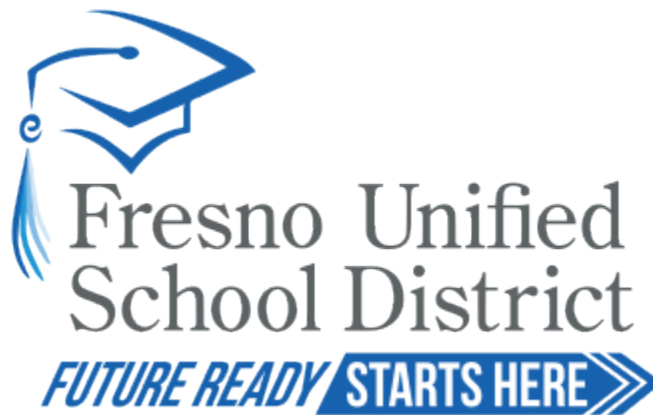




BOARD COMMUNICATIONS - SEPTEMBER 18, 2026

TO: Members of the Board of Education

FROM: Mao Misty Her, Superintendent

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Paoze Lee, Chief Officer

Board Communications Approved by:
Mao Misty Her, Superintendent



Fresno Unified School District
Board Communication

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

Date: September 18, 2026

Phone Number: (559) 457-3884

Regarding: Superintendent Calendar Highlights

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

- Site visits to Birney, Bullard Talent, CART, Ericson, Ewing, Heaton, Hidalgo, Manchester GATE, Norseman, Roeding, Thomas and Yokomi
- Met with Student Advisory Board Students to discuss the strategic plan and budget
- Met with Wallace regarding Equity Centered Pipeline Initiative
- Presented at the California Association of Asian & Pasifika Leaders in Education (CAAPLE) Mentoring Virtual Fall Meeting
- Met with Fresno Police Department and District Staff to discuss contract terms
- Met with Cabinet Teams
- Attended the United Way Board Meeting
- Held the Labor Management Partnership Meeting

If you have any questions about the information in this communication, or require further information, please contact me at (559) 457-3884. Thank you.

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: September 18, 2026
Phone Number: (559) 457-3907

Regarding: School Services Weekly Update Reports for September 11, 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 September 11, 2026, are attached and include the articles as follows:

- Governor Signs Bills on Electric Bicycles, Teacher Exchange Programs, and Heat Illness – September 04, 2026
- Do Later School Start Times Help California Students? Here's What New Study Says – September 02, 2026
- Tax Increase or Tax Cut? What California's Prop. 3 May Mean for Education Funding – September 08, 2026

If you have any questions about the information included in this communication, or require further information, please contact Kim Kelstrom at (559) 457-3907. Thank you.

Cabinet Approval:



Name and Title: Patrick Jensen, Chief Financial Officer



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DATE: September 11, 2026

TO: Misty Her
Superintendent

AT: Fresno Unified School District

FROM: Your SSC Governmental Relations Team

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

Governor Signs Child Online Safety and School Technology Legislation

Governor Gavin Newsom signed a package of legislation yesterday morning, September 10, 2026, aimed at strengthening protections for children using social media, artificial intelligence (AI), and other digital technologies. While several measures primarily regulate technology companies and online platforms, others directly affect local educational agencies (LEAs), including requirements related to student data privacy, school-issued devices, extracurricular activities, and digital wellness. Those measures include:

- Assembly Bill (AB) 1159 (Addis, Statutes of 2026) expands student data privacy protections under the K-12 Pupil Online Personal Information Protection Act, including restrictions on using covered student information to train generative AI or develop AI systems. The measure may warrant additional LEA review of contracts and data-sharing arrangements with educational technology and AI vendors.
- Senate Bill (SB) 1128 (Stern, Statutes of 2026) prohibits LEAs, beginning in the 2027-28 school year, from requiring transitional kindergarten and kindergarten pupils to take school-issued electronic devices home, with exceptions for Individualized Education Programs, certain emergencies, and independent study. The bill also encourages LEAs to regularly review screen-time and device policies and requires the California Department of Education (CDE) to provide related guidance by July 1, 2027.
- AB 302 (Bauer-Kahan, Statutes of 2026) prohibits LEAs, beginning in 2027-28, from excluding pupils from extracurricular activities because they do not use certain social media feeds. LEAs also may not use such feeds as the sole means of communicating with pupils or parents, which could require schools to review communication practices for athletics, clubs, and other extracurricular programs.

- AB 2071 (Hoover, Statutes of 2026) requires the CDE to develop a plan by January 1, 2028, to expand digital wellness instruction, including instruction addressing the benefits and potential harms associated with technology use.
- AB 2298 (Irwin, Statutes of 2026) requires the Instructional Quality Commission to consider incorporating cybersecurity skills the next time it revises the content standards in computer science.

The Governor also signed several measures primarily targeting technology companies and online platforms. These include SB 1119 (Padilla, Statutes of 2026), which establishes child-safety requirements for companion chatbots; AB 1709 (Lowenthal, Statutes of 2026), which restricts certain addictive social media features for users under age 16; and SB 867 (Padilla, Statutes of 2026), which establishes a four-year prohibition on certain toys containing companion chatbots for children under age 16. Additional measures strengthen age-verification requirements and protections against child sexual exploitation and AI-generated material.

Taken together, the package reflects the state's increasing focus on children's interaction with technology. For LEAs, the most significant areas to watch are student data use by AI and educational technology vendors, school-issued device and screen-time policies, and reliance on social media to communicate with students and families. Most of the measures take effect January 1, 2027, unless otherwise specified, while some of the school-specific requirements begin in the 2027-28 school year.

Leilani Aguinaldo

Governor Signs Bills on Electric Bicycles, Teacher Exchange Programs, and Heat Illness

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

Earlier this week, the Legislature wrapped up the 2025-26 legislative session (see "[Legislature Wraps up the 2025-26 Legislative Session](#)" in the September 2026 *Fiscal Report*) sending several hundred bills to Governor Gavin Newsom for his consideration.

While hundreds of measures remain before the Governor, he has already acted on dozens of bills sent to him by lawmakers, including a number of measures affecting local educational agencies (LEAs). Below, we highlight several recently signed bills and what they mean for LEAs.

[Assembly Bill \(AB\) 1569](#) (Davies, Statutes of 2026)—Pupil Safety: Electric Bicycle: Safety and Training Program. This bill requires the California Department of Education, in consultation with the California Highway Patrol, to develop a standardized electric bicycle safety and training program for students in grades 7-12 by March 1, 2028. The program will cover rules of the road, electric bicycle classifications, required safety equipment, and other safe-riding practices. The bill does not require LEAs to provide the training but encourages LEAs and parent organizations to partner with local governments or law enforcement agencies to offer hands-on safety demonstrations for students and parents. AB 1569 takes effect January 1, 2027.

[AB 2056](#) (Alvarez, Statutes of 2026)—Teachers: Exchange Programs: Local Educational Agencies. This bill expands California's World Language Teacher Exchange and Recruitment Law to include county offices of education and charter schools, in addition to school districts, and removes the existing one-year limit on teacher exchanges. The measure also provides that, if the State Board of Education adopts regulations governing the program, those regulations must allow designated J-1 visa sponsors to facilitate the placement of international teachers with California LEAs. AB 2056 takes effect January 1, 2027.

[AB 2503](#) (Wallis, Statutes of 2026)—California Interscholastic Federation: Pupil Health: Heat Illness: Guidelines. This bill requires the California Interscholastic Federation (CIF), beginning July 1, 2027, to annually review and update, as necessary, its guidelines for preventing and managing exertional heat illness, with special consideration for regions with higher average temperatures. School districts and charter schools offering interscholastic athletics should monitor any resulting changes to CIF's heat illness guidelines and ensure local athletic programs and practices remain aligned with the updated standards. AB 2503 takes effect January 1, 2027, with the annual review requirement beginning July 1, 2027.

[Senate Bill \(SB\) 1038](#) (Laird, Statutes of 2026)—The Public Employees' Retirement System. This bill establishes new notification requirements for California Public Employees' Retirement System (CalPERS) audits of public employers. The measure also requires employers, including school employers, to provide employee bargaining representatives with specified notices and information related to the audit and affected members. For LEAs subject to a CalPERS audit, the measure will create additional notification and coordination responsibilities with employee representatives. SB 1038 takes effect January 1, 2027.

Note: A new study examining California's later school start-time mandate found that the policy increased student sleep and was associated with improved mental health and higher math and English scores, particularly among Hispanic and economically disadvantaged students, despite implementation challenges for some schools and families.

Do Later School Start Times Help California Students? Here's What New Study Says

Many schools still struggle with the transition to later school start times, advocates say

By Vani Sangneria
EdSource
September 2, 2026

California's mandate requiring later start times for middle and high schools is already yielding results, with students sleeping more, reporting better mental health and scoring higher math and English scores, according to a new study.

