



BOARD COMMUNICATIONS - MAY 15, 2026

TO: Members of the Board of Education

FROM: Mao Misty Her, Superintendent

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Board Communications Approved by:
Mao Misty Her, Superintendent



Fresno Unified School District
Board Communication

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

Date: May 15, 2026

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 at Mayfair and Jefferson Elementary Schools
- Held Principal interviews
- Met with Cabinet Teams
- Site visits at Columbia, Herrera, King, Phoenix Secondary, Roeding, Storey, and Tehipite
- Met with Labor Partners
- Attended Labor Management Partnership Meeting
- Attended the Dia Del Maestro & Scholarship Banquet

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: May 15, 2026

Phone Number: (559) 457-3907

Regarding: School Services Weekly Update Reports for May 08, 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 May 08, 2026, are attached and include the following articles:

- SSPI and AG Release Updated Guidance on Tribal Regalia – May 04, 2026
- California's Education Funding Level Rises Compared to Other States – May 05, 2026
- California Assembly Leaders Describe 'Line in the Sand' on Safety Net Cuts – May 07, 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:



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DATE: May 8, 2026

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Assembly Budget Subcommittee No. 3 Subcommittee Hearing

On Tuesday, May 5, 2026, the Assembly Budget Subcommittee No. 3 on Education Finance, chaired by Assemblymember David Alvarez (D-San Diego), held its final hearing to vet Governor Gavin Newsom's budget proposals prior to the Governor releasing his May Revision next week.

Master Plan for Career Education

The hearing began with a discussion on the implementation of the Governor's Master Plan for Career Education and the newly established California Education Interagency Council. Administration officials discussed efforts to better align TK-12 education, higher education, workforce training, and economic development systems through initiatives such as career passports, transcript modernization, workforce data integration, and regional partnerships.

The California Education Interagency Council does not have its first hearing scheduled yet, but statute requires the council to convene its first meeting by June 30, 2026, and produce a statewide strategic plan by November 30, 2027.

Dual Enrollment Proposal

The committee next reviewed the Governor's proposal to provide an additional \$100 million one-time to expand dual enrollment opportunities statewide via the Middle College and Early College Grant Program and the Career and College Access Pathways Grant Program.

During the discussion, members examined both the benefits and implementation challenges associated with expanding dual enrollment programs. Presenters highlighted the growing participation rates in dual enrollment statewide and emphasized the role these programs play in improving college access, workforce preparation, and career pathway development. Committee members raised questions about equity in access across regions and student groups, noting that many students still lack access to dual enrollment opportunities depending on where they attend school.

Long-Term English Learner Proposal

The committee then considered the Administration's proposal to revise the definitions used for long-term English learners (LTELs) and students considered at risk of becoming LTELs. The Governor's proposal aims to align the definitions used across various state reporting systems by removing some of the existing criteria tied to test scores and redefining LTEL students simply as students who have not attained English proficiency within seven years of initial classification as an English learner. The proposal also looks to redefine "at-risk long-term English learners" as students who have not attained English proficiency within six years.

Committee members and interest holders expressed concerns that the proposal could delay identification and intervention for students at risk of becoming LTELs by effectively removing earlier identification points currently used by schools. Members raised concerns that students who had been English learners for four or five years may no longer receive the same targeted monitoring and support during critical intervention periods. Several education organizations and advocates urged the Legislature to reject the proposal, arguing that earlier intervention is essential for improving student outcomes.

Following discussion, the committee formally voted to reject the Governor's proposed changes to the LTEL and at-risk LTEL definitions and refer the issue to policy committee instead. It is important to note that just because the Assembly Budget Subcommittee No. 3 rejected this proposal does not mean the Senate agrees nor does it mean that the Governor will remove it in his May Revision. This issue still needs to be negotiated between the two houses and the Administration.

Supporting Inclusive Practices Proposal

The committee also reviewed the Administration's Supporting Inclusive Practices proposal, which would extend the encumbrance deadline for previously appropriated funding supporting inclusive educational practices for students with disabilities from June 30, 2026, to June 30, 2027. Members discussed implementation challenges, staffing needs, and the importance of continuing support for inclusive practices.

Charter School Facilities

The final item focused on the Governor's proposal to increase ongoing Proposition 98 funding for the Charter School Facility Grant Program by approximately \$9.2 million. Committee members raised questions regarding oversight of facility expenditures, lease agreements, tenant improvements on privately owned buildings, and protections for public investments when charter schools close or relocate. Members also discussed growing demand for the program and long-term accountability issues. The committee held the item open without taking formal action.

Assembly Democrats Release Budget Blueprint

On Thursday, May 7, 2026, Assembly Democrats released their 2026-27 budget [blueprint](#), just weeks after the Senate published theirs. Unlike the Senate, the Assembly's blueprint is all narrative and does not dive into specific dollar figures.

For education, the document asserts that the January Governor's Budget proposes to shortchange schools by \$5.6 billion in 2025-26, and the state Constitution requires those dollars to flow. The document also states that 2026-27 will also be the highest per-pupil funding in California history.

The blueprint details that the Assembly wants to provide more stable base funding for school districts and references more Proposition 98 state reserves to help the education system prepare for “more uncertain budget terrain, ongoing enrollment fluctuations and additional rising costs.” It also states, “We remain committed to programs that have demonstrated success, including increasing special education investments and continuing robust, paid teacher preparation funding in areas of high need.”

In discussing reserves and long-term fiscal planning, the Assembly aligns with the Senate’s proposal to strengthen the state’s reserve cap so we can save more during strong revenue years.

Leilani Aguinaldo

SSPI and AG Release Updated Guidance on Tribal Regalia

By Kyle Hyland
School Services of California's *Fiscal Report*
May 4, 2026

On April 23, 2026, State Superintendent of Public Instruction (SSPI) Tony Thurmond and California Attorney General (AG) Rob Bonta released updated guidance on graduates' rights to wear tribal regalia in a [letter](#) to state school superintendents, charter school administrators, and high school principals.

[Assembly Bill \(AB\) 1369](#) (Ramos, Statutes of 2025), which took effect on January 1, 2026, affirms that students may wear traditional tribal regalia or recognized objects of religious or cultural significance at graduation ceremonies and related events, as determined by the student and their family.

The bill also prohibits local educational agencies (LEAs) from requiring preapproval for such adornments or mandating the use of a cap if it is incompatible with the adornment.

The law defines "adornment" to mean either of the following:

- Something attached to, worn with, or worn in place of the cap customarily worn at school graduation ceremonies; or
- Something attached to or worn with, but not replacing, the gown customarily worn at school graduation ceremonies

With graduation season approaching, LEAs should review their policies to ensure compliance with AB 1369.

Note: A new report from the Education Law Center states that California's funding per student has risen from the bottom to 13th-highest in the nation.

California's Education Funding Level Rises Compared to Other States

Education Law Center also examines whether states make fairness a funding priority

By John Fensterwald and Justin Allen
EdSource
May 5, 2026

It may come as a surprise to Californians who know the state has consistently ranked low in how much it spends on students compared to other states: California's ranking has soared to the 13th-highest in the nation for how much it funds education per student.

That's not all. California's equity ranking — comparing how fairly it distributes money to districts in high-poverty communities — rose to the second-highest in the nation, capturing the impact of the state's equity-focused funding formula for schools, known statewide as the Local Control Funding Formula.

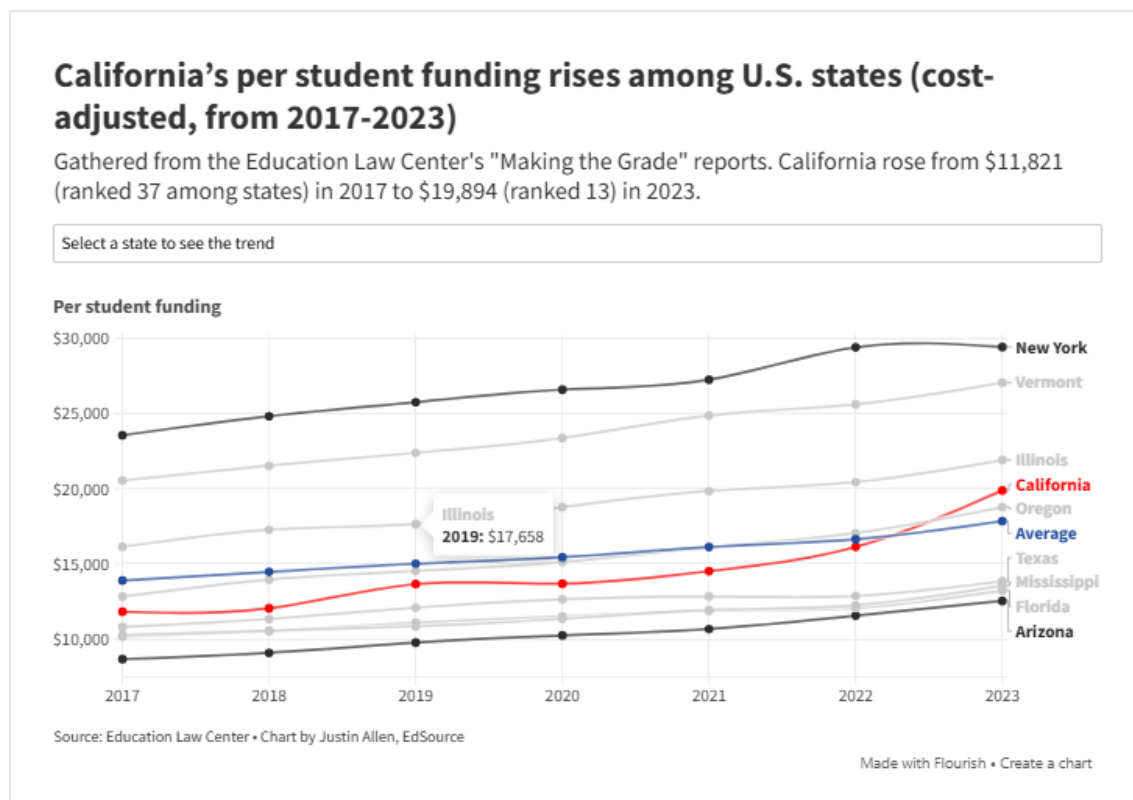
These are just some of the findings of Making the Grade, a report from the Education Law Center, a national education advocacy organization that has been ranking states since 2019.

Many Californians have long complained about the state's dismal ranking in public education funding. But it turns out that some of what is repeated is outdated. The report's findings led EdSource to take a closer look at its data and what they can tell us about whether decisions California voters and policymakers have made are leading to better outcomes for all students.

California's rise in student funding

California's average per-student funding is \$19,894, as of 2022-23. That California rose from 28th in per-student funding in 2021-22 to 13th in 2022-23, the latest year for which comparisons are available, reflects a unique set of circumstances: California rebounded quickly from a short Covid-19 recession, producing higher revenues led by high-tech stocks, while education spending in many states, still mired in the recession, declined.

Other factors helped boost California's ranking. The state responded to the Covid-19 pandemic with about \$30 billion in one-time funding over four years. That included billions of dollars for summer school, learning-loss recovery, the phase-in of transitional kindergarten, as well as money to hold districts financially harmless from chronic absences.



Yes, California is the most populous state and has vast riches. Still, no other state provided funding on this scale in the aftermath of Covid-19; it roughly matched California's share of record-level federal funding under the Elementary and Secondary School Emergency Relief aid.

Even before the Covid-19 education funding bump, California's per-student funding had been steadily increasing over the past dozen years, from when its ranking was near the bottom of states amid the Great Recession.

How bad was it then? In 2010-11, the Golden State ranked 50th, behind only Utah in spending, according to Education Week's Quality Counts, which preceded the law center's reporting using similar metrics.

Then, in 2012, threatened with further cuts to education, state voters approved a temporary income tax increase on the wealthiest Californians and renewed it in 2016. (In November, state voters will be asked to make the tax permanent.) California began to climb the per-student funding ranking: By 2017, it rose to 37th, just behind Kentucky, putting it close to Texas and Mississippi and lagging far behind Northeastern states, according to ELC's first report in 2019.

Study shows California distributes its funding equitably

Comparing public school funding among states is complex. States' tax structures, per-capita economic output and poverty rates differ, as do their funding formulas for assisting higher-poverty school districts.

A state's average per-pupil funding tells only part of the story, particularly in California, where a district's funding is tied, through the Local Control Funding Formula, to the proportion of low-income students, English learners and foster and homeless children. Districts in the bottom quintile receive nearly \$6,000 less per enrolled student than the highest-funded districts in California in 2024-25.

In its report, in addition to looking at funding levels per student across states, the law center has looked at two other factors:

- Equity: how well funding is redistributed to low-income and high-needs districts
- Effort: how much a state makes education funding a priority relative to its capacity, measured by the percentage of state gross domestic product (GDP) spent on public education

Benefiting from rising overall per-pupil funding, California has moved to the forefront in efforts to distribute funds to districts where they are most needed. On the law center's measurement of funding equity, California rose from 6th place to 2nd, behind only Utah. In 2017, it ranked 9th.

The funding distribution measure, said Education Law Center researcher Danielle Farrie, "is meant to show ... if states provide greater funding in higher-poverty districts versus lower-poverty ones."

DIFFERENT METHODOLOGIES, DIFFERENT RESULTS

It's important to note that there are various ways to measure how states prioritize public education, and different criteria can yield small or occasionally substantial differences that affect state rankings.

Some analyses, such as those by the Public Policy Institute of California, examine school spending and include federal contributions, while the Education Law Center compares school funding and includes only state and local funding sources.

