pass funding for the 2026 fiscal year. Several attempts in the Senate to advance funding bills or procedural motions have failed, leaving agencies to scale back operations and furlough workers. The main point of contention is Democrats' demand to include an extension of Affordable Care Act health insurance tax credits in any deal—something Republicans have so far resisted. Republicans have proposed “clean” continuing resolutions without policy riders, but those measures have not gained enough bipartisan support in the Senate, as Democrats continue to link reopening the government to the subsidy extension.

With the shutdown now well into its second week, political pressure is mounting as economic and public service disruptions deepen. Lawmakers on both sides have expressed frustration over eroding trust and partisan brinkmanship, but for now, no clear path forward or timeline for a resolution has emerged.

Leilani Aguinaldo

Child Abuse Prevention Bill Signed Into Law

By Leilani Aguinaldo
School Services of California Inc.'s *Fiscal Report*
October 9, 2025

A significant bill signed by Governor Gavin Newsom recently is [Senate Bill \(SB\) 848](#) by Senator Sasha Renée Pérez (D-Pasadena), which establishes new requirements to protect students from childhood sexual assault in school settings. The many components of the bill were recommended in a report published earlier this year by the Fiscal Crisis and Management Assistance Team (FCMAT), titled “[Childhood Sexual Assault: Fiscal Implications for California Public Agencies](#)” (see “[FCMAT Publishes Report on Fiscal Impacts of Childhood Sexual Assault Claims](#)” in the February 2025 *Fiscal Report*). The implementation of this new law presents significant operational considerations, as the requirements call for substantial coordination across multiple local educational agency (LEA) departments to maintain compliance.

Over the next few months, LEAs will need to ensure they have written policies regarding appropriate interactions between students and adults, update school safety plans to include child abuse prevention, expand certain existing background check requirements to apply to prospective classified employees, consider pupil instruction on the prevention of abuse, and apply mandated reporter training to newly defined mandated reporters. In addition, subject to state funding, the Commission on Teacher Credentialing (CTC) would be required to establish a new statewide database to track substantiated investigations of classified employees for egregious misconduct. These new requirements are intended to ensure that schools are “safe and nurturing places for pupils that are free of fear and threats of violence and free of violent crimes and sexual offenses committed by, or intended to be committed by, other pupils, school employees, volunteers, and contractors” (Education Code Section 32100 [a]).

Professional Boundaries Between Adults and Pupils

By July 1, 2026, LEAs must have adopted written policies that include the following:

- Address professional boundaries:
 - between students and school employees, adult volunteers, and school contractors,
 - among and between students, and
 - among and between adults employed, volunteering, or under contract
- Establish appropriate limits on contact during or outside of the school day between students and school employees, volunteers, and school contractors that do not include the student’s parent or guardian; this includes communication via social media and text messages
- School facilities and furnishings that promote safe environments for learning and engagement that are easily supervised

In developing these written policies, SB 848 encourages LEAs to work with their public entity risk pool joint powers authority (JPA) or insurance provider to identify and adopt best practices known to prevent violent crimes, injury, sex offenses, and egregious misconduct.

Comprehensive School Safety Plans

By July 1, 2026, school safety plans must be updated to include procedures to address the supervision and protection of children from child abuse or neglect or sex offenses. This timing in statute means that schools need to include the new prevention measures in the spring 2026 adoption cycle for school safety plans. SB 848 also inserts public entity risk pool JPAs or insurance providers into the development of school safety plans by adding these entities to the existing list of suggested collaborators, along with local law enforcement, school staff, parents, and local emergency medical services personnel.

Classified Employee Employment History

Effective January 1, 2025, applicants for certificated positions have been required to provide a complete list of every LEA where the applicant has previously worked, and LEAs considering the applicant must inquire with previous employers whether the applicant was the subject of egregious misconduct complaints, investigations, or discipline (see [“New Law Will Impact Hiring of Certificated Staff”](#) in the September 2024 *Fiscal Report*). SB 848 expands this process to also apply to noncertificated positions, including temporary employees, starting January 1, 2026. However, this new requirement for classified staff goes beyond the current background history requirement for certificated staff by adding private schools to the process. Applicants for noncertificated positions will need to include private schools in the list of LEA employment history, and private schools hiring for any position will need to check with previous LEA and private school employers for complaints, investigations, or discipline related to egregious misconduct.

Classified Employee Database

Contingent upon state funding, the CTC will be required to develop a statewide database of noncertificated LEA employees and all private school employees by July 1, 2027. The database would be required to include an employee’s start date, end date (if applicable), title for each position held, and any previous employer that substantiated a report of egregious misconduct. If established, this statewide database will be the first of its kind for classified and private school employees. Before hiring an individual for a noncertificated position or any private school position, LEAs and private schools would be required to consult the new database.

Mandated Reporters

Current law includes as mandated reporters teachers, instructional aides, classified employees, child welfare and attendance officers, certificated pupil personnel employees, county office of education employees that regularly interact with children, and school district police or security department employees. SB 848 simplifies this list by defining mandated reporters in school settings as an employee, volunteer, or governing board member of an LEA or private school. A volunteer is defined as any person over 18 years old who interacts with pupils outside of the immediate supervision and control of the student’s parent or guardian or a school employee. The bill also adds as a mandated reporter an employee or volunteer of a contractor who interacts with students.

Effective July 1, 2026, LEAs must include any new mandated reporters in the annually required mandated reporting training they provide. Current law allows LEAs to use an alternative mandated reporter training rather than the training provided by the California Department of Social Services. Per SB 848, any alternative training must be approved by an LEA’s risk pool JPA or liability insurance provider.

Pupil Instruction

By July 1, 2026, the State Superintendent of Public Instruction (SSPI) will provide resources that LEAs may use for age-appropriate instruction on the prevention of abuse. SB 848 does not include any new obligation to instruct students on abuse prevention, but the bill clarifies that the resources and guidance provided by the SSPI may be used for this purpose.

LEAs will need to act quickly to ensure that the many provisions of SB 848 are implemented in accordance with the timelines included in the bill. In addition to consulting with risk pool JPAs and insurance providers where indicated, LEAs should also consider consulting with legal counsel regarding certain provisions that may be tricky to navigate, such as adult-student boundaries or the circumstances where volunteers would be mandated reporters. Due to the various complexities of this new law and the considerations involved with implementation, we will provide subsequent articles providing operational guidance. Stay tuned . . .

Note: AB 1264 builds on recent laws passed in California to eliminate synthetic food dyes from school meals and certain additives from all food sold in the state when they are associated with cancer, reproductive harm, and behavioral problems in children.

Newsom Signs First-In-Nation Law to Ban Ultraprocessed Food in School Lunches

By Kristen Hwang
CalMatters
October 9, 2025

California is the first state in the country to ban ultraprocessed foods from school meals, aiming to transform how children eat on campus by 2035.

In the cafeteria of Belvedere Middle School in the Los Angeles neighborhood of Boyle Heights, Gov. Gavin Newsom signed a measure that requires K-12 schools to phase out foods with potentially harmful ultraprocessed ingredients over the next 10 years. The requirements go above and beyond existing state and federal school nutrition standards for things like fat and calorie content in school meals.

California public schools serve nearly 1 billion meals to kids each year.

“Our first priority is to protect kids in California schools, but we also came to realize that there is huge market power here,” said Assemblymember Jesse Gabriel, an Encino Democrat. “This bill could have impacts far beyond the classroom and far beyond the borders of our state.”

The legislation builds on recent laws passed in California to eliminate synthetic food dyes from school meals and certain additives from all food sold in the state when they are associated with cancer, reproductive harm and behavioral problems in children. Dozens of other states have since replicated those laws.

The bipartisan measure also comes at a time when U.S. Health and Human Services Secretary Robert F. Kennedy, Jr.’s “Make America Healthy Again” movement has shone a spotlight on issues including chronic disease, childhood obesity and poor diet.

The term “ultra-processed food” appears more than three dozen times in the MAHA report on children’s health released in May. A subsequent MAHA strategy report tasks the federal government with defining ultraprocessed food.

California’s new law beats them to the punch, outlining the first statutory definition of what makes a food ultraprocessed.