The new working [paper](#) from the National Bureau of Economic Research examines the effects of Senate Bill 328, California's statewide mandate for later school start times. The law, which went into effect in 2022, requires most middle schools to start no earlier than 8 a.m. and high schools no earlier than 8:30 a.m.

The study found that the new law increased the share of students sleeping at least eight hours per night by 13%, meeting the minimum recommended for adolescents by health experts. The largest jump was among boys.

The study shows that "rest and sleep are incredibly important in the function of schools," said Osea Giuntella, an author of the report. Although the short-term increase in sleep is moderate, it has led to significant improvements in mental health and academic outcomes, he said.

Giuntella, a University of Pittsburgh researcher who studies sleep and economics, said the study's first-year results are consistent with previous research linking better sleep to improved student well-being and academic performance. The study used changes in teachers' commute arrival times from the American Community Survey as a proxy for later school start times, comparing sleep and mental health data before and after SB 328 took effect in the 2022-2023 school year and tracking academic gains from 2022 through 2025.

Gains in sleep, mental health, English and math

Students reported experiencing better mental health since schools shifted to later start times, with boys reporting the largest reductions in sadness, hopelessness and suicidal ideation, and Hispanic students reporting the biggest drop in difficulties concentrating.

Terra Ziporyn, executive director at nonprofit Start Schools Later and longtime advocate of later school start times, said SB 328 was a key part of California's response to what schools have described as a student mental health crisis.

“The first step in addressing student mental health problems is to not create them in the first place,” Ziporyn said. “You can get a lot of counselors, but systematically depriving an entire adolescent population of adequate sleep is a surefire way to hurt their mental health.”

The study also found significant improvements in academic achievement, with eighth grade students making measurable gains in math and English, particularly among Hispanic and economically disadvantaged students.

Giuntella, the study’s author, said the improvement in scores was likely “largely driven by the change in sleep” based on comparable studies where increased sleep led to higher GPAs. That’s also why Hispanic students, who are already less likely to get adequate sleep than white students due to lower family income and family and work responsibilities, improved their math and English scores the most, Giuntella said.

Parents struggle with new schedules

The state mandate is the only one in the nation.

“California set a huge precedent for the whole nation by saying, ‘We cannot leave what is essentially a public health decision in the hands of local districts,’ ” Ziporyn said. “It’s not just a negotiable school budget item that you trade off against anything else.”

But some parents have said later start times complicate work commutes, push back sports and extracurricular activities and lead to some students simply pushing back the time they go to bed.

The study found that sports and extracurricular activities did start later after the change to later start times, but the changes were “marginal and not statistically significant,” Giuntella said.

“And it’s true that, yes, students may even go to bed a little later than they were, but they are definitely sleeping in more in the morning,” she said.

Giuntella described later start times as just “one institutional factor” that may help address a complex sleep-deprivation problem, pointing to issues like the rise in nighttime screen use.

‘Too hard and too expensive’ for some districts

Some school districts found the transition to later school start times “too hard and too expensive,” Ziporyn said. Ziporyn said district administrators could have received more guidance from the state Department of Education to explain the benefits of later start times, and involve families in finding solutions to logistical problems.

“(Schools) have to fully understand why this is being done and communicate it with confidence to the community that they’re doing the right thing for kids,” Ziporyn said.

San Francisco Unified, for example, worked with operations experts at the Yale School of Management, Georgia Tech University and Northwestern University to redesign their bus routes in response to the change. With more than 120 schools and 18 different start times, the district generated about 1,000 new feasible bus schedules, which ended up saving the district about \$5 million and with a majority of families and staff members satisfied with the transition to later start times, according to a report by Yale Insights.

But most schools in California did not have access to dedicated consultants to ease the transition, Ziporyn said.

“California could have improved making these resources more readily available to the districts,” Ziporyn said. “Built into the law was that there was supposed to be help from the state Department of Education about getting this done, and building that community buy-in is part of it.”

Giuntella said the state can improve its implementation of SB 328 by collecting statewide data on later school start times to “assess the impact of the reform.” In the meantime, schools can take from the study that later start times are “effective and powerful tools” for student outcomes.

“This happens often with some shock to individual and families’ habits, and so it also requires the ability to navigate this transition in a way that doesn’t backfire,” Giuntella said.

Note: Proposition 3 (2026) would make permanent the voter-approved higher income tax rates on high-income Californians that are currently scheduled to expire in 2031, maintaining an estimated \$5 billion to \$15 billion annually in state revenue, with roughly 40% benefiting K-12 schools and community colleges through Proposition 98.

Tax Increase or Tax Cut? What California’s Prop. 3 May Mean for Education Funding

By Naomi Taxay
The Sacramento Bee
September 8, 2026

Proposition 3 asks California voters whether to make permanent a temporary income tax on the state’s highest earners to help fund education.

The tax was first approved by voters in 2012 and extended in 2016. But it is set to expire in 2031. It typically generates between \$5 billion and \$15 billion annually. Supporters say making the tax permanent would protect a critical source of funding for schools. Opponents say voters were promised a temporary tax and the state should let it expire.

The higher rates apply only to the top 2% of California taxpayers. According to the Legislative Analyst’s Office, that affects single filers earning at least \$361,000 and joint filers earning at least \$721,000, though the thresholds increase annually with inflation.

California Teachers Association President David Goldberg said California’s reliance on income taxes to fund public education makes school funding vulnerable to large swings from year to year. Making the higher tax on California’s top earners permanent would provide more stability for schools, he said.

The revenue from the higher rates now form a core component of the state budget, according to the California Budget & Policy Center.

“There’s a lesson we’ve learned by passing it — this will be the third iteration. The need to have it be permanent is made clear by the fiscal cliff that we face every time it gets close to sunset,” Goldberg said.

David Kline with the California Taxpayers Association, which opposes Prop. 3, argued that making the tax permanent could actually contribute to instability in school funding. Because the state budget relies heavily on income taxes paid by high earners, Kline said California risks losing a significant source of revenue if those taxpayers choose to move elsewhere.

Pointing to other proposed taxes on high earners, including the billionaire tax, Kline said, “We have to be careful about killing the goose that lays the golden eggs.”

The two sides fundamentally disagree on whether Prop. 3 represents another tax on wealthy Californians or simply a continuation of the status quo. Supporters say allowing the rates to expire would amount to a tax cut for the state’s highest earners.

Kline said that if Californians want to keep education a top priority, lawmakers should reflect that in the existing state budget.

California is already constitutionally required to provide a minimum level of funding for public schools and community colleges, which often amounts to about 40% of the state’s General Fund.

Because revenue from the higher income tax helps the state meet that requirement, allowing the tax to expire could force lawmakers to draw more heavily from other General Fund dollars, putting greater pressure on funding for services such as healthcare and housing.

For opponents, the debate also comes down to whether a tax originally presented to voters as temporary should become permanent. Kline said the fiscal emergency that prompted voters to approve the higher rates in 2012 has passed. He argued lawmakers should allow them to expire as promised.

Goldberg countered that voters have the opportunity to decide again whether the higher rates should continue. He said repeatedly approaching an expiration date creates too much uncertainty for school funding.

“It still does not give us anywhere near what students deserve or what educators and families and communities deserve,” Goldberg said. “But at least we’ll stabilize.”

Fresno Unified School District
Board Communication

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

Date: September 18, 2026
Phone Number: (559) 457-3907

Regarding: September Legislative Committee Meeting

The purpose of this communication is to provide the Board information shared at the September 10, 2026, Legislative Committee Meeting.

At the regular meeting of the Legislative Committee of the Fresno Unified School District the following were present: Board of Education Members Veva Islas, Andy Levine, and Keshia Thomas; District Staff: Adela Duncan, Chief Information Officer, Patrick Jensen, Chief Financial Officer; Javan Childs Sr., Deputy Executive Human Resources/Labor Relations; Teresa Plascencia, Executive Director, Constituent Services and Leilani Aguinaldo, Director of Governmental Relations.

Budget and Economic Update – Ms. Aguinaldo provided an update on the State Budget.

The enacted budget includes expansion to state preschool eligibility to qualifying school districts with an Unduplicated Pupil Percentage (UPP) of 80% or more to allow all students in the district to be eligible.

A new California School Dashboard will be released in October. The new dashboard will identify differentiated assistance and will be eligible on a three-year cycle instead of annually. This change will provide better stability to plan and address differentiated assistance.

The Student Support and Professional Development Discretionary Block Grant rules changed last week with the budget trailer. The new requirements will require declining enrollment districts to hold a public hearing on their plans to address impacts. Additionally, during the grant period, employees are not charged for costs associated with professional development.

The Legislative Analyst Office is projecting revenues will align to projections for 2025/26 and 2026/27: however, projections decline starting in 2027/28.

CalSTRS reported positive earnings in July 2026 with a 13.9% net investment on returns when original assumption was 8.5%.