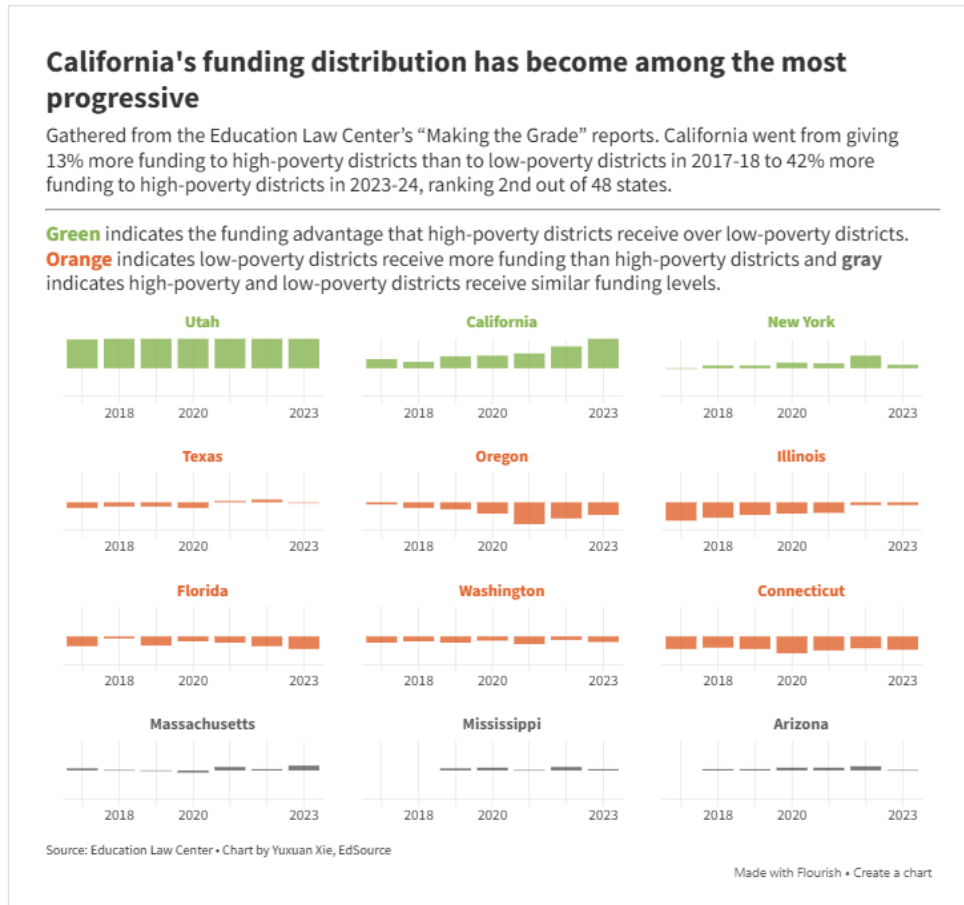
Some analyses use estimates for up-to-date comparisons, but the most reliable data gathered by the U.S. Census Bureau, which ELC uses, takes several years to collect and validate. Some studies, like ELC's, adjust for inflation in current dollars.

Because the costs of living varies widely across the nation, many studies use formulas that adjust for regional costs; ELC uses a prevalent one, called the Comparable Wage Index for Teachers (CWIFT), produced by the National Center for Education Statistics.

Notwithstanding their differences, all recent studies have shown California's ranking rising significantly during the past two decades.

California's equity ranking increased steadily as it phased in the Local Control Funding Formula, enacted in 2013.

A greater funding advantage for lower-income districts yields a greater score. The law center's report shows high-poverty school districts in California receiving 42% more funding than districts with the least poverty received an A ranking. In contrast, its neighbor to the north, Oregon, earned an F: its higher-poverty districts received 18% less funding than higher-income ones.



Some states have comparatively high funding, but are rated poorly on funding distribution. Illinois, for example, gets an “A” on per-pupil funding, ranking 8th among states, but a “D” on distribution, ranking 35th. Connecticut is the sharpest example of this pattern, near the top in per-pupil funding — but at the very bottom in funding equity, because districts’ funding relies on local property taxes, favoring high-property-value suburbs over poorer urban districts.

“Two things can be true: You can have an equitable funding formula on the books, but have inequitable funding,” said Farrie. Having a big investment in education “doesn’t mean that it’s distributed equally.”

Not a top state priority by ‘effort’ metric

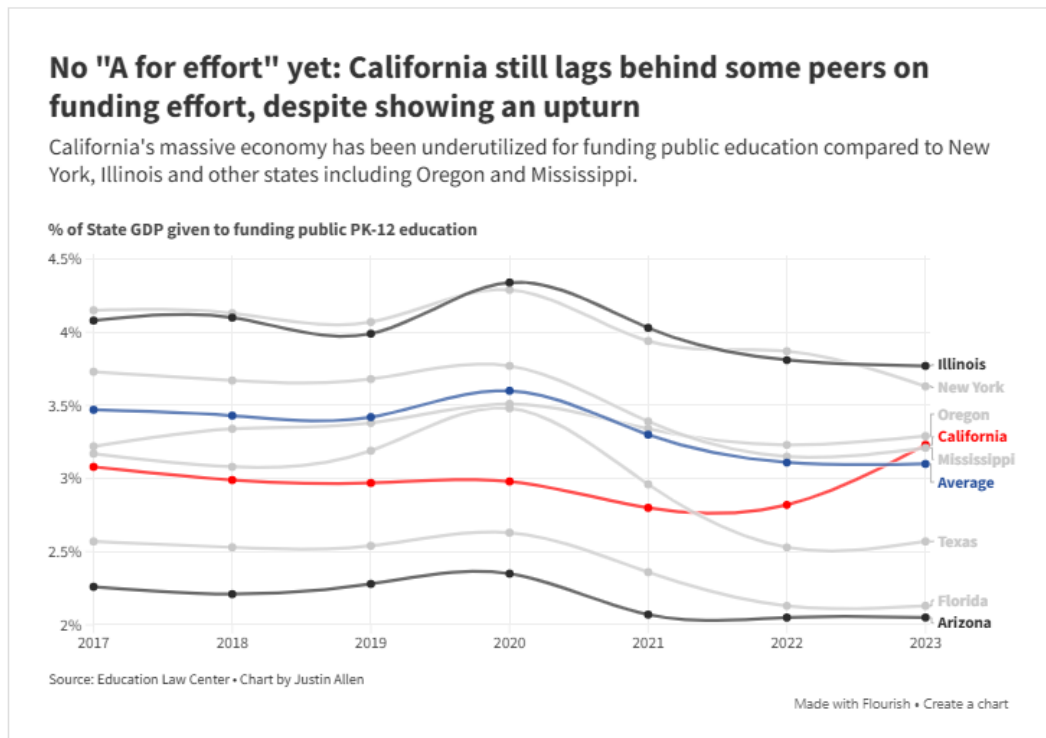
Let’s look at “effort.”

California's rise in the ranks for funding effort (the percentage of the state's GDP going toward public school spending) is partly attributable to other states' decline. Many states, according to Farrie, have "decided to cut income taxes and corporate taxes," so that "effort is down because they're not capitalizing on new economic activity."

As California's rank rose in "effort" from 35th nationally in 2016-17 to 20th in 2022-23, the percentage of GDP spent on public education in the state only increased from 3.08% to 3.23% during that time.

And unlike most states, California's tax receipts soared from the boom in high-tech profits following the pandemic, and K-12 benefited.

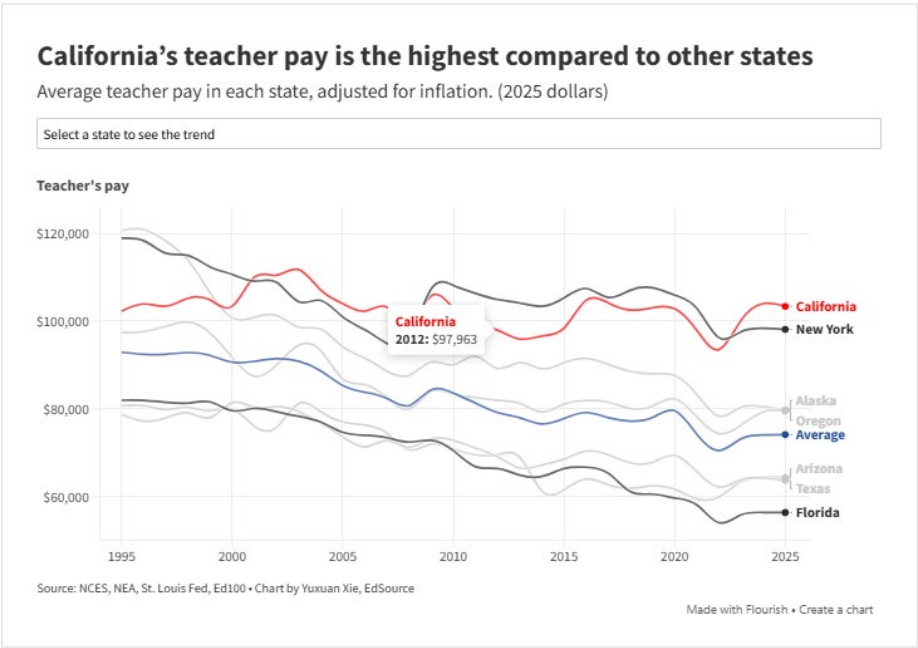
Nonetheless, in the latest report, California ranks lower in per-student funding than some other states viewed as its peers, including those with large urban areas and a high cost of living. New York, for example, spent 4.4%, and Illinois spent 4.3% of their GDP on education. The Golden State did not rank as low as states toward the bottom, however, such as Texas with 2.6% and Florida with 2.1%, both getting an "F" grade, compared with California's "C."



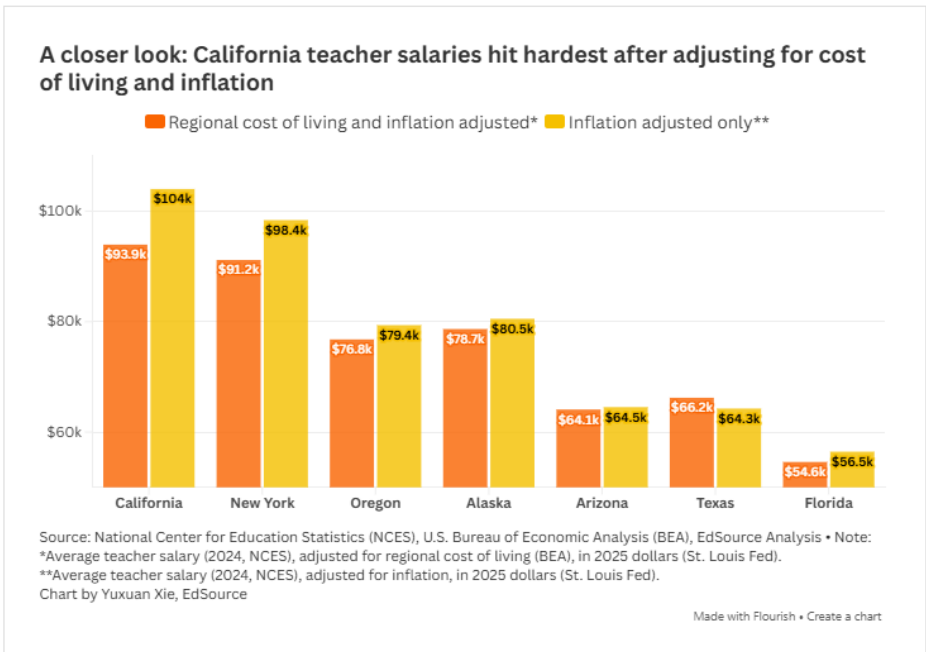
As a relatively high-cost, high-tax state, California's 20th-place ranking in effort indicates a capacity to increase funding for K-12 education either by raising revenue or shifting spending priorities. Two key contrasting measures of education funding — teacher pay and the average number of students per teacher — underscore the limits of California's funding.

Tops in teacher pay, but also tops in cost of living

During the past decade, as its per-student funding rose, California surpassed New York in paying teachers the highest salary: \$101,084 in 2023-24 compared with New York’s \$95,615 (unadjusted for inflation). California’s average starting teacher pay of \$58,409 was the second-highest, according to the National Education Association. The numbers exclude benefits, including state and local contributions to retirement and medical coverage, which add about a third to the average salary.

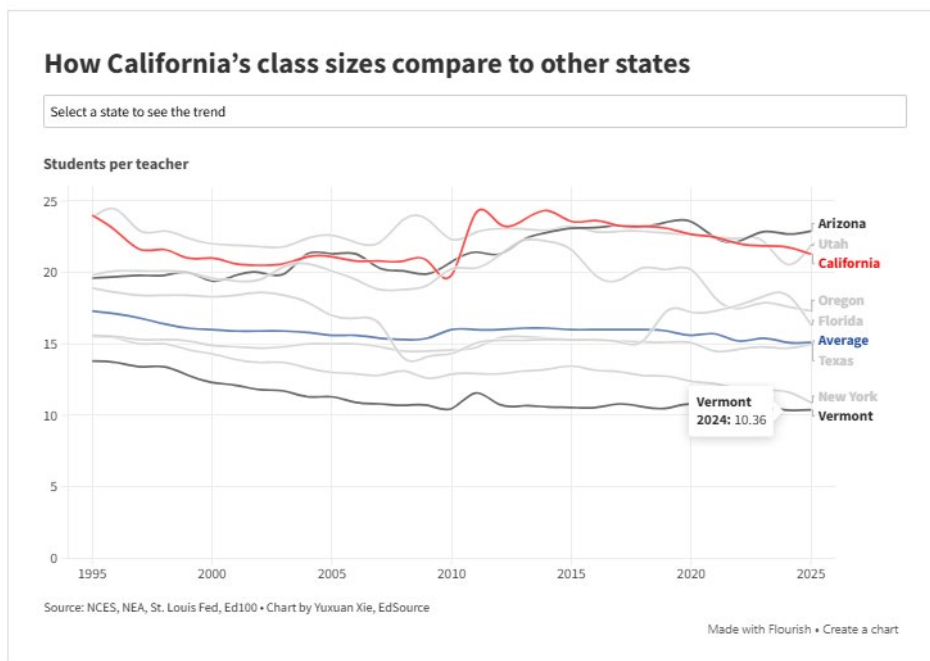


But higher educator salaries have been undermined by a spiraling cost of living in California that erodes the value of those pay increases. Adjusting teacher pay for the state’s cost of living, using a formula that factors in housing costs, shows an erosion of more than \$10,000, larger than any other state, including New York.