It identifies ingredients that characterize ultraprocessed foods, including artificial flavors and colors, thickeners and emulsifiers, non-nutritive sweeteners, and high levels of saturated fat, sodium or sugar. Often fast food, candy and premade meals include these ingredients.

Researchers say ultraprocessed foods tend to be high in calories and low in nutritional value. Studies have linked consumption of ultraprocessed foods with obesity. Today, one in five children is obese.

Ultraprocessed foods are also linked to increased cancer risk, cardiovascular disease and diabetes.

Studies have found sweetened beverages and processed meats to be particularly harmful, said Tasha Stoiber, a senior scientist at the Environmental Work Group, which sponsored the legislation. Kids are particularly susceptible to the effects of ultraprocessed foods, she said.

“Ultraprocessed foods are also marketed heavily to kids with bright colors, artificial flavors, hyperpalatability,” Stoiber said. “The hallmarks of ultraprocessed foods are a way to sell and market more product.”

Gabriel said lawmakers and parents have become “much more aware of how what we feed our kids impacts their physical health, emotional health and overall well-being.” That has helped generate strong bipartisan support for the law, which all but one Republican in the state Legislature supported.

A coalition of business interests representing farmers, grocers, and food and beverage manufacturers opposed it. They argued the definition of ultraprocessed food was still too broad and ran the risk of stigmatizing harmless processed foods like canned fruits and vegetables that include preservatives. Vegetarian meat substitutes also generally contain things like processed soy protein and binders that may run afoul of the definition.

Gabriel contends that the law bans not foods but rather harmful ingredients. The California Department of Public Health now must identify ultraprocessed ingredients that may be associated with poor health outcomes. Schools will no longer allow those ingredients in meals, and vendors could replace them with healthier options, Gabriel said.

Supported by the California Health Care Foundation (CHCF), which works to ensure that people have access to the care they need, when they need it, at a price they can afford. Visit www.chcf.org to learn more.

Note: AB 1454 provides elementary school teachers with training in evidence-based reading instruction and requires the California SBE to adopt compatible instructional materials for first through eighth grade classrooms.

New Law Changes How California Kids Learn to Read

Gov. Newsom signs bill to revamp reading instruction in California

By Diana Lambert
EdSource
October 9, 2025

Gov. Gavin Newsom's approval of Assembly Bill 1454 on Thursday marks the culmination of a five-year campaign to change how California children are taught to read. But education advocates say there is still much the state needs to do to ensure the state literacy plan is properly implemented, and that school districts and universities are held accountable.

With this last piece of the puzzle, the state has joined a national effort to change how reading is taught in schools, focusing on a method that teaches students to decode words by sounding them out, a process known as phonics.

The new legislation provides elementary school teachers with training in evidence-based reading instruction, also known as the science of reading. It also requires the California State Board of Education to adopt compatible instructional materials for first through eighth grade classrooms.

Newsom signed the legislation Thursday at Alexander Science Center School in Los Angeles during a press conference to announce improved state test scores.

He used the event to congratulate Assembly Speaker Robert Rivas and education advocates for creating conditions that led to bipartisan support for the bill.

The state is targeting literacy in a way it hasn't been done before, Newsom said. "We need to do better, and we are doing more," he said.

The governor included \$480 million in the 2025-26 budget to support literacy instruction, including \$200 million in one-time funding to pay for evidence-based literacy training for elementary school teachers.

"Literacy is the pathway to success — all of California's kids deserve to discover the joys and benefits of reading, and the power to formulate and express their ideas," Newsom said in June. "I'm proud to unveil the Golden State Plan for Literacy today to give teachers, schools, and students the power to read — and succeed."

California has a lot to lose

For California students, when it comes to early literacy, a great deal is at risk. In 2024, fewer than half of the state's third grade students were deemed proficient in English — a predictor of future academic success.

State leaders are hopeful that by switching to evidence-based reading instruction, California can follow in the steps of states such as Mississippi, which jumped in rankings from 49th to 9th in national fourth-grade reading scores.

And, to ensure there is targeted support for students, California will begin screening kindergarten through second grade students this year for reading difficulties, including dyslexia. California has invested \$53 million to train staff and to develop the screening process.

Implementation is key

California education advocates interviewed by EdSource are cautiously optimistic about the state plan, which provides teacher training and a list of state-selected textbooks, but does not make them mandatory.

School districts that deviate from the state list of instructional materials must certify that the materials align with evidence-based literacy instruction and offer tiered support for English learners and students with reading difficulties.

“I think in terms of the policy foundation, we’ve got most of it in place now,” said Marshall Tuck of EdVoice, an education advocacy organization. “My guess is he (Newsom) would also say it’s not a complete plan until classroom instruction in schools up and down the state has improved in terms of reading outcomes.”

The success of the state literacy plan will depend on school district leadership and how they communicate the changes with teachers, said Kareem Weaver, co-founder and executive director of the Oakland-based literacy advocacy group FULCRUM.

“You can mandate curricula, but you can’t make people use it with fidelity,” Weaver said.

To ensure teachers are invested in the training, districts should provide them with a menu of quality training options and pay them to attend, he said.

“Passing these laws, and putting this policy in place is kind of the easy part,” said Megan Potente, state director of Decoding Dyslexia CA. “The big issue is going to be getting the districts to really follow through. ... We need very strong leadership from the state with coordinated efforts from the county offices.”

State leaders must prioritize literacy for at least the next four or five years, and be prepared to change some of the foundational policy around it based on what is learned through implementation of the new legislation, Tuck said. The state also should collect data on how many teachers complete the training and which training programs and instructional materials districts choose, he said.

“If we are going to lift up reading outcomes, where all kids are at or close to grade level — and we can do it and I believe our state can — we have got to have just the same amount of energy and focus and intensity that we had on the policy agenda, on the policy follow-through and implementation,” Tuck said.

Learning will look different

With the literacy plan in place, soon learning to read should start to look different, especially in the younger grades. Instead of teaching students to recognize whole words, teachers are likely to encourage students to sound them out aloud.

Because of increased state funding for the literacy plan, schools are also more likely to have additional reading coaches to support students and teachers. And beginning as early as this school year, students in kindergarten through second grade will be screened for possible reading difficulties, including dyslexia.

Two weeks ago, Petrina Miller’s transitional kindergarten and kindergarten students read their first word after she introduced them to their third sound. After the students put the three sounds together — M-A-T — they celebrated with laughter, applause and a drum roll.

Then the class learned similar words like “cat” and “gnat.”

Miller, who teaches at the 116th Street Elementary School in Los Angeles, says now that the Los Angeles Unified School District is using evidence-based literacy instruction in its schools, her students are decoding words much faster.

The program was a big change for Miller, who for over 25 years brought her alphabet flash cards to teach children to read. She says professional development for teachers must be more interactive and teach them to engage students to be effective.

Violet Nye calls literacy instruction “listening games” to keep the interest of her kindergarten class at Del Dayo Elementary School in Carmichael, a suburb of Sacramento.

“It’s really nice to be using a common language with everyone,” she said. “We’re going to talk about our sounds today. We’re going to talk about how to spell our sounds today. And these are real tools that they can take with them into first grade. Those sounds and spellings will then build words. And so it’s reading, but it’s also writing.”

More work is underway

A committee of educators will spend the next year or so adopting a list of textbooks and instructional materials to be used in classrooms. The committee’s work will have a huge impact on what happens in classrooms, Tuck said.

The Department of Education estimates it will cost about \$324,000 each year for the State Board of Education to adopt new textbooks and instructional materials that align with the new state requirements by January 2027.

The California Department of Education will develop a list of approved professional development options for TK-5 teachers and the California Commission on Teacher Credentialing will begin work to ensure preparation programs for school administrators and literacy leadership specialists are aligned with state requirements for evidence-based literacy instruction.

Five years of planning

Efforts to improve literacy in California began in earnest in 2020 with state leaders allocating \$50 million for the Early Literacy Support Block Grant. Since then, the state has set aside approximately \$1 billion to improve literacy, including \$500 million for literacy coaches and \$200 million for teacher training.