On September 02, 2026, the President signed a continuing resolution that will keep the federal government funded through December 11, 2026, averting a potential government shutdown.

Legislative Update – Ms. Aguinaldo reported the following:

The California Legislature has completed session, and the Governor will have until September 30, 2026, to sign or veto legislation passed during the session.

The following legislation was passed by the legislature and is awaiting the Governor's approval:

AB 1763 (Lee) – Watch – Includes 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.

AB 1871 (Fong) – Watch – This bill would revise College and Career Access Pathways (CCAP) statute to make it easier for high school students to take community college courses.

AB 1578 (Jackson) – Support – Adds anti-hate speech training to sexual harassment training that is required of all elected state or local officials.

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

AB 1626 (Gabriel) – Support – Requires California Interscholastic Federation coaches to complete initial training, and subsequent training every two years, that covers specified mental health-related topics.

AB 1665 (Pacheco) – Support – In 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 2490 (Valencia) – Support – Reestablishes the 70-cumulative day authorization for substitute teachers (rather than 20 days in a special education assignment or 30 days in a general education assignment) if certain requirements are met.

AB 2555 (Patel) – Watch – Makes changes to the system of reclassifying English learner students as English proficient commencing on July 01, 2027.

SB 867 (Padilla) – Support – Establishes a four-year prohibition on certain toys containing companion chatbots for children under age 16.

SB 1119 (Padilla) – Support – Established child-safety requirements for companion chatbots.

The following legislation failed and is no longer moving forward to the Governor:

AB 1750 (Caloza) – Oppose – Existing law provides that certificated and classified employees of local educational agencies and academic and classified employees of community college districts who exhaust all the 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.

AB 1644 (Muratsuchi) – Oppose – This bill would require local educational agencies (LEAs) to adopt and update every five years, a policy prohibiting student smartphone use on school campus for students in grades TK-8. As amended on June 22, 2026, the bill extends the implementation deadline to July 1, 2028.

The School Services Legislative Committee September 2026 report is attached. The next Legislative Committee meeting is scheduled for October 08, 2026.

If you have any questions about the information included in this communication, or require further information, please contact Kim Kelstrom, 457-3907. Thank you.



Cabinet Approval:

Name and Title: Patrick Jensen, Chief Financial Officer

Fresno Unified School District

LEGISLATIVE COMMITTEE MEETING SEPTEMBER 10, 2026

2025-2026 Legislative Session

Prepared By:

Leilani Aguinaldo
Senior 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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Budget Significantly Expands State Preschool Eligibility

By: Megan Baier and Patti F. Herrera, EdD

July 9, 2026

While Governor Gavin Newsom and legislative leaders were preparing for final budget negotiations, we highlighted that the Senate was poised to shift all funding of the California State Preschool Program (CSPP) under Proposition 98 (see the June 2026 *Fiscal Report* article “[Senate Proposes to Fund Private Preschool with Proposition 98](#)”). That proposal became law as soon as Governor Newsom signed Assembly Bill (AB) 126 (Committee on Budget), the education omnibus trailer bill, which he did in Davis, California on July 9, 2026—along with AB 181 (Alvarez, D-San Diego) that reforms how public education is governed in California.

The 2026-27 Enacted Budget, namely through the passage and signing of AB 150 (Committee on Budget, Statutes of 2026), the early care and education trailer bill, makes other significant changes to the CSPP, including the significant expansion of family eligibility through what is known as the Neighborhood School Eligibility provision.

Neighborhood School Eligibility—*Then*

Before discussing the changes ushered in by the State Budget, let’s review how Neighborhood School Eligibility worked in the past. Prior to the signing of AB 150 on June 29, 2026, this narrow provision in the CSPP statutes authorized providers to enroll preschool children who lived within the boundaries of public schools (except charter and magnet schools) that enrolled at least 80% free or reduced-price meal (FRPM)-eligible students, regardless of family income. Essentially, law recognized that when a school enrolled a high percentage of under-resourced students, it signaled that the larger community was under-resourced and thus provided universal access within that community. The Neighborhood School Eligibility provision was modeled after the National School Lunch Program’s Community Eligibility Program.

Importantly, historical CSPP enrollment priorities remained intact, and only after preschool children with higher priority were enrolled could CSPP providers enroll children under the Neighborhood Schools Eligibility provision.

Neighborhood School Eligibility—*Now*

The 2026-27 Enacted Budget made small but significant adjustments to this law in two ways:

- AB 150 replaced FRPM eligibility with unduplicated pupils, now recognizing English learners and foster youth among a school’s percentage of under-resourced students
- AB 150 also expanded upon the qualifying schools criteria to also include qualifying school districts—specifically, authorizing CSPP providers to enroll families who live within the boundaries of schools or school districts with unduplicated pupil percentages (UPPs) of at least 80%

It's worth noting again that the expansion of the Neighborhood School Eligibility provision does not change or interfere with existing CSPP enrollment priorities. Providers are required to enroll children based on existing prescribed priorities, as follows:

CSPP Enrollment Priorities

Priority	Children
One	At-risk children
Two	Children with exceptional needs
Three	Children not enrolled in state-funded transitional kindergarten program (by family income)
Four	Children of employees of local educational agencies (Note: this was also added with the signing of AB 150)
Five	Children from families whose incomes do not exceed 15% of the income eligibility threshold
Six	Children who live within a school or district boundary with at least 80% unduplicated pupils

Only after all other higher-priority preschool children are enrolled may a CSPP provider enroll children using Neighborhood School Eligibility. However, with more and more CSPP slots going unused and the state continually recouping associated savings, it suggests that providers may be able to take full advantage of this eligibility expansion to serve families in their communities.

For greater context, based on 2025-26 reported data, nearly 300 school districts in California meet the 80% UPP criteria under the expanded CSPP eligibility provision.

Changes to Differentiated Assistance Support and Funding

By: Brianna García and Leilani Aguinaldo

July 22, 2026

The 2026-27 Enacted Budget (see trailer bill—[Assembly Bill \[AB\] 126](#) [Committee on Budget, Statutes of 2026]), in combination with updates required of the State Board of Education (SBE) by the 2025-26 Enacted Budget (see trailer bill—[AB 121](#) [Committee on Budget, Statutes of 2025]), is changing the support that is provided to local educational agencies (LEAs), how LEAs are identified for differentiated assistance, and how county offices of education (COEs) are funded for providing support.

COE Funding and Allowable Uses

AB 126 requires that COEs provide “universal and targeted assistance, free of cost, to support the continuous improvement of all [LEAs] within the county to improve outcomes.” In contrast to how support has been provided to date, which has been geared towards those LEAs identified for differentiated assistance, the new model requires COEs to provide universal and early support to *all* school districts and charter schools in the county, while also prioritizing identified LEAs. (Note that technical assistance will be provided by the respective lead geographic agency for both single-district counties and charter schools authorized by the county board of education, or another COE identified by the COE generating the funds in the case of single-district counties.)

To provide COEs with the funding needed to meet this broader mandate and to stabilize the funding they receive for this purpose, a new funding methodology has been developed—the Universal and Targeted Assistance COE Funding Grant (UTA Grant)—to replace the prior differentiated assistance funding model. Allowable uses include, but are not limited to, the COE providing LEAs with:

- targeted assistance and technical assistance related to data management;
- professional development on improving pupil performance and closing achievement gaps;
- support in evaluating annual performance on state and local California School Dashboard (Dashboard) indicators; and
- effective assistance and coaching on the development and implementation of the Local Control and Accountability Plan (LCAP).

Additionally, the UTA Grant can be used by COEs to coordinate and connect LEAs with universal resources available through the statewide system of support.

The UTA Grant is comprised of three components:

1. Base Grant—\$500,000, adjusted annually by the statutory cost-of-living adjustment beginning in 2027-28

2. ADA Grant—The prior-year average daily attendance (ADA) portion of the respective COE’s Operations Grant, pursuant to Education Code Sections (EC §) 2574(a)(3)-(4) and (6), multiplied by 15.12%
3. Stability Grant—The sum of the Base Grant and ADA Grant subtracted from the total of the prior-year UTA Grant and, if the result is positive, multiplied by 87%. If the result of subtracting the Base and ADA Grants from the prior-year UTA Grant is negative, then no Stability Grant is provided.

For 2026-27 only, the Stability Grant is calculated by subtracting the Base and ADA Grants from the 2025-26 differentiated assistance funding provided to the COE pursuant to EC § 2575.2 and 2575.3.

Once again, note that as it pertains to single-district counties, the ADA and Stability Grants will be allocated to the lead geographic agency of the region in which the COE is located.