Class sizes in California remain among the largest

Class sizes historically have been large in California. Although the ratio has improved in the past five years, California's class size remains among the highest in the nation. Its teacher-student ratio is similar to states with much lower education spending — only Nevada, Utah and Arizona have a higher ratio — and California's 2025 rate of 21 students per teacher is almost double New York's teacher-student ratio of 11.



Paying teachers well to attract and retain them is a challenge in a high-cost state. Reducing class sizes to the national average in California would require a substantial increase in funding. New York manages to do both by spending \$29,440 per student in 2022-23, the most in the nation and \$10,000 more per student than California.

CALIFORNIA SCHOOL FUNDING QUESTIONS

Any discussion about funding raises questions that rankings alone cannot answer:

- Many districts argue that their base funding, which is supposed to cover yearly operations, including staff pay raises, is too low to meet rising expenses. What funding level would it take to be both adequate and equitable for all students, with smaller class sizes, pay levels that would better attract and retain teachers and enough extra resources to raise achievement levels for high-needs children?
- Is California spending education funding effectively and efficiently, and evaluating its programs to give us the answer?
- What level of funding would be adequate in California, a state with enormous income inequality, a high cost of living and child poverty rates that are among the highest in the nation?

EdSource data journalist Daniel Willis contributed to this article.

Note: California Assembly leaders released a budget proposal on Thursday, May 7, 2026, that was light on specifics but indicates the chamber will resist any steep cuts to social services and healthcare funding.

California Assembly Leaders Describe ‘Line in the Sand’ on Safety Net Cuts

By Andrew Graham
The Sacramento Bee
May 7, 2026

California Assembly leaders released a budget proposal on Thursday that was light on specifics but indicates the chamber will resist any steep cuts to social services and healthcare funding and is open, but far from committed, to raising more revenues from large corporations doing business in the state.

Taken together with a similar proposal released by state Senate leaders in mid-April, the Assembly’s plan suggests lawmakers of both chambers are preparing to resist some of the steeper cuts to Medi-Cal programs, public education and in-home support service programs for seniors and people with disabilities that Gov. Gavin Newsom proposed in January. On funding for K-12 schools and the in-home support service programs, the Assembly leaders specifically rejected Newsom’s cuts.

But unlike their counterparts in the Senate, Assembly Speaker Robert Rivas, D-Hollister, and his top lieutenants did not include any funding figures in their proposal, making a complete side-by-side comparison with the Senate’s plan difficult. Assembly officials described it as a document outlining the chamber’s values and approach to the coming negotiations with senators and the governor.

“In 2026 we will draw a line in the sand, defending the safety net programs such as in-home care, healthcare and dental care, and food aid that California’s families, seniors, veterans and children rely on most,” the Assembly proposal said. Later in the document, the Assembly leaders said they wanted to shore up the state’s food bank program, invest in the healthcare workforce and “soften some of the most harmful proposed cuts to medical and dental care.”

The governor unveils his final budget proposal, revised to incorporate the year’s revenue gains, next week.

Also unlike the Senate, the Assembly proposal does not include a firm commitment to raising new revenues through increased taxes on corporations. The Senate proposal included a \$5 billion to \$8 billion revenue increase by imposing a fee on large corporations in the state whose employees are left to rely on state-funded Medi-Cal for their healthcare. The Assembly proposal, on the other hand, promises only that “California will take a hard look at corporate tax loopholes to make sure large corporations pay their share.”

Assembly leaders said such a hard look would come only if U.S. Congress doesn’t act to reverse the cuts Republicans passed in last year’s One Big Beautiful Act. There’s no reason Republicans would take such an action before the Legislature and governor conclude drafting California’s budget by the end of June. In comments to Politico, Rivas said he wanted to see how Democrats performed nationally in the coming midterm elections before any debate on new taxes.

Despite that distinct lack of a firm commitment to raising new revenues, proponents of finding new revenue sources to replace federal healthcare cuts cheered the Assembly proposal and described it as aligned with the Senate.

“Assembly and Senate Democrats are united that we cannot cut our way out of Trump’s chaos or roll back our social safety net to address a tough budget year,” Assembly Health Committee Chair Mia Bonta, D-Alameda, said in a statement. “With federal Republicans gutting our healthcare, it’s time to roll up our sleeves and do the tough work to hold corporations accountable for shifting billions in costs onto taxpayers and hiding their profits through tax loopholes.”

Labor unions and progressive lawmakers have been pushing hard for both the tax on large companies whose employees rely on Medi-Cal and for a separate proposal to collect more revenue from multinational corporations operating in California.

“We’ve built a broad coalition in the Legislature and in our communities, urban and rural, north and south, behind a serious revenue campaign to deliver for Californians,” Bonta said.

Assembly leaders also announced that they would seek to put a measure on the ballot either this year or in 2028 asking voters to raise a constitutional cap on how much money the state can put into its reserve account, nicknamed the rainy day fund, during good revenue years. Doing so, the Assembly Democrat’s proposal argued, could better insulate the state during economic downturns.

“California needs more flexibility and a bigger cushion,” the proposal read.

Rivas released his budget proposal one week before the governor unveils the May revision of his budget. The revision kicks off a negotiating sprint ahead of the June 15 deadline for the Assembly, Senate and governor to agree on a balanced budget. Newsom is expected to push for spending reductions and has indicated he will stand by controversial cuts to healthcare funding for undocumented immigrants as well as the Medi-Cal coverage of 200,000 people in the state with legal status for humanitarian reasons — such as political asylees and survivors of torture or sexual violence.

The Senate proposal explicitly rejected both those cuts, citing gains in state coffers since January.

Revenue collection has shot up over the course of 2026, driven by stock market gains by artificial intelligence companies who have benefitted from soaring optimism about the technology’s transformational economic potential. But market analysts are also increasingly sounding the alarm that AI stocks could be the type of bubble that has preceded historic market downturns, such as the dot com bubble.

On Thursday, ahead of the release of the Assembly budget proposal, the Legislative Analyst’s Office published a revenue update in which it urged lawmakers to treat the sudden influx of revenue as an aberration and one that could soon be reversed.

“It is now hard to ignore that the stock market appears, on its face, to be in a speculative bubble, rivaled only by the dot-com boom and the Roaring Twenties,” the report said. “Such speculative episodes almost always end in dramatic reversals.”

Rivas and the chairs of different Assembly budget committees and subcommittees plan to approach budget negotiations under the overarching premise that California’s fiscal outlook is “under incredible pressure,” according to the proposal. The proposal emphasized that the chamber would resist any inclusion of expensive new programs that would increase state spending down the road.

Such resistance may not prove necessary, so far this year, there’s been no indication of major new spending programs, and state leaders seem aligned on that front.

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: May 15, 2026
Phone Number: (559) 457-3934

Regarding: May Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the May 07, 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 Andy Levine, and Keshia Thomas; Director of Governmental Relations, Leilani Aguinaldo; District Staff: Adela Duncan, Chief Information Officer, Patrick Jensen, Chief Financial Officer; Jonie Difilippo, Assistant Superintendent, Human Resources; Kim Kelstrom, Chief Executive, Fiscal; Ashlee Chiarito, Executive Officer, State and Federal, and Teresa Plascencia, Executive Director, Constituent Services. In attendance online was Board of Education member Veva Islas.

Budget and Economic Update - Ms. Aguinaldo provided a budget update.

The Legislative Committee received an update from Chief Financial Officer Patrick Jensen regarding recent advocacy efforts in Sacramento. Fresno Unified joined other major urban school districts in meeting with state legislators and their staff to discuss key issues impacting school funding.

The Assembly Bill (2220) did not pass. This would have authorized school districts to establish auxiliary organizations for purposes of providing supportive services and specialized programs for the general benefit of its schools.

The final statutory COLA for the 2026/27 K-14 education budget is 2.87%, which is lower than the previously forecasted 3.02% but higher than the January estimate of 2.41%. This COLA is based on national economic data rather than state-specific factors, and whether it is fully funded will depend on state revenues in the upcoming budget process. The Senate proposes increasing reserve, adding \$5.9 billion to the Proposition 98 Rainy Day Fund, while rejecting the Governor's \$5.6 billion settle-up plan and instead using alternative accounting mechanisms to smooth its fiscal impact over time. Year-to-date revenues exceeded projections by \$8.6 billion (5.5%), largely driven by stronger-than-expected personal income tax and corporation tax collections.

The FY 2027 proposal maintains Title I funding at \$18.4 billion, keeping support for low-income students flat compared to the prior year. It introduces the Make Education Great Again (MEGA) grant, consolidating 17 programs into a single block grant funded at \$2 billion, about a 70% reduction from current levels, while giving states more flexibility but eliminating targeted funding streams. For special education (SPED), the plan increases overall funding to over \$16 billion, primarily through a boost to IDEA Part B state grants. However, it also consolidates and eliminates several targeted SPED programs, shifting resources into broader state-level funding rather than dedicated programs.

California's enrollment declined by nearly 75,000 students in 2025/26, continuing a nine-year downward trend that has resulted in a loss of over 400,000 students since 2016–17. This decline is significantly steeper than projected and widespread across most counties, though a few regions saw modest growth.

Legislative Update – The following bill proposals were discussed:

AB 1803 (Lowenthal) – Support – Adds anti-hate speech training to sexual harassment training that employers are required to provide to their employees.

AB 2148 (Muratsuchi) – No Position – The bill previously let K–12 and public college educators opt out of educational technology use and barred AI-based disciplinary actions, but as of April 13, 2026, it instead defines a public-school employee simply as a natural person.

AB 2325 (Alvarez) – Support – As amended, the bill creates a grant program to expand pathways for bilingual students to become credentialed bilingual teachers, replacing a prior plan to establish a bilingual teacher placement registry.

AB 2365 (Sanchez) – Support – The amended bill expands “egregious misconduct” to include additional offenses such as human trafficking, child abandonment or neglect, and inappropriate communication with minors, and requires the state’s educator misconduct database to indicate whether complaints have been filed against a teacher or applicant. It also changes hiring requirements.

AB 1644 (Muratsuchi) – Oppose – This would require districts to ban smartphone use for TK–8 students by July 1, 2027, prohibit instruction requiring phones, ensure parent contact methods, and directs the state to study implementation and provide best practices.

AB 2726 (Fong) – Support – Authorizes schools districts to declare technology to be surplus technology property that can be disposed of if authorized by policy adopted by the governing board.

SB 1147 (Ochoa Bogh) – Oppose – Allows existing personal finance course requirements to be fulfilled as part of an integrated yearlong course that includes the personal finance related topics. Changed position from support to oppose due to new information on the change to content material.

SB 1181 (Hurtado) – Watch – Requires the Office of Emergency Services to establish the Central Valley Safety Coordination Pilot Program to study and evaluate improved communication pathways between districts and regional fusion centers regarding credible safety threats affecting school communities.

AB 2526 (Muratsuchi) – Support – The entitlement of the low incidence disability fund that currently goes to Special Education Local Plan Areas (SELPAs) would be based on the sum of the number of pupils with low incidence disabilities and the number of pupils eligible to take the California Alternate Assessments multiplied by a per-pupil amount.

AB 2430 (Muratsuchi) – Support – Establishes the High School After School Education and Safety program and redirects funding within the After School Education and Safety (ASES) program to the program serving high school students.

The School Services Legislative Committee May 2026 report is attached. The next Legislative Committee meeting is scheduled for June 18, 2026.

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

Cabinet Approval: 

Name and Title: Patrick Jensen, Chief Financial Officer

Fresno Unified School District

LEGISLATIVE COMMITTEE MEETING MAY 7, 2026

2025-2026 Legislative Session

Prepared By:

Leilani Aguinaldo
Director, Governmental Relations



Public Education's Point of Reference for Making Educated Decisions



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Legislative and Economic Update

School Services of California, Inc.
Legislative and Economic Update Prepared for:
Fresno Unified School District
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FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

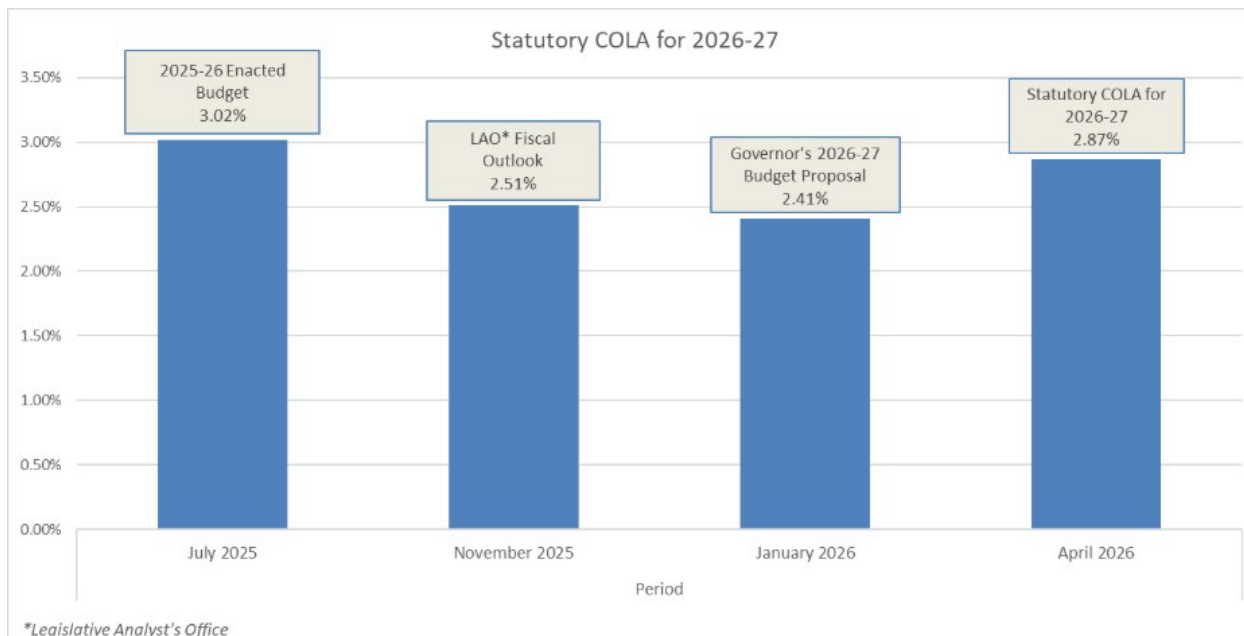
Statutory COLA for 2026-27 is 2.87%

By: Dave Heckler

April 30, 2026

Today, April 30, 2026, the U.S. Department of Commerce released the 2026 first quarter value of the implicit price deflator for state and local government goods and services, which provides the final data point needed to calculate the 2026-27 statutory cost-of-living adjustment (COLA) for K-14 education per Education Code Section 42238.02(d)(2).