Along with the approval of AB 1454, the passage of Senate Bill 488 in 2021 was core to completing a comprehensive literacy plan that starts with university teacher preparation programs and extends to the classroom.

SB 488 requires teacher preparation programs to instruct teacher candidates to use evidence-based strategies to teach literacy. It also requires that new teachers pass a literacy teaching performance assessment.

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

Eleven of the state's 229 teacher preparation programs have yet to complete the certification process to prove they are teaching evidence-based literacy instruction to their teacher candidates, the California Commission on Teacher Credentialing reported Friday.

The commission is giving these programs until Oct. 30 to complete the certification, which includes peer review by external literacy experts and commission staff. If they do not comply, commission staff will direct the Committee on Accreditation to place them on probation.

"The good news is that they've identified the schools of ED that haven't done it, and they're intervening and figuring out what the accountability is, but there's not a firm, clear escalation of accountability that's built into the law," Tuck said.

It took compromise

The journey to a comprehensive literacy plan hasn't been without controversy. In the year before AB 1454 passed the state Legislature in September, two similar literacy bills — Assembly Bill 2222 and Assembly Bill 1121 — died after strong opposition.

Assembly Speaker Robert Rivas finally forged a deal for AB 1454 after asking bill supporters to settle their differences with advocates for English learners and the California Teachers Association.

The decision to compromise on teacher training was easier for advocacy groups that supported the former bills once Newsom put funding behind the training, Tuck said.

"We felt if there's money, and you have to transition to the instructional materials, education leaders will take the pd (professional development)," he said.

Jill Kerper Mora, professor emerita at San Diego State University, participated in the negotiations for the California Association for Bilingual Education. The professional development the bill will provide for teachers is crucial, she said, noting that she was not speaking for CABE.

"I think it will improve their instruction," Mora said. "I've always made it clear that I do not oppose the science of reading research. I oppose certain interpretations of the science of reading research. If teachers get more knowledge of linguistics, how languages work, how they transfer and don't transfer, that's important."

Advocacy groups that helped hammer out the state's literacy legislation say they will be keeping watch to ensure the state and school district do their part.

“Parents and other advocates outside of the system had played a strong role in getting these bills passed, so surely advocacy groups such as DDCA and others in the literacy coalition are watching carefully and investing resources in supporting the implementation,” Potente said.

EdSource reporter Zaidee Stavely contributed to this report.

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by Ashlee Chiarito, Ed.D., Executive Officer

Date: October 17, 2025

Phone Number: (559) 457-3934

Regarding: October Legislative Committee Meeting

The purpose of this communication is to provide the Board with information shared at the October 09, 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; Ashlee Chiarito, Executive Officer, Teresa Plascencia, Executive Director, Constituent Services; and AJ Kato, Manager I, General Communications Information. Members attending virtually were Board of Education Members, Keshia Thomas and Veva Islas.

Budget and Economic Update

Ms. Aguinaldo provided a budget and legislative update.

State revenues for the 2025–26 fiscal year are exceeding projections, with August revenues coming in \$1.7 billion (12.8%) above Budget Act estimates. This growth is largely driven by higher-than-expected personal income tax and corporate tax receipts, resulting in “Big Three” tax revenues totaling \$1.15 billion above forecast since July.

Although the federal government has entered a partial shutdown, Title I and IDEA funds will not be immediately impacted because these programs are forward-funded. Local educational agencies have already received their 2025–26 allocations, allowing them to maintain staffing and services while Congress works to resolve the budget impasse.

The President’s and House FY 2026 budget proposals both call for significant reductions to federal education funding, cutting the U.S. Department of Education’s overall budget by about 15% from the prior year. Specifically, both propose reducing Title I funding from \$18.4 billion to \$14.6 billion and eliminating funding entirely for Title II and Title III programs, which support teacher development and English learner programs. In contrast, the Senate’s proposal maintains or slightly increases FY 2025 funding levels, rejecting these major cuts and preserving programs such as Title I, II, III, and IV-A.

Under the new legislation, Senate Bill 414 makes significant changes for charter schools and school districts, particularly those operating independent or flexible learning programs. The bill increases audit and oversight requirements, creates a new Office of the Education Inspector General to investigate financial misuse, and establishes stricter contracting and accountability standards for both charter schools and their authorizers. It also extends the moratorium on new independent study, based charter schools through June 30, 2026, while expanding financial transparency and oversight responsibilities for school districts.

AB 715 creates a new Office of Civil Rights (OCR) within the Government Operations Agency and establishes an Antisemitism Prevention Coordinator to support schools in addressing discrimination. The bill expands the Uniform Complaint Procedures to include discriminatory instructional materials and allows appeals to the state if districts do not act promptly. It also requires schools to provide annual parent notifications outlining these new protections and responsibilities.

SB 848 regarding Child Abuse Prevention establishes multiple requirements of schools to be completed starting January 2026-July 1, 2027. This includes written policies, updated school safety plans, statewide credential data system for classified employees, employment history requirements, prevention instruction for students and mandated reporter updates.

Legislative Update

AB 772 (Kalra) – requires the California Department of Education (CDE) to create a model policy to address off-campus cyberbullying incidents affecting students in grades 4-12.

The School Services Legislative Committee October 2025 report is attached. The next Legislative Committee meeting is scheduled for November 06, 2025.

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

Cabinet Approval:



Name and Title: Patrick Jensen, Chief Financial Officer

Fresno Unified School District

**LEGISLATIVE COMMITTEE MEETING
OCTOBER 9, 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.....	16

Legislative and Economic Update

School Services of California, Inc.
Legislative and Economic Update Prepared for:
Fresno Unified School District
Table of Contents
October 8, 2025

Legislative and Economic Update	
Finance Bulletin Shows Mixed Economic Signals	1
Federal Government Enters Partial Shutdown	3
FY 2026 Federal Budget Update	5
Legislature Wraps up the 2025 Legislative Year	8
Newsom Signs Immigration Enforcement Bills	12
Newsom Vetoes Bill Expanding Substitute Teaching Limits	14
Governor Acts on Classroom Discrimination Bills	15

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Finance Bulletin Shows Mixed Economic Signals

By: Wendi McCaskill

September 24, 2025

Today, September 24, 2025, the Department of Finance (DOF) issued its September 2025 *Finance Bulletin*, indicating that state General Fund revenues for 2025-26 are exceeding projections included in the June Enacted Budget.

In August, total revenues exceeded Budget Act estimates by \$1.7 billion (12.8%). This is primarily the result of higher-than-projected August personal income tax (+\$1.1 billion), other revenues (+\$326 million), and corporation tax (+\$286 million) receipts. Increases in these revenues were offset by lower-than-expected Pooled Money Investment Account Interest revenues (-\$55 million) and sales and use tax revenues (-\$27 million). As displayed below, since the beginning of the fiscal year (July), revenues from the "Big Three" taxes, which are responsible for the bulk of the state's resources for government program funding, came in \$1.15 billion above Budget Act estimates.

2025-26 Fiscal Year-to-Date "Big Three" Tax Revenues (In millions)

	Forecast	Actual	Difference
Personal Income Tax	\$16,064	\$17,431	\$1,367
Corporation Tax	\$1,443	\$1,303	-\$140
Sales and Use Tax	\$5,504	\$5,427	-\$77
Total	\$23,011	\$24,161	\$1,150

Source: DOF

Second quarter economic growth is up, with U.S. real gross domestic product (GDP) growing at a 3.3% seasonally adjusted annual rate in the second quarter of 2025, an improvement over the 0.5% first quarter contraction. In contrast to last year at this time, when personal consumption contributed heavily to GDP growth, growth in the second quarter of 2025 was driven primarily by net exports, according to the DOF. U.S. headline inflation increased to 2.9% in August. Core inflation remained steady at 3.1%. According to the DOF, the August acceleration in inflation was attributed to a broad-based increase in consumer prices.

The August U.S. unemployment rate increased by 0.1% to 4.3%, with the U.S. adding 22,000 jobs, while most U.S. employment sectors lost jobs. California's unemployment rate remained at 5.5%, which is currently the second-highest unemployment rate in the nation. The state added 3,800 jobs in August, and July's figures were revised to show a loss of 300 jobs. In contrast to the nation, California had more sectors gaining than losing jobs in August. Those California sectors experiencing job losses include government; professional and business services; construction; manufacturing; and trade, transportation, and utilities. Private education and health services, leisure and hospitality, information, other services, mining and logging, and financial activities experienced job gains in California.

