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California State Senate

EDUCATION



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AGENDA

Wednesday, June 17, 2026
9 a.m. -- 1021 O Street, Room 2100

MEASURES HEARD IN FILE ORDER

1. AB 65 Aguiar-Curry School and community college employees: paid disability and parental leave.
2. AB 673 Jackson Unaccompanied homeless pupils: Unaccompanied Youth Support Grant Program.
3. AB 1552 Jackson Public postsecondary education: civic engagement: recommendations report.
4. AB 1547 Bains University of California: branch campus of a school of medicine in the County of Kern: feasibility study. (Urgency)
5. AB 1572 Alanis California Interscholastic Federation: officials: registration, certification, and eligibility verification.
6. AB 1586 Ramos Opioid overdose reversal medication: school resource officers.
7. AB 1721 Muratsuchi Pupil safety: comprehensive school safety plans.
8. AB 2060 Muratsuchi Experienced Mentor Teacher Stipend Program.
9. AB 2440 Muratsuchi Arts and Music in Schools—Funding Guarantee and Accountability Act: allowable uses: pooled funding: funding certifications.
10. AB 1734 Stefani Count Hunger Act.
- *11. AB 1763 Lee Pupil attendance: excused absences: religious observance.
12. AB 1784 Pellerin Postsecondary education: nondiscrimination: pregnancy or pregnancy-related issues.

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| 13. | AB 1845 | Krell | Student safety: human trafficking. |
| *14. | AB 1871 | Fong | Pupil instruction: dual enrollment: College and Career Access Pathways partnerships. |
| *15. | AB 2176 | Fong | Student housing: intersegmental working group. |
| 16. | AB 2206 | Fong | Teacher credentialing: community college baccalaureate degrees: designated subjects career technical education teaching credential. |
| *17. | AB 2436 | Fong | Public postsecondary education: tuition and fees: Team USA student athletes. |
| 18. | AB 2523 | Fong | Public postsecondary education: governing bodies: biography and contact information. |
| *19. | AB 1904 | Gipson | Teachers: credentialed educator apprenticeship programs. |
| *20. | AB 2524 | Gipson | Pupils: work permits: issuance. |
| 21. | AB 1985 | Irwin | Student health: athletic coaches: mental health training. |
| 22. | AB 2298 | Irwin | Pupil instruction: computer science: content standards and instructional materials. |
| *23. | AB 2003 | Berman | Pupil health: suicide prevention. (Urgency) |
| 24. | AB 2008 | Patel | Local educational agencies: planning and reporting requirements: template: repealer. |
| *25. | AB 2467 | Education | Teacher credentialing: professional preparation: pupil enrollment: military dependents.(Urgency) |
| 26. | AB 2212 | Bauer-Kahan | Postsecondary education: sexual harassment, harassment, intimidation, and bullying policies: student orientation and training. |
| *27. | AB 2241 | Boerner | School facilities: inclusive school playgrounds. |
| *28. | AB 2251 | Celeste Rodriguez | Student financial aid: Cal Grant Program: cost of attendance. |
| *29. | AB 2324 | Jeff Gonzalez | Vocational education: youth caregivers. |
| 30. | AB 2660 | Alvarez | Public postsecondary education: intersegmental partnerships: STEM education. |
| *31. | AB 2693 | Alvarez | California State University: California Maritime Academy. |

***Consent Items**

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 65 **Hearing Date:** June 17, 2026
Author: Aguiar-Curry
Version: December 3, 2024
Urgency: No **Fiscal:** No
Consultant: Ian Johnson

Subject: School and community college employees: paid disability and parental leave.

NOTE: This bill has been referred to the Committees on Education and *Labor, Public Employment and Retirement*. A “do pass” motion should include referral to the Committee on *Labor, Public Employment and Retirement*.

SUMMARY

This bill requires school districts, charter schools, county offices of education, and community college districts (CCDs) to provide up to 14 weeks of fully paid pregnancy disability leave to certificated, classified, and academic employees who are unable to work due to pregnancy, miscarriage, childbirth, termination of pregnancy, or related recovery. The bill prohibits the leave from being charged against other available leave balances, requires continuation of health benefits during the leave, and establishes the benefit regardless of an employee’s length of service or hours worked.

BACKGROUND

Existing law:

- 1) Prohibits, under the Fair Employment and Housing Act (FEHA), employers from denying a reasonable period of pregnancy disability leave, not to exceed four months, for employees disabled by pregnancy, childbirth, or related medical conditions.
- 2) Provides, under the California Family Rights Act (CFRA), eligible employees up to 12 weeks of unpaid, job-protected leave for specified family and medical purposes and requires maintenance of health benefits during the leave.
- 3) Requires school districts to provide certificated employees with a leave of absence due to pregnancy, miscarriage, childbirth, and recovery, with the duration determined by the employee and physician.
- 4) Requires school districts to provide classified employees with a leave of absence due to pregnancy, childbirth, and related recovery, with the duration determined by the employee and physician.
- 5) Requires certificated, academic, and classified employees who exhaust available sick leave and remain absent due to illness, injury, or parental leave to receive

differential pay, generally equal to the employee's salary less the cost of a substitute, and not less than 50% of the employee's regular salary.

- 6) Requires governing boards of CCDs to provide pregnancy leave for academic employees and authorizes governing boards to establish pregnancy leave policies for classified employees.

ANALYSIS

This bill:

- 1) Requires public school employers and CCDs to provide up to 14 weeks of fully paid leave to certificated, classified, and academic employees who are unable to work because of pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions. The duration of the leave is determined by the employee and the employee's physician.
- 2) Authorizes the paid leave to begin before childbirth and continue afterward when the employee is disabled by pregnancy, childbirth, termination of pregnancy, or a related medical condition.
- 3) Prohibits leave provided under the bill from being deducted from any other leave entitlement available under state or federal law, including sick leave and family and medical leave.
- 4) Requires public school employers and CCDs to maintain group health coverage during the leave at the same level and under the same conditions as if the employee had remained actively employed.
- 5) Prohibits public school employers and CCDs from imposing eligibility requirements, including minimum hours worked or minimum length of service, before an employee may access the leave.
- 6) Requires pregnancy-related disabilities to be treated under employer policies and practices on the same terms and conditions as other temporary disabilities.
- 7) Specifies that the bill does not diminish any greater disability or parental leave rights provided through collective bargaining agreements.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "Today, teachers in California do not receive paid pregnancy leave. This forces teachers to deplete all of their sick leave and then receive reduced 'differential' pay where they effectively pay for their own substitute teacher. This practice makes it hard for pregnant teachers to care for their families and has long term financial consequences. 70% of teachers are women, and studies have shown that the women in the teaching ranks will receive nearly \$100,000 less than their male counterparts in their retirement because they are forced to use up all of their accrued sick leave. At a time when our educators are leaving this vital profession due to the pressures of

the pandemic, and college students seek other paths for their careers, AB 65 takes a necessary step to invest in our educators by giving them 14 weeks of paid pregnancy leave. AB 65 will help to attract and retain educators. But, more importantly, it will grant the basic human right to care for one's child to the people we count on every day to educate our children and grandchildren.”

- 2) **Significant expansion of existing leave benefits.** Existing law already provides several overlapping forms of job-protected leave and wage replacement for pregnancy-related absences, including Pregnancy Disability Leave under FEHA, bonding leave under CFRA and FMLA, differential pay requirements specific to school employees, and, in some districts, access to State Disability Insurance or private disability insurance programs. This bill would create a new standalone entitlement of up to 14 weeks of fully paid leave that would not be charged against any existing leave balances and would operate in addition to other available leave benefits. As a result, the measure represents a significant expansion of current leave protections for K-14 employees.
- 3) **Fiscal and workforce considerations.** The principal policy question raised by the bill is not whether pregnancy-related leave should be available, but who should bear the cost of providing enhanced wage replacement. Existing law generally spreads costs among employees, employers, and, in some cases, disability insurance programs. By contrast, this bill places responsibility for providing up to 14 weeks of full salary directly on school districts and CCDs. While supporters argue that enhanced leave policies may improve recruitment and retention of educators, opponents have expressed concern regarding the potentially substantial ongoing Proposition 98 costs, the need to secure qualified substitutes during extended absences, and the cumulative impact on local budgets during a period of continuing fiscal pressure.
- 4) **Similar measures have faced fiscal concerns in prior years.** The Legislature has considered similar proposals multiple times. AB 500 (Gonzalez, 2019) would have required six weeks of paid pregnancy disability leave for school and community college employees and was vetoed by Governor Newsom, who stated that the costs should be considered through the annual budget process and collective bargaining. More recently, AB 2901 (Aguiar-Curry, 2024), which was substantially similar to this bill and also proposed 14 weeks of paid leave, advanced through the policy process but was ultimately held on the Senate Floor. The recurring history of these measures reflects broad interest in expanding pregnancy-related leave benefits, while also highlighting persistent questions regarding fiscal sustainability and implementation.
- 5) **This proposal is currently part of budget negotiations.** The policy contained in this bill is largely aligned with a proposal included in the Governor's 2026-27 May Revision. The Governor proposes requiring public school employers and CCDs to provide up to 14 weeks of paid pregnancy disability leave to all employees and proposes funding the associated costs through the discretionary Cost-of-Living Adjustment (COLA) provided to local educational agencies (LEAs). Both the Senate and Assembly adopted the proposal as part of their budget actions, while utilizing placeholder trailer bill language to preserve ongoing negotiations regarding the appropriate funding mechanism.