Differentiated Assistance Eligibility

Regarding how LEAs are identified and provided support, AB 126 calls for several changes, including providing the SBE with greater authority to adopt unique differentiated assistance criteria. First, beginning with the 2026 Dashboard, LEAs will be identified for differentiated assistance every three years—aligned with the LCAP three-year cycle—and be provided support for the three-year period. Second, the California Department of Education will annually publish a list of 1) school districts and county offices identified for technical assistance for failing to meet California Longitudinal Pupil Achievement Data System requirements and 2) a list of LEAs identified for prioritized support—defined as those LEAs that have at least one student group with at least two Red state indicators based on one year of Dashboard data. Lastly, a new “All Students” student group is included for LEAs with at least 30 pupils.

Per AB 121, the SBE was required, by July 15, 2026, to update the performance criteria utilized to identify LEAs for differentiated assistance. The intent is to identify those LEAs most in need of support as there has been some concern that the model utilized to date has resulted in unstable and excessive identification of LEAs. The SBE adopted the new performance criteria, among other changes to differentiated assistance, at its meeting on July 8, 2026.

The new criteria shift differentiated assistance eligibility from a single year of data based on the Local Control Funding Formula priority areas to a focus on state indicators across multiple years of data. Effective with the 2026 Dashboard, LEAs will be identified if at least one student group—must be the same across all three years—has a Red performance level—Red or Orange for the English Language Progress Indicator (ELPI)—in at least two of the same state indicators across

the three most recent Dashboards. The following table details the components of the new eligibility methodology:

Student groups used to determine differentiated assistance	State Indicators	Frequency
At least one student group: • Socioeconomically disadvantaged • English learners • Long-term English learners • Foster youth • Homeless youth • Students with disabilities • African American • American Indian • Asian • Filipino • Hispanic • Pacific Islander • Two or more races • White • All students	Must have at least two of the <u>same</u> state indicators in the Red for the three most recent Dashboards: • Chronic absenteeism • Graduation rate • Suspension rate • English language arts (ELA) • Mathematics • College/Career • ELPI (Red or Orange for the ELPI) These indicators will not be added to the differentiated assistance criteria until the 2029 Dashboard: • Science • ELA growth • Mathematics growth	Every three years starting with 2026 Dashboard, using data from the last three Dashboards

Additionally, any LEAs with schools that have not exited from Comprehensive Support and Improvement after three years would also be eligible for differentiated assistance. As an example, an LEA would be identified for differentiated assistance if its students with disabilities had a Red performance level in the Mathematics and College/Career Indicators in the 2024, 2025, and 2026 Dashboards.

Additional Changes

The SBE also adopted a few other changes:

1. While direct technical assistance—more intensive and customized support provided by the California Collaborative for Educational Excellence—eligibility is not changing, the SBE will be evaluating it for changes down the road. For now, it will be shifting to a three-year cycle aligned with the new differentiated assistance cycle.

2. Geographic lead differentiated assistance pursuant to EC § 52071(f) will be phased out with completion of the 2026-27 school year. No additional districts will become eligible for this type of support beginning with the 2026 Dashboard.
3. Three new state indicators were adopted and will be incorporated into the 2026 Dashboard—Science, ELA Growth, and Mathematics Growth. All three are currently on the Dashboard for informational purposes. This action by the SBE moves them to full state indicator status, though they will not be included in differentiated assistance eligibility until 2029.

More changes are in the works for the statewide system of support as the SBE continues to refine it, including—yes, again!—changes to the LCAP template. We will keep you posted as the changes are implemented.

AB 181: Restructuring California's Education Governance System

By: Kyle Hyland

July 20, 2026

On July 10, 2026, Governor Gavin Newsom signed Assembly Bill (AB) 181 (Alvarez, Statutes of 2026) into law (see "[Governor Newsom Signs 2026-27 Education Budget Bills](#)" in the June 2026 *Fiscal Report*), which significantly restructures the state level administration of California's TK-12 education system.

AB 181 transfers numerous statutory responsibilities from the State Superintendent of Public Instruction (SSPI) to the newly created position of Education Commissioner. The bill also revises the composition of the State Board of Education (SBE), authorizes a new executive staffing structure within the CDE, transfers grant and contract approval authority, and makes conforming amendments throughout the Education Code to reflect the new governance structure.

Governance Structure

The principal change made by AB 181 is the creation of the Education Commissioner. The bill provides that the Education Commissioner is appointed by the Governor, subject to confirmation by the Senate, and serves at the pleasure of the Governor. Beginning January 1, 2027, the Education Commissioner becomes the executive head of the CDE and is vested with the executive and administrative functions of the department.

As executive head of the CDE, the Education Commissioner is responsible for administering the department, implementing the policies adopted by the SBE, and exercising the statutory authority assigned to the Education Commissioner throughout the Education Code.

While AB 181 transfers numerous statutory responsibilities from the SSPI to the Education Commissioner, it does not eliminate the constitutional office of the SSPI. Instead, the bill establishes the Office of the SSPI (Office) as a separate entity responsible for performing the constitutional duties of the Office together with the statutory responsibilities that remain assigned to the SSPI under the Education Code.

Office of the SSPI

Although AB 181 transfers the executive and administrative functions of the CDE to the Education Commissioner, the bill preserves a separate Office, which consists of the SSPI, the Deputy Superintendent of Public Instruction, three Associate Superintendents appointed pursuant to the California Constitution, one additional deputy and one additional employee selected by the SSPI, and the clerical and expert assistants necessary to carry out the Office's responsibilities.

The bill also authorizes the SSPI to transfer up to five civil service employees from the CDE to the Office while preserving those employees' civil service status, positions, and rights.

SBE Changes

AB 181 also revises the composition of the SBE. Beginning January 15, 2027, the Board will consist of the following 13 members:

- Nine Governor appointees, subject to confirmation by a two-thirds vote of the Senate
- A student member
- The SSPI
- One member appointed by the President pro Tempore of the Senate
- One member appointed by the Speaker of the Assembly

Under prior law, the SBE consisted of 11 members: 10 members appointed by the Governor and one student member. AB 181 reduces the number of gubernatorial appointees from 10 to 9, adds the SSPI as a voting member, and authorizes the President pro Tempore of the Senate and the Speaker of the Assembly to each appoint one voting member.

CDE Staffing Changes

Beginning January 1, 2027, AB 181 authorizes the Governor to appoint up to 16 deputies that serve under the Education Commissioner who are exempt from state civil service. The bill also provides that these appointments may not result in a net increase in the expenditures of the CDE. The bill does not prescribe specific responsibilities for the individual deputy positions. Instead, it authorizes the Governor to appoint the deputies to assist the Education Commissioner in conducting their executive and administrative functions.

Administrative Responsibilities and Program Administration

AB 181 transfers numerous executive and administrative responsibilities from the SSPI to the Education Commissioner. Throughout the Education Code, references assigning administrative authority to the SSPI are revised, where appropriate, to instead assign those responsibilities to the Education Commissioner.

Among other responsibilities, the Education Commissioner administers the CDE, supervises department operations, exercises executive authority assigned by statute, implements state and federal education programs, and fulfills responsibilities assigned under state and federal law.

The bill also provides that, effective January 1, 2027, the Education Commissioner succeeds to the grant and contract approval authority previously vested in the Executive Director of the SBE.

Other Governance Changes and Next Steps

In addition to restructuring the administration of the CDE, AB 181 includes several other governance-related changes.

The bill adds the SSPI as a voting member of the California Community Colleges Board of Governors. AB 181 also revises membership on several other state boards and councils, including the California Education Interagency Council and other entities where statutory references to the SSPI are replaced with the Education Commissioner.

AB 181 additionally requires the Education Commissioner to submit recommendations for a second phase of education governance consolidation to the Governor and the Legislature by October 1, 2027. Although the bill implements a substantial restructuring of California's education governance system, any additional changes would require future legislative action.

Accordingly, we will continue to monitor implementation of AB 181 and any subsequent proposals resulting from the Education Commissioner's recommendations next year.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Budget Trailer Bill Makes Changes to the Discretionary Block Grant Requirements

By: Megan Baier

September 1, 2026

As the Legislature concluded the 2025-26 legislative session in the early hours of Tuesday morning, one of the last bills sent to Governor Gavin Newsom's desk was Senate Bill (SB) 133 (Committee on Budget), an education trailer bill that makes changes to several provisions in the Enacted Budget, including the requirements of the Student Support and Professional Development Discretionary Block Grant (Block Grant).

The Enacted Budget provided \$5 billion for the Block Grant, which will be distributed to local educational agencies (LEAs) on a per-average daily attendance basis. While LEAs have broad discretion over the use of these funds, the Enacted Budget included several notable requirements. LEAs experiencing declining enrollment or projecting an enrollment decline in the next five years must hold a public hearing on their plans to address the impacts. Additionally, during the grant period, LEAs must ensure that employees are not charged for costs associated with professional development, including costs related to beginning teacher induction programs.