Building activity has decreased 1.2% since June 2025 and 6.6% compared to July 2024. At \$884,050, the median sales price of existing single-family homes is down 0.3% since July 2024. Existing single-family home sales in July decreased 1.0% month over month and have declined 4.1% since July 2024.

As we look ahead, the upcoming October 15, 2025, extended deadline for Los Angeles County taxpayers will provide further tax receipts to compare against forecasted revenues.

Federal Government Enters Partial Shutdown

By: Kyle Hyland

October 1, 2025

The new federal fiscal year began today, October 1, 2025, but with Congress unable to approve the 12 budget spending bills or a continuing resolution (CR), a partial government shutdown has been triggered. On September 19, 2025, the House approved H.R. 5371 to extend funding through November 21 while delaying cuts to Medicaid and hospital reimbursements, but the measure failed in the Senate by a 44-48 vote. Democrats oppose the “clean CR” because it does not extend enhanced Affordable Care Act premium subsidies, and it does not undo recent Medicaid cuts that were enacted in the reconciliation bill approved on July 4, 2025. A small number of Republicans in the Senate also withheld support, leaving the bill far short of the 60 votes required for cloture. With no alternative in place, federal agencies have entered a lapse in appropriations.

For TK-12 education, the immediate exposure is limited, as major formula programs such as Title I and Individuals with Disabilities Education Act (IDEA) are forward-funded. These programs issue allotments beginning July 1 for the upcoming school year, and an additional disbursement is made October 1, meaning most local educational agencies (LEAs) already have their baseline allocations for the 2025-26 school year and can maintain staffing and programmatic obligations in the near term. Likewise, the U.S. Department of Agriculture holds sufficient reserves to maintain school meal reimbursements through a short-term shutdown.

Still, some federal funding streams and operations are vulnerable. Impact Aid is not forward-funded, and first-quarter payments are typically issued at the start of the fiscal year. Any delay in those disbursements may introduce cash-flow stress for districts that depend heavily on Impact Aid—particularly in military-connected or tribal communities.

The U.S. Department of Education’s (ED) [contingency plan](#) outlines how federal operations and grant activities will be constrained during the lapse. According to the plan, approximately 95% of non-Federal Student Aid Department personnel would be furloughed in the first week, leaving only a small team working under “excepted” or “exempt” authority. The ED will continue to disburse Pell Grants and direct student loans, since those programs draw on mandatory or multiyear appropriations and carryover funds. Similarly, already-awarded Title I and IDEA funds remain accessible, and grantees may continue to draw down from existing grants.

However, new grantmaking is suspended during the lapse. The ED will pause application reviews, award decisions, technical assistance, regulatory work, and Office for Civil Rights investigations unless they qualify as “excepted” or otherwise-funded activity. As a result, LEAs planning to launch new discretionary or competitive grant-funded projects this fall may face delays until appropriations are restored.

The contingency plan also allows for limited continuation of certain programs funded through advance or multiyear appropriations. The plan notes that 17 non-mandatory programs hold carryover funds or advance appropriations from fiscal year 2025 and may be able to maintain obligations and payments during a short shutdown, to the extent that failure to do so would “significantly damage” the execution of educational operations.

In the area of early childhood education, the same constraints apply: Head Start providers with existing awards may continue operations under currently obligated funds, but new awards or renewals with project periods that begin October 1 cannot be obligated during the lapse. Those programs face the risk of temporary service interruption until appropriations resume.

The severity of operational disruptions will depend on the duration of the shutdown. A short-term lapse would lead primarily to delays in new grants, Impact Aid payments, and limited disruption in new program initiatives. A prolonged shutdown, however, would increase fiscal strain on LEAs with heavy reliance on non-forward-funded programs, threaten timely implementation of new initiatives, and heighten uncertainty for LEA budgeting and planning.

We will continue to follow negotiations between Congress and the President as the shutdown moves forward. History offers a clear precedent: the longest government shutdown in U.S. history, which lasted 35 days during President Trump's first term, furloughed roughly 800,000 federal employees or required them to work without pay. That standoff ended only after lawmakers approved a short-term CR to reopen federal agencies while broader budget talks continued. A similar stopgap agreement remains the most likely outcome for the current impasse, though the timeline and negotiations are still uncertain. Stay tuned.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

FY 2026 Federal Budget Update

By: Kyle Hyland

September 26, 2025

The President, House, and Senate have released their education funding proposals for fiscal year (FY) 2026. While these proposals lay out different priorities, it is important to note that the House and Senate numbers remain committee-level actions only. They were advanced by the Appropriations Committees through the Labor, Health and Human Services, and Education bill, but have not been approved by the full chambers.

When it comes to overall U.S. Department of Education spending, the President and House diverge sharply with the Senate. The FY 2025 enacted level was \$78.7 billion. For FY 2026, the President has proposed \$66.7 billion, a reduction of about 15% that aligns with the Administration's plan to significantly scale back the federal government's role in education. The House has also put forward a figure of \$66.7 billion, while the Senate has proposed \$79.1 billion—slightly above the FY 2025 enacted level.

It is important to note that both the House and the Senate's proposal reject the Trump Administration's proposed K-12 Simplified Funding Program that would merge 18 existing federal education grants into a single \$2 billion block grant. They have also rejected the Administration's proposal to consolidate six special education programs into the main Individuals with Disabilities Education Act (IDEA) Part B Grants to States (see the article "[Details of the FY 2026 Presidential Proposal](#)" in the June 2025 *Fiscal Report* for more information on those proposals).

Below we provide a comparison of the major TK-12 spending proposals for the three parties:

Program	FY 2025 Levels	Trump FY 2026 Proposal	House FY 2026 Proposal	Senate FY 2026 Proposal
Title I, Grants to LEAs	\$18.4 billion	\$18.4 billion	\$14.6 billion	\$18.5 billion
Title II (Supporting Effective Instruction)	\$2.2 billion	\$0	\$0	\$2.2 billion
Title III (English Language Acquisition)	\$890 million	\$0	\$0	\$890 million
Title IV-A (Student Support and Academic Enrichment)	\$1.4 billion	\$0	\$1.4 billion	\$1.4 billion

Program	FY 2025 Levels	Trump FY 2026 Proposal	House FY 2026 Proposal	Senate FY 2026 Proposal
IDEA Part B (Grants to States)	\$14.2 billion	\$14.9 billion	\$14.2 billion	\$14.3 billion
IDEA Part B (Preschool Grants)	\$420 million	\$0	\$420 million	\$420 million
IDEA Part C (Infants and Families)	\$540 million	\$540 million	\$540 million	\$540 million
Special Education National Activities (Part D)	\$258 million	\$0	\$258 million	\$259 million
McKinney-Vento (Homeless Children and Youths)	\$129 million	\$0	\$129 million	\$129 million
Career and Technical Education State Grants	\$1.4 billion	\$1.4 billion	\$1.5 billion	\$1.5 billion
Adult Education and Family Literacy Act	\$729 million	\$0	\$0	\$729 million
Impact Aid	\$1.6 billion	\$1.6 billion	\$1.6 billion	\$1.6 billion

Government Shutdown Looming

The federal fiscal year begins on October 1, 2025, and Congress has not yet approved its 12 annual appropriations bills. Last week, the House narrowly passed a continuing resolution (H.R. 5371) to keep the government funded through November 21, 2025, while extending certain health programs and delaying cuts to Medicaid and hospital funding. However, the measure failed in the Senate by a 44-48 vote. Most Democrats opposed the bill due to concerns over health care provisions and program cuts, while a handful of Republicans also withheld support, leaving it short of the 60 votes needed to advance. Without a new agreement, a government shutdown could begin on October 1.

Historically, short-term shutdowns have not produced major, immediate fiscal hits for TK-12 districts because the significant TK-12 formula streams (Title I and IDEA) are “forward-funded” on July 1 for the coming school year, with an additional “advance” tranche that becomes available on October 1. School meals generally have several months of funding cushion at the U.S. Department of Agriculture, so a short shutdown does not interrupt reimbursements.