As a result, the central policy question raised by this bill is already being considered through the budget process. Committee staff notes that budget trailer legislation may ultimately establish a statewide framework for paid pregnancy disability leave before this bill completes the legislative process. Accordingly, AB 65 is best viewed as advancing a policy proposal that is currently the subject of active budget negotiations between the Administration and the Legislature.

- 6) ***Stakeholder discussion has evolved.*** As discussions regarding paid pregnancy disability leave have shifted into the budget process, some education stakeholders have moved beyond the question of whether such a benefit should be provided and have instead focused on implementation issues. In a recent letter regarding the Governor's paid pregnancy disability leave proposal, a coalition of LEAs and education organizations expressed support for providing employees with paid pregnancy disability leave while identifying a number of outstanding administrative questions, including the interaction of the benefit with payroll systems, retirement programs, payroll taxes, and State Disability Insurance. The coalition also noted the need for LEAs to update policies, payroll practices, and employee communications before implementation.

This feedback suggests that, as the Legislature considers establishing a statewide paid pregnancy disability leave framework, questions regarding administration and benefit coordination may become increasingly important alongside the underlying policy considerations.

SUPPORT

California Teachers Association (sponsor)
American College of Obstetricians & Gynecologists - District IX
American Federation of State, County, and Municipal Employees
California Community College Independents
California Domestic Workers Coalition
California Faculty Association
California Federation of Teachers
California Legislative Women's Caucus
California Retired Teachers Association
California School Employees Association
California State Teachers' Retirement System
California State Treasurer
City of Glendale
Early Edge California
Faculty Association of California Community Colleges
Fresno Unified School District
Health Access California
Oakland Unified School District
Partnership for Los Angeles Schools
Teach Plus - California

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 673	Hearing Date:	June 17, 2026
Author:	Jackson		
Version:	June 8, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Therresa Austin		

Subject: Unaccompanied homeless pupils: Unaccompanied Youth Support Grant Program.

Note: This bill has been referred to the Committees on Education and *Human Services*. A “do pass” motion should include referral to the Committee on *Human Services*.

SUMMARY

This bill establishes the Unaccompanied Youth Support Grant Program to provide supports necessary to improve school attendance, pupil engagement, pupil graduation rates, and pupil wellbeing for unaccompanied youth who are 16 and 17 years of age.

BACKGROUND

Existing federal law:

- 1) Defines, in the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act), “homeless children and youths” as individuals who lack a fixed, regular, and adequate nighttime residence, and includes:
 - a) Children who are sharing the housing of others due to economic hardship, are living in motels, hotels, trailer parks, or campgrounds due to the lack of alternative accommodations, are living in emergency or transitional shelters, or are abandoned in hospitals;
 - b) Children who have a primary nighttime residence not designed or ordinarily used for sleeping;
 - c) Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - d) Migratory children who are living in the circumstances described above. (United States Code (USC) Title 42 § 11434(a))
- 2) Defines “unaccompanied youth” to include a homeless child or youth not in the physical custody of a parent or guardian. (USC Title 42 § 11434(a))
- 3) Requires each local educational agency (LEA) to designate a local liaison for homeless children and youth who, among other duties, is responsible for

ensuring that homeless children and youth are identified by school personnel through outreach and coordination activities with other entities and agencies, and ensuring that homeless families and homeless children and youth have access to and receive educational services for which such families, children, and youth are eligible. (USC Title 42 § 11432(g))

- 4) Provides a homeless student with specific rights and protections, including the right to immediate enrollment, and the right to continue education at the student's school of origin for the duration of the student's homelessness, according to the child's or youth's best interest. (USC Title 42 § 11432 (g))

Existing state law:

- 5) Requires the California Department of Education (CDE) and the Department of Social Services (CDSS) to identify representatives from the CDE, CDSS, and other state agencies who have experience in homeless youth issues to develop policies and practices to support homeless children and youth and to ensure that child abuse and neglect reporting requirements do not create barriers to the school enrollment and attendance of homeless children or youth. (Education Code (EC) § 48850)
- 6) Requires an LEA to ensure that each school within the LEA identifies all homeless children and youths and unaccompanied youths enrolled at the school by administering a housing questionnaire. (EC § 48851)
- 7) Requires the CDE to provide training materials to LEA liaisons to assist them with providing professional development and other support to school personnel providing services pursuant to the McKinney-Vento Act. (EC § 48852.5)
- 8) Requires a school district, charter school, or county office of education (COE) to create a website containing the list of LEA liaisons for pupils in foster care and pupils who are homeless with contact information, and information on homelessness, including educational rights and resources in that school district, charter school, or COE. (EC § 48852.6)

ANALYSIS

This bill:

- 1) Requires the CDE to administer formula grants as part of a pilot program, to be known as the Unaccompanied Youth Support Grant Program, to LEAs for the purposes of providing supports necessary 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.
- 2) Requires that the grant funds be awarded to LEAs and be available for expenditure for five years from the date of receipt.
- 3) Specifies the eligible uses of the grant to include all of the following:

- a) Supporting connections and establishing referrals to existing community-based organizations, licensed youth shelter programs, county welfare departments, and local continuums of care to enable pupils to access housing navigation services, social services, child welfare services, and family stabilization services administered by those entities.
 - b) Providing basic needs, including items such as clothing, food, and stipends for transportation.
 - c) Providing educational support services and tutoring provided directly by the LEA or through a partner nonprofit or service provider.
 - d) Providing employment readiness and skills development, including skills related to independent living.
 - e) Supporting connections and establishing referrals to health, behavioral health, and other supportive services.
- 4) Requires an LEA to have identified at least one unaccompanied youth enrolled during the prior fiscal year as reported in the California Longitudinal Pupil Achievement Data System (CALPADS) in order to be eligible to apply for grant funds.
 - 5) Requires an LEA applying to receive a grant to submit an application to the CDE in the form and manner prescribed by the CDE.
 - 6) Requires an application for grant funding to include all of the following information:
 - a) A description of the LEA;
 - b) A description of existing partnerships between the LEA and other agencies or organizations to support unaccompanied youth, as applicable;
 - c) A description of how grant funds will be used to identify eligible pupils, the types of supports to be provided based on eligible uses of grant funds, and the performance measures that the LEA will use to measure progress towards program goals; and
 - d) The number of homeless children and youths, and unaccompanied youth, as those terms are defined under the federal McKinney-Vento Act, enrolled within the LEA during the prior fiscal year, as reported in CALPADS.
 - 7) Authorizes the CDE to establish additional application requirements or criteria necessary to ensure effective program administration, accountability, and equitable geographic distribution of grant awards consistent with the purpose of the program and the eligible grant uses.

- 8) Requires the Superintendent of Public Instruction (SPI), commencing with the 2028-29 fiscal year, and subject to an appropriation in the annual Budget Act for these purposes, to allocate funding to LEAs, or a consortium of LEAs that have submitted an application and been determined eligible to receive an Unaccompanied Youth Support Grant.
- 9) Requires the SPI to reserve 30% of the total funds appropriated for the program in any fiscal year to be distributed to all participating LEAs or consortiums of LEAs as a base grant.
- 10) Requires the SPI, after reserving and allocating the base grant amounts, to allocate the remaining 70% of the total funds based on a weighted formula using the following metrics:
 - a) 70% of the allocation shall be based on the proportionate number of unaccompanied homeless youth identified within the LEA or consortium of LEAs in the prior fiscal year.
 - b) 20% of the allocation shall be based on indicators of concentrated need within the territory served by a LEA or consortium of LEAs, as determined by the SPI based on all of the following metrics:
 - i) The rate of chronic absenteeism among homeless pupils.
 - ii) The percentage of identified homeless children and youths, as defined under the McKinney-Vento Act, enrolled within the LEA or consortium of LEAs that exceeds the statewide average of homeless pupil enrollment.
 - c) 10% of the allocation shall be based on the structural scale and geographic barriers of the applicant, including the number of districts within the county and the documented capacity of the LEA to coordinate regional housing and supportive services.
- 11) Requires the SPI, on or before October 31 of each fiscal year, to submit a report detailing the final funding allocations made according to the criteria listed in #9 and #10 above to the California Department of Finance (DOF), the State Board of Education (SBE), and the appropriate policy and fiscal committees of the Legislature for oversight and review.
- 12) Requires an LEA that has been awarded Unaccompanied Youth Support Grant funds to submit an annual report to the CDE, in the form and manner prescribed by the CDE, describing the expenditure of the funds, the number and characteristics of unaccompanied youth served by the grant, the services and housing provided, and measurable outcomes related to housing stability, school attendance, and educational attainment.
- 13) Requires the CDE, upon completion of the five-year grant cycle, to submit a report to the appropriate policy and fiscal committees of the Legislature, as

- specified, evaluating program outcomes and recommending whether the program should be expanded or made permanent.
- 14) Authorizes the CDE to implement the Unaccompanied Youth Support Grant Program through management bulletins or similar letters of instruction.
 - 15) Defines the following terms for the purposes of this bill:
 - a) “Local educational agency” means a school district, COE, or charter school.
 - b) “Nonprofit” means a nonprofit public benefit corporation.
 - c) “Program” means the Unaccompanied Youth Support Grant Program.
 - d) “Unaccompanied youth” means a homeless child or youth not in the physical custody of a parent or guardian, as defined in the federal McKinney-Vento Act.
 - 16) Makes a series of legislative findings and declarations related to the challenges and barriers that children experiencing homelessness face in their academic success.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “As the author of AB 673, I am committed to addressing the critical issue of homelessness among unaccompanied youth in California. These vulnerable minors often face significant challenges as they navigate life without the support of a parent or guardian, including limited access to safe housing, education, and essential services. This bill aims to provide a tangible solution by establishing the Unaccompanied Youth Support Grant Program which will offer five-year grants to fund referrals to housing supports, provisions of basic needs, educational supports, employment readiness, and supportive services.