SB 133 further specifies that the public hearing requirement for LEAs with declining enrollment or projecting declining enrollment must be in conjunction with the annual presentation of the Local Control and Accountability Plan to the governing board. Importantly, the bill does not prescribe a deadline by which LEAs must hold the public hearing. SB 133 specifies that LEAs must consider how to address the impact of declining enrollment, "including, but not limited to attracting and retaining pupils, strengthening course offerings, new program opportunities, class size reduction, facilities management, including potential school site consolidations and closures, and local revenue options."

Governor Newsom is expected to act on SB 133 in the coming weeks ahead of the September 30 deadline.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

DOF Reports July Revenues as Economic Conditions Remain Mixed

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

August 28, 2026

In its August *Finance Bulletin* (Bulletin), the Department of Finance (DOF) reports on economic conditions and California General Fund revenues through July, the first month of the 2026-27 fiscal year. U.S. real gross domestic product grew at a 1.5% seasonally adjusted annualized rate in the second quarter of 2026, down from 2.1% in the first quarter. Consumer spending contributed 2.3 percentage points to growth, while private domestic investment contributed 0.5 percentage point. Net exports and government spending partially offset these gains.

Inflation eased slightly in July but remained elevated. U.S. headline inflation declined from 3.5% in June to 3.4% in July, while core inflation fell from 2.6% to 2.5%. Gasoline prices increased 24.6% from July 2025, down from a 26.7% year-over-year increase in June. California inflation also moderated: headline inflation declined from 3.6% in April to 3.4% in June, and core inflation fell from 2.7% to 2.5%. Inflation also remains a key concern for federal monetary policy. In today's remarks at the Jackson Hole symposium, Federal Reserve Chair Kevin Warsh said the economy and labor market remained resilient but emphasized that inflation was above the Federal Reserve's 2.0% target. He said policymakers need to see clear and sufficiently rapid progress toward that target, leaving open the possibility of additional tightening if inflation does not continue to moderate.

California's labor market weakened in July. While unemployment rate declined 0.1 percentage point to 5.1%, the labor force contracted by 70,300 people, including 52,200 fewer employed and 18,100 fewer unemployed Californians. The state lost 20,500 nonfarm payroll jobs, led by declines in professional and business services and leisure and hospitality. Construction, trade, transportation and utilities, other services, and private education and health services added jobs. National labor market conditions also softened. The U.S. unemployment rate declined 0.1 percentage point to 4.1%, while the labor force decreased by 264,000 people. The nation lost 23,000 nonfarm payroll jobs, primarily in government and leisure and hospitality.

Housing indicators were mixed. California's median sales price for an existing single-family home fell 1.9% from June to \$887,680 but remained 0.4% above the year-ago level. Sales declined 6.0% from June but were 1.1% higher than a year earlier. Through June, total housing permits were 17.1% above the same period in 2025, reflecting a 42.8% increase in multifamily permits and a 0.5% decline in single-family permits.

The August Bulletin's first report for the 2026-27 fiscal year shows July General Fund cash receipts of \$11.8 billion, \$7 million, or 0.1%, below the 2026 Budget Act forecast. Personal income tax receipts were \$420 million below forecast, while corporation tax receipts were \$434 million above forecast and sales and use tax receipts were \$74 million above forecast.

2026-27 Comparison of Actual and Forecast General Fund Revenues, July

(Dollars in millions)

Revenue Source	Forecast	Actual	Difference	Percent Difference
Personal Income Tax	\$8,867	\$8,447	-\$420	(4.7%)
Corporation Tax	\$1,017	\$1,451	\$434	42.7%
Sales and Use Tax	\$1,467	\$1,541	\$74	5.1%
Total	\$11,351	\$11,439	\$88	0.8%

Source: California DOF, August 2026 Bulletin

Cumulative General Fund agency cash receipts since the April forecast remain \$821 million, or 0.8%, above forecast. Corporation tax receipts are \$1.4 billion above forecast, and sales and use tax receipts are \$484 million above forecast. These gains were partially offset by lower “Other revenue” and personal income tax receipts, which are \$39 million below forecast.

Higher Pass-Through Entity Elective Tax (PTET) payments contributed \$611 million to the corporation tax overage. The DOF notes that these payments are generally offset later by increased PTET credits against personal income tax, making their net revenue impact largely neutral over time. The DOF also cautions that July is not a significant month for personal income and corporation tax collections because it has no major payment deadlines.

Overall, the August Bulletin presents a mixed picture. Economic growth continued, and cumulative revenues remain above forecast, but inflation is still elevated, payroll employment declined nationally and in California, and California’s labor force contracted. These trends will remain important to watch as the fiscal year progresses. We will also be closely monitoring revenues over the coming months as the 2027-28 Governor’s Budget approaches.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

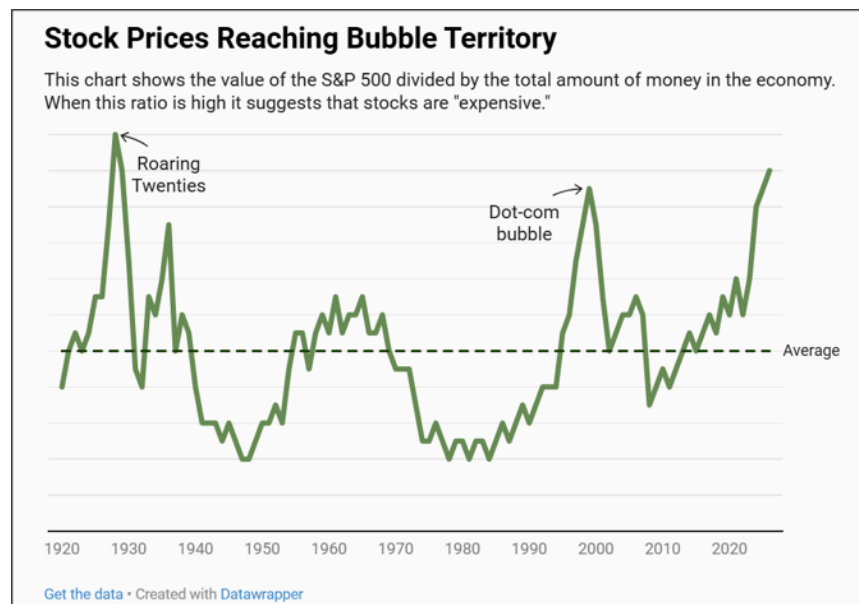
LAO Releases Updated “Big Three” Revenues

By: Megan Baier and Patti F. Herrera, EdD

August 24, 2026

The Legislative Analyst’s Office (LAO) recently released revised estimates for the state’s largest sources of General Fund revenue—the “Big Three” taxes, including personal income, corporation, and sales and use taxes. Combined, these taxes generate more than 95% of the General Fund revenue available to support state programs, including public education.

The LAO’s updated forecast shows tax revenues trending mostly in line with Enacted Budget estimates, but the agency continues to caution that current trends could be significantly affected by a stock market correction, highlighting an apparent “speculative bubble” fueled by exuberance surrounding the artificial intelligence industry. In May, when the S&P 500 was about 300 points below its current level, the LAO warned that stock prices may be too high (see chart below). Since then, the index reached nearly 7,800 points earlier this month and now appears to be settling at just over 7,600 points.



Source: LAO, May 7, 2026

For fiscal years 2025-26 and 2026-27, the LAO now estimates that “Big Three” tax revenues will modestly exceed projections by a combined \$3.3 billion—\$2.1 billion and \$1.2 billion, respectively. For the impending budget year 2027-28; however, the LAO forecasts revenues \$5.2 billion below projections. Personal income and sales and use tax revenues are expected to fall nearly \$6.4 billion below June estimates, partially offset by \$1.2 billion in better-than-anticipated corporation tax revenue.

Finally, the LAO offers a broad range of possible outcomes for “Big Three” revenues over the three-year period. Unsurprisingly, personal income tax—the most volatile of the three taxes—presents the greatest uncertainty. In 2027-28, revenues could exceed estimates by \$15 billion or fall a whopping \$40 billion below estimates if the stock market reverses its current trend.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

CalSTRS 2025-26 Investment Returns Surpass Benchmark

By: Michelle McKay Underwood and Teddi Wentworth

August 4, 2026

Following shortly behind the announcement of the California Public Employees' Retirement System (CalPERS) investment returns (see the article "[Strong Investment Year for CalPERS](#)" in the July 2026 *Fiscal Report*), the California State Teachers' Retirement System (CalSTRS) announced today a 13.9% net return on investments for the 2025-26 fiscal year. The CalSTRS investments with the strongest returns were global equity (+25.1%) and risk mitigating strategies (+16.8%), while real estate was its worst performer, though still in positive territory (+0.2%).

This is the third fiscal year in a row that CalSTRS has surpassed its return assumption of 7.0% (the 2023-24 fiscal year netted an 8.4% return on investments, and the 2024-25 fiscal year netted an 8.5% return on investments). Over the longer term, total fund annualized returns for the 5-year period ending June 30, 2026, stood at 7.0%, the 10-year period at 9.4%, the 20-year period at 7.5%, and the 30-year period at 7.8%.

