

BOARD COMMUNICATIONS - FEBRUARY 13, 2026

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.docx](#) 

3

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 February 06, 2026.docx](#) 
[School Services of California Weekly Update Report for February 06, 2026.pdf](#) 

4 - 14

4.2 [February Legislative Committee.docx](#) 
[February Legislative Committee.pdf](#) 

15 - 44

4.3 [Legal Service by Category.docx](#) 

45

4.4

4.5

- 5. **OFFICE OF COMMUNICATIONS**
Adela G. Duncan, Chief Officer
- 6. **OFFICE OF ENGAGEMENT & EXTERNAL PARTNERSHIPS**
Wendy McCulley, Chief Officer
- 7. **OFFICE OF HUMAN RESOURCES & LABOR RELATIONS**
David Chavez, Chief Officer
- 8. **OFFICE OF THE INSTRUCTIONAL DIVISION**
Carlos Castillo, Ed.D., Chief Officer
- 9. **OFFICE OF OPERATIONAL SERVICES**
Paul Idsvoog, Chief Officer

9.1 [Potential Southeast Development Area Plan Impacts to Fresno Unified School District.docx](#) 

46

- 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: February 13, 2026
Phone Number: (559) 457-3884

Regarding: Superintendent Calendar Highlights

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

- Visited the Mobile Museum of Tolerance Bus with Executive Cabinet team at Bullard High School
- Met with Cabinet team
- Met with group of Middle School Teacher Librarians
- Gave interview with Vincent Camarillo, ABC30, regarding *Open Letter from Fresno County Superintendents – A Shared Call to Focus on Student Safety and Learning and End Off-Campus Student Walkouts*
- Attended CART Board Meeting
- Attended Fresno Unified Honor Band and Orchestra Performance
- Attended student forum “We are Young, Not Silent” at Computech
- Attended the Public Open House for the Mobile Museum of Tolerance Bus at Bullard High School
- Attended the Fresno Unified School District Good Food Purchasing Program Recognition event at the Nutrition Center
- Met with Steven Lewis, CEO, Fresno Economic Opportunities Commission
- Attended Labor Management Partnership Meeting

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: February 13, 2026
Phone Number: (559) 457-3907

Regarding: School Services Weekly Update Reports for February 06, 2026

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 February 06, 2026, are attached and include the following articles:

- New Details Emerge for Newsom's Education Governance Reform – February 05, 2026
- What it Means to be 'Ready' for Kindergarten in California – February 05, 2026
- How the Governor's Budget Proposal Addresses Rising Numbers of Students in Special Education – February 04, 2026

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

Cabinet Approval: 
Name and Title: Patrick Jensen, Chief Financial Officer



500 Capitol Mall

•
Suite 1700

•
Sacramento

•
California 95814

•
TEL: 916 . 446 . 7517

•
FAX: 916 . 446 . 2011

•
www.sscal.com

DATE: February 6, 2026

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Two-Year Bills Clear First House

January 31, 2026, was the deadline for bills introduced in 2025 to clear their house of origin and go to the second house. In other words, this was the deadline for 2025 Assembly bills to be approved by the Assembly and be sent to the Senate, and 2025 Senate bills to be approved by the Senate and be sent to the Assembly.

Several education-related measures cleared this deadline in the past couple of weeks. These include the following bills:

- Assembly Bill (AB) 277 (Alanis, R-Modesto) would require individuals who provide behavioral health treatment at a center, facility, or program to undergo a background check, but exempts those who hold a current and valid California license that required a fingerprint-based background check and is in good standing.
- AB 673 (Jackson, D-Moreno Valley) would require the California Department of Education (CDE) to administer a competitive, five-year pilot grant program, the Unaccompanied Youth Support Grant Program, for local educational agencies serving unaccompanied youth ages 16-17.
- AB 1204 (Alvarez, D-San Diego) would make significant changes to the Local Control Funding Formula by expanding unduplicated pupils to include homeless students, increasing supplemental grants to 35% beginning in 2030-31, lowering the concentration grant threshold to 45%, guaranteeing a minimum 4% annual inflation adjustment, adding regional cost adjustments, and phasing in changes while protecting districts from funding losses per average daily attendance.
- Senate Bill 608 (Menjivar, D-San Fernando Valley) would prohibit public schools serving grades 7-12 from blocking school-based health centers from providing internal and external condoms, require schools to allow condom access through educational and public health programs, direct the CDE to

monitor compliance with the California Healthy Youth Act, and prohibit retailers from restricting sales of over-the-counter contraception based solely on age.

The above bills are now in the second house, awaiting to be referred to a policy committee. Since these two-year bills have officially cleared the aforementioned January 31 deadline, they will henceforth operate on the same legislative deadlines as bills introduced in 2026.

The deadline for the Legislature to introduce bills in 2026 is Friday, February 20, 2026, which is only two weeks away. Historically, the bulk of bills are introduced towards the end of this deadline, and we expect this will be the case this year as well.

Leilani Aguinaldo

New Details Emerge for Newsom's Education Governance Reform

By Patti F. Herrera, EdD and Megan Baier
School Services of California Inc.'s *Fiscal Report*
February 5, 2026

One of the boldest proposals released with Governor Gavin Newsom's 2026-27 State Budget last month is an effort to reform how public education in California is governed. Citing a century of research and observations about the incoherence of the existing governance structure, the Governor is seizing a narrow opportunity when the state will be ushering in both a new Governor and State Superintendent of Public Instruction (SSPI) later this fall to "enact historic changes" designed to strengthen the state's public education system by unifying education policymaking and implementation under the jurisdiction of the executive branch.

The Governor announced his budget proposal on January 9, 2026, just over a month after the Policy Analysis for California Education published a [report](#) that once again calls for reforming the state's education governance system (see the January 2026 *Fiscal Report* article, "[Education Governance Key Initiative in Budget Proposal](#)"). The Governor's proposal draws primarily from the report's key recommendations but leaves others unaddressed. On Monday, February 2, 2026, the Newsom Administration released details of the proposal, along with [Frequently Asked Questions \(FAQ\)](#).

Shifting oversight and management of the California Department of Education (CDE) from the SSPI to a governor-appointed Education Commissioner, who will also serve as the State Board of Education's (SBE) executive officer, is the most significant part of the Governor's proposal. The CDE functions to implement laws enacted by the Legislature and the Governor, as well as policies and regulations approved by the SBE. This, according to many, is what makes the public education governance incoherent and unnecessarily complex. By shifting the CDE under the purview of the executive branch, like many state agencies, the Governor's proposal seeks to better align policymaking authority with policy implementation and accountability.

According the Governor's FAQ, the proposal seeks to position the SSPI "to foster needed alignment and coordination of education policies from early childhood through postsecondary education for the betterment of California's students." It not only maintains the position of the SSPI, but it also creates voting authority for the SSPI on key education boards, including the SBE where the SSPI currently sits, but in a nonvoting capacity. In furtherance of the Governor's larger cradle-to-career initiative, he proposes adding the SSPI as a voting member to the California Community Colleges Board of Governors, which would be a new function for the SSPI. To support the SSPI's new role, the proposal establishes the Office of the Superintendent of Public Instruction and authorizes the SSPI to appoint two deputies. Three associate superintendents within the office would be appointed by the SBE.

The proposal also contemplates how to shift existing positions that support both the SBE and SSPI in alignment with the broader governance reform. If approved as part of the State Budget in June, this shift would take effect on January 1, 2027, when the next California Governor and SSPI assume their posts.

Click [here](#) to read the details of the education governance reform (starting on page 102).