“By implementing this program, we can offer unaccompanied youth the opportunity to rebuild their lives, pursue their education, and contribute to their communities. California cannot afford to ignore the plight of these young people, and it is our responsibility to ensure they have the resources and opportunities they need to thrive.”
- 2) ***Unaccompanied homeless youth.*** The McKinney-Vento Act defines “homeless children and youths” as individuals who lack a fixed, regular, and adequate nighttime residence, and includes:
 - a) Children who are sharing the housing of others due to economic hardship, are living in motels, hotels, trailer parks, or campgrounds due to the lack of alternative accommodations, are living in emergency or transitional shelters, or are abandoned in hospitals;

- b) Children who have a primary nighttime residence not designed or ordinarily used for sleeping;
- c) Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- d) Migratory children who are living in the circumstances described above.

An *unaccompanied* homeless youth is “a homeless child or youth [meeting the definition above] not in the physical custody of a parent or guardian.” Physical custody refers to where a child or youth is physically living. Therefore, a child or youth who is not in the physical custody of a parent or guardian, is a child or youth who is not living with a parent or guardian.

According to a 2025 brief from the U.S. Department of Education’s National Center for Homeless Education (NCHE), “Each year, as required by the U.S. Department of Education, school districts and states work together to collect and report data on the public school enrollment of CYEH, including unaccompanied youth. During school year 2022–23 school year, U.S. public schools enrolled 123,972 unaccompanied youth, with 86% residing in doubled-up situations where they shared housing with others due to loss of housing, economic hardship, or a similar reason (NCHE, 2024). The number of unaccompanied youth enrolled in U.S. public schools in SY 2022–23 represents a 31% increase from SY 2020–21, which showed an enrollment of 94,363 unaccompanied youth (NCHE, 2024). And yet, these data represent only school-age unaccompanied youth who were enrolled in U.S. public schools and identified by the school as an unaccompanied youth. Actual numbers of unaccompanied youth have varied widely over the years depending on the age criteria, homelessness definition, and methodology used. Research from the 2018 Voices of Youth Count initiative estimates that roughly 700,000 youth between the ages of 13 to 17 and 3.5 million youth between the ages of 18 to 25 may experience homelessness over a 12-month period (Morton et al., 2018).”

According to the CDE, in 2024-25, there were 298,254 California public school students who met the federal definition of homelessness, of which 9,723 are reported as unaccompanied homeless students.

- 3) ***McKinney-Vento Act LEA liaisons.*** The federal McKinney-Vento Act requires every LEA, including school districts, COEs, charter schools, and special education local plan areas (SELPA), to designate an appropriate person as a liaison to support children and youth experiencing homelessness. LEA liaisons play a critical role in ensuring compliance with the McKinney-Vento Act, helping families navigate the school system, and furthering the McKinney-Vento Act’s goal of ensuring equal access to a free, appropriate public education. LEA liaisons are responsible for ensuring the following:
 - a) Homeless children and youths are identified by school personnel through outreach and coordination activities with other entities and agencies;

- b) Homeless children and youths are enrolled in, and have a full and equal opportunity to succeed in, schools of that LEA;
- c) Homeless families and homeless children and youths have access to and receive educational services for which such families, children, and youths are eligible, including services through Head Start programs (including Early Head Start programs), early intervention services under the Individuals with Disabilities Education Act (USC Title 20 § 1431 et seq.), and other preschool programs administered by the LEA;
- d) Homeless families and homeless children and youths receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services;
- e) The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- f) Public notice of the educational rights of homeless children and youths is disseminated in locations frequented by parents or guardians of such children and youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form understandable to the parents and guardians of homeless children and youths, and unaccompanied youths;
- g) Enrollment disputes are mediated in accordance with the McKinney-Vento Act;
- h) School personnel providing services under this part receive professional development and other support; and
- i) The parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

LEA liaisons also have special obligations to support unaccompanied youth specifically. Unaccompanied youth have the right to immediate enrollment without proof of guardianship. LEA liaisons must help unaccompanied youth select a school of attendance, receive transportation to and from the school of origin, and obtain a prompt and fair resolution of any disputes. LEA liaisons must also inform unaccompanied youth of their status as “independent” students for the purpose of applying to the Free Application for Federal Student Aid (FAFSA) and help verify their status.

As noted in CDE’s 2019 guidance document on designating LEA liaisons, “a careful reading of all the duties described in the law reveals the difficulty of a single staff member being able to carry out all of these duties without significant support.” Statute only requires that one liaison be designated for each LEA;

however, some LEAs have gone further by following the nationally recognized best practice of designating a staff person at each schoolsite.

- 4) ***The federal Education for Homeless Children and Youths program.*** California receives federal funding to serve homeless youth and children through the Education for Homeless Children and Youths (EHCY) Program—a formula grant made to the 50 states, the District of Columbia, and Puerto Rico based on each state’s share of Title I, Part A, funds, which include McKinney-Vento. According to the U.S. Department of Education, the EHCY, among other things, supports an office for coordination of the education of homeless children and youths in each state, which gathers comprehensive information about homeless children and youths and the impediments they must overcome to regularly attend school. These grants also help state educational agencies ensure that homeless children, including preschoolers and youths, have equal access to free and appropriate public education. States must review and revise laws and practices that impede such equal access. States are required to have an approved plan for addressing problems associated with the enrollment, attendance, and success of homeless children in school. States must make competitive subgrants to LEAs to facilitate the enrollment, attendance, and success in school of homeless children and youths. This includes addressing problems due to transportation needs, immunization and residency requirements, lack of birth certificates and school records, and guardianship issues. Using subgrant funds, LEAs may offer such activities as coordination and collaboration with other local agencies to provide comprehensive services to homeless children and youths and their families. LEAs also offer expedited evaluations of the needs of homeless children to help them enroll in school, attend regularly, and achieve success.

In California, these subgrants are awarded on a three-year grant cycle, with the most recent grant term spanning between July 1, 2024, to June 30, 2027. According to the CDE, this most recent cycle resulted in the distribution of nearly \$14.5M across 151 LEAs. In receiving the funds, the LEAs are required to do the following:

- a) Use countywide homeless education data to target professional development activities, build awareness, and address the homeless education needs of LEAs in the county.
 - b) Provide professional development and technical assistance to all homeless liaisons within the county, including charter schools.
 - c) Develop memorandums of understanding (MOUs) with various stakeholders.
 - d) Create and disseminate homeless education materials and resources.
- 5) ***Providing support to unaccompanied youth.*** This bill establishes the Unaccompanied Youth Support Grant Program to allow LEAs to provide necessary support 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.

This bill, as originally heard in the Assembly Education Committee, would have allowed LEAs to use grant funds to partner with local nonprofits to fund transitional housing projects for unaccompanied homeless youth and provide direct payments to housing providers. The bill was scaled back due to concerns about the appropriateness of an LEA directly or indirectly providing housing to a minor; the lack of guardrails regarding the need for adult supervision in the proposed housing settings; and the potential to duplicate existing programs.

Now, it allows funds to be used to support connections with appropriate existing county services, continuums of care, and community-based organizations which are better equipped to facilitate access to housing navigation services, social services, child welfare services, and family stabilization services.

It also importantly authorizes the use of funds to address other critical factors that impact a student's long-term stability, such as food, clothing, and transportation, educational support services and tutoring, and employment readiness and skills development, including skills related to independent living.

- 6) **Committee amendments.** While the bill no longer authorizes LEAs to use Youth Support Grant funding to provide housing outright, it still contains some provisions within the reporting requirements that may cause confusion. As such, the Committee recommends that the bill be amended as follows:

- Strike the requirement for LEAs to report on the housing it provided using the grant program from the annual report to the CDE.

- 7) **Prior and related legislation.**

AB 373 (Gipson, Chapter 327, Statutes of 2023) requires an LEA operating an intersession program to grant priority access to homeless and foster children and youth.

AB 408 (Quirk-Silva, Chapter 904, Statutes of 2022) requires LEAs to establish homeless education program policies consistent with federal law, requires homeless education liaisons to offer training to specified school staff, and requires the CDE to develop a risk-based monitoring plan for homeless education requirements.

AB 2375 (Luz Rivas, Chapter 912, Statutes of 2022) requires LEAs and charter schools to identify all homeless children and youth and unaccompanied youth enrolled at the school by administering a housing questionnaire based on specified best practices.

SB 532 (Caballero, Chapter 918, Statutes of 2022) expands the rights for foster youth, homeless youth, former juvenile court school students, children of military families, migratory children, and students participating in a newcomer program (highly mobile students) to be exempted from local graduation requirements if certain conditions are met; requires LEAs to provide these students the option to remain in school for a fifth year to complete the statewide coursework

requirements if certain conditions are met; specifies the contents of transcripts when transferred to a new LEA; and requires LEAs to annually report to the CDE on the number of students, who in the prior school year, graduated with an exemption from the LEA's local graduation requirements.

SUPPORT

State Superintendent of Public Instruction, Tony Thurmond (sponsor)
Alameda County Office of Education
Alameda County Office of Education Youth Advisory Board
California Alliance of Child and Family Services
California Apartment Association
California Behavioral Health Association
California Teachers Association
California Youth Empowerment Network
End Child Poverty CA Powered by Grace
Fresno Unified School District

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 1552	Hearing Date:	June 17, 2026
Author:	Jackson		
Version:	March 19, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Olgalilia Ramirez		

Subject: Public postsecondary education: civic engagement: recommendations report.