However, districts that rely on Impact Aid can see delays because that funding is not forward-funded and first-quarter payments usually go out right at the start of the fiscal year. Additionally, new awards and most competitive grant work (application reviews, grantmaking) pause during a shutdown, which can ripple into planned initiatives later in the year. Head Start programs with funding already awarded keep operating, but new awards or grants that turn over during the lapse typically cannot be issued until appropriations resume—so grantees whose project periods start on/near October 1 face the near-term risk of temporary closures until funds are obligated.

We will be monitoring the negotiations and will provide updates in subsequent articles. Stay tuned.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Legislature Wraps up the 2025 Legislative Year

By: Kyle Hyland

September 17, 2025

The Legislature concluded its work for the first year of the 2025-26 Legislative Session into the wee hours of Saturday, September 13, 2025, sending hundreds of measures to Governor Gavin Newsom for his consideration.

In the end, the Legislature approved almost 1,000 bills in 2025. However, many of the measures that failed to make it to Governor Newsom's desk can be revived when the Legislature reconvenes in January 2026 since the state's lawmakers operate on a two-year legislative session.

One of the biggest issues we have been tracking closely at the end of session were three bills related to charter school authorization and nonclassroom-based (NCB) charter schools:

- Assembly Bill (AB) 84 (Muratsuchi, D-Torrance) would increase audit requirements and authorizer responsibilities, revise the funding determination process to include additional financial reporting and a review of charter networks, impose restrictions on certain contracting practices, and place new limits on the ability of small school districts to authorize NCB charter schools that serve student populations larger than their own.
- Senate Bill (SB) 414 (Ashby, D-Sacramento) would amend the oversight, auditing, and funding systems for NCB charter schools, which would be rebranded as "flex-based" charter schools. The bill would update and expand audit procedures for all local educational agencies (LEAs) and create a new Office of the Education Inspector General to investigate fraud and financial mismanagement. This bill would also establish statewide contracting requirements to prevent misuse of public funds, increase accountability for charter authorizers through technical assistance and oversight grants, and extend the moratorium on new flex-based charter schools through June 30, 2026. The bill would also extend the use of verified data by charter schools in the renewal process until June 30, 2028.
- SB 494 (Cortese, D-San Jose) would extend the date for a chartering authority to consider verified data to support measures of academic performance in the charter renewal process to June 30, 2026, and would extend the moratorium on new NCB charter schools until January 1, 2027.

In the end, only SB 414 made it to the Governor's desk while AB 84 and SB 494 were sent to the inactive file, which means they are effectively dead for 2025. SB 414 is the vehicle that is supported by charter school advocates, including the California Charters School Association. However, the bill is opposed by TK-12 management and labor organizations. We will be monitoring closely to see if the Governor signs the measure into law or vetoes the bill.

Another bill that was sent to the inactive file was AB 1331 (Elhawary, D-South Los Angeles), which would regulate and limit the use of workplace surveillance tools, by both public and private

employers. This bill is opposed by management organizations and supported by labor. The measure can be revived when the Legislature returns in January but will not be considered by the Governor this year.

Some of the other bills that are joining SB 414 on the Governor's desk include the following noteworthy measures:

- AB 49 (Muratsuchi) is an urgency measure that would prohibit 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.
- 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 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 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 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 (SSPI) to recommend a maximum adult-to-pupil staffing ratio for special classes no later than July 1, 2027.
- AB 606 (Quirk-Silva, D-Fullerton) would require the Commission on Teacher Credentialing (CTC) to issue a preliminary credential with a specialization in pupil personnel services to an out-of-state applicant who meets specified requirements.
- AB 640 (Muratsuchi) would require all LEA governing board members to receive training in public education school finance laws.
- 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. The bill would also require instructional materials to be factually accurate and reflect the adopted curriculum and standards in existing law, and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship.
- AB 727 (González, M., D-Los Angeles) would require public higher education institutions and public schools serving students in grades 7-12 that issue student identification cards to include the telephone and text number for the Trevor Project's suicide hotline that is available 24 hours per day and 7 days a week.
- AB 772 (Lowenthal, D-Long Beach) would require the California Department of Education, on or before June 1, 2026, to adopt a model policy on how to address reported acts of cyberbullying that occur outside of school hours and require LEAs to adopt the resulting policy or a similar policy developed with local input.
- AB 1009 (Rubio, D-Baldwin Park) would authorize occupational therapists and physical therapists to be eligible for a preliminary administrative services credential.
- AB 1067 (Quirk-Silva) would require public employers to continue investigations of public employees for misconduct after the investigated employee retires, and to refer the matter to law enforcement before closing the investigation. The bill would also require the employee to forfeit any accrued pension rights and benefits if a felony conviction arises out of any specified conduct.
- 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 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 1230 (Bonta, D-Oakland) would require school districts to conduct a periodic review and assessment for readmission of students who have been expelled at least 45 days before the end of the expulsion term.
- AB 1264 (Gabriel, 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 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.
- AB 1454 (Rivas, D-Salinas) would require the CTC to revise standards for literacy specialist and administrator preparation programs to ensure alignment with evidence-based literacy practices and the state’s English Language Arts/English Language Development Framework.
- SB 19 (Rubio) would create a new crime of threatening to commit a crime that will result in death or great bodily injury at a daycare, school, university, workplace, house of worship, or medical facility, punishable as an alternate felony-misdemeanor.
- SB 98 (Pérez, D-Pasadena) is an urgency measure 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.
- SB 373 (Grove, R-Bakersfield) would expand state oversight of nonpublic, nonsectarian schools located outside of California that serve students with disabilities by strengthening certification standards, requiring LEAs to conduct in-person interviews with placed students each year to assess their health and safety.
- SB 472 (Stern, D-Los Angeles) would require the SSPI to establish the Holocaust and Genocide Education Grant Program to provide direct allocations to LEAs for the purposes of providing Holocaust and genocide education and professional training.
- SB 638 (Padilla, D-San Diego) would amend 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 640 (Cabaldon, D-Yolo) would establish the California State University (CSU) direct admission program between participating CSU campuses and LEAs.
- 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.

Barring a special session being called, the Legislature will not reconvene until January 5, 2026. With the Legislature on recess, the focus now shifts to Governor Newsom, who has until October 13, 2025, to sign or veto the bills on his desk. If Governor Newsom does not act on a bill by this deadline, then it would become law without his signature; however, we fully expect Governor Newsom to act on every bill on his desk.

We will provide periodic updates and analysis on the legislative actions taken by Governor Newsom in subsequent *Fiscal Report* articles over the next month. Stay tuned

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Newsom Signs Immigration Enforcement Bills

By: Kyle Hyland

September 23, 2025

Over the weekend, Governor Gavin Newsom signed a package of bills responding to the federal government's immigration policies. Two measures in particular—Assembly Bill (AB) 49 by Assembly Education Committee Chair Al Muratsuchi (D-Torrance) and Senate Bill (SB) 98 by Senate Education Committee Chair Sasha Renée Pérez (D-Pasadena)—directly impact TK-12 school operations. Both bills include urgency clauses, meaning they took effect immediately upon the Governor's signature and are now state law.

AB 49—Immigration Enforcement on School Sites

AB 49, known as the California Safe Haven Schools Act, strengthens both access and privacy rules related to immigration enforcement on campuses.

Except where state or federal law requires otherwise, AB 49 prohibits local educational agency (LEA) staff from allowing an immigration officer into any nonpublic area of a campus unless the officer presents a valid judicial warrant, subpoena, or court order. School staff are also expected, to the extent possible, to request valid identification from any officer seeking entry to a nonpublic area of a school site. The bill also bars employees, to the extent possible, from disclosing or providing student education records or personal information about a student or their family in any form without written consent from the parent or guardian.

To ensure statewide consistency, the bill directs the state Attorney General to update, by December 1, 2025, the [existing model policies](#) on how to respond to immigration enforcement at public schools to reflect the above prohibitions. LEAs are required to align their own policies based on the updated model policies by March 1, 2026, and make them available to the California Department of Education upon request.