According to CalSTRS, the pension system is ahead of schedule in reaching full funding by 2046. This is significant for employers since their contribution rate is tied to that full funding goal. CalSTRS's current strategy is to keep the employer rate of 19.1% until full funding is reached, although this is an annual decision made by the CalSTRS Board. If returns continue to significantly surpass assumptions, the employer contribution rate could decrease sooner than 2046.

The next actuarial valuation of the Defined Benefit Program, which will include an updated funded status, will be released in May 2027, which is when we expect the CalSTRS Board to adopt the employer contribution rate for 2027-28.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

President Trump Signs Stopgap Funding Measure

By: Kyle Hyland

September 4, 2026

On September 2, 2026, President Donald Trump signed a continuing resolution (CR) that will keep the federal government funded through December 11, 2026, averting a potential government shutdown at the start of the new federal fiscal year, which begins on October 1.

The measure, H.R. 6500, the *Continuing Appropriations and Extensions Act, 2027*, generally maintains federal programs at current Federal Fiscal Year (FFY) 2026 funding levels while Congress continues work on the 12 annual appropriations bills for FFY 2027. The Senate approved the measure on August 8 by a bipartisan 90-6 vote, and the House subsequently approved the Senate-passed version on September 1 by a 370-48 vote, clearing the measure for the President's signature.

For California education agencies and institutions, enactment of the CR provides near-term funding stability by maintaining existing federal funding streams while Congress continues negotiations over full-year FFY 2027 appropriations. Although FFY 2027 begins October 1, 2026, funding decisions for most federal education programs are forward funded and will primarily affect California education budgets beginning in the 2027-28 fiscal year.

The CR also includes a provision temporarily preventing the Office of Management and Budget from implementing proposed changes to federal grant administration that would provide political appointees with greater authority over the review, approval, and termination of federal grants. That prohibition remains in effect for the duration of the CR, providing additional short-term certainty for recipients of federal grant funding.

With the immediate threat of a federal government shutdown removed, congressional attention will return to negotiations over full-year FFY 2027 appropriations. However, following the signature of the continuing resolution, House Speaker Mike Johnson announced that Congress would be leaving town on September 17, two weeks earlier than previously planned. The December 11 expiration date pushes the next government funding deadline beyond the November 3 midterm elections, allowing Congress to defer a final funding agreement until after voters determine control of the House and Senate for the next Congress.

While the current Congress will remain in office through the end of the year, the election results could influence negotiations during the post-election lame-duck session, particularly if control of either chamber is set to change in January. If either chamber changes party control, lawmakers could face different incentives over whether to complete full-year appropriations during the lame-duck session or extend current funding into 2027, when the 120th Congress takes office. Congress could enact full-year appropriations by December 11 or approve another continuing resolution, potentially extending negotiations into 2027 and the new Congress. The outcome of those negotiations will determine federal funding levels for education programs supported by the FFY

2027 appropriations process, including funding that will flow to California education agencies and institutions during the 2027-28 fiscal year.

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

HHS Proposes Major Revisions to Head Start

By: Kyle Hyland

August 6, 2026

The U.S. Department of Health and Human Services (HHS) has issued a [Notice of Proposed Rulemaking](#) (NPRM) proposing major revisions to the federal Head Start Program Performance Standards. If adopted, the proposal would rescind and substantially revise significant portions of the existing standards and establish a streamlined regulatory framework while introducing new federal requirements in selected areas, including English language instruction, nutrition, and enrollment documentation.

Head Start serves approximately 70,000 children in California through local educational agencies (LEAs), nonprofit organizations, and other community-based providers. In addition to preschool instruction, the program provides health and developmental screenings, nutrition services, family engagement, and supports for children with disabilities.

Key Proposed Changes

Head Start is currently governed by more than 120 pages of federal Program Performance Standards addressing teacher qualifications, staff-child ratios, curriculum, health and developmental screenings, disability services, family engagement, and program administration. Many of the services and operational requirements that distinguish Head Start from other preschool programs are established in these standards.

Among the proposal's more significant changes are the following:

- **English Language Instruction:** Head Start programs would be required to conduct education in English and prioritize English language acquisition for children who are not proficient in English. Limited exceptions would apply to Tribal Head Start programs, and programs could request a waiver under specified circumstances.
- **Operational Standards:** The proposal would eliminate or substantially revise many federal operational requirements, including those governing teacher qualifications, staff-child ratios, curriculum, health and developmental services, family engagement, and program administration. In several areas, such as teacher qualifications, staff-child ratios, background checks, and transportation, the proposal would instead rely on applicable state requirements.
- **Eligibility and Enrollment Documentation:** Programs would be required to obtain documentation of a child's age before enrollment and would lose certain documentation flexibilities currently available for families qualifying based on homelessness or unemployment.

- **Nutrition and Administrative Requirements:** The proposal would establish new nutrition and physical activity requirements and reduce the maximum allowable administrative costs from 15% to 5% of a program's total approved cost.

Notably, although earlier media reports discussed possible immigration-related eligibility requirements, the published NPRM does not propose changes related to immigration status, citizenship verification, or cooperation with Immigration and Customs Enforcement.

Potential Implications for California Providers

The practical impact of the proposal will depend on both the final federal regulations and the requirements that already apply to individual Head Start providers. Many California providers remain subject to state child care licensing requirements, LEA policies, collective bargaining agreements, and federal laws such as the Individuals with Disabilities Education Act. As a result, eliminating a federal Head Start standard would not necessarily eliminate comparable requirements under other applicable laws.

Several aspects of the proposal could have particular significance for California providers, including:

- **English Language Instruction:** The proposed requirement represents a significant policy change for California, where many Head Start programs use multilingual instructional strategies and home-language supports to promote school readiness and family engagement.
- **Enrollment Documentation:** The proposed documentation changes could increase administrative responsibilities for providers and may make enrollment more challenging for families qualifying based on homelessness or unemployment.
- **Administrative Costs:** Programs with allowable administrative costs exceeding the proposed 5% limit may need to evaluate their staffing, budgeting, and administrative structures if the proposal is adopted.

Public Comment and Next Steps

The NPRM is scheduled for publication in the Federal Register tomorrow, August 7, 2026. Interested parties will have 60 days from the date of publication to submit comments electronically through the Federal eRulemaking Portal at [Regulations.gov](https://www.regulations.gov). After reviewing the comments, HHS will determine whether to issue a final rule. Any effective date would be established in the final rule.

Until then, the current Head Start Program Performance Standards remain in effect.

Bill Report

SCHOOL SERVICES OF CALIFORNIA INC.

**Legislative Report Prepared for:
Fresno Unified School District
Status as of September 8, 2026**

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Bills that Passed the Legislature

Accountability and Assessments

AB 1581 (Ramos)

Amended Date: 08/21/2026

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

Status: To the Governor

Position: Watch

Summary:

The bill was completely amended on August 21, 2026, to require the California Department of Education to annually publish statewide aggregate educational outcome data for the prior school year for American Indian or Alaska Native pupils including the number of pupils, the academic achievement of pupils, and the rate of suspension, expulsion, and chronic absenteeism of pupils.

The prior version of the bill would have required local educational agencies to report in CALPADS the tribal affiliation of students who identify as American Indian or Alaska Native.

AB 2225 (Patel)

Amended Date: 08/27/2026

Title: Education Governance: Education Commissioner: Reporting

Status: To the Governor

Position: Watch

Summary:

Implementation of the education governance reform requires the Education Commissioner to develop recommendations by October 1, 2027, for a second phase of education governance consolidation, including recommendations regarding statewide support entities, county office regional functions, the California Collaborative for Educational Excellence, the Office of Civil Rights, and the future role and staffing of the Office of the State Superintendent of Public Instruction.

As amended on August 27, 2026, requires the Education Commissioner to submit a report by October 1, 2028, that includes information on the state's progress toward implementing the Commissioner's recommendations on phase two of education governance consolidation and streamlining, and recommendations for additional steps to consolidate and reduce fragmentation.

AB 2496 (Solache)

Amended Date: 08/21/2026

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

Status: To the Governor

Position: Support

Summary:

As amended on August 13, 2026, this bill would require the California Department of Education, by August 31, 2027, to identify information in the School Accountability Report Card (SARC) that duplicates information already publicly available through sources such as the California School Dashboard, DataQuest, Local Control and Accountability Plans (LCAPs), and other state and local resources, with the goal of informing future efforts to streamline reporting.

The bill would also remove the existing requirement for school district governing boards to report aggregate physical performance testing results in the SARC, while retaining the underlying requirement to administer physical performance testing. The bill would also remove the requirement for schools to report annually in the SARC on the status of their Comprehensive School Safety Plans, while retaining requirements to adopt, annually review, and update those plans.