SUMMARY

This bill requires the California State University (CSU) and the California Community Colleges (CCC), and requests the University of California (UC), before the 2028-29 academic year, to make recommendations to the Legislature on how to facilitate greater knowledge of American democracy and meaningful civic engagement opportunities for students, including necessary support from the Legislature to achieve such recommendations.

BACKGROUND

Existing law:

- 1) Establishes the UC as a public trust to be administered by the Regents of the UC; and, grants the Regents full powers of organization and government, subject only to such legislative control as may be necessary to insure security of its funds, compliance with the terms of its endowments, statutory requirements around competitive bidding and contracts, sales of property and the purchase of materials, goods and services. (California Constitution Article IX, § (9)(a))
- 2) Confers upon the CSU Trustees the powers, duties, and functions with respect to the management, administration, and control of the CSU system and provides that the Trustees are responsible for the rule of government of their appointees and employees. (Education Code (EC) §§ 66606 and 89500, et seq.)
- 3) Establishes the CCC under the administration of the Board of Governors of the CCC, as one of the segments of public postsecondary education in this state, and specifies that the CCC is comprised of community college districts. (EC § 70900)
- 4) States the intent of the Legislature that public institutions of higher education in California will provide a collegiate experience which gives each student the skills of communication and problem solving, the ideas and principles underlying the major areas of modern knowledge, the ability to consider ethical issues thoughtfully, the understanding that learning is a continuous lifelong process, and the knowledge of democracy necessary for good citizenship. (EC § 66050)

- 5) Requires that CSU students, in order to qualify for graduation, must pass comprehensive exams or complete coursework covering topics of American history and American government, including the historical development of American institutions and ideals, the Constitution of the United States and the operation of representative democratic government under that Constitution, and the processes of state and local government. (California Code of Regulations Title V § 40404)

ANALYSIS

This bill:

- 1) States that the Legislature finds and declares that an essential element of public higher education is to build the knowledge of democracy necessary for good citizenship.
- 2) States that it is the Legislature's intent that public institutions of higher education in California, when delivering courses that build the knowledge of democracy necessary for good citizenship, give consideration to the importance of civic engagement, civic discord, and the key components of preserving democracy and its vital institutions, including but not limited to, the free press, free access to libraries, compulsory education, and the federalist system.
- 3) Requires the CSU Chancellor and the CCC Chancellor, and requests the UC President to, before the commencement of the 2028-academic year, in consultation with each of their respective academic senates, report to the Legislature, as specified, recommendations on how to facilitate greater knowledge of American democracy and meaningful civic engagement opportunities for students on campuses, and any necessary support from the Legislature to achieve those recommendations.
- 4) Sunsets the bill's provisions on January 1, 2033.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, "Californians are struggling to participate in civil discourse, resulting in a need for improved education in civic engagement, civic discord, and the key components of preserving democracy and its vital institutions...the natural guardians of our democracy are the citizens themselves. As polarization deepens across the country, Californians must be better prepared to engage with one another respectfully and thoughtfully. Our goal shouldn't only be to prepare students for the workforce, but to cultivate informed, engaged citizens who help sustain our democracy."
- 2) **Existing legislative intent regarding civic education.** Current law expresses the Legislature's intent that public institutions of higher education provide students with the knowledge of democracy necessary for good citizenship. This bill goes further by requiring recommendations from the segments regarding civic engagement and civic knowledge. The bill identifies several examples of democratic institutions, including the free press, free access to libraries,

compulsory education, and the federalist system. According to the author, recent surveys indicate that many Americans lack basic knowledge regarding democratic institutions and constitutional rights, highlighting the importance of civic education and civic engagement opportunities. This bill seeks to encourage heightened responsibility in supporting those objectives.

- 3) **Recommendations to the Legislature.** A prior version of the bill required a review and modification of courses. It was significantly amended in the Assembly Higher Education Committee to its current version, making findings and declarations related to the role higher education plays in facilitating good citizenship. The bill requires CSU and CCC and requests UC to report recommendations on facilitating greater knowledge of American democracy and meaningful civic engagement opportunities, including any support needed from the Legislature to implement those recommendations. The report must also identify any legislative support necessary to implement those recommendations and be developed in consultation with the respective academic senates. It does not require institutions to implement specific policies, modify curriculum, or establish new programs. Instead, it seeks recommendations from the public higher education segments regarding potential strategies to strengthen civic engagement and democratic participation among students.
- 4) **Arguments in Opposition.** The Faculty Association of California Community Colleges, in their letter submitted to this Committee, argue, “While FACCC shares the goal of ensuring that students develop a strong understanding of civic engagement and the principles of a healthy democracy, AB 1552 raises significant concerns regarding academic freedom and curriculum and instructional design. In the California community college system, these are the responsibility of the academic senate, and they are the subject matter experts that develop course content through established processes with the goal of academic rigor, disciplinary expertise, and responsiveness to student needs.”
- 5) **Arguments in Support.** The California Teachers Association, in their letter of support submitted to this committee, states, “We want to acknowledge the changes made in the proposal, which our educators are completely in support. We believe, as amended, AB 1552 promotes the explicit instruction of democratic institutions, including the free press and civic discord, which directly fulfills CTA’s goals of teaching students the responsibilities of participation in a democratic society. We also believe the measure respects faculty purview by explicitly requiring any curriculum review, updates, or recommendations to the Legislature be done in consultation with the respective academic senates.”

SUPPORT

Alliance for a Better Community
Asian Americans Advancing Justice Southern California
BLU Educational Foundation
California Center for Civic Participation
California Teachers Association
Coalition for Humane Immigrant Rights
Delta Kappa Gamma International - Chi State

GenUp
InnerCity Struggle
University of California Student Association
Young Invincibles

OPPOSITION

Faculty Association of California Community Colleges

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 1547	Hearing Date:	June 17, 2026
Author:	Bains		
Version:	January 6, 2026		
Urgency:	Yes	Fiscal:	Yes
Consultant:	Olgalilia Ramirez		

Subject: University of California: branch campus of a school of medicine in the County of Kern: feasibility study.

SUMMARY

This bill, an urgency measure, requires the University of California (UC), by January 1, 2028, to complete a feasibility study for the establishment of a UC medical school branch campus in Kern County.

BACKGROUND

Existing law:

- 1) Establishes the UC as a public trust to be administered by the Regents of the UC; and, grants the Regents full powers of organization and government, subject only to such legislative control as may be necessary to insure security of its funds, compliance with the terms of its endowments, statutory requirements around competitive bidding and contracts, sales of property and the purchase of materials, goods and services. (California Constitution Article IX, § (9)(a))
- 2) Establishes UC, California State University (CSU), and California Community Colleges (CCC) as the three segments of public higher education. (Education Code (EC) § 66010, et seq.)
- 3) Grants the UC the exclusive jurisdiction in public higher education over instruction in the profession of law and over graduate instruction in the professions of medicine, dentistry, and veterinary medicine. Stipulates that the UC has the sole authority in public higher education to award the doctoral degree in all fields of learning, except that it may agree with the CSU to award joint doctoral degrees in selected fields. Mandates that the UC be the primary state-supported academic agency for research. (EC § 66010.4)
- 4) Creates the UC San Francisco (UCSF), San Joaquin Valley Regional Campus Medical Education Endowment Fund. Stipulates that upon appropriation by the Legislature, moneys in the endowment fund must be allocated to the UC to support the annual operating costs for the development, operation, and maintenance of a branch campus of the UC San Francisco, School of Medicine in the San Joaquin Valley. (EC § 92162, et seq.)
- 5) Requires, upon appropriation by the Legislature and a determination by the Controller of sufficient funds in the endowment fund, that moneys in the fund to

be used to cover the UC's estimated costs of applying for and obtaining approval and accreditation from the Liaison Committee on Medical Education (LCME), as provided. (EC § 92162, et seq.)

- 6) Requires moneys in the endowment fund to initially be invested with the goal of achieving capital appreciation to create a balance of \$500 hundred million to generate ongoing earnings to cover the estimated annual operating costs associated with the development, operation, and maintenance of the branch campus, and, upon the determination of the Controller that the endowment fund balance is \$500 hundred million, requires moneys in the endowment fund to be invested to generate earnings to fund annual operating costs associated with the development, operation, and maintenance of the branch campus. (EC § 92162, et seq.)
- 7) Creates the UC Kern County Medical Education Endowment Fund in the State Treasury to support potential development of a UC medical school in Kern County. Funds received by the UC or the Controller, for specified purposes of the fund must be deposited into the UC Kern County Medical Education Endowment Fund. Defines "endowment fund" as the UC Kern County Medical Education Endowment Fund. (EC § 92168, et seq.)

ANALYSIS

This bill:

- 1) Requires the UC, by January 1, 2028, to do both of the following:
 - a) Complete a feasibility study and reasonably attempt to consult with the specified local stakeholders, to determine the steps necessary to establish a branch campus of an existing UC medical school in Kern County, and include in the feasibility study a comprehensive analysis of the requirements, challenges, and opportunities related to establishing a branch campus of an existing UC medical school in Kern County, including, but not limited to, all of the following:
 - i) The identification of potential sites for the branch campus of a medical school.
 - ii) An assessment of construction and infrastructure needs for the branch campus of a medical school and an assessment of the ability to comply with all the resource requirements of the LCME.
 - iii) Recommended recruitment strategies for qualified faculty and staff.
 - iv) An evaluation of the ability to comply with the accreditation requirements of the LCME as a branch campus.
 - v) Development of a medical education curriculum.
 - vi) A financial analysis, including, but not limited to, projected costs

and potential funding sources.