SB 98—Notification of Immigration Enforcement

SB 98 requires LEA governing boards to include procedures for notifying parents and school staff when immigration enforcement is confirmed on a school site in their school safety plans.

When a comprehensive school safety plan is next reviewed on or before March 1, 2026—and continuing through January 1, 2031—the plan must include procedures for notifying parents and guardians, teachers, administrators, and other personnel whenever the presence of immigration enforcement is confirmed on campus. The bill emphasizes that the content and timing of any notice must prioritize the safety and well-being of students, employees, and the broader school community.

The bill states that notifications may also include a hyperlink to resources that explain families' educational rights, the state laws safeguarding privacy and confidentiality, and, where available, counseling or other support services.

Impact on LEAs

AB 49 and SB 98 represent an immediate and significant shift for California schools. By tightening campus access rules, reinforcing privacy protections, and mandating swift community communication, the laws aim to make campuses safer and more supportive for immigrant students and families. To implement these laws with fidelity, LEAs should consider immediate steps such as providing proactive staff training, updating visitor and records protocols, developing notification templates, and calendaring policy updates well ahead of state deadlines.

Furthermore, LEAs should work closely with their legal counsel to review these new requirements, update local policies, and ensure that staff training and notification procedures are legally sound and aligned with both state and federal law.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Newsom Vetoes Bill Expanding Substitute Teaching Limits

By: Kyle Hyland

October 7, 2025

Governor Gavin Newsom vetoed [Assembly Bill \(AB\) 1224](#) (Valencia, D-Anaheim) last night, rejecting a proposal that would have allowed qualified substitute teachers to serve in a single assignment for up to 60 cumulative days through January 1, 2029. The bill sought to reinstate the temporary flexibility that local educational agencies (LEAs) had during the pandemic, which expired on July 1, 2024.

Under AB 1224, LEAs could have used the 60-day substitute option only if they either had a collective bargaining agreement that included a specific process for assigning substitutes, or—if no such agreement existed—first used Teaching Permit for Statutory Leave holders to cover statutory-leave absences and made reasonable recruitment efforts for vacant positions consistent with [Education Code Section 44225.7](#). Before a substitute exceeded 20 days in a special education assignment or 30 days in any other assignment, a district or charter school would have needed to obtain governing board approval for foreseeable assignments or provide specified information at the next regular public meeting if the assignment were unforeseeable. The bill also would have required LEAs to give substitutes access to professional development, orientation, and mentoring opportunities with an experienced teacher or administrator.

AB 1224 was co-sponsored by the Association of California School Administrators, the California Association of School Business Officials, the California County Superintendents, and the California School Boards Association. The measure drew support from numerous LEAs and two organizations representing Special Education Local Plan Area Administrators, who argued that the bill's additional flexibility would provide greater continuity for students and reduce classroom instability, especially for students with disabilities.

Opposition came from the California Teachers Association (CTA) and Public Advocates, who argued that the bill could allow districts to rely on less-qualified, lower-paid substitutes instead of hiring and supporting fully credentialed teachers. Additionally, the chair and executive director of the Commission on Teacher Credentialing (CTC) co-authored an [EdSource op-ed](#) echoing the concerns expressed by CTA and Public Advocates.

In his [veto message](#), Governor Newsom expressed concern that the bill did not require participation in training or mentorship programs, allowing substitutes to teach for up to a third of the school year without minimum preparation. He encouraged the CTC to revisit short-term staffing pathways and urged any future legislation on long-term substitutes to include training and support requirements.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Governor Acts on Classroom Discrimination Bills

By: Kyle Hyland

October 8, 2025

Yesterday, October 7, 2025, Governor Gavin Newsom signed [Assembly Bill \(AB\) 715](#) (Zbur, Statutes of 2025) and [Senate Bill \(SB\) 48](#) (Gonzalez, Statutes of 2025) into law. The two companion measures aim to strengthen California's response to antisemitism, hate, and discrimination in TK-12 schools. Together, these bills establish state offices and coordinators to guide school districts, expand accountability systems, and clarify expectations for how local educational agencies (LEAs) handle discrimination and bias.

AB 715 establishes a new Office of Civil Rights (OCR) under the administration of the Government Operations Agency and the position of Antisemitism Prevention Coordinator within the OCR, which is responsible for developing training, sharing resources, and helping schools address discriminatory conduct or materials. The bill requires corrective action to be taken if the governing board of an LEA finds that instruction or school-sponsored activities are discriminatory. The bill additionally expands the Uniform Complaint Procedures to cover discrimination complaints involving instructional or professional development materials, including those provided by third-party contractors or school board members. The bill allows complainants to appeal to the state if a district fails to issue a timely investigation report. The bill also expands required annual parental notifications to advise parents and guardians of the protections, requirements, and responsibilities prescribed by the measure.

SB 48 complements these efforts by establishing four statewide Discrimination Prevention Coordinators, each focusing on a protected area—religion, race and ethnicity, gender, and LGBTQ identity. These coordinators will provide statewide guidance, training, and support to LEAs to ensure consistency in how incidents of discrimination and bias are addressed.

To implement these laws with fidelity, we recommend LEAs review the new laws with their legal counsel and update investigation procedures to meet state timelines, provide annual parent notifications about new protections, and take corrective action when discriminatory materials or practices are identified.

Although these bills do not officially take effect until January 1, 2026, we recommend LEAs begin policy reviews and staff training planning now to ensure a smooth transition.

SB 848 (Pérez)—Child Abuse Prevention

Written Policies	Requires all schools to adopt written policies on appropriate interactions and professional boundaries between school employees, volunteers, contractors, and pupils by July 1, 2026 The policies must address school facilities to promote safe environments for learning and engagement that are easily supervised
School Safety Plans	By July 1, 2026, comprehensive school safety plans must include procedures for supervision and protection to prevent child abuse
Classified Employee Database	By July 1, 2027, establishes a statewide data system managed by the Commission on Teacher Credentialing (CTC) to track substantiated investigations of classified employee misconduct, subject to an appropriation for this purpose
Employment History	Requires LEAs to inquire with previous school employers about prior credible allegations or substantiated misconduct investigations when hiring classified employees
Pupil Instruction	By July 1, 2026, requires the State Superintendent of Public Instruction (SSPI) to develop resources regarding appropriate student-to-adult relationships and boundaries and guidance on appropriate instruction regarding the prevention of abuse, and LEAs may provide annual instruction using these resources
Mandated Reporters	Broadens the definition of mandated reporters to include all employees of public and private schools, specified school volunteers, governing board members, and contractors that interact with students Effective July 1, 2026, expands annual mandated reporter training to include these new, additional mandated reporters A volunteer is defined as a person who is over 18 years old and interacts with pupils outside of the immediate supervision and control of the pupil's parent or guardian or a school employee

Bill Report

SCHOOL SERVICES OF CALIFORNIA INC.

**Legislative Report Prepared for:
Fresno Unified School District
Status as of October 7, 2025**

Bills to the Governor

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Status</i>	<i>Page</i>
Governance and District Operations				
AB 1390 Solache	Public School Governance: Board Member Compensation	Support	To Enrollment	18
Instruction				
AB 821 Gipson	Pupil Instruction: High School Graduation Requirements: Career Technical Education	Support	To Enrollment	18
Nutrition				
AB 1264 Gabriel	Pupil Nutrition: Restricted School Foods and Ultraprocessed Foods of Concern: Prohibition	Support	To Enrollment	19
SB 411 Pérez	Stop Child Hunger Act of 2025	Support	To Enrollment	19
School Safety and Student Discipline				
AB 382 Berman	Pedestrian Safety: School Zones: Speed Limits	Support	To Enrollment	20
AB 419 Connolly	Educational Equity: Immigration Enforcement	Support	To Enrollment	20
SB 580 Durazo	Attorney General: Immigration Enforcement Policies	No Position	To Enrollment	20
Special Education				
AB 560 Addis	Special Education: Resource Specialists: Special Classes		To Enrollment	21
State Budget, Education Finance, and LCFF				
AB 1348 Bains	Average Daily Attendance: Emergencies: Immigration Enforcement Activity: Independent Study Plans	Support	To Enrollment	21
Student Services				
AB 495 Rodriguez, Celeste	Family Preparedness Plan Act of 2025	Support	To Enrollment	22