The latest data point sets the statutory COLA for 2026-27 to be 2.87%, below the forecasted 3.02% when the 2025-26 State Budget was adopted, and greater than the 2.41% estimated in January as part of the Governor's Budget. The calculation of the statutory COLA is unrelated to state factors. Rather, the COLA is calculated based on nationally aggregated data of state and local government consumption.



Between the release of the May Revision and the enactment of the 2026-27 State Budget, the Governor and Legislature must determine if there will be sufficient revenues in 2026-27 to fund the statutory COLA. As noted in the April 2026 *Fiscal Report* article, [“State Revenues Continue to Outpace Projections as Economic Growth Moderates,”](#) the state's revenues are ahead of schedule for the 2026 calendar year. However, geopolitical policies have created uncertainty which is highlighted in the current major stock market indices. Those indices have a direct correlation to state income due primarily to the state's progressive tax structure. The Governor will unveil his May Revision in less than two weeks which will provide clarity on how his office views the near-term forecast for the state economy.

Senate Democrats Release State Budget Plan

By: Megan Baier

April 17, 2026

Senate Democrats released their [Foundation for the Future: 2026-27 State Budget Plan](#) on Thursday, April 16, 2026. The plan provides a high-level overview of Senate priorities and plans to balance the State Budget but does not delve into programmatic details that will be decided via the budget subcommittee process.

Acknowledging the short-term revenue surge, in contrast to the long-term structural deficits the state is facing, the Senate proposes making greater deposits into the state's multiple reserve accounts and committing no new major ongoing program spending, rather, focusing funds on sustaining existing programs.

In the education portion of the budget, the Senate proposes to fully fund the current year's Proposition 98 minimum guarantee, rejecting Governor Gavin Newsom's \$5.6 billion settle-up proposal. Due to estimated revenue growth, in combination with the rejection of the Governor's settle-up proposal, the Senate estimates the Proposition 98 minimum guarantee will grow by \$11.6 billion in 2025-26 and \$2.0 billion in 2026-27 over the January Governor's Budget proposal.

Of the increased revenue growth, the Senate proposes to deposit \$5.9 billion in the Proposition 98 Rainy Day Fund, taking the balance to \$10.0 billion. With the remaining \$5.7 billion allocated for one-time purposes that will be determined through the budget subcommittee process.

Of note, the Senate indicates it will account for half of the increased revenue via the traditional accounting process and the other half will utilize "the Department of Finance mechanism that spreads the impact over future fiscal years to smooth the volatile impact of the settle-up payment," appearing to reference the internal cash borrowing mechanism that was utilized by the state in the 2024-25 Enacted Budget to avoid programmatic cuts on the General Fund side of the budget. For further details on the state's past accounting approach, see [Education Code Section 41206.04](#).

In addition, the Senate proposes to shift all California State Preschool Program (CSPP) costs into Proposition 98. Currently, CSPPs operated by local educational agencies (LEAs) are funded by Proposition 98, while those run by community-based organizations are funded by the General Fund. To accommodate the new CSPP costs, the Senate proposes to rebench the Proposition 98 minimum guarantee.

The Assembly has yet to release its State Budget plan. Both the Senate and Assembly will continue their budget committee hearings over the coming weeks leading up to the Governor's May Revision, where he will update revenue projections and his final State Budget proposal.

We will provide you with an in-depth look at the Governor's May Revision proposal and its impacts on LEAs at our May Revision Workshop. For more information and to register, click [here](#).

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

State Revenues Continue to Outpace Projections as Economic Growth Moderates

By: Brianna García and Wendi McCaskill, EdD

April 24, 2026

In its April 2026 *Finance Bulletin*, the Department of Finance reports that General Fund revenues for March exceeded the Governor's Budget projections, while fiscal year-to-date (YTD) revenues continue to show strong performance. March receipts were higher than projections by \$1.5 billion (9.3%), and YTD revenues exceeded expectations by \$8.6 billion (5.5%), largely driven by continued strength in personal income tax and corporation tax collections.

Revenue Trends

Revenue performance in March was strong across the major tax categories. Personal income tax receipts exceeded projections for the month by \$519 million (6.2%), with gains across all components, including higher-than-expected final payments and withholdings. On a YTD-basis, personal income tax collections remain a key driver of revenue growth, exceeding projections by \$4.8 billion (4.9%).

Corporation tax receipts significantly outperformed expectations. March revenues exceeded projections by \$927 million (21.0%), largely attributable to higher pass-through entity elective tax payments, which tend to peak in March due to final payment deadlines. YTD, corporation tax collections are higher than expected by \$2.8 billion (11.5%). Sales and use tax receipts came in modestly above projections for March by \$83 million (3.3%) and are slightly above projections for the fiscal year, exceeding expectations by \$85 million (0.3%).

"Big Three" Taxes

In millions

March 2026

2025-26 Year-to-Date

	Forecast	April <i>Finance Bulletin</i>	Difference	Forecast	April <i>Finance Bulletin</i>	Difference
Personal Income Tax	\$8,374	\$8,893	\$519	\$97,637	\$102,469	\$4,832
Corporation Tax	\$4,410	\$5,337	\$927	\$23,974	\$26,728	\$2,754
Sales and Use Tax	\$2,561	\$2,645	\$83	\$26,000	\$26,085	\$85
Total	\$15,345	\$16,875	\$1,529^{1,2}	\$147,611	\$155,282	\$7,671¹

¹Total revenues are limited to "Big Three" taxes and do not include all state revenues reported in the *Finance Bulletin*.

²There may be slight discrepancies in totals due to rounding.

Economic Conditions

Recent national indicators point to continued economic expansion at a moderating pace. U.S. real gross domestic product growth slowed in late 2025, with fourth quarter growth revised to 0.5% at an annualized rate, a notable deceleration from earlier in the year. For 2025 overall, U.S. gross domestic product grew by 2.1%, while California's economy expanded by 2.5%.

Inflation showed renewed upward pressure in March following several months of relative stability. Headline inflation increased to 3.2% year-over-year, driven in part by a sharp rise in gasoline prices, while core inflation edged up to 2.6%. This recent acceleration reflects energy-related price volatility after earlier periods of subdued inflation, suggesting that inflationary pressures remain present but uneven across components.

Labor market conditions continue to stabilize, with some signs of softening in labor force participation. In March 2026, the U.S. unemployment rate declined to 4.3%, while California's unemployment rate remained higher at 5.4% in January and February. Over the first two months of the year, California's labor force contracted modestly, with declines in both employment and the number of unemployed individuals. The state added a net 61,900 jobs across January and February, although gains were uneven across sectors and partially affected by temporary factors, including labor disruptions in healthcare. These trends indicate a labor market that remains stable overall but continues to lag national conditions and exhibits variability across industries.

The housing market in California shows modest price growth and mixed sales activity. The median sale price of existing family homes increased 0.9% month over month and 0.2% year over year, while sales volume rose 7.0% from January but declined 0.3% year over year.

Outlook

Overall, the state's revenue picture through March remains favorable, supported by strong performance in personal income and corporation taxes. At the same time, moderating economic growth, evolving inflation pressures, and uneven labor market conditions suggest a measured economic environment moving forward.

As we reported earlier this week (see the April 2026 *Fiscal Report* article "[April Tax Revenues Exceed Projections](#)"), preliminary data from the State Controller's Office indicate that April personal income tax receipts are trending above projections, with collections through April 20 already exceeding the Administration's monthly forecast. While final April totals are still pending, these early results suggest continued strength in income tax collections heading into the final months of the fiscal year.

Revised economic outlooks at both the national and state levels, together with updated revenue projections and their effects on Proposition 98, will be incorporated into the Governor's May Revision. We will keep tracking these changes and share further analysis as additional details emerge. To learn more and sign up for our live May Revision Workshop webinar, please click [here](#).

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

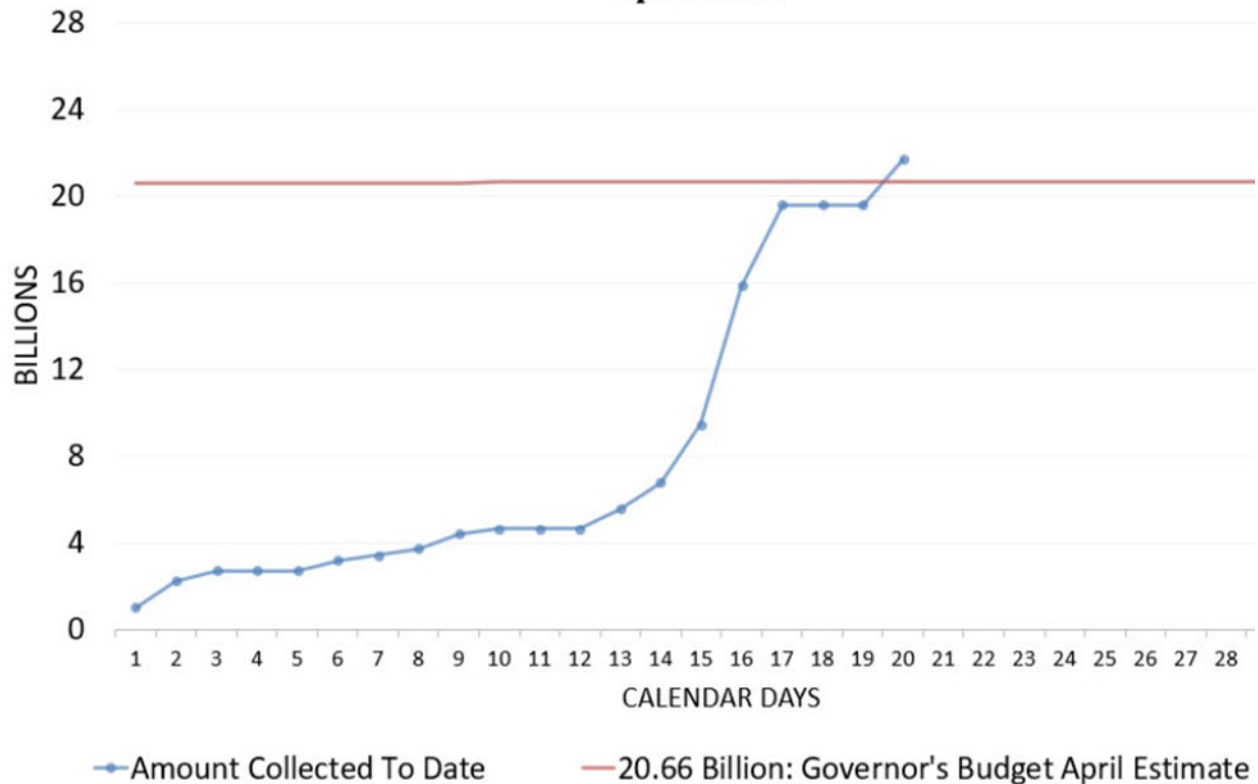
April Tax Revenues Exceed Projections

By: Dave Heckler and Matt Phillips, CPA

April 22, 2026

The State Controller's Office, via its [daily income tax collection tracker](#), is reporting that personal income tax receipts through April 20 total \$21.70 billion, exceeding the Administration's April 2026 projection of \$20.66 billion. The final days of April are unlikely to yield significant tax collections, but it is promising that the month's projections have already been met.

**Personal Income Tax Revenues Collected
Compared to Governor's Budget Estimate
April 2026**



Source: State Controller's Office website as of April 22, 2026

The current-year projections of \$20.66 billion exceed the April 2025 tax collections by more than \$3 billion. However, the catalyst for the increase is largely due to last year's extension of the 2024 tax deadline for Los Angeles County residents from April 2025 to October 2025. The collection of those deferred tax receipts was attributed to October 2025 rather than April 2025.

State and local educational agencies are only weeks away from the enactment and adoption of their 2026-27 budgets, respectively. While the state revenue projections for 2025-26 are positive, the

fiscal health of the state is much more precarious for the 2026-27 fiscal year and beyond. The 2025-26 Enacted State Budget included a Proposition 98 settle up of \$1.9 billion. While the 2026-27 Governor's Budget released in January proposes to fully appropriate the \$1.9 billion, it creates a new settle up of \$5.6 billion in 2026-27. Although the tax receipts for the 2025-26 year are trending above projections, the settle-up was used to provide relief to the non-Proposition 98 side of the State Budget.

The Senate Democrats released their plan for the 2026-27 budget as reported in the April 2026 *Fiscal Report* article "[Senate Democrats Release Budget Plan](#)," which proposed to replace the settle-up maneuver with a \$5.9 billion appropriation to the Proposition 98 Rainy Day Fund, and a \$5.7 billion allocation for one-time purposes to be determined through the budget subcommittee process. We wait with bated breath to see how the Governor plans to address the increased Proposition 98 commitment, and whether he continues to rely heavily on the settle-up maneuver or appropriate the funds to education in alignment with the Senate Democrats.

We look forward to the release of the Governor's May Revision and we will provide the latest updates on state revenues, as well as changes to education policies proposed by the Governor in January at our upcoming May Revision Workshop. For more information about and to register for the May Revision Workshop, click [here](#).