Additionally, the bill would eliminate the February 28 deadline for presenting the LCAP Annual Update and Local Control Funding Formula Budget Overview for Parents, while retaining the requirement that local educational agencies present the report annually as a nonconsent item at a regularly scheduled governing board or body meeting. The bill does not establish a replacement statutory deadline for that presentation.

Attendance or Instructional Time

AB 1763 (Lee)

Title: Pupil Attendance: Excused Absences: Religious Observance

Status: To the Governor

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 1871 (Fong)

Amended Date: 08/28/2026

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

Status: To the Governor

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: To the Governor

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.

Employees

[AB 1578 \(Jackson\)](#)

Amended Date: 08/26/2026

Title: State Agency Officials: Training on Responding to Hate: Local Agency Officials: Anti-Hate Speech Training

Status: To the Governor

Position: Support

Summary:

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

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

Amended Date: 08/21/2026

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

Status: To the Governor

Position: Support

Summary:

Assembly Bill (AB) 1626, working in tandem with AB 1665, would specify mental health training for high school coaches. The training, which could be free and/or online, would cover:

- 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

Additionally, the bill would require the California Department of Education to identify existing training or develop a model youth athletics behavioral and mental health training for persons who serve as coaches in youth sports organizations.

AB 1665 (Pacheco)

Amended Date: 08/21/2026

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

Status: To the Governor

Position: Support

Summary:

As amended, this bill works in tandem with Assembly Bill (AB) 1626 to require all coaches to complete mental health training established by AB 1626.

AB 1803 (Lowenthal)

Amended Date: 08/13/2026

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

Status: To the Governor

Position: Support

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: 08/27/2026

Title: Public Employment: Disqualifications

Status: To the Governor

Position: Watch

Summary:

As amended on August 27, 2026, disqualifies a person from public employment in California, including employment as a peace officer, if they were previously employed as a sworn law enforcement officer or individual contractor and personally engaged in immigration enforcement.

AB 2148 (Muratsuchi)

Amended Date: 04/13/2026

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

Status: Signed Into Law

Position: Watch

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 2490 (Valencia)

Amended Date: 08/21/2026

Title: Teacher Credentialing: Emergency Career Substitute Teaching Permit: Alternative Qualifications

Status: To the Governor

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 70 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: 08/20/2026

Title: English Learners: Reclassification

Status: To the Governor

Position: Support

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

Commencing January 1, 2027, parents or guardians of children enrolled in public schools have the right to meet with their child's teacher or teachers to discuss their child's progress toward reaching proficiency in English.

Governance and District Operations

AB 395 (Gabriel)

Amended Date: 08/19/2026

Title: Holidays

Status: To the Governor

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. July 8, 2026, amendments authorize a person who has suffered harm as a result of a violation to bring a civil action for injunctive relief.

AB 1821 (Pacheco)

Amended Date: 06/25/2026

Title: California Public Records Act: Agency Response Time

Status: To the Governor

Position: Support

Summary:

As amended on June 25, 2026, the bill no longer includes the June 10 amendments. Existing law requires a public agency, within ten 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 also clarifies that the time period is 10 business days and 14 business days, respectively.

June 10 amendments would have required an agency to designate a physical office location and email address for the submission of public records requests, and may designate other reasonable methods for the submission of requests, including submission to a specified physical mailing address or through an online portal. A request shall be deemed properly requested only if the request was submitted through a method of submission designated by the agency. An agency must post any changes to the method of submission on its website.

If an agency determines that a request is for commercial use, the requester shall submit a payment of fees to cover the cost of the search and review time for the request. Requests by educational institutions, government agencies, or news media are not for commercial use.

An agency may petition the superior court for a determination that a requester submitted a request with malicious intent, including for the purpose of delaying the agency. If the court determines that the request

was submitted with malicious intent, the agency may impose on the requester, in addition to any other applicable fees, a payment of fees to cover the search and review time for the request.

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 also clarifies that the time period is 10 business days and 14 business days, respectively.

AB 2726 (Fong)

Amended Date: 04/13/2026

Title: School Facilities: Disposal of Surplus Technology Property

Status: Signed Into Law

Position: Support

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)

Amended Date: 08/20/2026

Title: Pupils: Foster Youth: Access to Pupil Records

Status: To the Governor

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.

Instruction

AB 2071 (Hoover)

Amended Date: 06/22/2026

Title: Pupil Instruction: Digital Wellness

Status: To the Governor

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 1048 (Becker)

Amended Date: 08/12/2026

Title: State Seal of Climate Literacy

Status: To the Governor

Position: Support

Summary:

Establishes the voluntary State Seal of Climate Literacy and requires the Education Commissioner to recommend criteria under which participating local educational agencies may award the seal to qualified students. The Commissioner 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: Signed Into Law

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.

Miscellaneous

AB 2008 (Patel)

Amended Date: 06/18/2026

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

Status: To the Governor

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.

SB 867 (Padilla)

Amended Date: 08/27/2026

Title: Toys: Companion Chatbots

Status: To the Governor

Position:

Summary:

Until January 1, 2031, prohibits the sale or manufacture of any toy that includes a companion chatbot.

SB 1119 (Padilla)

Amended Date: 08/28/2026

Title: Companion Chatbots: Children's Safety

Status: To the Governor

Position:

Summary:

Enacts "Adam's law," a comprehensive regulatory framework to ensure that companion chatbots made available in this state are safe for children. Among other conditions, requires chatbot operators to:

- Implement age verification requirements or apply specified protections
- Make specified disclosures relating to child safety risks based on whether they permit child users to access the companion chatbot
- Implement a specified crisis response protocol and safeguards for child users
- Include default settings that can be changed only by a parent—disable persistent conversational memory, disable push notification, limit the amount of time a child can spend with the chatbot

The bill also prohibits targeted advertising to a child user using personal information and allows minors who suffer actual harm, or parents on their behalf, to bring a civil action against violators.

Nutrition

AB 1731 (Wilson)

Amended Date: 08/13/2026

Title: Office of Farm to Fork: Healthy Food for California Public Institutions Program

Status: To the Governor

Position: Support

Summary:

As amended on August 13, 2026, if funding is provided for this purpose, requires the Office of Farm to Fork to establish the Healthy Food for California Public Institutions Program, within the California Department of Food and Agriculture, for the purpose of identifying vendors in California that have the capacity to provide healthy foods to California public institutions. California public institutions includes local educational agencies.

School Safety and Student Discipline

AB 2230 (Ávila Farías)

Amended Date: 08/21/2026

Title: Child Daycare Facilities

Status: To the Governor

Position: Support

Summary:

Prohibits a licensed child daycare facility from allowing immigration enforcement to enter a nonpublic area without a judicial warrant, subpoena, or court order. As amended June 11, 2026, this bill no longer prohibits federal law enforcement from being stationed in the immediate vicinity of a polling place.

AB 2242 (Davies)

Amended Date: 06/11/2026

Title: Pupil Safety: Sextortion Informational Poster

Status: To the Governor

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.

State Budget and Education Finance

AB 2526 (Muratsuchi)

Amended Date: 04/21/2026

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

Status: To the Governor

Position: Support

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.

Student Health

AB 2460 (Rodriguez, Celeste)

Amended Date: 08/20/2026

Title: Pupil Health: Mental Health: Model Referral Protocols

Status: To the Governor

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 support 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.

Student Services

AB 2107 (Pellerin)

Amended Date: 08/05/2026

Title: Expanded Learning Opportunities Program: Offering Access: Unduplicated Pupils

Status: To the Governor

Position:

Summary:

For Expanded Learning Opportunities Programs, this bill requires school districts and charter schools that have an unduplicated pupil percentage of 55% or higher (rate 1) to prioritize offering access to students in kindergarten through grade 6 who are low-income, English language learners, or foster youth. The prioritization for offering access may include, but is not limited to, specialized outreach to parents and guardians of unduplicated students and providing assistance with enrollment.

Bills that Failed the Legislature

Accountability and Assessments

AB 2149 (Garcia)

Amended Date: 06/30/2026

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

Status: Senate Appropriations Committee Suspense File

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: 06/30/2026

Title: Pupil Achievement: Closing the Achievement Gap Commission

Status: Senate Appropriations Committee Suspense File

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 2303 (Muratsuchi)

Amended Date: 04/27/2026

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

Status: Assembly Appropriations Committee Suspense File

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 2514 (Ransom)

Amended Date: 06/30/2026

Title: Pupil Achievement: State of the Achievement Gap Dashboard

Status: Senate Appropriations Committee Suspense File

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 Suspense File

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.

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)

Amended Date: 06/11/2026

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

Status: Senate Appropriations Committee Suspense File

Position: Support

Summary:

This bill would require that Career Technical Education Incentive Grant recipients receive renewal grants for three additional years as long as certain criteria are met.

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.