- vii) A review of graduate medical education opportunities in the Kern County and recommendations on how to ensure that graduates of the branch campus of a medical school in Kern County have access to a medical residency in Kern County.
- b) Submit the feasibility study, including detailed findings, recommendations, and an implementation timeline to the Governor and the Legislature, as specified and available on its website.
- c) Declares the bill an urgency measure in order to address the significant adverse health impacts of the shortage of physicians serving the residents of Kern County.
- d) States various findings and declarations relating to the need for health care professionals in Kern County.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, “With some of the lowest ratios of healthcare providers in the state and a declining number of medical students from rural backgrounds, urgent action is needed to ensure access to quality care. By requiring a feasibility study for a UC medical school in Kern County, AB 1547 paves the way for expanding medical education in the region, ultimately helping to train and retain doctors who understand and are committed to serving rural populations. This investment is essential to building a healthier future for some of California’s most underserved communities.”
- 2) **UC Medical Education in the Central Valley.** The UCSF Fresno was established in 1975 as a graduate medical education campus of the UCSF School of Medicine, with support from the Legislature and the Veteran’s Administration, to address the severe shortage of physicians in California’s San Joaquin Valley. Today, UCSF Fresno is the largest academic physician training program between San Francisco, Sacramento, and Los Angeles. Further, as a way for UC Merced (UCM) to begin to build partnerships with existing UC medical schools and facilitate its involvement with academic medicine, UCM partnered with the UC Davis (UCD) School of Medicine to help develop a new medical education program focusing on the health needs of the region. UCD, in partnership with UCSF Fresno and UCM, launched the San Joaquin Valley Program in Medical Education (PRIME) in 2010 to recruit and prepare students for future careers in medicine within the San Joaquin Valley. The San Joaquin Valley extends 250 miles from the San Joaquin Valley in the North to Kern County in the South. San Joaquin Valley PRIME students complete their basic sciences/pre-clinical education at UCD, then complete most of their required third-year core clerkships at UCSF Fresno, with options for selecting the amount of time spent in the fourth year at UCSF Fresno or UCD. In 2018-19, management and oversight of the San Joaquin Valley PRIME program transitioned from UCD to UCSF.

In 2020, the UCSF School of Medicine received a base budget augmentation of 15 million in ongoing state support to develop an eight-year baccalaureate/M.D. program based in the San Joaquin Valley in partnership with UCSF Fresno regional campus and UCM. Built on the success of the San Joaquin Valley PRIME program, San Joaquin Valley PRIME + was designed for students from the San Joaquin Valley region who wish to remain in the area for both college and medical school, which will increase the likelihood of practicing there upon graduation. In fall 2023, the inaugural class of 15 students, all of whom have deep ties to the San Joaquin Valley, enrolled in an enhanced baccalaureate degree program at UCM, designed to prepare them for success in medical school. This new track will enable UCM to build the capacity to offer the classroom-based medical school curriculum, which the students will complete during the first 18 months of medical school starting in fall 2027. Students will complete their clinical experiences during the remaining 2.5 years of medical school at the UCSF Fresno regional campus.

According to UC, both San Joaquin Valley PRIME and San Joaquin Valley PRIME+ represent the first part of a three-phased approach to expanding medical education in the San Joaquin Valley. During phase two, the goal is to increase enrollment from 12 to 15 students to 50 per year starting in 2027, which will result in 200 total students enrolled in the program by 2030. Phase three has the goal of establishing an independent medical school at UCM.

The UC has made several efforts to expand physician training opportunities in the San Joaquin Valley, the feasibility study required by this bill would provide additional information regarding whether a branch medical school campus in Kern County could serve as a viable strategy for increasing medical education capacity and addressing regional workforce needs in that county.

- 3) **Feasibility of a new medical school in Kern County.** A substantial barrier for establishing a new medical school is ensuring sufficient, ongoing resources can support the operating budget of a high-quality UC medical education program. Existing law creates the UC Kern County Medical Education Endowment Fund in the State Treasury to support potential development of a UC medical school in Kern County. The author contends that while existing law established an endowment fund in support of a UC Kern medical school, a pathway towards the creation of the campus is not identified. This bill requires the completion of a feasibility study regarding the establishment of a branch campus of an existing UC medical school in Kern County, including an analysis of potential sites, infrastructure needs, accreditation requirements, faculty recruitment strategies, curriculum development, financial needs, and graduate medical education opportunities.
- 4) **Related and Prior legislation.**

AB 1852 (Bains, 2026), in part, creates a fallback mechanism for establishing a public medical school in Kern County if, by July 1, 2027, the UC Office of the President has not taken formal, verifiable steps to establish a school of medicine in Kern County. Further, the measure authorizes CSU Bakersfield and the Kern Community College District, acting through a newly authorized local public

agency called the Kern Medical Education Authority, to establish and operate a medical school in Kern County, subject to accreditation. AB 1852 failed passage in the Assembly Higher Education Committee.

AB 58 (Soria, 2025), in part, would have requested the UC to submit a report to the Legislature, on or before August 31, 2026, on the financial requirements necessary to expand the current UCSF and UCM medical education collaboration, the San Joaquin Valley PRIME+ program, and to transition the program into a fully independent medical school operated by UCM. AB 58 was held on suspense in the Assembly Committee on Appropriations.

AB 730 (Arambula, 2025), in part, would have, by July 1, 2026, and each July 1 thereafter, appropriated \$15,000,000 from the General Fund to the UC Regents for allocation to the UCM Medical Education Collaborative, as defined. AB 730 was held on suspense in the Assembly Committee on Appropriations.

AB 1361 (Bains, 2025), in part, would have required the UC, by January 1, 2027, to complete a feasibility study, in consultation with local voluntary stakeholders, including, but not limited to, the Kern County Medical Society, the Kern Medical Hospital Authority, Kern Family Health Care, at least one labor union representing UC patient care and technical employees, and at least one labor union representing health care workers in the County of Kern, to determine the steps necessary to establish a UC medical school in Kern County. AB 1361 was held on suspense in the Assembly Committee on Appropriations.

AB 2357 (Bains, Chapter 959, Statutes of 2024) in part, establishes the UC Kern County Medical Education Endowment Fund for the purposes of supporting the operating costs associated with establishing a branch campus of an existing UC medical school in Kern County.

AB 3081 (Arambula, 2023) would have appropriated \$15 million from the General Fund to the Regents of the UC on or before July 1, 2025, and each July 1 thereafter, for allocation to the UCM Medical Education Collaborative, and requires UCM Medical Education Collaborative, as a condition of receiving the appropriation, to develop a program, consistent with its mission, and in conjunction with the health facilities of its medical residency programs, to identify eligible medical residents and to assist those medical residents in applying for physician retention programs. AB 3081 was held on suspense in the Assembly Committee on Appropriations.

AB 2202 (Gray, Chapter 756, Statutes of 2018), which, in part, established the UCSF San Joaquin Valley Regional Campus Medical Education Endowment Fund to support the annual operating costs of a branch campus of UCSF School of Medicine in the San Joaquin Valley.

AB 174 (Gray, 2015), SB 841 (Cannella, 2014), and SB 131 (Cannella, 2015) *Valley PRIME Programs*, all of which would have appropriated funds for the San Joaquin Valley PRIME Program, were held on suspense in the Senate Committee on Appropriations.

SUPPORT

California Academy of Family Physicians
County of Kern
CPCA Advocates

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 1572 **Hearing Date:** June 17, 2026
Author: Alanis
Version: March 26, 2026
Urgency: No **Fiscal:** Yes
Consultant: Michelle Nguyen

Subject: California Interscholastic Federation: officials: registration, certification, and eligibility verification.

NOTE: This bill has been referred to the Committees on Education and *Public Safety*. A “do pass” motion should include referral to the Committee on *Public Safety*.

SUMMARY

This bill requires the California Interscholastic Federation (CIF) to require its officials to annually register through a platform selected by the CIF to verify the official’s eligibility to officiate CIF contests, which will, until July 1, 2028, include a statewide and standardized background screening and, commencing July 1, 2028, will include a record of a valid Activity Supervisor Clearance Certificate (ASCC) issued by the Commission on Teacher Credentialing (CTC).

BACKGROUND

Existing law:

- 1) States that the CIF is a voluntary organization that consists of school and school-related personnel with responsibility for administering interscholastic athletic activities in secondary schools. (Education Code (EC) § 33353)
- 2) Requires the CIF to report to the appropriate policy committees of the Legislature and the Governor on its evaluation and accountability activities on or before January 1, 2023, and on or before January 1 every seven years thereafter, and shall include, but not be limited to, the goals and objectives of the CIF with regard to, and the status of, all of the following:
 - a) The governing structure of the CIF, and the effectiveness of that governance structure in providing leadership for interscholastic athletics in secondary schools.
 - b) Methods to facilitate communication with agencies, organizations, and public entities whose functions and interests interface with the CIF.
 - c) The quality of coaching and officiating, including, but not limited to, professional development for coaches and athletic administrators, and parent education programs.