Note: About two-thirds of California's three- to five-year-olds are on track to enter kindergarten, according to new federal data from the National Survey of Children's Health.

What it Means to be 'Ready' for Kindergarten in California

By Kate Sequeira and Makiya Seminera
Los Angeles Times
February 5, 2026

About two-thirds of California's 3- to 5-year-olds are on track to enter kindergarten, according to new federal data. But being ready for school involves a lot more than a child's ability to count or recite their ABCs.

The effort to get a snapshot of kindergarten readiness is part of the National Survey of Children's Health, which collected information from thousands of parents and guardians about their child in five areas — early learning, motor skills, social-emotional development, self-regulation and health. The goal was to answer an overall question: Is your child ready for school?

Readiness in California is on par with the nation's average, which also puts kindergarten readiness at two-thirds of 3- to 5-year-olds. But immense disparities exist. The gap in kindergarten readiness between the poorest families and the wealthiest is approximately 20 percentage points.

While there's growing interest in assessing school readiness, education experts differ on what to measure and how. And some dispute whether children should be ready for school or if schools should be better prepared to address the needs of kindergartners.

Despite the complexities, what a young child learns before they enter classrooms can set the course for the rest of their academic career, experts said.

What is kindergarten readiness?

Kindergarten readiness encompasses the foundational skills necessary to engage in a more formal learning environment, said Ohio State University educational psychology professor Laura Justice.

Although there is not a universal definition, many experts and educators rely on guidance from the bipartisan National Education Goals Panel, which has criteria similar to the questions asked by the federal survey.

School readiness is a relatively new concept, with the panel's guidelines emerging in the 1990s. Historically, there weren't many expectations for children entering kindergarten, although some students — typically from higher-income families — arrived in classrooms with more advanced skills than others, said Robert Crosnoe, a sociology professor at the University of Texas at Austin. That meant states had to provide enriching learning opportunities before children set foot in a kindergarten classroom — so they could learn not only their ABCs but also skills such as carrying on a conversation and problem-solving during playtime.

"If we just focus on those strictly academic things, it's only going to get us so far," Crosnoe said.

Is your child ready for kindergarten? It's not an easy answer

There are a few ways to measure readiness, but each method has its drawbacks, said Jill Cannon, a senior policy researcher at global policy think tank Rand.

Parents can answer questions about their child — such as in the National Survey of Children’s Health — but can be biased or misinterpret questions, especially if English isn’t their first language. Teachers can assess children instead, but interpretations of a child’s behavior can often depend on the teacher who is doing the assessment.

When to measure readiness can also be a factor.

A child’s age when they enter kindergarten, typically at age 5, can influence readiness, as children who are several months older are often in the same class with younger 5-year-olds.

“Six months now to me means nothing, but back then ... I had a lot of learning to do. I grew a lot,” Cannon said. “These kids, they grow a lot over the kindergarten year.”

How to prepare your child

If your child is scheduled for a kindergarten readiness assessment, don’t worry. Most experts agree that readiness tests are important in identifying what supports kids will need.

When it comes to social-emotional readiness, most children often catch up within the first month or two if they don’t come in ready, said transitional kindergarten teacher Amy DiStefano, who also taught kindergarten for 22 years. Based on guidance from the National Education Goals Panel, kindergartners should be able to take turns and cooperate. They should also be able to understand others’ emotions and express their own feelings.

DiStefano, who teaches at Taper Avenue Elementary in San Pedro, said she evaluates kindergarten readiness based on students’ ability to follow one-step directions and their ability to communicate among themselves and with adults, especially when it comes to problem-solving, sharing and asking for help.

Readiness can be observed in different ways, UC Berkeley education professor emeritus Bruce Fuller said. Pre-literacy skills and math concepts can be important for school districts and policymakers as children get ready to begin state testing in later years. Teachers often look at a child’s classroom behavior: Do they raise their hand, stand in line? For parents, the ability to make friends and use cooperative skills can be vital.

Benchmarks from the National Education Goals Panel indicate that children should have awareness of sounds and letters, understand how a story works and be able to represent ideas through drawings. They should be curious and persistent on tasks, have gross and fine motor skills and a concept of numbers.

“Early learning activities in the home, the complexity of language that families use, the quality of pre-K — all these drive a huge difference in the pace of the child’s development,” Fuller said. “It doesn’t mean that certain kids won’t catch up, but on average, kids that are not ready for school — kids that are not developing at typical rates — are likely to fall further behind in elementary school.”

How is kindergarten readiness measured in California?

California doesn’t have a statewide assessment to evaluate kindergarten readiness.

To truly assess kindergarten readiness, the approach would have to be holistic — and as a result, costly. Early childhood advocates in California tend to err on the side of limiting testing as well, Fuller said.

“Children’s advocates rightly point to kids’ emotional happiness, well-being and social skills as the foundation,” Fuller said. “Assessing social and emotional dimensions of growth is an inexact science. We could assess all 4-year-olds, but we might not be measuring the right thing.”

Teachers, however, are able to monitor their children and adapt activities to encourage development in appropriate ways, said Gennie Gorback, president-elect of the California Kindergarten Assn.

“Teachers, especially kindergarten teachers, are so good at meeting children where they are, assessing them and knowing what their needs are and preparing activities and lessons, surrounding where they need to grow,” Gorback said.

How to boost kindergarten readiness

Research suggests that attending a high-quality preschool program is one of the best ways to boost kindergarten readiness.

However, preschool curricula vary vastly across the U.S., with some prioritizing certain development areas, such as literacy. And the quality of preschool can vary drastically.

In California, Gov. Gavin Newsom recently oversaw the expansion of transitional kindergarten, which sought to provide all 4-year-olds with free early childhood education in public schools. It has provided children with “the gift of time,” to develop their social-emotional skills in preparation for kindergarten, Gorback said.

But some kindergarten expectations are getting pushed to the younger grade level, including social-emotion development, she said.

Some measures of preschool quality are universal. Many early childhood education experts rely on the National Institute for Early Education Research’s 10 quality benchmarks to make broad assessments in all states that offer public preschool programs. Parents can use the standards as a guide for choosing a preschool that’s most likely to help prepare their child for the next step.

Sequeira reports for The Times’ early childhood education initiative, focusing on the learning and development of California children from birth to age 5. For more information about the initiative and its philanthropic funders, go to latimes.com/earlyed. Seminera writes for the Associated Press. Todd Feathers of the Associated Press contributed to this report.

Note: In his 2026-27 State Budget, Governor Gavin Newsom is proposing to increase ongoing funding for students with disabilities by \$509 million to address significant regional funding inequities.

How the Governor's Budget Proposal Addresses Rising Numbers of Students in Special Education

By Emma Gallegos
EdSource
February 4, 2026

Student enrollment has been declining in the McFarland Unified School District, so Superintendent Aaron Resendez was surprised to start this school year with an uptick in students who require special education services.

The 3,282-student district in rural Kern County needed to act quickly to meet the needs of these students. Resendez said the district scrambled to find two teachers, paraprofessionals and accessible classrooms for students with moderate to severe needs.

“We had far more students with special needs enroll at the lower grade levels than we anticipated,” said Resendez. “We ended up adding two more classes.”

This year wasn't a fluke. There were 449 students who required special education services in 2024-25, up from 248 students in 2014-15, while enrollment dipped by nearly 200 students.

What's happening in McFarland Unified is happening in districts across the state. Even as enrollment declines in California, an increasing number of students are qualifying for special education services.

Educators and researchers chalk up the increase in students requiring special education services to several factors: improved identification because of advocacy and reduced stigma, a rise in the number of students with emotional or behavioral disabilities, and pandemic disruptions that may have delayed early interventions.