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

President Trump Releases FY 2027 Budget Proposal

By: Kyle Hyland

April 8, 2026

The Trump Administration has released its full [budget proposal](#) for federal fiscal year (FY) 2027, outlining significant changes to the U.S. Department of Education (ED). The proposal continues a multiyear effort to reduce federal education spending, consolidate programs, and shift greater authority to states and other federal agencies.

Notably, many of the proposals included in the FY 2027 budget proposal were also proposed in the FY 2026 budget (see the article “[Details of the FY 2026 Presidential Proposal](#)” in the June 2025 *Fiscal Report*). However, those changes were ultimately rejected by Congress and did not go into effect in the final FY 2026 enacted budget (see the article “[Bipartisan Budget Deal Safeguards Education Funding](#)” in the January 2026 *Fiscal Report*).

Below we highlight the significant proposals in Trump’s FY 2027 budget that would impact TK-12 education.

Title I Funding

While the President proposes significant reductions to the ED budget, he proposes to keep funding Title I grants to states at \$18.4 billion. This is the same investment in Title I that the federal budget has provided in FY 2026.

Make Education Great Again Grant Program

The Trump Administration again proposes a major restructuring of federal K-12 funding through a consolidated block grant—rebranded in FY 2027 as the Make Education Great Again (MEGA) grant.

This proposal would consolidate 17 existing federal education programs that currently total approximately \$6.6 billion into a single formula grant to states. However, the Administration proposes funding the MEGA grant at \$2 billion, representing a reduction of approximately \$4.6 billion (roughly 70%) compared to current funding levels. Similar to last year’s proposal, the goal is to provide states and local educational agencies (LEAs) greater flexibility in spending decisions. However, it eliminates dedicated funding streams targeting specific student populations and priorities, replacing them with a significantly smaller block grant.

- The 17 programs proposed for consolidation include:
- Supporting Effective Instruction State Grants (Title II-A): \$2.19 billion
- Student Support and Academic Enrichment Grants (Title IV-A): \$1.38 billion
- 21st Century Community Learning Centers: \$1.33 billion

- State Assessments: \$380.0 million
- Rural Education Achievement Program: \$220.0 million
- School Safety National Activities: \$216.0 million
- Comprehensive Literacy State Development: \$198.5 million
- Education for Homeless Children and Youth: \$129.0 million
- Magnet Schools Assistance: \$124.7 million
- Promise Neighborhoods: \$91.0 million
- Neglected, Delinquent, and At-Risk Youth: \$49.2 million
- Alaska Native Education: \$45.0 million
- Innovative Approaches to Literacy: \$25.5 million
- American History and Civics Education: \$162.9 million
- Arts in Education: \$33.7 million
- Javits Gifted and Talented Education: \$7.9 million
- Statewide Family Engagement Centers: \$16.6 million

Under the proposed program, states would be required to reserve at least 25% of funds for evidence-based literacy activities and 25% for evidence-based mathematics instruction that strengthens core instruction, supports personalized learning, and builds foundational skills. The remaining funds could be used for activities aligned with the 17 consolidated K-12 programs, with states and local agencies having flexibility to address local needs.

Special Education Funding

The FY 2027 proposal includes a notable restructuring of special education funding. In total, the Administration proposes over \$16 billion for students with disabilities, representing a net increase of over \$538 million compared to FY 2026 levels.

The majority of the increase is directed toward Individuals with Disabilities Education Act (IDEA) Part B Grants to States, which would increase by approximately \$1.17 billion year over year, while a \$50 million increase is proposed for the Infants and Families (Part C) program.

However, like last year's budget proposal, the Administration proposes eliminating several targeted special education programs and consolidating those funds into the main state grant. The programs proposed for consolidation into the main IDEA funding stream are the following:

- Preschool Grant Program: \$420.0 million

- State Personnel Development: \$38.6 million
- Technical Assistance and Dissemination: \$39.4 million
- Personnel Preparation: \$115.0 million
- Parent Information Centers: \$33.2 million
- Educational Technology, Media, and Materials: \$32.4 million

In California, these funds are used for preschool programs for children with disabilities, educationally related mental health services funds (sent directly to LEAs), transportation for the state's special schools, family empowerment centers, various statewide initiatives, and more. Under President Donald Trump's proposal, language would be added to IDEA to allow states to reserve additional funds for activities previously administered by the ED under the National Activities programs.

Charter Schools and School Choice

Consistent with prior proposals, the Administration maintains level funding for charter school grants at \$500 million, continuing its emphasis on school choice and expanding educational options for families. While the FY 2026 proposal included an increase for charter schools, the FY 2027 proposal keeps funding flat.

Impact Aid and Indian Education Programs

The FY 2027 proposal maintains federal support for key formula-driven programs serving federally impacted districts and Native American students, with both programs receiving slight increases compared to prior-year levels.

Impact Aid would receive a modest increase (\$5 million) above its prior funding level of approximately \$1.6 billion, continuing support for school districts affected by federal activities, including those serving military-connected students and students living on tribal lands.

Indian Education programs would also see a slight increase (\$2 million) above the prior funding level of approximately \$194.7 million, supporting supplemental services to improve outcomes for Native American students.

Career Technical Education State Grants

The Administration proposes a structural shift for Career Technical Education (CTE) State Grants (Carl D. Perkins). While the \$1.44 billion in Perkins Grants to States funding is maintained, the FY 2027 proposal removes the program from the ED and shifts it to the Department of Labor (DOL).

Under the proposal, Perkins would no longer be administered as a dedicated education program. Instead, funding would be incorporated into broader federal workforce development programs within the DOL, aligning CTE more directly with labor market and economic priorities.

This represents a significant policy shift, moving CTE from a state-driven education formula grant to a federally administered workforce development framework.

Research and Data Collection Programs

The Administration requests \$261.3 million for Institute of Education Sciences activities, representing a reduction of \$531.8 million compared to the FY 2025 level. This substantial decrease reflects the Administration's continued effort to scale back federal investments in education research, data collection, and evaluation, while consolidating activities into a smaller, more centralized structure.

Programs Proposed for Elimination

In addition to consolidations, the FY 2027 budget proposes eliminating 12 K-12 programs totaling approximately \$2.1 billion. These eliminations largely target competitive grants and programs focused on specific student populations or educator development.

- The programs proposed for elimination include:
- English Language Acquisition (Title III): \$890.0 million
- Migrant Education: \$427.7 million
- Education Innovation and Research: \$259.0 million
- Full-Service Community Schools: \$150.0 million
- Supporting Effective Educator Development: \$90.0 million
- Teacher Quality Partnership: \$70.0 million
- Teacher and School Leader Incentive Program: \$10.0 million
- Comprehensive Centers: \$50.0 million
- Ready to Learn Programming: \$31.0 million
- Training and Advisory Services: \$6.6 million
- Native Hawaiian Education: \$45.9 million

In addition to K-12 programs, the proposal also eliminates TRIO (\$1.19 billion), a set of college access programs supporting low-income and first-generation students. Many of these programs were also proposed for elimination in FY 2026 but were preserved in the final appropriations bill.

Next Steps

The President's FY 2027 proposal serves as the starting point for the federal budget process. Congress will now develop its own appropriations bills, and—as demonstrated in FY 2026—many of the Administration's proposed cuts and consolidations may face bipartisan resistance.

Given that Congress rejected similar proposals last year, it remains uncertain whether the FY 2027 proposals will be enacted. The federal budget process is inherently fluid, and final funding levels will ultimately be determined through congressional negotiations in the months ahead.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

State's Student Population Continues to Drop

By: Dave Heckler

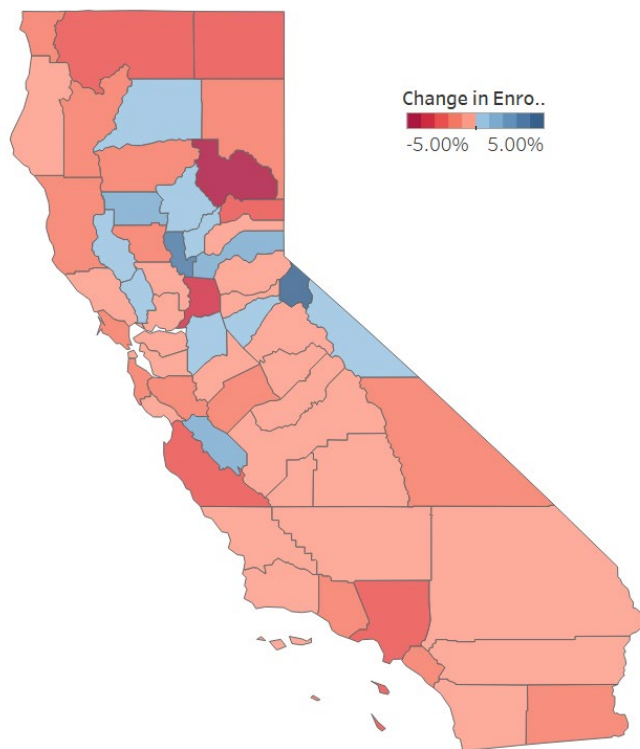
April 27, 2026

California's student population continues to decline faster than expected, according to the latest enrollment data released by the California Department of Education.

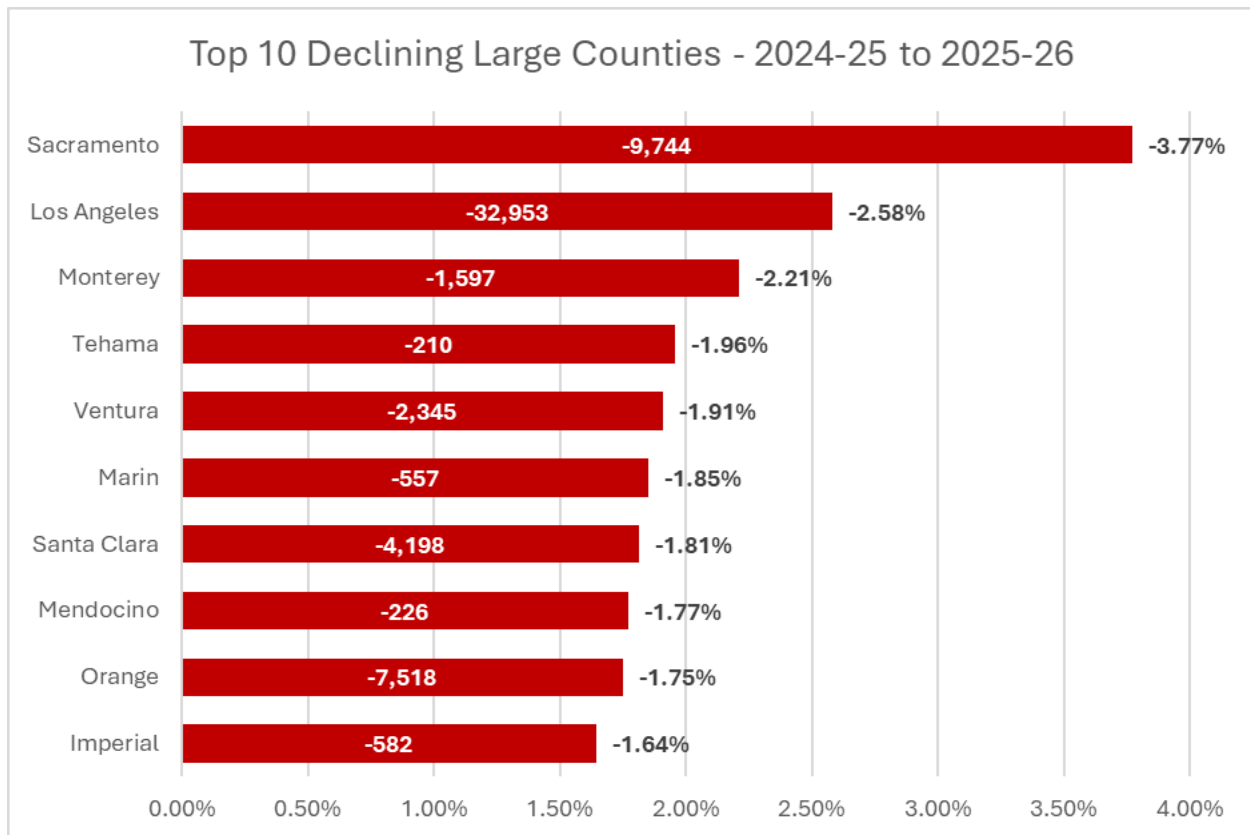
According to the data released on Friday, April 17, 2026, the total enrollment across California's schools in 2025-26 is 5,710,360—a decrease of nearly 75,000 pupils, or roughly 1.3% fewer students than in the previous school year. This continues a nine-year trend where the state's student population continues to drop. Since 2016-17, the last year that the state saw a growth in the number of students enrolled in California schools, the state has lost more than 400,000 students, or roughly 7.5%.

The enrollment data, collected as part of the October California Basic Educational Data System census, is a significant decline from what the Department of Finance had forecast in October 2025. Back then, it was projected that statewide enrollment would decline a little more than 10,000 pupils, a scant seventeen hundredths of a percent (0.17%).

While student enrollment is in decline statewide, that decline is not uniform across the state. Of the state's 58 counties, 45 counties saw a decline year over year. However, 13 northern central valley and inland areas have seen modest increases, but not significantly enough to make up for the loss in the rest of the state.



The top ten counties with populations greater than 10,000 students saw a total decline of nearly 60,000 students, with an average decline of 2.42%. Sacramento leads the state in declining enrollment with 3.77% fewer students than in 2024-25.



This year's enrollment is the lowest since 1997-98, when the total student population was about 5.6 million.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

AG Issues Guidance for Child Care and Preschool Providers

By: Patti F. Herrera, EdD and Megan Baier

April 8, 2026

Attorney General (AG) Rob Bonta recently issued guidance and model policies for early childhood education (ECE) and child care providers regarding limiting assistance with immigration enforcement activities. The publication—[*Promoting Safe Early Childhood Education for All*](#)—was required with the enactment of Assembly Bill 495 (Rodriguez, Statutes of 2025), the Family Preparedness Plan Act of 2025.