- d) Gender equity in interscholastic athletics, including, but not limited to, the number of male and female pupils participating in interscholastic athletics in secondary schools, and action taken by the CIF in order to ensure compliance with Title IX of the federal Education Amendments of 1972 (20 United States Code (USC) § 1681 et seq.).
 - e) Health and safety of pupils, coaches, officials, and spectators.
 - f) The economic viability of interscholastic athletics in secondary schools, including, but not limited to, the promotion and marketing of interscholastic athletics.
 - g) New and continuing programs available to pupil athletes.
 - h) Awareness and understanding of emerging issues related to interscholastic athletics in secondary schools. (EC § 33353)
- 3) Authorizes a community youth athletic program to request state and federal level criminal history information from the California Department of Justice (DOJ) for a volunteer coach or hired coach candidate. (Penal Code § 11105.3)
- 4) Requires, commencing January 1, 2016, a community youth athletic program to provide written notice to the parent or guardian of any youth participating in the program regarding the program's policies relating to whether the program obtains criminal background checks for hired and/or volunteer coaches. Defines a community youth athletic program as an organization for which the primary purpose is the promotion or provision of athletic activities for youth under 18 years of age and which has adult employees who have supervisory or disciplinary power over children. (Business and Professions Code § 18900)
- 5) Requires any entity that has a contract with a local educational agency (LEA) to ensure that any employee who interacts with pupils, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee, has a valid criminal records summary. Requires, when the contracting entity performs the criminal background check, the entity to immediately provide any subsequent arrest and conviction information it receives to any LEA that it is contracting with pursuant to the subsequent arrest service. (EC § 45125.1)
- 6) Requires all noncertificated candidates, prior to assuming a paid or volunteer position to work with pupils in a pupil activity program sponsored by a school district, to obtain an ASCC from the CTC. Indicates that a "pupil activity program" sponsored by a school district includes, but is not limited to, scholastic programs, interscholastic programs, and extracurricular activities sponsored by a school district or school booster club. (EC § 49024)
- 7) Requires the CTC to issue an ASCC to candidates serving in a specified position upon verification of the candidate's personal identification and verification that the candidate meets all specified professional requirements. (EC § 44258.7)

- 8) Requires that an ASCC be issued initially for a five-year period and may be renewed, and requires that the CTC establish a fee for the ASCC. (EC § 44258.7)
- 9) Excludes from the definition of an “employee” a person, other than a regular employee, performing services as a sports official, as defined, for an entity sponsoring an intercollegiate or interscholastic sports event, or any person performing services as a sports official for a public agency, public entity, or a private nonprofit organization sponsoring an amateur sports event. Defines a “sports official” as including an umpire, referee, judge, scorekeeper, timekeeper, or other person who is a neutral participant in a sports event. (Labor Code § 3352)

ANALYSIS

This bill:

- 1) Requires the CIF to require its officials to annually register through a platform selected by the CIF to verify the official’s eligibility to officiate CIF contests.
- 2) Requires the platform to consist of all of the following components:
 - a) Until July 1, 2028, a statewide and standardized background screening, and commencing July 1, 2028, a record of a valid ASCC issued by the CTC, including the applicable expiration date.
 - b) A record of rules tests, online training modules, sport-specific annual certifications, and continuing education requirements.
 - c) A record of liability insurance coverage.
- 3) Requires, commencing July 1, 2028, that the CTC regularly publish a list on its internet website of ASCC holders who have their certificate suspended or revoked by CTC.
- 4) Requires the CIF, through its chosen platform, to verify that all specified components are complete before an official is deemed and marked as eligible to receive an assignment to officiate.
- 5) Requires that CIF complete the specified verification annually until July 1, 2028, and requires, commencing July 1, 2028, that the CIF maintain the platform and, as part of the verification requirement, ensure that the chosen platform regularly reviews the list published by the CTC in order to update the eligibility of the officials whose ASCC has been suspended or revoked.
- 6) Authorizes that only officials who are deemed eligible in the selected platform be assigned to CIF contests by assignors or officiating associations.
- 7) Requires the CIF to ensure that its participating member schools, school districts, county offices of education, and charter schools can access the platform to verify the eligibility of an official, but shall not have access to the sensitive information in each individual component of the platform.

- 8) Prohibits the CIF from being considered an employer of officials.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “AB 1572 is necessary to ensure that California’s student athletes compete in safe, fair, and well-regulated environments. By establishing a consistent standard for CIF officials, we can give schools and parents confidence that officials assigned to games are qualified and accountable. This measure will also promote greater transparency and consistency across leagues, reducing uneven enforcement of rules. Ultimately, it strengthens the integrity of high school athletics and reinforces a commitment to protecting the well-being of every student athlete.”
- 2) ***CIF’s structure and role in interscholastic athletics.*** The CIF, founded in 1914, is a voluntary organization consisting of over 1,600 public, public charter, and private high schools and over 750,000 student-athletes, for the purpose of governing education-based athletics in grades 9 through 12. Almost all public and private high schools in California are CIF members. The CIF is organized under the California Department of Education (CDE), and CDE has allowed the CIF to regulate interscholastic athletics and be the rulemaking body for these programs.

The CIF consists of ten regional sections, each of which is divided into several local leagues, for purposes of developing sports, scheduling athletic contests, and assigning referees. Each league elects a representative to their respective CIF section’s governing body, which is called a Board of Managers or Council. Each CIF section’s governing body elects officers, establishes section policies, develops section playoff sports and schedules, and CIF members adhere to these rules and regulations adopted by their section.

- 3) ***This bill creates requirements for game officials for CIF contests, and game officials are not considered employees of CIF or schools.*** This bill requires officials to annually register for a platform selected by the CIF to verify the official’s eligibility to officiate CIF contests, including having done fingerprinting and a criminal background check as well as that official having liability insurance coverage.

Existing law excludes sports officials from being considered employees of an entity sponsoring an interscholastic sports event, or any person performing services as a sports official for a public agency or public entity, and according to CIF, these sports officials are considered independent contractors. There are associations of officials and referees that are accredited by CIF and organized by region and sport, and as mentioned above, CIF consists of ten regional sections, which are divided into local leagues, and the local leagues assign referees and officials to CIF games. These officials are paid and generally have liability insurance coverage, either individually or through an officials’ or referees’ association.

- 4) ***CIF is rolling out a similar statewide eligibility program for officials.*** In July 2025, CIF launched a new statewide registration and eligibility process for all high schools called the CIF Officials Registration Program. Officials can pay \$29 to

register through a platform to begin the process of becoming CIF-eligible, and the system will streamline background checks, standardize qualifications, and simplify access to cost effective insurance coverage through a centralized structure. The program is voluntary in 2025-26 and will become mandatory beginning in 2026-27. This bill creates a very similar process, with the notable exception of requiring officials to obtain an ASCC from the CTC, which is considered a higher level of screening than a background check. According to CIF, other states have similar systems for game officials, including Massachusetts, Illinois, and New Jersey.

- 5) **What is an ASCC?** When AB 1572 was introduced, the bill required CIF to require that its officials who have undergone a background screening would be deemed eligible to receive an assignment to officiate. The most recent version of this bill ensures a greater level of security screening for officials and requires CIF, starting July 1, 2028, to require that its officials have a record of a valid ASCC issued by the CTC before being deemed and marked as eligible to receive an assignment to officiate.

According to the CTC, an individual obtaining an ASCC from the CTC must obtain fingerprint clearance through a criminal background check completed by the DOJ and the Federal Bureau of Investigation. This is considered a higher level of screening than a background check. Existing law already requires non-certificated individuals, prior to starting a paid or volunteer position working with pupils in a student activity program sponsored by the school district or county office of education, to obtain an ASCC from the CTC.

The sole purpose of the ASCC is to provide verification that the holder has completed the professional fitness review before being placed in a position working with pupils in a pupil activity program, and a pupil activity program may include interscholastic programs. Here are a few features of the ASCC as it relates to the implementation of this bill:

- a) The ASCC is not limited to one employing agency but may be used in all California public school districts, which makes it a valuable certification for game officials working across multiple school districts.
- b) The CTC charges a \$100 fee on a rolling five-year basis for the ASCC.
- c) In renewing the ASCC, if an individual maintains their certificate and renews in a timely manner, they would not need to repeat fingerprinting.
- d) The initial fingerprinting allows the CTC to continuously receive official criminal history records in the case that a certificate holder is arrested.
- e) According to the CTC, when there are no delays in fingerprint information being received, and no flags on an applicant's background that require investigation, ASCC applications are granted within 10 business days from receipt. However, if there is misconduct that needs to be investigated, processing may take longer, and timing depends on the specific investigation.

- f) According to CIF, this bill delays the requirement that game officials obtain an ASCC from January 1, 2027 to July 1, 2028 because that gives additional time for CIF to ensure that their platform interfaces with CTC's list of ASCC holders who have their certificate suspended or revoked. In the meantime, game officials would still be required to receive a statewide and standardized background screening.

6) ***Related and Prior Legislation.***

AB 465 (Bonilla, Chapter 146, Statutes of 2013) specifically provides that a community youth athletic program can request state and federal level criminal history information from the DOJ for a volunteer or paid coach.

AB 346 (Conway, Chapter 52, Statutes of 2010) provides that the requirement to obtain an ASCC is applicable to a paid or volunteer position to work with pupils in a pupil activity program sponsored by a school district.

SUPPORT

California Interscholastic Federation
California Teachers Association
Schools Excess Liability Fund

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 1586	Hearing Date:	June 17, 2026
Author:	Ramos		
Version:	June 4, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Therresa Austin		

Subject: Opioid overdose reversal medication: school resource officers.

Note: This bill has been referred to the Committees on Education and *Public Safety*. A “do pass” motion should include referral to the Committee on *Public Safety*.