Serving more students with disabilities may require hiring more teachers, paraprofessionals, psychologists, speech-language pathologists or other specialists, conducting more training or buying specialized equipment. There are strict federal requirements ensuring these students are served. However, state and federal funds earmarked for special education don't cover these growing expenses. That strains district budgets already hit hard by declining enrollment.

The rising numbers of special education students and rising caseloads have also been a factor in heated labor negotiations across the state, including West Contra Costa County Unified and San Diego Unified.

Gov. Gavin Newsom's January budget proposal noted that 15% of students qualified for special education in 2024-25, up from 13% in 2018-19. During the same period, total TK-12 enrollment declined by over 380,000 statewide, while the number of students who qualified for special education grew by over 70,000.

This isn't unique to California: 15% of students in public schools qualify for special education services in the United States, according to the National Center for Education Statistics from 2022-23. That number has been rising nationally, too.

Administrators of the regional agencies that provide funding and oversight for students with disabilities — SELPAs or Special Education Local Plan Areas — say that it's not just about the rising numbers of students with disabilities.

"We are also seeing a rise not only in students with disabilities, but students with more complex needs," said Veronica Coates, chair for SELPA Administrators of California. "So it's kind of that double whammy in some respects."

Rise in special education population hits budgets

The governor's January budget proposal tackles one long-standing problem for special education funding in California: equalizing the base funding rate for special education between regions. The governor proposes increasing ongoing funding specifically for students with disabilities by \$509 million.

Coates, who is also assistant superintendent for Tehama County SELPA, said she was having a conversation with the agency's finance director about covering a \$1 million deficit the day Newsom proposed equalizing rates for SELPAs. His proposal would cover \$850,000, she said.

"It really is a beginning to address the problem," said Coates. "I wouldn't say, 'Oh my gosh, this solves the problem.'"

This will help SELPAs like Tehama County's that have been plagued by what a 2018 report by the Legislative Analyst's Office called "seemingly arbitrary funding inequities" since the 1990s. In 2019-20, the Plumas Unified School District SELPA received \$493 per average daily attendance, while the Modoc County SELPA received almost double at \$942.

But the problem with rising special education costs goes beyond these disparities between SELPA regions, administrators say.

There are strong federal laws, such as the 1975 Individuals with Disabilities Education Act (IDEA), that require schools to offer students with disabilities the support they need to learn. But a perennial problem, according to disability advocates, is that those mandates come with a fraction of the funding originally promised.

Each year, members of Congress reintroduce legislation to provide 40% of the average per-pupil expenditure for special education students — currently, it is below 13%. None of these efforts, thus far, has been successful in pressing for more federal funding for students with disabilities.

The state also provides some dedicated funding for students with disabilities, but the vast majority — roughly 65% to 70% — comes from school districts' general funds, Coates said.

This means that increases in special education can strain a school district's general funds, according to Scott Turner, executive director of the East San Gabriel Valley SELPA in Los Angeles County. That strain could lead to larger class sizes, for instance, or fewer innovative programs and clubs.

In other words, if the state earmarks more funding for special education, it wouldn't necessarily mean that funding for special education services would increase.

“We’re fearless advocates for our students with disabilities, and they are getting all of their services as required under IDEA,” said Coates.

Instead, more state funding would benefit all students — both those with disabilities and general education students, Coates said.

“It would really be enhancing that overall general fund budget,” she said.

Behind the rising numbers

As a preschool teacher in the San Jacinto Unified School District, Anthony Segura is often the first teacher his students have. Segura is a special education teacher who co-teaches a class with a general education teacher under a unique inclusion model. He’s seen firsthand why numbers are rising in California. Most of it, he said, is better identification.

“Now we can actually identify these students,” Segura said.

Families are asked to fill out a questionnaire to identify potential problems a child may have, such as delayed language development or behavioral concerns.

“We’re certainly better at diagnosing these conditions in more subtle ways,” said Aubyn Stahmer, director of UC Davis MIND Institute.

There has been more disability advocacy that has reduced the stigma for disabilities such as autism and attention-deficit/hyperactivity disorder (ADHD), Stahmer said. There is a greater willingness to be identified as having a brain that operates differently. She notes that in the past, some conditions were misdiagnosed, too. Black students who were autistic were more likely to be misdiagnosed with behavioral or conduct disorders, for instance.

But the pandemic has also had long-term effects, Stahmer said.

Families isolating might have missed doctors’ appointments, which are crucial for identifying developmental delays or disabilities in children up to 3 years old. This early intervention includes speech therapy, occupational therapy and helps develop social and emotional skills. It also prepares students for success in school, Stahmer said.

Segura has found that some families recognize their child needs more help and support, but they aren’t aware of the services available to them. Some of these services in the early years can make a big difference in the long term.

“Early intervention is key before the gaps widen,” said Segura.

He has also noticed that children are arriving with weaker social skills, which could also be attributed to reduced socialization during the pandemic.

Anthony Rebelo, SELPA director for Trinity County Office of Education, noted that more students may have disabilities related to trauma and social-emotional issues. In Trinity County alone, the number of students in special education grew by more than 21% between 2022-23 and 2024-25, while enrollment increased by 1%, according to California Department of Education data. Schools in rural Northern California have become a

sort of “catchall” provider for the region with high rates of poverty, foster youth and homelessness, he said. These students may need additional services, such as counseling and social work.

But those issues aren’t unique to one region.

“Our data is showing that we are seeing more behavioral and mental health challenges,” said Stahmer, with the UC Davis MIND Institute. “We’re definitely seeing more of that than in the past.”

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: February 13, 2026
Phone Number: (559) 457-3934

Regarding: February Legislative Committee

The purpose of this communication is to provide the Board with information shared at the February 05, 2026, Legislative Committee Meeting.

At the regular meeting of the Legislative Committee of the Fresno Unified School District the following were present: Board of Education Members Veva Islas, Andy Levine, and Keshia Thomas; Director of Governmental Relations, Leilani Aguinaldo; District Staff: Patrick Jensen, Chief Financial Officer; Kim Kelstrom, Chief Executive, Fiscal, Jonie Difilippo, Assistant Superintendent, Human Resources; Ashlee Chiarito, Executive Officer, State and Federal, Teresa Plascencia, Executive Director, Constituent Services, and Diana Diaz, Director, Communication Information.

Budget and Economic Update

Ms. Aguinaldo provided a budget update.

In the January 2026 Fiscal Report, Governor Newsom proposed \$2.8 billion one-time Proposition 98 funds for the Student Support and Professional Development Discretionary Block Grant. The additional funds would augment the grant funds that were included in the 2025/26 enacted budget. The 2026/27 grant funds would be distributed on the basis of an equal amount per average daily attendance (ADA), using Second Principal Apportionment data for the 2025/26 fiscal year. Districts would have until June 30, 2030, to expend these discretionary funds.

There are several proposals in the Governor's budget to increase funding for K-12 school districts. This includes ongoing investments to support existing and additional Community Schools, Universal Meals Programs and Nutrition for school meals and infrastructure, and Special Education funding to equalize the rate.

The Legislative Committee voted to recommend that the Board of Trustees sponsors a bill that proposes to allow California school districts the ability to choose to utilize an "auxiliary organization" structure.

The Legislative Committee voted to recommend that the Board of Trustees vote to support the 2026 tax initiative to extend Proposition 30 and Proposition 55. This proposal is projected to raise tens of billions of dollars, 90% dedicated to health care and the remaining 10% would go to K-14 education.