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	23
SB 640 Cabaldon	Public Postsecondary Education: Admission, Transfer, and Enrollment	Support	Signed by the Governor, Chapter 421, Statutes of 2025	23
Governance and District Operations				
AB 268 Kalra	State Holidays: Diwali	Support	Signed by the Governor, Chapter 358, Statutes of 2025	23
AB 629 Ward	School Districts: Equipment Inventory	Support	Signed by the Governor, Chapter 62, Statutes of 2025	24
AB 1369 Ramos	Pupil Rights: School Graduation Ceremonies and Related Events: Adornments	Support	Signed by the Governor, Chapter 133, Statutes of 2025	24
School Safety and Student Discipline				
AB 49 Muratsuchi	School Sites: Immigration Enforcement	Support	Signed by the Governor, Chapter 122, Statutes of 2025	25
SB 98 Pérez	Elementary, Secondary, and Postsecondary Education: Immigration Enforcement: Notification	Support	Signed by the Governor, Chapter 124, Statutes of 2025	25

Vetoed Bills

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Status</i>	<i>Page</i>
Employees				
AB 1224 Valencia	Teacher Credentialing: Substitute Teachers: Days of Service	Support	Vetoed by the Governor	26

Bills to the Governor

Governance and District Operations

[AB 1390 \(Solache\)](#)

Amended Date: 09/05/2025

Title: Public School Governance: Board Member Compensation

Status: To Enrollment

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: To Enrollment

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 382 \(Berman\)](#)

Amended Date: 09/04/2025

Title: Pedestrian Safety: School Zones: Speed Limits

Status: To Enrollment

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: To Enrollment

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 580 \(Durazo\)](#)

Amended Date: 09/04/2025

Title: Attorney General: Immigration Enforcement Policies

Status: To Enrollment

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: To Enrollment

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.

[SB 640](#) (Cabaldon)

Amended Date: 09/02/2025

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

Status: Signed by the Governor, Chapter 421, Statutes of 2025

Position: Support

Summary:

This bill establishes 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 requires, 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 requires 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.

Governance and District Operations

[AB 268](#) (Kalra)

Amended Date: 06/13/2025

Title: State Holidays: Diwali

Status: Signed by the Governor, Chapter 358, Statutes of 2025

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 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.

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

Amended Date: 06/23/2025

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

Status: Signed by the Governor, Chapter 133, Statutes of 2025

Position: Support

Summary:

This bill permits 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 prohibits local educational agencies (LEAs) from requiring a preapproval process for the adornment and prohibits 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.

School Safety and Student Discipline

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

Amended Date: 08/26/2025

Title: School Sites: Immigration Enforcement

Status: Signed by the Governor, Chapter 122, Statutes of 2025

Position: Support

Summary:

This urgency bill prohibits 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 requires 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 also prohibits 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 requires 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 also requires 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.

[SB 98 \(Pérez\)](#)

Amended Date: 08/28/2025

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

Status: Signed by the Governor, Chapter 124, Statutes of 2025

Position: Support

Summary:

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.

Vetoed by the Governor

Employees

[AB 1224](#) (Valencia)

Amended Date: 09/04/2025

Title: Teacher Credentialing: Substitute Teachers: Days of Service

Status: Vetoed by the Governor

Position: Support

Summary:

This bill would have, until January 1, 2029, authorized a holder of a credential or permit issued by the Commission on Teacher Credentialing that authorized the holder to substitute teach in a general, special, or career technical education assignment 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 had not entered into a collective bargaining agreement with the employee organization that included a specific process for the assignment of substitute teachers should have done 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, as described in Section 80022 of Title 5 of the California Code of Regulations
- 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 pursuant to Section 44225.7

The bill would have also required 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. The item shall include the school site and assignment details, the anticipated duration, and a statement that the assignment is being made under the authority of this section.
- If the assignment is unforeseeable due to urgent circumstances, the school district or charter school shall provide the information described in the first bullet as an informational item at the next regularly scheduled public meeting of the governing board or body. This informational item shall also include a brief explanation of the unforeseen circumstances that prevented advance approval pursuant to the first bullet.

Recent amendments would have required that if an LEA assigned a substitute teacher pursuant to these provisions and the substitute teacher did not have a preliminary or professional clear credential, the bill would have required the LEA, concurrently within 30 days of the assignment, to provide the substitute teacher with, among other things, access to professional development opportunities.

SSC Comment: The California Commission on Teacher Credentialing came out against Assembly Bill 1244 at the end of the legislative process, including authoring a commentary piece in EdSource just days before the end of session.

The Governor's veto message state in part:

I am returning Assembly Bill 1224 without my signature.

Through January 1, 2029, this bill increases the time substitute teachers can serve in general education or special education classrooms to up to 60 days, doubling or tripling current caps.

Research demonstrates that substitute teachers tend to serve classrooms with a disproportionate number of students with disabilities, English learners, and students from low-income families. While this bill requires local educational agencies to offer mentorship, training, and support to substitute teachers, it does not mandate their participation in these programs. As such, this bill would allow individuals to serve our highest-need students for as much as a third of a school year without minimally required training or mentorship.

I recognize the author's goal of providing more continuity in challenging staffing situations. As such, I encourage the Commission on Teacher Credentialing to utilize its existing authority to engage stakeholders and expeditiously reexamine and amend its short-term staffing pathways to support continuity of instruction, and to address the minimum levels of preparation and support required.

Alternatively, the author could introduce legislation that addresses the lack of required training and support for long-term substitute teachers.

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	31
AB 401 Muratsuchi	California Career Technical Education Incentive Grant Program: Annual Adjustment: Renewal Grants.	Support	Assembly Appropriations Committee—Suspense File	31
SB 323 Pérez	Student Aid Commission: California Dream Act Application	Support	Assembly Appropriations Committee	31
SB 685 Cortese	California State University: Financial Aid for Homeless Students: Pilot Program	Support	Assembly Appropriations Committee	32
Employees				
AB 65 Aguiar-Curry	School And Community College Employees: Paid Disability and Parental Leave	Support	Senate Education Committee	32
AB 857 Gipson	School Employees: Cultural Competency Training	No Position	Assembly Appropriations Committee—Suspense File	32
AB 1247 Garcia	Classified Employees: School Districts and Community College Districts: Contracting Out: Training Requirements	Watch	Assembly Appropriations Committee—Suspense File	33
AB 1331 Elhawary	Workplace Surveillance	No Position	Senate Floor—Third Reading	33
Facilities				
AB 942 Calderon	Electricity: Climate Credits	Watch	Senate Rules Committee	33
Governance and District Operations				
AB 235 Arambula	Pupils: Use of Smartphones	Support	Assembly Appropriations Committee	34
AB 281 Gallagher	Comprehensive Sexual Health Education and Human Immunodeficiency Virus (HIV) Prevention Education: Outside Consultants	No Position	Assembly Floor—Inactive File	34
AB 395 Gabriel	Holidays	Support	Senate Judiciary Committee	34

AB 844 Essayli	Educational Equity: Sex-segregated School and Athletic Programs and Activities: Use of Facilities	Oppose	Assembly Arts, Entertainment, Sports, and Tourism Committee	35
SB 622 Grove	Educational Equity: Sex-Segregated School Programs and Activities: Sex at Birth	Oppose	Senate Education Committee	35
Instruction				
AB 731 Fong	Pupil Instruction: Dual Enrollment: College and Career Access Pathways Partnerships	Watch	Senate Appropriations Committee—Suspense File	35
AB 865 González, Mark	Dual Language Immersion Programs: Instructional Materials: Grants	Support	Assembly Appropriations Committee—Suspense File	36
AB 887 Berman	Pupil Instruction: High Schools: Computer Science Courses: California Computer Science Demonstration Grant Program: Reporting	No Position	Senate Appropriations Committee—Suspense File	36
AB 1053 Zbur	Educational Technology: Evaluation and Selection	No Position	Assembly Appropriations Committee—Suspense File	36
SB 612 Valladares	Pupil Instruction: High School Graduation Requirements: Career Technical Education	Oppose	Senate Education Committee	37
SB 745 Ochoa Bogh	American Government and Civics: Curriculum Guide: State Seal of Civic Engagement	No Position	Assembly Appropriations Committee—Suspense File	37
Nutrition				
SB 225 McNerney	School Nutrition: Guardian Meal Reimbursement	Support	Senate Appropriations Committee—Suspense File	37
School Safety and Student Discipline				
AB 68 Gallagher	School Safety: Armed School Resource Officers		Assembly Education Committee	38
AB 327 Ta	Crimes: False Reporting	Oppose	Senate Appropriations Committee—Suspense File	38
AB 421 Solache	Immigration Enforcement: Prohibitions on Access, Sharing Information, and Law Enforcement Collaboration	Support	Assembly Public Safety Committee	38
SB 48 Gonzalez	Immigration Enforcement: School Sites: Prohibitions on Access and Sharing Information	Support	Assembly Judiciary Committee	39