SUMMARY

This bill requires (1) school resource officers (SRO), commencing with the 2027–28 school year, and at least every two years thereafter, to complete opioid overdose recognition and response training that is approved by the Commission on Peace Officer Standards and Training (POST) or the California Department of Health Care Services (DHCS); (2) clarifies existing authorizations and liability protections for SROs to administer emergency opioid antagonists to persons believed to be experiencing an opioid overdose; (3) requires SROs to annually report on opioid antagonist usage, as specified; and (4) requires California Department of Public Health (CDPH) to submit a report to the Legislature on the SRO reported information.

BACKGROUND

Existing law:

- 1) Requires county offices of education (COEs) to purchase and distribute at least two units of emergency opioid antagonists to each middle school, junior high school, high school, and adult school schoolsite within their jurisdiction. Requires at least two staff members per schoolsite be trained to administer emergency opioid antagonists. (Education Code (EC) § 49414.8)
- 2) Authorizes school districts, COEs, and charter schools to provide naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered, as specified, and authorizes school nurses or trained personnel to use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. (EC § 49414.3)
- 3) Requires the State Superintendent of Public Instruction (SPI) to establish minimum training standards for the administration of naloxone or another opioid antagonist, and refresh those standards as necessary, every 5 years. Requires that training to include the following:
 - a) Techniques for recognizing symptoms of an opioid overdose.

- b) Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist.
 - c) Basic emergency follow up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and to contact the pupil's parent or guardian.
 - d) Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
 - e) Written materials covering specified information. (EC § 49414.3)
- 4) Authorizes each public and private elementary and secondary school in the state to voluntarily determine whether or not to make emergency naloxone hydrochloride or another opioid antagonist and trained personnel available at its school. Requires schools, in making this determination, to evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to naloxone hydrochloride or another opioid antagonist and trained personnel. (EC § 49414.3)
- 5) States that a volunteer who has received specified training and administers naloxone hydrochloride or another opioid antagonist, in good faith and not for compensation, to a person who appears to be experiencing an opioid overdose shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for his or her acts or omissions in administering the naloxone hydrochloride or another opioid antagonist. (EC § 49414.3)
- 6) Encourages COE to establish a County Working Group on Fentanyl Education in Schools for the purposes of outreach, building awareness, and collaborating with local health agencies regarding fentanyl overdoses. (EC § 49428.16)
- 7) Requires the California Department of Education (CDE) to curate and maintain on its website, information on opioid overdose awareness and safety advice, the provision of opioid antagonists, and the statewide programs related to naloxone hydrochloride distribution. (EC § 49428.16)
- 8) Requires any school police officer first employed by a K–12 public school district to successfully complete a basic course of training before exercising the powers of a peace officer. Requires POST to prepare a specialized course of instruction for the training of school peace officers to meet the unique safety needs of a school environment and for such officers to complete the specialized training within two years of the date of first employment. (Penal Code (PEN) § 832.3)
- 9) Provides that any peace officer employed by a K-12 public school district who has completed training as prescribed shall be designated a school police officer. (PEN § 830.32)

- 10) Requires schools serving pupils in any of grades 7 to 12, inclusive, to include within its comprehensive school safety plan (CSSP), a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose. (EC § 32282)

ANALYSIS

This bill:

- 1) Requires, beginning with the 2027-28 school year, an SRO upon assignment to a schoolsite, and at least every two years thereafter, to complete opioid overdose recognition and response training that is approved by POST or DHCS.
 - a) Authorizes the inclusion of the training requirement above into existing POST continuing professional training requirements.
- 2) Clarifies that a trained SRO may volunteer to administer an opioid antagonist to a person who appears to be experiencing an opioid overdose, pursuant to existing statute.
- 3) Provides that an SRO who, while assigned to a schoolsite, administers an opioid antagonist in good faith and not for compensation, to a person who appears to be experiencing an opioid overdose constitutes the rendering of emergency care. Provides that an SRO or the entity employing or contracting with the SRO shall not be liable in a civil action or be subject to criminal prosecution for the SRO's acts or omissions in administering the opioid antagonist, unless an act or omission of the SRO constitutes gross negligence or willful or wanton misconduct connected to the administration of the opioid antagonist.
- 4) Requires the DHCS, in consultation with the CDE and POST, to provide implementation guidance to local educational agencies (LEAs) and law enforcement agencies on accessing opioid antagonists at low or no cost and integrating overdose response into school safety planning.
- 5) Requires an SRO to annually report to the CDPH, the number of units of opioid antagonists they received, the number of times the SRO administered an opioid antagonist while serving at a school site, and the number of times the SRO needed an opioid antagonist but did not have one available.
- 6) Authorizes the CDPH to incorporate the data reported pursuant to #5 above into the statewide opioid dashboard maintained by the CDPH, or its successor statewide opioid surveillance platform, to ensure the data is publicly accessible and integrated with statewide opioid overdose surveillance orders.
- 7) Requires the CDPH, on or before January 1, 2031, to submit a report to the Legislature, as specified.
- 8) States that the provisions of this bill may be implemented using existing state and local resources, including but not limited to the Naloxone Distribution Project

(NDP) administered by the DHCS, opioid settlement funds, federal grants, and private or philanthropic donations to procure opioid antagonists and support opioid overdose recognition and response training.

- 9) Establishes the following definitions for the purposes of this bill:
- a) “Local educational agency” means a school district, COE, or charter school serving pupils in kindergarten or any of grades 1 to 12, inclusive.
 - b) “Opioid antagonist” means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body, and has been approved for the treatment of an opioid overdose.
 - c) “School resource officer” means an individual who is a peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, and who is employed by, or contracts with, an LEA, city, county, or other law enforcement agency to act in a school assignment.
 - d) “Schoolsite” means an individual school campus of an LEA or an area where a school-sponsored activity of an LEA is currently being held.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “School Resource Officers have been a crucial part of our students’ safety. Ensuring that they have naloxone on hand and are properly trained to use it will provide schools with someone on site who can safely intervene when an incident occurs. Because every minute counts, making sure more people have access to this life saving drug is essential to protecting our students.”
- 2) ***Opioids and naloxone.*** According to the Centers for Disease Control and Prevention (CDC), opioids are a class of drugs used to reduce pain. Opioids such as oxycodone (OxyContin), hydrocodone (Vicodin), morphine, and methadone may be prescribed by a physician. Fentanyl is a synthetic opioid pain reliever that is many times more powerful than other opioids and is approved for treating severe pain, typically advanced cancer pain. Illegally made and distributed fentanyl has been on the rise in several states. Heroin is an illegal opioid. Symptoms of opioid intoxication may include confusion or delirium, very slow breathing, extreme sleepiness, vomiting, and small pupils.

According to the DHCS, naloxone is a life-saving medication that reverses an opioid overdose while having little to no effect on an individual if opioids are not present in their system. Naloxone works by blocking the opioid receptor sites and reversing the toxic effects of the overdose. It has few known adverse effects and no potential for abuse. Naloxone is administered when an individual is showing signs of opioid overdose. The medication can be given by intranasal spray,

intramuscularly (into the muscle), subcutaneously (under the skin), or by intravenous injection.

- 3) **Addressing fentanyl among K-12 students.** According to the CDPH, fentanyl-related overdose deaths increased by 625% among ages 10-19 from 2018 to 2020, and there were 177 fentanyl-related overdose deaths, and 1,165 opioid-related overdose emergency department visits among youth ages 10 to 19 years old in 2022. State statute requires the SPI to establish minimum training standards for school employees who volunteer to administer naloxone or another opioid antagonist. In addition to setting minimum training standards, the CDE must maintain on its website, a clearinghouse for best practices in training nonmedical personnel to administer naloxone or another opioid antagonist to pupils.

The CDE, in conjunction with the CDPH, also provides LEAs with resources and information that they can readily share with parents and students to help keep them safe. The shareable Fentanyl Awareness and Prevention toolkit page offers information about the risks of fentanyl and how to prevent teen use and overdoses. In addition to the toolkit, the CDPH's Substance and Addiction Prevention branch also provides resources for parents, guardians, caretakers, educators, schools, and youth-serving providers.

- 4) **Naloxone Distribution Project.** The NDP is administered by the DHCS to combat opioid overdose-related deaths throughout California by distributing free naloxone and fentanyl test strips to eligible entities like schools and law enforcement partners. Since the program began in October 2018, the NDP has distributed more than 8,587,000 kits of naloxone, which have been used to reverse more than 442,400 overdoses.

Of the 19,499 applications that have been approved between the inception of the program and June 1, 2026, 3,466 have been from schools and colleges—the highest number of approved applications across 13 eligibility categories.

- 5) **School resource officers.** SROs are members of a school district police department or officers assigned to a school site by a local law enforcement agency. SROs are sworn peace officers who have successfully completed a minimum of 800-1,200 hours of training in a police academy program in order to initially qualify as a peace officer and to carry firearms. The decision of whether to employ an SRO and how many SROs an LEA chooses to employ is a determination made at the local level. Current law in California requires SROs to take additional POST-developed and certified training on topics specific to law enforcement in an educational setting, including:
- a) Foundations of School-Based Law Enforcement
 - b) Ethics and the SRO
 - c) The SRO as a Teacher/Guest Speaker
 - d) Diversity

- e) Understanding Special Needs Students
- f) Social Media
- g) School Law
- h) The SRO as an Informal Counselor/Mentor
- i) Understanding the Teen Brain
- j) Violence and Victimization: Challenges to Development
- k) Sex Trafficking of Youth
- l) Effects of Youth Trends and Drugs on the School Culture and Environment
- m) Threat Response: Preventing Violence in School Settings
- n) School Safety and Emergency Operations Plans
- o) Crime Prevention through Environmental Design.