Legislative Update – The following bill proposals were discussed:

AB 1631 (Muratsuchi) – Support – Starting with the 2028/29 school year, would require a student to complete one year of kindergarten before being admitted to first grade.

AB 1654 (DeMaio) – Oppose – Requires the Department of Motor Vehicles, before issuing or renewing a commercial driver's license, to verify the applicant's lawful presence in the United States.

AB 1665 (Pacheco) – Watch – Requires coaches to complete the Student Mental Health Training each time the individual applies for a job or renews a certification permit.

AB 1204 (Alvarez) – Watch – Modify the Local Control Funding Formula and fully funded by 2030/31. This includes lowering the threshold of eligibility for districts to receive concentration grants and the establishment of regional cost-of-living adjustments (COLAs).

SB 492 (Menjivar) – Support – If adopted, the Youth Housing Bond Act of 2026 would authorize the issuance of bonds in the amount of \$1 billion to finance the Youth Housing Program.

The School Services Legislative Committee February 2026 report is attached. The next Legislative Committee meeting is scheduled for March 12, 2026.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Ashlee Chiarito at (559) 457-3934 or Kim Kelstrom at (559) 457-3907.

Cabinet Approval: 

Name and Title: Patrick Jensen, Chief Financial Officer

Fresno Unified School District

LEGISLATIVE COMMITTEE MEETING FEBRUARY 5, 2026

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.....	13

Legislative and Economic Update

School Services of California, Inc.
Legislative and Economic Update Prepared for:
Fresno Unified School District
Table of Contents
February 3, 2026

Legislative and Economic Update	
2026-27 Discretionary Block Grant Details Released	1
Bipartisan Budget Deal Safeguards Education Funding.....	2
Bipartisan Agreement Secures FY 2026 Federal Education Funding	4
Speaker Rivas Announces Changes to Key Education Committees	5
New Education Laws for 2026	6

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

2026-27 Discretionary Block Grant Details Released

By: Leilani Aguinaldo

February 2, 2026

As detailed previously (see the article “[Overview of the Governor’s Proposals for the 2026-27 State Budget and K-12 Education](#)” in the January 2026 *Fiscal Report*), Governor Gavin Newsom includes in his 2026-27 State Budget proposal \$2.8 billion one-time Proposition 98 funds for the Student Support and Professional Development Discretionary Block Grant (Discretionary Block Grant). On February 2, 2026, [additional details](#) were released about the grant.

The additional funds would augment the Discretionary Block Grant funds that were included in the 2025-26 Enacted Budget and include the same details, including allocation methodology and allowable uses. As proposed, the 2026-27 Discretionary Block Grant would be distributed to school districts, charter schools, county offices of education, and the state special schools on the basis of an equal amount per average daily attendance (ADA), using Second Principal Apportionment data for the 2025-26 fiscal year. We estimate this figure to be \$512.48 per ADA. As in the current year, these funds may be used for discretionary purposes, although local educational agencies (LEAs) are encouraged to use the funds for professional development, teacher recruitment and retention, career pathways and dual enrollment, and addressing rising costs. LEAs would have until June 30, 2030, to expend the proposed funds and a final expenditure report would be due to the California Department of Education by September 30, 2030.

The release of the Governor’s Budget proposal and accompanying legislation marks the first step in the State Budget process. The Legislature will provide insight on the Governor’s Budget proposals over a series of hearings in the months to come, and we will see what changes are included in the Governor’s May Revision before we reach the Enacted Budget in June.

Governor's Proposals for the 2026-27 State Budget and K-12 Education

Community Schools

\$4.1 billion in one-time funds have been invested in the California Community Schools Partnership Program in prior years, funding approximately 2,500 schools

Trailer bill language will provide additional details regarding eligibility, allowable uses, and associated requirements



The Governor's Budget proposes \$1.0 billion new, ongoing funds to expand the community schools model

The ongoing investment will support both existing grantees and additional community schools that have large concentrations of students who are low-income, English learners, or in foster care

© 2026 School Services of California Inc.

1

Universal Meals Program and Nutrition

- The Governor's Budget proposal continues to fund the Universal Meals Program and proposes several other investments for school meals and infrastructure

Universal Meals Funding Adjustments

Reduces funding for universal meals by \$67.9 million (ongoing) to reflect updated 2025-26 participation estimates compared to the 2025 Budget Act, partially offset by increased reimbursement rates

Child Nutrition COLA

Applies the 2.41% estimated COLA to child nutrition programs

Kitchen Infrastructure and Training Grants

Provides \$100 million (one-time) to support schools in purchasing kitchen equipment, upgrading infrastructure, and providing staff training to expand access to freshly prepared meals

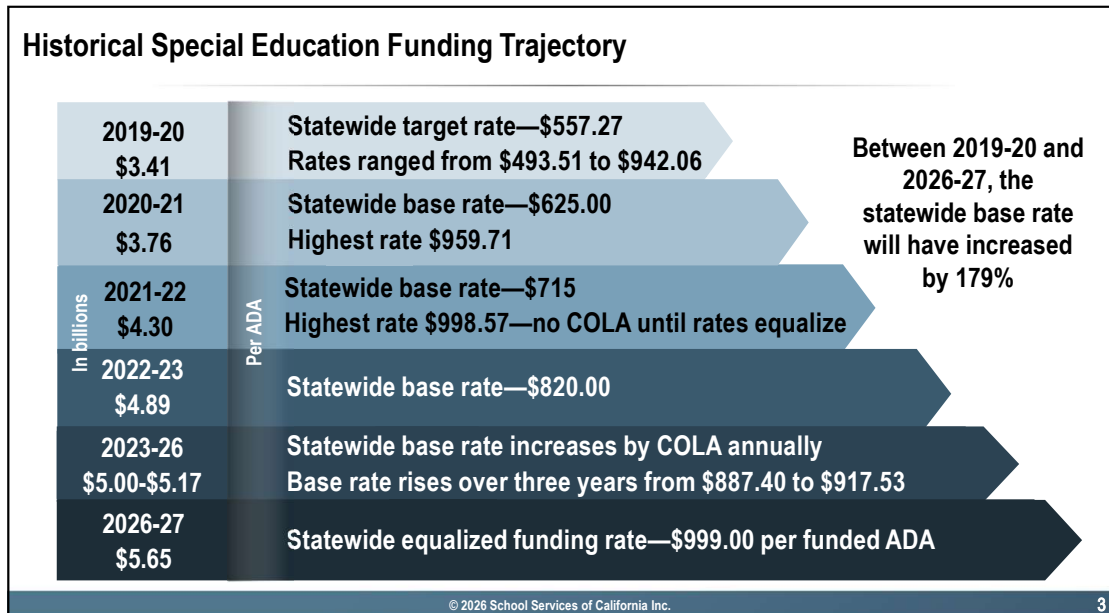
Farm to School Incubator Grant

Provides increased funding with forthcoming accompanying statutory changes

© 2026 School Services of California Inc.