SB 554 Jones	Law Enforcement: Immigration Enforcement	Oppose	Senate Public Safety Committee	39
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	39
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	40
SB 743 Cortese	Education Finance: Education Equalization Act: Equalization Reserve Account		Assembly Appropriations Committee	40
Student Services				
AB 673 Jackson	Unaccompanied Homeless Pupils: Unaccompanied Youth Transitional Housing Program	Support	Assembly Education Committee	41
AB 1025 Pellerin	Standby Caretaker Act	Watch	Assembly Appropriations Committee—Suspense File	41
SB 12 Gonzalez	State Government: Immigrant and Refugee Affairs Agency: Office of Immigrant and Refugee Affairs	Support	Senate Appropriations Committee—Suspense File	41
SB 33 Cortese	Homeless Pupils: California Success, Opportunity, and Academic Resilience (SOAR) Guaranteed Income Program	Support	Senate Appropriations Committee—Suspense File	42
SB 552 Cortese	Juveniles: Wards: Case Plans	No Position	Senate Appropriations Committee—Suspense File	42
Transportation				
AB 1111 Soria	Pupil Transportation: Schoolbuses: Zero-Emission Vehicles: Scrapping	Support	Senate Appropriations Committee—Suspense File	43

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.

[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 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: 09/09/2025

Title: Educational Equity: Discrimination Prevention Coordinators

Status: Assembly Judiciary Committee—Two-Year

Position: Support

Summary:

This bill was amended on September 9, 2025, to be a completely new bill. As amended, SB 48 no longer deals with immigration enforcement.

[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: Ashlee Chiarito, Ed.D., Executive Officer

Date: October 17, 2025

Phone Number: (559) 457-3934

Regarding: Final Approval of the 2025/26 Local Control and Accountability Plan

The purpose of this communication is to provide the Board with an update on the review process and approval of the Fresno Unified School District Local Control and Accountability Plan (LCAP).

The Fresno County Superintendent of Schools (FCSS) has completed their review, resulting in approval of the Fresno Unified School District 2025/26 LCAP. The process includes reviews by FCSS staff in both Educational Services and Financial Services; the FCSS team confirmed their approval of the Fresno Unified LCAP, which resulted in no substantive changes to the document. Throughout the review process, district staff worked to provide additional clarification and made technical adjustments to address the feedback received. The review was completed within the timeline required for FCSS approval.

The district continues to exceed legal requirements by including 100% of General Fund resources in the LCAP. Additionally, the review approval affirms the district's demonstration of increasing or improving services for unduplicated students. Meeting this requirement demonstrates the Board's continued commitment to improving educational outcomes for low-income, English learner, and foster youth students.

In addition, the California Department of Education has a new requirement that the final approved LCAP must be uploaded to the California School Dashboard on October 13 - 31. To meet this requirement, the district's approved LCAP was uploaded by the Department of Analysis, Measurement, and Accountability (AMA) on October 13, 2025. This step ensures transparency in how school districts plan and allocate resources, while reinforcing accountability for improving student outcomes, and promotes educational partner engagement by making the plan easily accessible to parents, educators, and the broader community.

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

Cabinet Approval: 

Name and Title: Patrick Jensen, Chief Financial Officer

Fresno Unified School District
Board Communication

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

Date: October 17, 2025

Phone Number: (559) 457-3907

Regarding: Resolution of the Notices to Cure Reserve Balance Deficiencies for Aspen Ridge and Aspen Meadow Charter Schools

The purpose of this communication is to provide the Board with an update regarding the resolution of the Notices to Cure issued on September 05, 2025, to Aspen Ridge and Aspen Meadow Charter Schools addressing the reserve balance deficiencies below the 3% minimum reserve for economic uncertainties as required under their Memoranda of Understanding (MOU) with Fresno Unified School District.

- Aspen Ridge responded on September 26, 2025, citing declining Average Daily Attendance (ADA), increased operational costs, and provided a corrective plan to restore reserves above the 3% threshold for 2025/26. Following a District request for additional documentation on October 02, 2025, Aspen Ridge submitted a three-year multi-year projection, 2025/26 budget adjustments, and reconciliation of unaudited and audited actuals. The district's review confirmed reserve compliance, expenditure reductions, and fiscal support from Aspen Public Schools.
- Aspen Meadow responded on September 26, 2025, citing declining ADA, ongoing supplemental support costs, increased operational expenses, and pandemic-era carryover services. The charter submitted a corrective plan with budget adjustments, reallocations of special education and Expanded Learning Opportunities Program (ELOP) funds, and additional revenue to restore reserves above 3% for 2025/26. Following a district request for additional documentation on October 02, 2025, Aspen Meadow provided a three-year multi-year projection, 2025/26 budget adjustments, and reconciliation of unaudited and audited actuals. The district's review confirmed reserve compliance, expenditure reductions, and fiscal support from Aspen Public Schools.

Based on the documentation submitted, the district considers both Aspen Ridge and Aspen Meadow to have satisfied the conditions of their Notices to Cure. Fiscal Services will continue to monitor each charter school's financial performance through standard reporting processes, beginning with the First Interim Report, to ensure continued reserve compliance and fiscal stability.

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

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Rita Baharian, Executive

Date: October 17, 2025
Phone Number (559)457-3342

Regarding: Learning Communities for School Success Program Grant Update

The purpose of this communication is to provide the Board with an update on the three-year Learning Communities for School Success Program grant, which was awarded in August 2024. This grant provides critical funding to strengthen the District's Multi-Tiered System of Support framework by enhancing Tier I, Tier II, and Tier III structures districtwide, expanding social-emotional and behavioral supports for students, and building the infrastructure needed to monitor intervention progress effectively.

Last school year, a key focus was planning and developing the Atlas Intervention Screen, a platform designed to capture interventions, track and monitor student progress and outcomes, and support students in receiving timely and appropriate services. The first phase of the platform was successfully piloted with a range of practitioners, including Tier II Intervention Specialists, elementary Restorative Practices School Counselors, Clinical School Social Workers, and Behavior Intervention Specialists.

At the same time, significant development efforts were dedicated to the creation of the Climate and Culture Power BI application, which will launch in the next few months. This dashboard provides leaders with a comprehensive, real-time view of student outcome data, aligning with how the California Dashboard and DataQuest report suspensions and chronic absenteeism. It includes current, historical, and projected data that will support informed decision-making in the areas of misbehavior, suspension, and chronic absenteeism. The dashboard also features comparison measures, data by student group, and year-to-date percentage point changes.

Due to the late release of funding, the 2024/25 school year was dedicated to planning the development of the Middle School Academy. A program designed to provide intensive social, emotional, and behavioral support within a comprehensive middle school setting. The academy serves small cohorts of students with chronic behaviors impeding their learning. Social emotional skill development, mindfulness and trauma-informed strategies and behavior interventions are embedded throughout the day. As students meet their goals, they are gradually reintegrated into comprehensive classes, with the ultimate goal of fully transitioning back to their middle school. We are pleased to report that the academy successfully launched in August 2025.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Rita Baharian at (559) 457- 3342.

Cabinet Approval: 
Carlos Castillo (Oct 16, 2025 11:46:34 PDT)

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