The AG published similar guidance for TK-12 educational agencies last year. We reported on those model policies and guidance in a December 2025 Fiscal Report article, "[By the Way . . . AG Releases Updated Immigration Guidance for Schools.](#)"

The AG's new guidance is intended to help ECE and child care providers understand their legal obligations related to immigration enforcement activities that may occur on their premises affecting children under their care and their families. The guidance also equips providers with practical plans designed to "protect the rights of immigrants and their families to safely access [ECE and child care] facilities by limiting support for immigration enforcement activities," including information and guidance on:

- Collecting and maintaining information on children and their families
- Sharing information about their children, their families, and staff
- Responding to immigration enforcement activities on an ECE or child care premise
- Responding to the detention or deportation of a child's parent or guardian
- Updating model policies to reflect new laws by July 1, 2026

For more information about the guidance, see the AG's press release [here](#).

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

SSPI and AG Release Updated Guidance on Tribal Regalia

By: Kyle Hyland

May 4, 2026

On April 23, 2026, State Superintendent of Public Instruction (SSPI) Tony Thurmond and California Attorney General (AG) Rob Bonta released updated guidance on graduates' rights to wear tribal regalia in a [letter](#) to state school superintendents, charter school administrators, and high school principals.

[Assembly Bill \(AB\) 1369](#) (Ramos, Statutes of 2025), which took effect on January 1, 2026, affirms that students may wear traditional tribal regalia or recognized objects of religious or cultural significance at graduation ceremonies and related events, as determined by the student and their family.

The bill also prohibits local educational agencies (LEAs) from requiring preapproval for such adornments or mandating the use of a cap if it is incompatible with the adornment.

The law defines “adornment” to mean either of the following:

- Something attached to, worn with, or worn in place of the cap customarily worn at school graduation ceremonies; or
- Something attached to or worn with, but not replacing, the gown customarily worn at school graduation ceremonies

With graduation season approaching, LEAs should review their policies to ensure compliance with AB 1369.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Trailer Bill Proposes Changes to Independent Study

By: Wendi McCaskill, EdD and Brianna García

April 9, 2026

The 2026-27 trailer bill, which serves as the implementing language of the State Budget, includes proposed changes to California's independent study statutes, focusing on average daily attendance (ADA) to full-time equivalent (FTE) certificated staff ratios and clarifying documentation requirements tied to pupil work samples. The trailer bill amends existing provisions in Education Code Sections 51745.6 and 51747.5 that govern how local educational agencies (LEAs) structure and document independent study programs.

The trailer bill makes significant changes to the calculation of allowable pupil-teacher ratios for independent study. Under current law, LEAs must generally ensure that their independent study ADA to certificated staff FTE ratio does not exceed the ratio used in their traditional instructional programs or an alternative ratio that has been established through a collective bargaining agreement. In addition, existing law includes separate ratio provisions for county offices of education (COEs) and charter schools, including a 25-to-1 ratio option that has historically applied to charter schools.

The proposed trailer bill would instead establish multiple compliance pathways that would apply to all LEAs. Specifically, an LEA would be in compliance if its independent study ratio does not exceed: (1) the ratio used in its own traditional instructional programs; (2) the prior-year ratio used by the largest high school or unified school district in the county (or the high school or unified school district where the chartering authority is located for charter schools serving pupils in more than one county), including any collectively bargained alternative; or (3) a fixed ratio of 25 to 1, or lower. The proposal would also newly require high school and unified school districts to annually report their ratios to their COE and then require COEs to post those ratios to COE websites.

Making the 25-to-1 ratio a compliance option for all LEAs establishes a new statewide standard that does not rely on local ratios. LEAs would continue to need to carefully determine and document which methodology they are using for audit and funding purposes. The trailer bill would maintain existing provisions requiring that only ADA generated within the allowable ratios is eligible for apportionment funding. LEAs may serve students above those ratios, but that additional ADA would not be funded.

In addition to ratio changes, the trailer bill clarifies expectations for pupil work samples used to support attendance claims in independent study. The proposal specifies that LEAs must maintain completed pupil work products in core subject areas—English language arts, mathematics, history-social science, and science—across three attendance periods during the school year. For each attendance period, an LEA would be required to maintain at least one completed work sample per subject. If a pupil is not enrolled in one or more of those subjects during a given period, the LEA must instead maintain four completed work samples that are representative of the pupil's course schedule.

Taken together, these proposed changes expand the pathways to independent study ratio compliance while also providing LEAs with a new statewide ratio option and more explicit expectations for documentation of pupil work used to support independent study ADA.

We will be discussing the 2026-27 State Budget independent study ratio proposal and the options for independent study ratio compliance under current law in more detail during our Instructional Time and Attendance Planning webinar on Tuesday, April 14, 2026. If you are interested in learning more, click [here](#) to learn more and register.

Bill Report

SCHOOL SERVICES OF CALIFORNIA INC.

**Legislative Report Prepared for:
Fresno Unified School District
Status as of May 6, 2026**

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AB 2149 Garcia	Pupil Achievement: Closing the Achievement Gap: Accountability Report	Watch	Assembly Floor—Third Reading	23
AB 2202 Muratsuchi	Pupil Achievement: Closing the Achievement Gap Commission	Support	Assembly Appropriations Committee	23
AB 2225 Patel	Pupil Achievement: Closing the Achievement Gap State Operations and Support Plan	Watch	Assembly Appropriations Committee	24
AB 2303 Muratsuchi	School Accountability: Local Educational Agencies: Required Plans and Reports	Support	Assembly Appropriations Committee	24
AB 2496 Solache	Local Educational Agencies: Reports: School Accountability Report Card: California School Dashboard: Local Control Accountability Plan: Local Control Funding Formula Budget Overview	Support	Assembly Appropriations Committee	25
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Accountability and Assessments

[AB 1581 \(Ramos\)](#)

Amended Date: 03/23/2026

Title: Pupils: Data Reporting: American Indian and Alaska Native Pupils

Status: Assembly Appropriations Committee

Position: Watch

Summary:

Starting in 2027-28, requires local educational agencies to report in CALPADS the tribal affiliation of students who identify as American Indian or Alaska Native.

[AB 2149 \(Garcia\)](#)

Amended Date: 04/13/2026

Title: Pupil Achievement: Closing the Achievement Gap: Accountability Report

Status: Assembly Floor—Third Reading

Position: Watch

Summary:

Requires the Legislative Analyst's Office to report on the state's progress in closing the achievement gap and make recommendations to meet future targets.

SSC Comment: This is one of four bills sponsored by the California School Boards Association to close the achievement gap. The other bills are Assembly Bill (AB) 2202 (Muratsuchi, D-Torrance), AB 2225 (Patel, D-San Diego), and AB 2514 (Ransom, D-Stockton).

[AB 2202 \(Muratsuchi\)](#)

Amended Date: 04/13/2026

Title: Pupil Achievement: Closing the Achievement Gap Commission

Status: Assembly Appropriations Committee

Position: Support

Summary:

Establishes the Closing the Achievement Gap Commission as an advisory body to the State Board of Education (SBE). The bill would require the commission to:

- Advise the SBE and the California Department of Education on policies and practices necessary to assist local educational agencies (LEAs) in closing the achievement gap
- Use the Closing the Achievement Gap Commission State Operations and Support Plan (which would be created by Assembly Bill 2225 [Patel, D-San Diego]) to guide its work
- Assess the efficacy of state support to LEAs within the State System of Supports
- Evaluate the efficacy of current law and other policies to assist in closing the achievement gap
- Review existing LEA and school accountability requirements and recommend modifications for enabling LEAs to address the achievement gap

SSC Comment: This is one of four bills sponsored by the California School Boards Association to close the achievement gap.

[AB 2225 \(Patel\)](#)

Amended Date: 04/13/2026

Title: Pupil Achievement: Closing the Achievement Gap State Operations and Support Plan

Status: Assembly Appropriations Committee

Position: Watch

Summary:

Establishes a working group that shall develop a plan to be known as the Closing the Achievement Gap State Operations and Support Plan that shall include:

- Specific goals for the state to support local educational agencies in closing the achievement gap
- Performance targets aimed at closing the achievement gap for the State Board of Education, California Department of Education, the Commission on Teacher Credentialing, and the California Collaborative for Educational Excellence, and recommendations for appropriate remedial action if the targets are not met
- Recommendations the state can take to reduce the number of unfunded or partially funded mandates and align state-level operations and initiatives with local control
- A clear definition of high-quality technical assistance for differentiated assistance, direct technical assistance, and related support

SSC Comment: This is one of four bills sponsored by the California School Boards Association to close the achievement gap.

[AB 2303 \(Muratsuchi\)](#)

Amended Date: 04/27/2026

Title: School Accountability: Local Educational Agencies: Required Plans and Reports

Status: Assembly Appropriations Committee

Position: Support

Summary:

By January 1, 2028, requires the Legislative Analyst's Office to provide recommendations to reduce conflicting or redundant reports and reporting deadlines.

[AB 2496 \(Solache\)](#)

Amended Date: 04/27/2026

Title: Local Educational Agencies: Reports: School Accountability Report Card: California School Dashboard: Local Control Accountability Plan: Local Control Funding Formula Budget Overview

Status: Assembly Appropriations Committee

Position: Support

Summary:

By March 1, 2027, requires the California Department of Education (CDE) to develop a crosswalk that indicates where information comparable to what is required in the School Accountability Report Card (SARC) may be found on existing CDE websites including the California School Dashboard and DataQuest. By January 1, 2029, requires the State Board of Education to certify that all data elements required in the SARC are available in a substantially similar way through the CDE website with the goal of removing the requirement for the annual SARC.

[AB 2514 \(Ransom\)](#)

Amended Date: 04/13/2026

Title: Pupil Achievement: State of the Achievement Gap Dashboard

Status: Assembly Appropriations Committee

Position: Support

Summary:

The working group established by Assembly Bill 2225 (Patel, D-San Diego) shall provide recommendations for a State of the Achievement Gap Dashboard that will assess the state in its progress towards closing student academic achievement gaps.

SSC Comment: This is one of four bills sponsored by the California School Boards Association to close the achievement gap.

Attendance or Instructional Time

[AB 1631 \(Muratsuchi\)](#)

Amended Date: 03/23/2026

Title: Elementary Education: Kindergarten

Status: Assembly Appropriations Committee

Position: Support

Summary:

As amended on March 23, 2026, phases in the requirement for a student to complete one year of kindergarten before starting first grade. For the 2028-29 school year, the requirement applies to a student who turns six years old between July 1, 2028, and September 1, 2028. For the 2029-30 school year, the requirement applies to a student who turns six years old between May 1, 2029, and September 1, 2029. For the 2030-31 school year, the requirement applies to a student who turns six years old between March 1, 2030, and September 1, 2030. For the 2031-32 school year, the requirement applies to students who turn six years old on or before September 1 of that school year.

[AB 1763 \(Lee\)](#)

Title: Pupil Attendance: Excused Absences: Religious Observance

Status: Assembly Appropriations Committee—Suspense File

Position: Watch

Summary:

This bill would include observance of a holiday or ceremony of the pupil's religion as a type of required excused absence without the requirement that the absence be requested in writing by the parent or guardian and approved by the principal or a designated representative.

College and Career

[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 1694 \(Carrillo\)](#)

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

Status: Assembly Appropriations Committee

Position: Support

Summary:

This bill would require that Career Technical Education Incentive Grant (CTEIG) recipients receive renewal grants for three additional years as long as certain criteria are met. Starting in 2026-27, 90% of funds appropriated for CTEIG will be designated for renewal grants and 10% of funds shall be designated for new applicants.

AB 1871 (Fong)

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

Status: Assembly Appropriations Committee—Suspense File

Position: Watch

Summary:

This bill would revise College and Career Access Pathways (CCAP) statute to make it easier for high school students to take community college courses. Specifically, the bill would do the following:

- Remove the requirement that CCAP agreements must include a principal recommendation for a high school pupil to enroll in community college courses
- Authorize a pupil to complete one application for the duration of the pupil's attendance at a community college as a special part-time student participating in a CCAP partnership agreement
- Eliminate the limit on the number of community college courses (currently capped at four per term) that a special part-time CCAP student can take, as long as they do not exceed 15 units per term
- Change annual reporting requirements so that CCAP partners report on outcomes such as the number of pupils who successfully completed at least 12 college units, earned a certificate, or completed an associate degree or transfer requirements

SSC Comment: Fresno Unified School District took a watch position on an identical bill—Assembly Bill 731 (Fong, D-Alhambra)—in 2025.

AB 2248 (Hoover)

Amended Date: 03/26/2026

Title: Pupil Services: Educational Counseling: California College Guidance Initiative

Status: Senate Rules Committee

Position: Watch

Summary:

As amended March 26, 2026, requires local educational agencies to notify parents/guardians of students in grades 7-12 of the benefits of the California College Guidance Initiative and encouragement to create parent accounts.

The prior version of the bill required school districts to give notice of the advanced academic programs available and to annually hold at least one informational session.

[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 1578 \(Jackson\)](#)

Amended Date: 04/06/2026

Title: State and Local Officials: Sexual Harassment Training and Education: Anti-Hate Speech Training

Status: Assembly Appropriations Committee

Position: Support

Summary:

Adds anti-hate speech training to sexual harassment training that is required of all elected state or local officials.

[AB 1626 \(Gabriel\)](#)

Amended Date: 04/08/2026

Title: Interscholastic Athletics: Youth Sports: Coaches: Behavioral and Mental Health Training

Status: Assembly Appropriations Committee

Position: Support

Summary:

Requires training for all school coaches, including interscholastic coaches, to include:

- Substantive awareness of behavioral and mental health challenges specific to pupil athletes
- Trauma-informed care and recognizing signs and symptoms of common behavioral and mental health conditions in adolescents
- Strategies for creating a positive team culture
- Appropriate communication techniques
- Procedures for referring pupil athletes to appropriate mental health resources
- Understanding of the coach's role and limitations in supporting pupil behavioral and mental health

[AB 1654 \(DeMaio\)](#)

Title: Vehicles: Commercial Driver's Licenses

Status: Assembly Transportation Committee—Did Not Meet Deadline—No Longer Active

Position: Oppose

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 \(Pacheco\)](#)

Amended Date: 04/06/2026

Title: School Athletics: Coaches: Youth Athletics Behavioral and Mental Health Training

Status: Assembly Appropriations Committee

Position: Support

Summary:

As amended, starting with the 2027-28 school year, requires a local educational agency that offers an athletic program to ensure that coaches complete an initial training, and subsequent training every two years, that covers sudden cardiac arrest and behavioral and mental health training.