2

Governor's Proposals for the 2026-27 State Budget and K-12 Education



2026 Tax Initiatives

Proposition 30/55 Extension

CTA¹ is leading an effort to make permanent current voter-approved tax rates for high-income earners

- The taxes were first established by Proposition 30 in 2012, and extended by Proposition 55 in 2016
- The tax rates are set to expire in 2031

Proposition 30 provides significant revenue to the state, between \$5 to \$15 billion per year, with approximately 40% of those revenues going to education programs

The proposed initiative must receive the required number of signatures by May 4, 2026, to qualify for the November 2026 ballot

California Billionaire Tax Act

SEIU² is sponsoring an initiative that would impose a one-time 5% tax on taxpayers with covered assets over \$1 billion

Projected to raise tens of billions of dollars in revenue, with 90% dedicated to health care services and the remaining amount for K-14 education and food assistance

The proposed initiative must receive the required number of signatures by June 24, 2026, to qualify for the November 2026 ballot

¹California Teachers Association; ²Service Employees International Union

© 2026 School Services of California Inc. 4

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Bipartisan Budget Deal Safeguards Education Funding

By: Kyle Hyland

January 28, 2026

Congressional appropriators [announced](#) that they have reached a bipartisan agreement on the fiscal year (FY) 2026 Labor, Health and Human Services, Education, and Related Agencies (LHHS) appropriations bill. For TK-12 education, the agreement represents a rejection of proposed cuts and structural changes included in the Trump Administration's FY 2026 budget request and earlier GOP House proposals (see the article "[Details of the FY 2026 Presidential Proposal](#)" in the June 2025 *Fiscal Report*).

In addition to protecting funding levels, the LHHS bill includes directive language intended to require the Administration to release education funds as enacted by Congress. This provision is intended to prevent the withholding or delay of federal education dollars and to reinforce Congress's authority over spending decisions.

The table below compares FY 2024 enacted/FY 2025 continuing resolution levels with the current bipartisan FY 2026 LHHS proposal. Final funding levels will be set when the full appropriations package is enacted.

Program	FY 2024/FY 2025 Budget	FY 2026 LHHS Proposal
U.S. Department of Education (Total Discretionary)	\$78.70 billion	\$79.00 billion
Title I, Part A	\$18.41 billion	\$18.43 billion
IDEA, Part B	\$14.21 billion	\$14.23 billion
Title II, Part A	\$2.20 billion	\$2.20 billion
Title III, Part A	\$890 million	\$890 million
Title IV, Part A	\$1.30 billion	\$1.30 billion
Career Technical Education State Grants	\$1.44 billion	\$1.44 billion
21st Century Community Learning Centers	\$1.33 billion	\$1.33 billion
Rural Education	\$220 million	\$225 million
Impact Aid	\$1.47 billion	\$1.48 billion

The LHHS bill is being advanced as part of a broader FY 2026 appropriations "minibus" package that also includes funding for Defense, Transportation, Housing and Urban Development, and the Department of Homeland Security (DHS). While the education provisions enjoy bipartisan support, the inclusion of DHS funding, particularly funding for Immigration and Customs

Enforcement (ICE), has become a point of contention in Congress. In response to recent controversies and calls for greater accountability, some lawmakers are pushing to separate DHS/ICE funding from the package, arguing that disagreements over immigration enforcement should not delay unrelated investments such as education and health programs. Until those disputes are resolved, the timing of final enactment for the broader funding package—and by extension, the LHHS bill—remains uncertain.

What is certain is that Congress needs to approve a spending package for the nine remaining appropriations bills by January 30, 2026, or pass a stopgap spending measure (continuing resolution) to avoid a partial government shutdown.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Bipartisan Agreement Secures FY 2026 Federal Education Funding

By: Kyle Hyland, Matt Phillips, CPA, and Leilani Aguinaldo

February 3, 2026

Congress has approved a bipartisan appropriations agreement that finalizes education funding through the end of fiscal year (FY) 2026, which concludes on September 30, 2026. Following negotiations between President Donald Trump and Senate leaders, both the House and Senate approved a compromise “minibus” package that includes the Labor, Health and Human Services, Education, and Related Agencies (LHHS) bill. President Trump signed the funding package shortly after receiving it from Congress.

As part of the broader agreement, Congress also provided the Department of Homeland Security (DHS), including Immigration and Customs Enforcement (ICE), with a short-term funding extension of approximately two weeks to allow additional negotiations on immigration policy. Because DHS funding was removed from the approved minibuss spending package, any lapse or delay in DHS funding after that two-week period would not impact education funding, as the LHHS bill has already been enacted for the full fiscal year.

For TK-12 education, the bipartisan agreement removes the uncertainty discussed in last week’s *Fiscal Report* article (see “[Bipartisan Budget Deal Safeguards Education Funding](#)” for details about the FY 2026 budget for education). The FY 2026 LHHS bill is now fully funded through September 30, 2026, preserving investments in major education programs and rejecting proposed cuts included in earlier Administration and House proposals.

The final agreement also rejects two major structural changes proposed by the Trump Administration in its original budget request (see the article “[Details of the FY 2026 Presidential Proposal](#)” in the June 2025 *Fiscal Report*). Congress declined to adopt the proposed K-12 Simplified Funding Program, which would have merged 18 existing federal education grants (including Title II, Part A and Title IV, Part A) into a single \$2 billion block grant. Lawmakers also rejected a proposal to consolidate several special education programs into the main Individuals with Disabilities Education Act Grants to States funding stream, preserving the current structure of federal special education funding.

For school agencies, the bottom line is clear: FY 2026 federal education funding is secured and will not be impacted by ongoing DHS negotiations or shutdown-related deadlines for the rest of the federal fiscal year. Federal FY 2026 funding is provided to local educational agencies in the 2026-27 fiscal year so that means federal revenues are safe for at least one more year.

For more information on this topic, as well as the other federal topics, please consider registering for the upcoming School Services of California Inc. webinar, [Federal Compliance—How to Stay Out of Trouble](#).

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Speaker Rivas Announces Changes to Key Education Committees

By: Kyle Hyland

January 30, 2026

To kick off the new legislative year, California State Assembly Speaker Robert Rivas (D-Salinas) [announced](#) a series of changes to Assembly policy and budget committees. The changes reflect the Speaker's broad authority over committee assignments, leadership roles, and committee structure within the Assembly.

With respect to TK-12 education, Speaker Rivas announced that Assemblymember Al Muratsuchi (D-Torrance) will be removed from the Assembly Education Committee effective March 2, 2026, and replaced by Assemblymember Darshana Patel (D-San Diego) as the new chair. Effective earlier this month, Speaker Rivas named Assemblymember Rick Chavez Zbur (D-Hollywood) to replace Assemblymember Dawn Addis (D-Morro Bay) on the committee. Following these changes, the Assembly Education Committee will have one vacant Democratic seat. The Speaker's press release does not indicate when or if that vacancy will be filled.

The press release also states that Muratsuchi has been removed from Assembly Budget Subcommittee No. 3 on Education Finance, the subcommittee responsible for reviewing and advancing education-related proposals within the State Budget. Assemblymember Muratsuchi, however, has been placed on the Assembly Appropriations Committee, which considers bills with fiscal implications.

Changes to committee leadership and membership can have meaningful implications for the direction and pace of legislation, particularly in high-impact policy areas such as education and the State Budget. New committee chairs often bring different policy perspectives, priorities, and management styles, which can influence which bills advance, how hearings are conducted, and how interest holders engage with the committee.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

New Education Laws for 2026

By: Kyle Hyland

January 14, 2026

Over the fall, School Services of California Inc. highlighted the most important bills signed by Governor Gavin Newsom in his penultimate year in office that will affect education in 2026 and beyond. As we enter the new year, we wanted to give you a refresher of some of the more significant bills affecting local educational agencies (LEAs) that officially went into effect on January 1, 2026, the bills signed that have a delayed implementation date, and the bills that went into effect immediately upon Governor Newsom's signature.

Bills Effective January 1, 2026

Charter Schools

[Senate Bill \(SB\) 631](#) (Richardson, Statutes of 2025)—Charter School Revolving Loan Fund. This bill updates the Charter School Revolving Loan Fund by increasing maximum loan amounts, expanding eligibility, adjusting repayment terms, revising interest calculations, and adding loan prioritization criteria.