Employees

AB 65 (Aguiar-Curry)

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

Status: Senate Floor—Inactive File

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 1654 (DeMaio)

Title: Vehicles: Commercial Driver's Licenses

Status: Assembly Transportation Committee

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 1750 (Caloza)**Amended Date:** 04/13/2026**Title:** School Employees: Absences Due to Illness or Accident**Status:** Assembly Appropriations Committee Suspense File**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 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 2325 (Alvarez)**Amended Date:** 06/15/2026**Title:** Teachers: Bilingual Teachers: Pathways to Bilingual Teaching Program**Status:** Senate Appropriations Committee Suspense File**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 Suspense File

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.

Facilities

AB 1822 (Muratsuchi)

Amended Date: 03/23/2026

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

Status: Senate Education 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 1644 (Muratsuchi)

Amended Date: 06/22/2026

Title: Pupils: Use of Smartphones: Prohibition: Report

Status: Senate Appropriations Committee Suspense File

Position: Oppose

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, 2028, 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 2220 (Arambula)

Amended Date: 03/19/2026

Title: School Districts: Auxiliary Organizations

Status: Assembly Education Committee

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.

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.

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 1147 (Ochoa Bogh)

Amended Date: 04/28/2026

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

Status: Senate Appropriations Committee Suspense File

Position: Oppose

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 2117 (Alvarez)

Amended Date: 04/28/2026

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

Status: Senate Education 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

Position: No 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 (Becker)**Amended Date:** 08/29/2026**Title:** Wildfire**Status:** Assembly Floor—Third Reading**Position:** Support**Summary:**

Senate Bill 492 was amended on August 29, 2026, to remove the contents related a Youth Housing Bond and instead the bill deals with wildfire risk. The bill will no longer be included in future reports.

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:** Senate Appropriations Committee Suspense File**Position:** No 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.

SB 1181 (Hurtado)

Amended Date: 07/02/2026

Title: Violence Prevention, Pupil Wellness, and School Safety Grant Program

Status: Assembly Appropriations Committee Suspense File

Position: Watch

Summary:

As amended July 2, 2026, establishes the Violence Prevention, Pupil Wellness, and School Safety Grant Program to award grants to local educational agencies (LEAs) for evidence-based violence prevention, pupil wellness, and public safety initiatives. The bill would require the department to consult with representatives of the Office of Emergency Services, LEAs, county behavioral health departments, community-based organizations, and public safety agencies when it develops guidelines for the program.

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 Appropriations Committee Suspense File

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 Suspense File

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.

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

SB 980 (Hurtado)

Amended Date: 03/16/2026

Title: Access to Medical Records

Status: Senate Health Committee

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: 06/18/2026

Title: Unaccompanied Homeless Pupils: Unaccompanied Youth Support Grant Program

Status: Senate Appropriations Committee Suspense File

Position: Support

Summary:

Establishes the Unaccompanied Youth Support Grant Program, a pilot program to provide formula 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: 05/18/2026

Title: Office of Youth Homelessness Prevention

Status: Senate Appropriations Committee Suspense File

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 Suspense File

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 Members of the Board of Education
Prepared by: Kim Kelstrom, Chief Executive

Date: September 18, 2026
Phone Number: (559) 457-3907

Regarding: Legal Services by Category

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

**General Fund Legal Services by Category
July 01, 2025 – June 30, 2026**

Departments

Board Of Education	\$178,312
Charter School	\$116,443
External Partnerships	\$4,805
Facilities Management & Planning	\$210,314
Human Resources	\$1,120,800
Labor Relations	\$211,083
Legal Services	\$929,539
Management-Special Education	\$355,775
Prevention & Intervention	\$48,709
Total	\$3,175,780

**Other Funds Legal Services by Category
July 01, 2025 – June 30, 2026**

Fund

Liability	\$1,988,033
Workers' Compensation	\$636,535
Total	\$2,624,568

If you have any questions about the information included in this communication, or require further information, please contact Kim Kelstrom at 457-3907. Thank you.



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

Fresno Unified School District
Board Communication

From the Office of the Superintendent
To the Members of the Board of Education
Prepared by: David Chavez, Chief of HR/LR

Date: September 18, 2026

Phone Number: (559) 457-3713

Regarding: September 23, 2026, Board Agenda Item to Approve Proposed Revisions for Job Descriptions

The purpose of this communication is to provide the Board with information regarding a Board Agenda Item to Approve Proposed Revisions for Job Descriptions on the September 23, 2026, Agenda.

In response to an area identified in the Fresno County Civil Grand Jury report, *A Sharper Focus for Fresno Unified*, Human Resources will complete a comprehensive review of job descriptions to ensure they accurately reflect the responsibilities, competencies, and skills required of today's workforce. The Grand Jury specifically identified the need to modernize job descriptions to account for changes in technology, including current software and the growing application of artificial intelligence. The report recognized that Fresno Unified is already working to update employee job descriptions, while recommending that the district establish a clear timeline and greater consistency for this work. Importantly, the Grand Jury found the district credible and forthcoming throughout its review and concluded that the district and Board followed the appropriate procedures in the matter that initiated the investigation.

Our approach in response to the report is not simply compliance. We are working on a framework where job expectations and organizational accountability are aligned. This will provide employees and supervisors with greater clarity about role-specific requirements and help identify what successful performance looks like, keeping job expectations current as our organization continues to evolve. Additionally, the Grand Jury connected this work to the District's Effective Staff Guardrail, which emphasizes investing in employees and supporting their ability to perform their work effectively, which is in complete alignment with our intent.

One question that may come up given our fiscal outlook is, "Why are we creating more jobs?" To be clear, approval of these, and future, job descriptions will not create new jobs or positions. Instead, approval creates better alignment to the roles and responsibilities required of individuals who are currently in their roles and where a vacancy currently exists, it allows for immediate alignment when filling the vacancy.

If you have any questions about the information included in this communication or need further information, please contact me at (559) 457-3713. Thank you.

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

Date: September 18, 2026

Phone Number: (559) 457-3340

Regarding: Learning Communities for School Success Program Grant Update

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

During the 2025/26 school year, a key focus was the continued development of the Atlas Intervention Screen, a platform designed to document interventions, monitor student progress, and help practitioners connect students with timely and appropriate supports. The platform was released in August 2026 and is currently being used by Tier II Intervention Specialists, Clinical School Social Workers, and Behavior Intervention Specialists. Cross-departmental collaboration is continuing to expand the platform's use to include the monitoring of academic interventions.

Development also continued on the Climate and Culture Data Dashboard application, scheduled to launch in October 2026. The dashboard will provide leaders with a comprehensive, near-real-time view of information related to student behavior, suspensions, and chronic absenteeism. Its reporting structure aligns with the California School Dashboard and DataQuest and includes current, historical, and projected information, comparisons over time, and information by student group to support timely and informed decision-making.

The Middle School Academy, launched in August 2025, continues to provide intensive social emotional and behavioral support to small cohorts of students within a comprehensive middle school setting. Social emotional skill development, mindfulness, trauma-informed practices, and individualized behavioral interventions are embedded throughout the school day. As students meet their goals, they are gradually reintegrated into comprehensive classes, with the goal of fully transitioning back to their middle school.

LCSSP grant implementation also continues to strengthen staff capacity and alignment across departments. Professional learning and collaborative planning support consistent implementation of MTSS and Discipline Guidelines, while helping school teams coordinate prevention and intervention supports across tiers.

If you have any questions about the information included in this communication or need further information, please contact Rita Baharian at (559) 457- 3342. Thank you.

Cabinet Approval: 
Carlos Castillo (Sep 17, 2026 11:55:06 PDT)

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

Fresno Unified School District
Board Communication

From the Office of the Superintendent

Date: September 18, 2026

To the Members of the Board of Education

Prepared by: Jeremy Ward, Assistant Superintendent

Phone Number: (559) 248-7465

Regarding: Career Technical Education Industry-Aligned Certifications

The purpose of this communication is to provide the Board with information regarding the Career Technical Education (CTE) industry-aligned certifications. Industry-recognized certifications represent knowledge or skills demonstrated by students that align with industry expectations and are often required for employment within certain industries. Examples include: Certified Nursing Assistant (CNA), California Basic Educational Skills Test (CBEST), First Aid, Cardiopulmonary Resuscitation (CPR) / Automated External Defibrillator (AED), National Center for Construction Education and Research (NCCER), National Automotive Technicians Education Foundation (NATEF), Occupational Safety and Health Administration (OSHA 10), OSHA 30, Adobe Photoshop, Stop the Bleed, Health Insurance Portability and Accountability Act (HIPAA), Bloodborne Pathogens, and Food Handlers.

During the 2025/26 school year, students earned 45,637 industry-aligned certifications; in 2024/25, 32,998 certifications were earned by students.

If you have any questions about the information included in this communication or need further information, please contact Jeremy Ward at (559) 248-7465. Thank you.

Cabinet Approval: 
Carlos Castillo (Sep 17, 2026 11:55:06 PDT)

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