[AB 1750 \(Caloza\)](#)

Amended Date: 04/13/2026

Title: School Employees: Absences Due to Illness or Accident

Status: Assembly Appropriations Committee

Position: Oppose

Summary:

Existing law provides that certificated and classified employees of local educational agencies and academic and classified employees of community college districts who exhaust all available sick leave and remain absent due to illness or injury for up to five additional school months receive either the difference between their regular salary and the amount paid to a substitute, or at least 50% of their regular salary.

This bill would instead require those employees who exhaust all available sick leave and continue to be absent due to illness or accident for an additional five-month period to receive their full regular salary during those five months. Recent amendments removed community colleges from the bill.

[AB 1803 \(Lowenthal\)](#)

Amended Date: 04/09/2026

Title: Employment: Sexual Harassment Training and Education: Anti-Hate Speech Training

Status: Senate Rules Committee

Position:

Summary:

Adds anti-hate speech training to sexual harassment training that employers are required to provide to their employees.

[AB 1896 \(González, Mark\)](#)

Amended Date: 04/14/2026

Title: Public Employment: Disqualifications

Status: Assembly Appropriations Committee

Position: Watch

Summary:

This bill would make a person ineligible for public employment if they were previously employed by an entity that engages in immigration enforcement between January 20, 2025, and January 20, 2029.

[AB 1898 \(Schultz\)](#)

Amended Date: 03/20/2026

Title: Workplace Artificial Intelligence Tools

Status: Assembly Appropriations Committee—Suspense File

Position: Watch

Summary:

Requires an employer to provide written notice to an affected worker and the bargaining representative that a workplace artificial intelligence tool was used to assist the employer in making employment-related decisions or to surveil the workplace.

[AB 2148 \(Muratsuchi\)](#)

Amended Date: 04/13/2026

Title: Elementary and Secondary Education: Public School Employees: Contractors: Natural Persons

Status: Senate Rules Committee

Position:

Summary:

The prior version of this bill allowed K-12 and public college educators to refuse to use any form of educational technology and prohibited local educational agencies from disciplining an educator based on information acquired or produced via artificial intelligence. As amended April 13, 2026, this bill defines a public school employee as a natural person.

AB 2325 (Alvarez)

Amended Date: 04/20/2026

Title: Teachers: Bilingual Teachers: Pathways to Bilingual Teaching Program

Status: Assembly Appropriations Committee

Position: Support

Summary:

As amended, establishes the Pathways to Bilingual Teaching Program that would provide competitive grants to consortia of local educational agencies and higher education institutions to establish or expand pathways to bilingual teaching to enable bilingual students to earn a teaching credential with a bilingual authorization. The prior version of the bill established the Bilingual Clinical Placement Registry to connect the preparation, credentialing, and long-term retention of bilingual and multilingual teachers.

AB 2365 (Sanchez)

Amended Date: 04/27/2026

Title: Education-Related Positions: Egregious Misconduct: Previous Employment Disclosures

Status: Assembly Appropriations Committee

Position: Support

Summary:

As amended April 27, 2026, this bill would expand the definition of “egregious misconduct” to include additional offenses such as those relating to human trafficking, child abandonment and neglect, and impermissible contact or communication with a minor. The bill also requires the state to add a section to its educator misconduct database showing whether any complaints have been filed against a teacher or credential applicant.

In addition, current law requires local educational agencies (LEAs) to inquire with all previous LEAs that employed a certificated applicant whether the applicant was the subject of any credible complaints, substantiated investigations, or discipline for egregious misconduct. This bill would instead require LEAs to first check the Commission on Teacher Credentialing (CTC) database and then inquire with previous LEA employers that filed complaints with the CTC. LEAs would still be allowed to inquire with all previous LEA employers for complaint history.

Previously, the bill also included language that prohibited a certificated person who is dismissed for egregious misconduct from being employed in any education-related position by any state agency, the California State University, the University of California, any local agency, or any LEA. This provision is no longer in the bill.

AB 2490 (Valencia)**Amended Date:** 04/13/2026**Title:** Teacher Credentialing: Emergency Career Substitute Teaching Permit: Alternative Qualifications**Status:** Assembly Appropriations Committee**Position:** Support**Summary:**

As amended, this bill amends the requirements for an emergency career substitute teaching permit. Existing law requires applicants for an emergency career substitute teaching permit to verify 90 days of substitute teaching in each of the prior three years. This bill would allow, as an alternative, verification that the applicant has completed at least five hours of professional development, an orientation, and a mentoring program. The bill would authorize permit holders who qualify through this alternative pathway to serve up to 60 cumulative days in a single classroom, including in career technical education, general education, and special education. The bill would also require 30 hours of professional development upon the first renewal of the permit and provide that permits issued or renewed under these provisions are valid for 12 months.

SSC Comment: Fresno Unified School District supported a similar bill, Assembly Bill 1224 (Valencia, D-Anaheim), in 2025 that was vetoed.

English Learners

AB 2555 (Patel)**Amended Date:** 04/15/2026**Title:** English Learners: Reclassification**Status:** Assembly Appropriations Committee**Position:****Summary:**

Makes changes to the system of reclassifying English learners (ELs) as English proficient commencing on July 1, 2027:

- Limits the reclassification criteria to the assessment of English language development (ELD)
- Requires that ELs be reclassified as English proficient if they meet the score established by the State Board of Education for purposes of reclassification on the ELD assessment or the alternate ELD assessment
- Permits some ELs with disabilities to be reclassified using alternate means
- When a student is classified as an EL, the local educational agency must communicate specified information to the student's parent or guardian regarding the student's EL classification, supports available to EL students, and the reclassification process
- Requires the State Board of Education to identify an appropriate instrument for monitoring reclassified ELs
- Requires the California Department of Education to post data on reclassification rates
- Reframes EL reclassification as a milestone on the path to biliteracy
- Requires an evaluation of these changes to EL reclassification

Facilities

[AB 1822](#) (Muratsuchi)

Amended Date: 03/23/2026

Title: School Facilities: Project Priorities: Extreme Heat and Climate Change

Status: Assembly Appropriations Committee

Position: Support

Summary:

Existing law authorizes the State Allocation Board, by adoption of rules, to establish priorities for the construction and leasing of projects to schools districts whose pupils will benefit most.

This bill would authorize the board to include, as priorities for projects, an efficient response to extreme heat and climate change.

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.

AB 1644 (Muratsuchi)**Amended Date:** 04/28/2026**Title:** Pupils: Use of Smartphones: Prohibition: Report**Status:** Assembly Appropriations Committee**Position:** Watch**Summary:**

A prior version of this bill required local educational agencies (LEAs) by July 1, 2027, to adopt and update every five years, a policy that prohibits students from using smartphones while on campus or while under the supervision of a school employee. Current law requires LEAs to adopt a policy to limit or prohibit the use of smartphones.

As amended on April 28, 2027, the current law requirement for a local policy to limit or prohibit the use of smartphones shall apply only to students in grades 9-12. By July 1, 2027, LEAs must adopt a policy for students in grades TK-8 that prohibits the use of smartphones while at school or under the supervision of a school employee. The bill also prohibits instruction for students in grades TK-8 from requiring the use of a smartphone by a student, and the adopted policy shall include a method for parents/guardians to contact their students while smartphones are prohibited.

Finally, this bill would require the California Department of Education to survey at least 30 LEAs to learn the interest holder input process, enforcement, and challenges and successes since policy enactment, and provide recommendations for best practices for future LEA policies.

AB 1821 (Pacheco)**Amended Date:** 04/06/2026**Title:** California Public Records Act: Agency Response Time**Status:** Assembly Floor—Third Reading**Position:** Support**Summary:**

Existing law requires a public agency, within 10 days of a request for a copy of records, to determine whether the request seeks copies of disclosable public records in possession of the agency and to promptly notify the person of the determination and the reasons therefor. Existing law authorizes that time limit to be extended by no more than 14 days under unusual circumstances. This bill clarifies that the time period is 10 business days and 14 business days, respectively.

AB 2220 (Arambula)

Amended Date: 03/19/2026

Title: School Districts: Auxiliary Organizations

Status: Assembly Education Committee—Bill Did Not Meet Deadline—No Longer Active

Position: Sponsored

Summary:

Authorizes school districts to establish auxiliary organizations for purposes of providing supportive services and specialized programs for the general benefit of its schools. The bill, among other things, would require a school district that establishes an auxiliary organization, in accordance with regulations adopted by the State Department of Education, to institute an accounting and reporting system for the operation of the auxiliary organization, and procedures to ensure that transactions of the auxiliary organization are within the educational mission of the school district, as specified.

SSC comment: AB 2220 replicates the existing statutes for auxiliary organizations of community college districts and applies them to school districts.

AB 2726 (Fong)

Amended Date: 04/13/2026

Title: School Facilities: Disposal of Surplus Technology Property

Status: Senate Rules Committee

Position:

Summary:

Authorizes a school district to declare technology to be surplus technology property that can be disposed of if authorized by a policy adopted by the governing board. The methods for disposing of surplus technology property are the following:

- Sale by public auction
- Sale by sealed bid
- Sale or transfer through a structured trade-in or buyback program with a third-party purchaser
- Negotiated sale to a public agency, nonprofit organization, or private entity, if the governing board of the school district determines that the negotiated sale is in the best interest of the school district and is reasonably calculated to yield fair market value under the circumstances
- Donation to a public agency or nonprofit corporation

[SB 1017 \(Reyes\)](#)

Title: Pupils: Foster Youth: Access to Pupil Records

Status: Assembly Education Committee

Position: Support

Summary:

Existing law limits access to student records by requiring written parental consent or a judicial order, unless otherwise authorized by law. Students 14 years or older who are both homeless and unaccompanied can access their own relevant educational records. The bill extends this access to foster youth aged 14 or older.

[SB 1187 \(Durazo\)](#)

Title: Open Meetings: Majority

Status: Senate Floor—Consent

Position: Watch

Summary:

For the Brown Act, defines “majority” to mean the number of members equaling more than half of the total number of seats on the legislative body. If a seat is vacant, that seat is still to be counted as a seat on the legislative body.

Instruction

[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.

[AB 2071 \(Hoover\)](#)

Amended Date: 04/13/2026

Title: Pupil Instruction: Digital Wellness

Status: Assembly Appropriations Committee

Position: Support

Summary:

As amended, this bill requires the California Department of Education to develop a plan by January 1, 2028, to expand digital wellness instruction in California public schools. A previous version of the bill would have required health education to also include digital wellness instruction, but this provision was amended out of the bill.

[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.

[SB 1048 \(Becker\)](#)

Amended Date: 04/06/2026

Title: State Seal of Climate Literacy

Status: Senate Floor—Third Reading

Position: Support

Summary:

As amended on April 6, 2026, this bill establishes the voluntary State Seal of Climate Literacy and requires the State Superintendent of Public Instruction (SSPI) to recommend criteria under which participating local educational agencies may award the seal to qualified students. The SSPI shall consider requiring successful completion of two courses in climate literacy and a presentation of a climate literacy final experiential learning project.

SB 1133 (Strickland)

Amended Date: 03/23/2026

Title: Pupil Instruction: Preventative Health Instruction

Status: Assembly Desk

Position: Support

Summary:

When the “Health Education Framework for California Public Schools” is next revised, on or after January 1, 2027, requires the Instructional Quality Commission to consider including information on evidence-based preventative health instruction, including information on nutrition, food literacy, sleep, movement, stress management, and digital balance.

SB 1147 (Ochoa Bogh)

Amended Date: 04/28/2026

Title: Pupil Instruction: High School Graduation Requirements: Personal Finance

Status: Senate Appropriations Committee

Position: Support

Summary:

Allows the existing personal finance course requirement to be fulfilled as part of an integrated yearlong course that includes the personal finance required topics. A prior version of the bill would have allowed a local educational agency to also award credit for coursework in that yearlong course in the subject that the course is offered, including, if applicable, credit toward satisfying a graduation requirement, but this provision was removed from the bill.

Support: College Board (sponsor) and more than 50 school districts and county offices of education, including Ceres Unified School District (USD), Chawanakee USD, Denair USD, Los Banos USD, Pasadena USD, San Benito High School District, and San Diego USD

Opposition: Next Gen Personal Finance

Miscellaneous

[AB 1884 \(Hadwick\)](#)

Amended Date: 03/19/2026

Title: Interscholastic Athletics: Drug Testing: Suspensions: Nicotine Use

Status: Assembly Education Committee—Bill Did Not Meet Deadline—No Longer Active

Position:

Summary:

This bill would require school districts, as part of its policy regarding participation in extracurricular and cocurricular activities, to adopt a drug testing program. The bill would:

- Require the program to include nicotine testing for pupils participating in athletic extracurricular activities
- Authorize the program to include testing for alcohol and controlled substances
- Require the basis for testing to be random and suspicionless, unless the school has a reasonable suspicion that a pupil used nicotine, or, if applicable, alcohol or a controlled substance
- Require student participation in the program in order to participate in athletic extracurricular activities
- Require results of the drug testing to be provided to the superintendent and coach of the extracurricular athletic team

Three positive tests would prohibit a pupil from participating in athletic extracurricular activities for the remainder of that athletic season. This bill would prohibit the suspension of a pupil who tests positive for a controlled substance, alcohol, intoxicants of any kind, tobacco, products containing tobacco, or nicotine products pursuant to the pupil drug testing program solely for that positive test.