College and Career

[Assembly Bill \(AB\) 1098](#) (Fong, Statutes of 2025) California Education Interagency Council. This bill creates a new interagency council to better align education and workforce systems, support adult skill development, and respond to changes in California's economy.

[SB 640](#) (Cabaldon, Statutes of 2025)—Public Postsecondary Education: Admission, Transfer, and Enrollment. This bill establishes the California State University (CSU) direct admission program between participating CSU campuses and LEAs.

Employees

[AB 606](#) (Quirk-Silva, Statutes of 2025)—Certificated Employees: Professional Services Credential: Out-of-State Applicants. This bill requires 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 1009](#) (Rubio, Statutes of 2025)—Teacher Credentialing: Administrative Services Credential: Occupational and Physical Therapists. This bill expands eligibility for California's administrative services credential by allowing licensed school-based occupational therapists and physical therapists to use their professional licenses to meet the prerequisite credential requirement.

[AB 1034](#) (Ávila Fariás, Statutes of 2025)—Teacher Credentialing: Programs of Professional Preparation: Youth Mental Health. This bill requires that a program of professional preparation for a multiple or single subject teaching credential includes, as part of health education requirements, experience that addresses a basic understanding of youth mental health.

Facilities

[AB 932](#) (Irwin, Statutes of 2025)—Community Youth Athletics Programs: Sex or Gender Discrimination. This bill extends existing nondiscrimination protections in youth athletics to LEAs and school recreational facilities.

Financial Aid

[AB 313](#) (Ortega, Statutes of 2025)—Student Financial Aid: Application Deadlines: Extension. This bill allows the California Student Aid Commission to extend financial aid application deadlines by up to 30 days if Free Application for Federal Student Aid (FAFSA) availability is delayed.

Governance and District Operations

[AB 629](#) (Ward, Statutes of 2025)—School Districts: Equipment Inventory. This bill raises the equipment inventory threshold from \$500 to \$1,500. The measure also requires the State Superintendent of Public Instruction (SSPI) to biennially adjust the threshold for inflation and post it on the California Department of Education (CDE) website.

Instruction

[AB 821](#) (Gipson, Statutes of 2025)—High School Graduation Requirements: Career Technical Education. This bill eliminates the sunset on the existing authorization for career technical education (CTE) courses to be used to satisfy the visual and performing arts or world language graduation requirement, thus extending it into perpetuity.

[SB 472](#) (Stern, Statutes of 2025)—Pupil Instruction: Holocaust and Genocide Education: Notice, Survey, and Grant Program. This bill requires 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 development.

Miscellaneous

[AB 1369](#) (Ramos, Statutes of 2025)—Pupil Rights: School Graduation Ceremonies and Related Events: Adornments. This bill affirms student and family authority to determine acceptable cultural, religious, or tribal graduation adornments and prohibits preapproval requirements from LEAs.

School/Student and Safety and Student Discipline

[AB 419](#) (Connolly, Statutes of 2025)—Educational Equity: Immigration Enforcement. This bill requires LEAs to provide information to parents and guardians relating to the Immigration-

Enforcement Actions at California Schools Guide for Students and Families developed by the Attorney General.

AB 715 (Zbur, Statutes of 2025)—Educational Equity: Discrimination: Antisemitism Prevention. This bill establishes a new Office of Civil Rights (OCR), including an Antisemitism Prevention Coordinator, strengthens enforcement of nondiscrimination requirements, expands the Uniform Complaint Procedures to cover instructional and professional development materials, allows state appeals for untimely investigations, and enhances annual parental notification requirements.

AB 1230 (Bonta, Statutes of 2025)—Pupil Discipline: Expulsions: Procedures. This bill requires school districts to create individualized rehabilitation plans for expelled students, offer free access to services, use specified readmission procedures, and submit enhanced data reporting.

SB 19 (Rubio, Statutes of 2025)—Threats: Schools and Places of Worship. This bill creates a new crime for threats of violence against a daycare, school, university, workplace, house of worship, or medical facility, punishable as an alternate felony-misdemeanor.

SB 48 (Gonzalez, Statutes of 2025)—Educational Equity: Discrimination Prevention Coordinators. This bill requires the OCR to employ a Religious Discrimination Prevention Coordinator, a Race and Ethnicity Discrimination Coordinator, a Gender Discrimination Prevention Coordinator, and an LGBTQ Discrimination Prevention Coordinator.

Special Education

AB 560 (Addis, Statutes of 2025)—Resource Specialists: Special Classes. This bill requires 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 SSPI to recommend a maximum adult-to-student staffing ratio for special day classes by July 1, 2027.

AB 784 (Hoover, Statutes of 2025)—Special Education: Specialized Deaf and Hard-of-Hearing Services. This bill clarifies that specialized deaf and hard-of-hearing services are permitted to be the only services included in a student’s Individualized Education Program (IEP) and that there is no requirement for additional special education instruction to be included.

AB 1412 (Gonzalez, J., Statutes of 2025)—Pupil Transfers: Residency Requirements: Records. This bill requires that within 30 days of receipt of official or unofficial records, LEAs must either adopt and implement the student’s existing IEP or develop a new one that aligns with federal and state regulations.

SB 373 (Grove, Statutes of 2025)—Special Education: Nonpublic, Nonsectarian Schools or Agencies. This bill expands state oversight of out-of-state nonpublic, nonsectarian schools 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 374 (Archuleta, Statutes of 2025)—Local Educational Agencies: Annual Reporting Requirements: IDEA Addendum. This bill extends the sunset date for the CDE’s reporting

requirement on LEA annual reports by one year and eliminates the requirement for the State Board of Education (SBE) to adopt an Individuals with Disabilities Education Act (IDEA) Addendum on improving services for individuals with exceptional needs.

Student Health

[AB 677](#) (Bryan, Statutes of 2025)—Pupil Records and Health: Pupils Experiencing Homelessness: Directory Information and Reporting. This bill authorizes directory information of an unhoused student to be disclosed to facilitate an eye examination by a nonprofit eye examination provider or a free oral health assessment hosted by schools.

Bills With Delayed Implementation

College and Career

[SB 638](#) (Padilla, Statutes of 2025)—California Education Interagency Council: California Career Technical Education Incentive Grant Program. This bill expands the California Education Interagency Council’s scope (as created by AB 1098) and codifies its alignment with the Governor’s Master Plan for Career Education. The bill also updates the Career Technical Education Incentive Grant (CTEIG) program by revising eligibility standards to better align CTE with workforce needs. The CTEIG changes become operative on June 1, 2026.

Facilities

[AB 1296](#) (Bonta, Statutes of 2025)—Local Educational Agencies: Reserve Funds. This bill requires the Department of Housing and Community Development (HCD) to, by January 1, 2027, make a form available for LEAs to notify the HCD of their interest in using real property for a housing project and would require the review and posting of that information.

Governance and District Operations

[AB 640](#) (Muratsuchi, Statutes of 2025)—Local Educational Agencies: Governance Training. This bill requires LEA governing board members to complete TK-12 school finance governance training by April 1, 2028, and at least once during their tenure, and directs the Fiscal Crisis and Management Assistance Team to develop the training curriculum.

[SB 827](#) (Gonzalez, Statutes of 2025)—Local Agency Officials: Training. This bill expands ethics training requirements under Government Code section 53235.1 to include LEA governing board members, superintendents, and the chief administrator of a charter school, while retaining the requirement of at least two hours of training every two years. Officials who begin service on or after January 1, 2026, must complete ethics training within six months.

Instruction

[AB 1454](#) (Rivas, Statutes of 2025)—Pupil Literacy: Credential Program Standards and Professional Development: Instructional Materials. This bill directs the CTC to update standards for reading and literacy specialist credentials by January 1, 2028, and administrative services credentials by September 1, 2028, to ensure preparation in evidence-based literacy

instruction and instructional leadership. It also requires the SBE to conduct a follow-up adoption of K-8 English Language Arts/English Language Development instructional materials by January 31, 2027, with LEAs required to follow updated guidance when adopting materials.

School/Student Safety and Student Discipline

AB 382 (Berman, Statutes of 2025)—Pedestrian Safety: School Zones: Speed Limits. This bill reduces the school zone speed limit from 25 miles per hour (mph) to 20 mph commencing January 1, 2031.

AB 727 (González, M., Statutes of 2025)—Pupil and Student Safety: Identification Cards. This bill requires, beginning July 1, 2026, public schools serving students in grades 7-12 and public institutions of higher education that issue student identification cards to include printed contact information for the Trevor Project's LGBTQ+ suicide hotline.

AB 772 (Lowenthal, Statutes of 2025)—Suspensions and Expulsions: Off-Campus Acts: Model Policy. This bill requires the CDE to develop a model policy addressing off-campus and after-hours bullying and harassment for grades 4-12 and requires LEAs to adopt the policy by July 1, 2027.

AB 962 (Hoover, Statutes of 2025)—Comprehensive School Safety Plans: Use of Smartphones. Current law requires an LEA governing body to develop and adopt a policy by July 1, 2026, to limit or prohibit the use of smartphones by students while they are at school. This bill prohibits school safety plans from restricting smartphone access for emergencies, health needs, IEP requirements, or when permitted by school staff.

SB 848 (Pérez, Statutes of 2025)—Pupil Safety: School Employee Misconduct: Child Abuse Prevention. This bill requires LEA governing boards to adopt and post safe-environment and abuse-prevention policies and resources by July 1, 2026, directs the CTC to establish a statewide misconduct data system by July 1, 2027 (contingent upon an appropriation), and requires the SSPI to provide resources that LEAs may use for age-appropriate instruction on the prevention of abuse by July 1, 2026. The bill also expands the definition of mandated reporter to include all public and private school employees, governing board members, and certain school volunteers.

Student Health

AB 1264 (Gabriel, Statutes of 2025) Pupil Nutrition: Particularly Harmful Ultraprocessed Food: Prohibition. This bill requires the California Department of Public Health to adopt regulations defining restricted ultraprocessed foods by June 1, 2028, with vendors reporting product information beginning February 1, 2028, through February 1, 2032. Schools must begin phasing out restricted foods by July 1, 2029; vendors may not offer these foods to schools beginning July 1, 2032; and LEAs may not serve or sell them beginning July 1, 2035.

Bills Effective Upon Signature

Employees

[AB 642](#) (Muratsuchi, Statutes of 2025)—Emergencies Proclaimed by the Governor: School Employee Catastrophic Leave. This measure authorizes all LEAs to implement a catastrophic leave program that permits employees to donate eligible leave credits to another employee who is impacted by a state of emergency declared by the Governor. The bill became law on July 30, 2025.

Facilities

[AB 503](#) (González, M., Statutes of 2025)—School Facilities: Civic Center Act: Direct Costs. This bill permanently restores provisions of the Civic Center Act, allowing school districts to continue recovering direct costs for the use of nonclassroom school facilities and grounds by eligible organizations.

[AB 753](#) (Garcia, Statutes of 2025)—Childcare: Facility Licensure: Teacher Requirements. This bill authorizes the CTC to issue an assistant teacher permit that authorizes the permit holder to assist in the care, development, and instruction of children, subject to specified supervision requirements and qualifications.

Immigration

[AB 49](#) (Muratsuchi, Statutes of 2025)—Immigration Enforcement on School Sites. This bill prohibits LEAs from allowing immigration enforcement officers to enter nonpublic areas of a school site without providing a valid judicial warrant, judicial subpoena, or court order.

[SB 98](#) (Pérez, Statutes of 2025)—Notification of Immigration Enforcement. This bill requires LEAs' public higher education segments to adopt policies to notify students, families, and staff when immigration enforcement officers' presence is confirmed on campus and to provide related information about rights and available resources, aiming to keep schools and colleges safe and accessible for immigrant communities.

Instruction

[AB 927](#) (Sharp-Collins, Statutes of 2025)—County Superintendent of Schools: Inspection of Public Schools. This bill extends the timeline by which county superintendents of schools must visit and complete the textbook and instructional materials review of the schools identified for inspection, from within the fourth week of the school year to within the eighth week of the school year. The bill includes an urgency clause to ensure a sufficient timeframe to conduct the annual inspection of schools beginning in the 2025-26 school year.

2026 Bill Introduction Deadline

Lawmakers returned to Sacramento last Monday, January 5, 2026, to begin their work on the final year of the 2025-26 Legislative Session. Legislators have until Friday, February 20, 2026, to introduce legislation for the 2026 legislative year.

We will cover bills as they are introduced by the Legislature and make their way through the legislative process in our “Top Legislative Issues” series, which we will resume closer to the bill introduction deadline.

Bill Report

SCHOOL SERVICES OF CALIFORNIA INC.

**Legislative Report Prepared for:
Fresno Unified School District
Status as of February 4, 2026**

<i>Bill No./ Author</i>	<i>Title</i>	<i>Position</i>	<i>Status</i>	<i>Page</i>
Attendance or Instructional Time				
AB 1631 Muratsuchi	Elementary Education: Kindergarten		Assembly Desk	15
College and Career				
SB 323 Pérez	Student Aid Commission: California Dream Act Application	Support	Assembly Appropriations Committee—Suspense File	15
SB 685 Cortese	California State University: Financial Aid for Homeless Students: Pilot Program	Support	Assembly Appropriations Committee	15
Employees				
AB 65 Aguiar-Curry	School and Community College Employees: Paid Disability and Parental Leave	Support	Senate Education Committee	16
AB 1331 Elhawary	Workplace Surveillance	No Position	Senate Floor—Inactive File	16
AB 1654 DeMaio	Vehicles: Commercial Driver's Licenses		Assembly Desk	16
AB 1665 Pacheco	Interscholastic Athletics: California Interscholastic Federation: High School Sports: Coaches: Student Mental Health Training		Assembly Desk	17
Governance and District Operations				
AB 395 Gabriel	Holidays	Support	Senate Judiciary Committee	17
Instruction				
AB 731 Fong	Pupil Instruction: Dual Enrollment: College and Career Access Pathways Partnerships	Watch	Senate Appropriations Committee—Suspense File	18
AB 887 Berman	Pupil Instruction: High Schools: Computer Science Courses: California Computer Science Demonstration Grant Program: Reporting	No Position	Senate Appropriations Committee—Suspense File	18
SB 745 Ochoa Bogh	American Government and Civics: Curriculum Guide: State Seal of Civic Engagement	No Position	Assembly Appropriations Committee—Suspense File	19
Miscellaneous				
SB 492 Menjivar	Youth Housing Bond Act of 2026		Assembly Desk	19

School Safety and Student Discipline				
AB 327 Ta	Crimes: False Reporting	Oppose	Senate Appropriations Committee—Suspense File	19
State Budget and Education Finance				
AB 477 Muratsuchi	Fair Pay for Educators Act: Local Control Funding Formula: Base Grants: Funding Targets	No Position	Senate Appropriations Committee—Suspense File	20
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		Senate Rules Committee	20
SB 743 Cortese	Education Finance: Education Equalization Act: Equalization Reserve Account		Assembly Appropriations Committee	21
Student Services				
AB 673 Jackson	Unaccompanied Homeless Pupils: Unaccompanied Youth Support Grant Program	Support	Senate Rules Committee	21
Transportation				
AB 1111 Soria	Pupil Transportation: Schoolbuses: Zero-Emission Vehicles: Scrapping	Support	Senate Appropriations Committee—Suspense File	21

Attendance or Instructional Time

[AB 1631](#) (Muratsuchi)

Title: Elementary Education: Kindergarten

Status: Assembly Desk

Position:

Summary:

Starting with the 2028-29 school year, would require a student to complete one year of kindergarten before being admitted to first grade.