[AB 2008 \(Patel\)](#)

Amended Date: 04/27/2026

Title: Local Educational Agencies: Planning and Reporting Requirements: Template: Repealer

Status: Assembly Appropriations Committee

Position: Support

Summary:

A bill that requires a local educational agency to complete a plan or report with an undefined end date shall include a provision that repeals the reporting requirement within four years of operation. As amended April 27, 2026, the bill also requires the California Department of Education to provide a standardized template for programmatic or expenditure reports.

AB 2117 (Alvarez)

Amended Date: 04/28/2026

Title: State Board of Education: Superintendent of Public Instruction: Education Commissioner

Status: Assembly Appropriations Committee

Position: Watch

Summary:

This bill deletes the provision in existing law that establishes the Superintendent as the ex officio Director of Education and vests all executive and administrative functions of the department in an Education Commissioner to be appointed by the Governor and confirmed by the Senate. The State Superintendent of Public Instruction would be added to the State Board of Education, and four existing positions appointed by the Governor would be replaced by two members appointed by the Senate President pro Tempore and two members appointed by the Speaker.

AB 2404 (Tangipa)

Title: State Advisory Groups, Boards, and Committees: San Joaquin Valley

Status: Assembly Education Committee—Bill Did Not Meet Deadline—No Longer Active

Position:

Summary:

Requires at least one member of the following bodies to be from the San Joaquin Valley:

- The State Board of Education
- The State Superintendent of Public Instruction advisory group on career technical education
- The Financial Solvency Standards Board within the Department of Managed Health Care
- The Citizen's Financial Accountability Oversight Committee associated with the California Institute for Regenerative Medicine
- The California Veterans Board

[SB 492 \(Menjivar\)](#)

Amended Date: 01/22/2026

Title: Youth Housing Bond Act of 2026

Status: Assembly Housing and Community Development Committee

Position: Support

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.

Nutrition

[AB 1731 \(Wilson\)](#)

Amended Date: 03/19/2026

Title: Office of Farm to Fork: California Healthy Food Procurement Fund Program

Status: Assembly Appropriations Committee—Suspense File

Position: Support

Summary:

On or before January 1, 2028, the Office of Farm to Fork shall establish the California Healthy Food Procurement Fund Program for purposes of cultivating equity, nurturing students, building climate resilience, supporting California agriculture, and creating scalable and sustainable change in the school food system. To the extent that funding is available, the program shall fund approved vendors to procure foods that are whole or are minimally processed and are grown or produced in California using climate-smart agriculture practices and climate-smart agriculture production systems, so that the approved vendors can contract with institutions serving pupils in K-12 to deliver procured foods at no cost. If funding is available, the program shall also develop an approved list of vendors that source and develop food products that meet the above criteria.

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.

[AB 1872](#) (Ta)

Title: False Reporting

Status: Assembly Appropriations Committee—Suspense File

Position:

Summary:

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

SSC Comment: Fresno Unified School District (USD) opposed a similar bill in 2025—Assembly Bill (AB) 327 (Ta, R-Westminster). As with AB 327, AB 1872 is supported by approximately 20 school districts including Ceres USD, Golden Valley USD, Madera USD, Capistrano USD, and law enforcement organizations included the California State Sheriffs’ Association. Opponents include the American Civil Liberties Union California Action and the California Public Defenders Association.

[AB 2230](#) (Ávila Farías)

Amended Date: 04/23/2026

Title: Immigration Enforcement: Polling Places and Child Daycare Facilities

Status: Assembly Appropriations Committee

Position: Support

Summary:

Prohibits federal law enforcement from being stationed in the immediate vicinity of a polling place. Prohibits a licensed child daycare facility from allowing immigration enforcement to enter a nonpublic area without a judicial warrant or subpoena or court order.

[AB 2242 \(Davies\)](#)**Amended Date:** 03/26/2026**Title:** Pupil Safety: Sextortion Informational Poster**Status:** Assembly Appropriations Committee**Position:** Watch**Summary:**

Before the 2027-28 school year, requires schools to display in at least one student men's restroom, one student women's restroom, and one student all-gender restroom a poster that contains specified information relating to sextortion.

[SB 1181 \(Hurtado\)](#)**Amended Date:** 04/28/2026**Title:** Central Valley School Safety Coordination Pilot Program**Status:** Senate Appropriations Committee**Position:****Summary:**

Requires the Office of Emergency Services to establish the Central Valley School Safety Coordination Pilot Program to study and evaluate improved communication pathways between local educational agencies and regional fusion centers regarding credible safety threats affecting school communities, with a focus on addressing chronic absenteeism, youth mental health, and emerging digital or hybrid threats in Senate District 16 and similar regions. The pilot program shall be implemented in selected counties within the Central Valley, including, but not limited to, the counties of Fresno, Kern, Kings, Tulare, Madera, Merced, San Joaquin, and Stanislaus, prioritizing areas with high chronic absenteeism and mental health challenges as identified in district-specific data. According to the Department of Homeland Security, fusion centers are state-owned and locally operated entities that serve as focal points in states and major urban areas for the receipt, analysis, gathering, and sharing of threat-related information between state, local, tribal, other federal, and private sector partners as it relates to law enforcement, homeland security, public safety, and terrorism.

There is currently no support indicated for the bill.

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.

AB 2509 (Schultz)

Amended Date: 04/20/2026

Title: Education Finance: Average Daily Attendance: Apportionments

Status: Assembly Appropriations Committee

Position: Support

Summary:

This bill, for purposes of the Local Control Funding Formula, would require a school district's fiscal year average daily attendance to be computed using the average of the five most recent prior fiscal years, if that average is greater than the current fiscal year, prior fiscal year, or average of the three most recent fiscal years. A prior version of the bill also authorized a school district to exclude the five days with the lowest recorded attendance from the current fiscal year and the prior fiscal year, but this provision was removed from the bill.

AB 2526 (Muratsuchi)

Amended Date: 04/21/2026

Title: Special Education Local Plan Areas: Apportionments: Alternate Assessments

Status: Assembly Appropriations Committee

Position:

Summary:

As completely rewritten, Assembly Bill (AB) 2526 no longer would add funding within the Local Control Funding Formula based on students with severe disabilities. Instead, if there is a State Budget appropriation for this new eligibility, the entitlement of the low incidence disability fund that currently goes to SELPAs would be based on the sum of the number of pupils with low incidence disabilities (Fall 1 CALPADS of prior fiscal year) and the number of pupils eligible to take the California Alternate Assessments (CAAs) multiplied by a per-pupil amount. As in current law, the per-pupil amount of AB 2526 would be determined by State Budget language.

A student with a low incidence disability who qualifies for the CAAs would be counted twice and generate funding accordingly, reflecting a student with greater needs. Funding would be used to provide special education and related services as required under the Individualized Education Program of the eligible pupils, and no additional requirements for the funds are defined.

SSC Comment: This version of AB 2526 addresses concerns of incentivizing overidentification of students with “severe disabilities” as the CAAs are based on need, not disability category, and eligibility is capped at 1% of the student population taking assessments per local educational agency.

SB 743 (Cortese)

Amended Date: 07/07/2025

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

Status: Assembly Appropriations Committee—Suspense File

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 Health

[AB 2460](#) (Rodriguez, Celeste)

Amended Date: 04/06/2026

Title: Pupil Health: Mental Health: Model Referral Protocols

Status: Assembly Appropriations Committee

Position: Support

Summary:

Existing law requires a local educational agency (LEA) governing board to adopt a policy on referral protocols for addressing pupil behavioral health concerns in grades 7 to 12. This bill would require governing boards to adopt an update to that policy to include guidance on providing equity-centered mental health supports in case of a local emergency related to immigration enforcement activities or deportations of pupils or their family members. The California Department of Education shall develop guidance that LEAs may use for this purpose.

[SB 980](#) (Hurtado)

Amended Date: 03/16/2026

Title: Access to Medical Records

Status: Senate Health Committee—Bill Did Not Meet Deadline—No Longer Active

Position: Support

Summary:

Prohibits health care providers from charging a fee to a patient for completing health-related forms required by an educational institution for a student's participation in school, child care, or school-sponsored activities.

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.

AB 1899 (Caloza)

Amended Date: 04/09/2026

Title: Office of Youth Homelessness Prevention

Status: Assembly Appropriations Committee

Position: Watch

Summary:

Creates the Office of Youth Homelessness Prevention (Office) in the California Agency on Housing and Homelessness with a mission to reduce youth homelessness in the state to functional zero. The Office shall lead the coordination of funding, policy, and practice to prevent youth homelessness across federal and state agencies and departments focused on all of the following:

- Sufficient stable housing
- Economic and employment support
- Education
- Prevention of youth homelessness
- Health and mental health
- Services to assist youth to establish and maintain connections with supportive adults and peers

AB 2430 (Muratsuchi)

Amended Date: 04/21/2026

Title: Expanded Learning Programs: High School Pupils: After School Education and Safety Program Act of 2002

Status: Assembly Appropriations Committee

Position:

Summary:

Among other things, establishes the High School After School Education and Safety (High School ASES) program and redirects funding within the After School Education and Safety (ASES) program to the program serving high school students. This bill proposes to redirect funding appropriated to the ASES program serving students in grades K-9, beyond the original minimum of \$550 million that established the program and have not already been awarded, to be redirected to the High School ASES program at a daily rate of \$13.81 per pupil. High School ASES funds shall be prioritized for existing 21st Century High School After School Safety and Enrichment for Teens grantees to increase the daily rate to \$13.81 per pupil and to new high school programs serving the highest percentage of low-income students. In addition, starting in 2027-28, ASES grants shall not be renewed for any school with a less than 55% of free or reduced price meals-eligible students.

There are currently no school districts listed in support of the bill.

Transportation

[AB 1111](#) (Soria)

Amended Date: 07/22/2025

Title: Pupil Transportation: School Buses: 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 Member of the Board of Education
Prepared by: Amy Idsvoog, Executive Officer

Date: May 15, 2026
Phone Number: (559) 457-3498

Regarding: Human Resource Board Policies for Board Approval

The purpose of this communication is to inform the Board of several updated Board Policies (BP) that will be submitted as action items at the May 27 Board meeting.

The updated policies include:

- 4020 BP Drug and Alcohol-Free Workplace
- 4030 BP Nondiscrimination in Employment
- 4033 BP Lactation Accommodation
- 4115 BP Evaluation-Supervision
- 4119.21 BP Professional Standards
- 4119.24 BP Maintaining Appropriate Adult-Student Interactions (new)
- 4136 BP Nonschool Employment (new)
- 4216 BP Probationary-Permanent Status
- 4218 BP Dismissal-Suspension-Disciplinary
- 4315 BP Evaluation-Supervision

These revisions are in alignment with Student Outcomes Focused Governance and best practices.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Amy Idsvoog at (559) 457-3498.

Cabinet Approval:



Name and Title: David Chavez, Chief of Human Resources/ Labor Relations

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: Jennifer Stacy-Alcantara, Assoc. Supt.

Date: May 15, 2026
Phone Number: (559) 457-3342

Regarding: Board Policy Suicide Prevention Recommended Changes

The purpose of this communication is to provide the Board with information regarding the recommended changes to the Suicide Prevention Board Policy (BP) 5141.52 received on May 13, 2026. The Suicide Prevention Board Policy was first approved on May 31, 2017. Over the years, various adjustments to state law and education codes have influenced the content and structure of the board policy. Most recently, in June of 2024, we updated the board policy in response to Federal Program Monitoring requirements, which caused the policy to reach 15 pages.

The California School Board Association issued recommended changes to the Suicide Prevention board policy and administrative regulation in March 2025. The recommended changes streamline the policy, significantly reducing its length. Also, specific implementation language from the board policy has been moved to the administrative regulation, 5141.52 AR Suicide Prevention. The information previously included in the board policy and administrative regulation is outlined in our practices and protocols, as found in the Suicide Prevention and Intervention Handbook.

If you have any questions pertaining to the information in this communication or require additional information, please contact Rita Baharian at (559) 457-3940.

Cabinet Approval: 
Carlos Castillo (May 11, 2026 16:54:20 PDT)

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

Fresno Unified School District
Board Communication

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

Date: May 15, 2026
Phone Number: (559) 457-3750

Regarding: Registered Teacher Apprenticeship Program

The purpose of this communication is to provide the Board with information regarding the Fresno Unified School District Registered Teacher Apprenticeship program.

Teacher Development is committed to building a workforce that reflects the values and diversity of the students and communities we serve. As part of Fresno Unified's "Grow Our Own" strategy, the Registered Teacher Apprenticeship is a high-quality, industry-driven career pathway that strengthens teacher recruitment, preparation, and retention while addressing long-term teacher shortages.

Registered Apprenticeship is a nationally recognized model approved and validated by the U.S. Department of Labor or a state apprenticeship agency. It allows individuals to earn wages while gaining job-embedded experience, completing required coursework, and earning an industry-recognized credential.

The Teacher Apprenticeship program is developed in partnership with employers, the Division of Apprenticeship Standards Office, institutions of higher education, labor, and other educational partners. Key program components include:

- A minimum of 2,000 hours of structured on-the-job training with an experienced journey worker (mentor teacher)
- Supplemental classroom instruction and coursework aligned to district and credentialing requirements
- An earn-and-learn model, allowing apprentices to work as paraprofessionals while pursuing a teaching credential

Registered Apprenticeship provides multiple benefits:

- Unlocks state and federal funding to offset program operational costs
- Provides financial sustainability of existing "Grow Our Own" pathways
- Generates approximately \$3,500 per apprentice annually in funding support
- Increases workforce diversity and strengthens local educator pipelines
- Supports retention and advancement of current district staff

Through Registered Apprenticeship, Fresno Unified invests in a sustainable, locally grown educator workforce that is prepared, supported, and reflective of the students served.

If you have any questions pertaining to the information in this communication, or require additional information, please contact Teresa Morales-Young at (559) 457-6072.

Cabinet Approval:  Carlos Castillo (May 12, 2026 15:58:51 PDT)

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