Note: In 2023, Fresno USD supported a similar bill to require kindergarten.

College and Career

[SB 323](#) (Pérez)

Amended Date: 07/10/2025

Title: Student Aid Commission: California Dream Act Application

Status: Assembly Appropriations Committee—Suspense File

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

Position: Support

Summary:

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

Employees

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

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

Status: Senate Education Committee

Position: Support

Summary:

Requires a K-14 public school employer to provide up to 14 weeks of full pay to certificated and classified employees due to pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions.

[AB 1331](#) (Elhawary)

Amended Date: 09/04/2025

Title: Workplace Surveillance

Status: Senate Floor—Inactive File

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.

[AB 1654](#) (DeMaio)

Title: Vehicles: Commercial Driver's Licenses

Status: Assembly Desk

Position:

Summary:

Would require the Department of Motor Vehicles, before issuing or renewing a commercial driver's license, to verify the applicant's lawful presence in the United States. Would require the department to revoke any commercial driver's license issued to a person subsequently determined to be unlawfully present in the United States.

[AB 1665 \(Pacheco\)](#)

Title: Interscholastic Athletics: California Interscholastic Federation: High School Sports: Coaches: Student Mental Health Training

Status: Assembly Desk

Position:

Summary:

This bill would require:

- California Department of Education to consult with the California Interscholastic Federation (CIF) to create a student mental health training course
- CIF to prohibit individuals from coaching CIF high school sports unless the individual has successfully completed the training
- Coaches to complete the training “each time the individual applies for or renews a certification permit provided by the California Interscholastic Federation to coach high school sports” and present to CIF evidence of successful completion of the training

Governance and District Operations

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

Amended Date: 06/26/2025

Title: Holidays

Status: Senate Judiciary Committee

Position: Support

Summary:

Requires public schools to consider making efforts to avoid scheduling the first day of class and high school graduation on a date for which the governing board knows, or has reason to know, that members of the public would be unable to participate or be present due to the ritual observance of a religious, cultural, or ancestral holiday.

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

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 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

Position: No Position

Summary:

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

[SB 745](#) (Ochoa Bogh)

Amended Date: 07/07/2025

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

Status: Assembly Appropriations Committee—Suspense File

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.

Miscellaneous

[SB 492](#) (Menjivar)

Amended Date: 01/22/2026

Title: Youth Housing Bond Act of 2026

Status: Assembly Desk

Position:

Summary:

Would put on the November 2026 ballot the Youth Housing Bond Act of 2026, which, if adopted, would authorize the issuance of bonds in the amount of \$1,000,000,000 to finance the Youth Housing Program. The program would require the Department of Housing and Community Development to make awards to local agencies, nonprofit organizations, and joint ventures to purchase equipment and acquire, renovate, or construct youth centers or youth housing. Youth housing is defined as a facility that provides a variety of services to current or former foster youth, homeless youth, or youth at risk of homelessness to assist them with their immediate basic needs and to help reunite them with their parents or find a suitable home.

School Safety and Student Discipline

[AB 327](#) (Ta)

Amended Date: 07/16/2025

Title: Crimes: False Reporting

Status: Senate Appropriations Committee—Suspense File

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.

State Budget and Education Finance

[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

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 Date: 05/05/2025

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: Senate Rules Committee

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 who are low-income, foster youth, and English learners.

[SB 743](#) (Cortese)

Amended Date: 07/07/2025

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

Status: Assembly Appropriations Committee

Position:

Summary:

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

Student Services

[AB 673](#) (Jackson)

Amended Date: 01/12/2026

Title: Unaccompanied Homeless Pupils: Unaccompanied Youth Support Grant Program

Status: Senate Rules Committee

Position: Support

Summary:

Establishes the Unaccompanied Youth Support Grant Program, a pilot program to provide competitive grants to local educational agencies for the purpose of providing supports to improve school attendance, pupil engagement, pupil graduation rates, and pupil wellbeing for unaccompanied youth who are 16 and 17 years of age, including connecting youth with resources to find stable housing.

Transportation

[AB 1111](#) (Soria)

Amended Date: 07/22/2025

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

Status: Senate Appropriations Committee—Suspense File

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 school bus 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: Kim Kelstrom, Chief Executive

Date: February 13, 2026
Phone Number: (559) 457-3907

Regarding: Legal Services by Category

The purpose of this communication is to provide the Board an update on legal services by category for the 2025/26 fiscal year.

General Fund Legal Services by Category
July 1, 2025 – December 31, 2025

Departments

Board Of Education	\$106,545
Charter School	\$45,174
External Partnerships	\$4,000
Facilities Management & Planning	\$102,241
Human Resources	\$312,767
Labor Relations	\$84,919
Legal Services	\$360,470
Management-Special Education	\$75,475
Prevention & Intervention	\$33,461
Total	\$1,125,052

Other Funds Legal Services by Category
July 1, 2025 – December 31, 2025

Fund

Liability	\$785,694
Workers' Compensation	\$270,431
Total	\$1,053,563

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

Cabinet Approval:



Name and Title: Patrick Jensen, Chief Financial Officer

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Heidi Heltne, Project Manager

Date: February 13, 2026
Phone Number: (559) 457-3066

Regarding: Potential Southeast Development Area Plan Impacts to Fresno Unified School District

The purpose of this communication is to provide the Board with information regarding the proposed Southeast Development Area (SEDA) Plan potential enrollment impacts to Fresno Unified School District. The plan area consists of approximately 9,000 acres and lies approximately one mile outside of the Fresno Unified School District boundary with the exception of the southwest area of the SEDA which is adjacent to the District boundary. The assigned school districts are Clovis Unified for the north portion and Sanger Unified for the south.

The current published plan includes a first-phase buildout of 15,000 residences of varying types and affordability levels by 2035 with an additional 30,000 to be developed after 2035. As no SEDA residences would be constructed within the District boundary, the potential enrollment impacts involve an indirect demographic analysis.

For the first phase of 15,000 residences, a student generation rate calculation projects approximately 6,700 TK-12 students living in the SEDA. An assumption that 25% of families moving into SEDA homes currently live in Fresno Unified School District would total an approximate 1,675 student loss to Fresno Unified by 2035. An additional 186 student loss per year would be added to current projected long-range enrollment decline.

This potential student loss takes into account only families/students moving out of Fresno Unified into the SEDA. There would be an unknown number of families moving into homes vacated by those leaving, which would offset the student loss. The southwest section of the SEDA close to the district is planned for commercial development which may result in movement into Fresno Unified School District for employment purposes, some of which may be families with school-age children.

A number of other unpredictable factors may affect any projected enrollment impacts, including the housing market, economic climate, employment opportunities, and any potential SEDA Plan timeline revisions.

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

Cabinet Approval: 

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