Beyond the training required for basic peace officer and SRO certification, state statutes and regulations also require officers to complete continued professional training courses and refresher courses at various intervals to build and maintain proficiency in areas of an officer's duties.

This bill requires an SRO, upon assignment to a schoolsite, and at least every two years thereafter, to complete opioid overdose recognition and response training that is approved by POST or DHCS.

- 6) ***Current availability of naloxone and opioid antagonists on K-12 campuses.*** Under existing law, LEAs are required to have at least two employees per school site who are trained in the use of opioid antagonists and keep unexpired antagonists on site. Staff who volunteer to provide opioid antagonists must undergo training developed by the SPI and are protected from liability or retaliation in the event that they do or do not administer opioid antagonists. Statutes also allow pupils over the age of 12 to carry opioid antagonists while on school property and be held harmless if they use opioid antagonists in good faith.

This bill would clarify existing law by explicitly bringing SROs in line with existing provisions of law that authorize trained volunteer LEA personnel to use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

As previously discussed, schools and colleges have the highest number of NDP application approvals—however, the naloxone distributed has resulted in less than 1% of opioid overdose reversals reported to the NDP.

In the interest of better understanding the impact of SRO opioid antagonist utilization across the state, the bill was amended in the Assembly Education Committee to require SROs to annually report to CDPH the number of units of opioid antagonists they receive, the number of times the school resource officer administered an opioid antagonist while serving at a schoolsite, and the number of times the school resource officer needed an opioid antagonist but did not have one available. This reporting requirement was assigned to the SRO because, in many cases, SROs are not employees of an LEA and are instead contracted through a local law enforcement agency.

While the legislative report compiled by the CDPH using the SRO reported data is due on or before January 1, 2031, the bill, as written, would continue to require SROs to individually report to the CDPH in perpetuity.

In the interest of maintaining alignment with CDPH's final report to the Legislature and the typical school year calendar, **the Committee staff recommends, and the author agrees**, to amend the bill to adjust the reporting timelines as follows:

- Specify that the reporting requirements of individual SROs shall conclude on July 1, 2030.
- Adjust the deadline for the CDPH to submit its report to the Legislature to July 1, 2031.

7) **Prior and related legislation.**

AB 2998 (McKinnor, Chapter 974, Statutes of 2024) prohibits school districts, COE, and charter schools from preventing a student 12 years of age or older from carrying or administering federally approved over-the-counter opioid reversal medication.

AB 3271 (Joe Patterson, 2024) would have required each public school that has chosen to permit school nurses or voluntarily trained personnel to use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering from an opioid overdose, to maintain at least two units of naloxone hydrochloride or another opioid antagonist on its site. *This bill was held in the Assembly Appropriations Committee.*

AB 1915 (Arambula, 2024) would have required the CDPH, by July 1, 2026, to establish a certification training program for high school students in grades 9 through 12 to gain skills to identify and respond to an opioid overdose. The training is to include information about how to administer opioid overdose reversal medication. The bill would have also required an LEA serving students in any grade of 9 through 12 that voluntarily makes naloxone hydrochloride or another opioid antagonist available on campus to ensure the opioid antagonist is

placed in an appropriate location widely known and easily accessible, during school hours and after school hours. *This bill was held in the Assembly Appropriations Committee.*

SB 10 (Cortese, Chapter 856, Statutes of 2023) (1) requires school safety plans of schools, including charter schools, serving students in grades 7 to 12, to include a protocol for responding to a student's opioid overdose; (2) requires the CDE to post informational materials on its website on opioid overdose prevention; and, (3) encourages COEs to establish working groups on fentanyl education in schools.

AB 1748 (Mayes, Chapter 557, Statutes of 2016) authorizes LEAs to provide an emergency opioid antagonist to school nurses or trained personnel and authorizes a school nurse or trained personnel to administer an opioid antagonist to a person suffering from an opioid overdose.

SUPPORT

California Association of Alcohol and Drug Program Executives, Inc. (sponsor)
Addiction Counselor Certification Board of California
Alameda County Office of Education
California Association for Alcohol/Drug Educators
California Association of Marriage and Family Therapists
California Consortium of Addiction Programs and Professionals
California Medical Association
California Opioid Maintenance Providers
California School Nurses Organization
California Teachers Association
California Youth Empowerment Network
County Behavioral Health Directors Association
Drug Policy Alliance
Racial and Ethnic Mental Health Disparities Coalition
Schools Excess Liability Fund
The California Association of Local Behavioral Health Boards and Commissions

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 1721 **Hearing Date:** June 17, 2026
Author: Muratsuchi
Version: June 8, 2026
Urgency: No **Fiscal:** Yes
Consultant: Therresa Austin

Subject: Pupil safety: comprehensive school safety plans.

SUMMARY

This bill requires the State Superintendent of Public Instruction (SPI), in consultation with the State Board of Education (SBE), to convene a work group to review existing comprehensive school safety plans (CSSP) and make recommendations on the development, approval, and statutorily required elements of the CSSP.

BACKGROUND

Existing law:

- 1) Requires each school district or county office of education (COE) to be responsible for the overall development of all CSSPs for its schools operating kindergarten or any of grades 1 through 12. (Education Code (EC) § 32281)
- 2) Requires each school to adopt its school safety plan by March 1 and review and update its plan annually by March 1. Requires each school to annually report, in July, on the status of its school safety plan, including a description of key elements of the plan, in the annual school accountability report card (SARC). (EC § 32286)
- 3) Specifies that the CSSP must include:
 - a) An assessment of the current status of school crime committed on school campuses and at school-related functions;
 - b) Identification of appropriate strategies and programs to provide or maintain a high level of school safety;
 - c) Child abuse reporting procedures;
 - i) When a CSSP is next reviewed and updated, or by no later than July 1, 2026, procedures specifically designed to address the supervision and protection of children from child abuse or neglect or sex offenses.
 - d) Disaster procedures, including adaptations for pupils with disabilities;
 - e) An earthquake emergency procedure system;

- f) Accommodations related to relevant federal disability laws; a requirement that the annual evaluation of plans ensure appropriate adaptations; and allow parents and others to bring a concern about a student's safety to the principal;
- g) Policies regarding pupils who commit specified acts that would lead to suspension or expulsion;
- h) Procedures to notify teachers of dangerous pupils;
- i) A discrimination and harassment policy;
- j) Any schoolwide dress code;
- k) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
- l) A safe and orderly environment conducive to learning;
- m) Rules and procedures on school discipline;
- n) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions;
- o) Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school;
- p) Accommodations for students with special needs in case of emergency;
- q) Procedures related to severe fires, including a communication, refuge, and evacuation plan;
- r) Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds;
- s) Procedures for notifying parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite;
- t) A protocol for responding to a student suffering from an opioid overdose;
- u) An instructional continuity plan to establish communication with pupils and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency, including procedures for pupil engagement and a plan to provide access to in-person instruction or remote instruction, as soon as practicable; and

- v) Commencing with the 2026–27 fiscal year, a procedure to identify appropriate refuge shelters for all pupils and staff to be used in the event of an evacuation order in the event of a fire. Also requires each public school serving more than 50 pupils that is in a high or very high fire hazard severity zone to coordinate the procedure with the operational area having jurisdiction within the school’s boundaries. (EC § 32282)
- 4) Requires the CSSP to be submitted annually to the school district or COE for approval and requires a school district or COE to notify the California Department of Education (CDE) by October 15 of every year of any school that is not in compliance. (EC § 32288)

ANALYSIS

This bill:

- 2) Requires the SPI, in consultation with the SBE, on or before July 1, 2027, to appoint and convene a statewide stakeholder workgroup on school safety. Requires the workgroup to include, but not be limited to, the following membership:
- a) Two current schoolsite administrators.
 - b) Two certificated public school teachers.
 - c) Two representatives of a local school employee organization.
 - d) One representative of a parent organization.
 - e) One current high school pupil.
 - f) One member of either the governing board of a school district or a county board of education.
 - g) One member of the governing body of a charter school.
 - h) Two representatives of local law enforcement agencies, at least one of whom shall be a peace officer, as specified.
 - i) Two representatives of local fire agencies.
 - j) One member of a local educational agency (LEA) with specific expertise in school safety.
 - k) Two representatives of school districts holding a pupil personnel services credential or service credential with a specialization in health for a school nurse.
- 3) Requires the SPI, to the greatest extent possible, to ensure both of the following:

- a) The educators in the workgroup include those employed in both elementary and secondary schools, and that at least one educator has experience in working with pupils with exceptional needs.
 - b) The overall composition of the work group represents the geographic diversity of the state and has a balance of educators and first responders from both urban and rural areas.
- 4) Authorizes the workgroup to consult with outside experts in school safety issues.
 - 5) Requires the workgroup to review existing CSSP and make recommendations on the development and approval process for and the required elements of the CSSP. Requires that the review include the following:
 - a) Defining the goals and purposes of a CSSP.
 - b) Reviewing the required elements of a CSSP, including the process for future updates to a CSSP.
 - c) Reviewing the development and adoption process of a CSSP, including the process for future updates to a CSSP.
 - d) Making recommendations for all of the following:
 - i) Improvements to the structure, organization, and layout of a plan to ensure it captures critical elements and is accessible and useful for schoolsite staff and the community, including parents and law enforcement.
 - ii) Improvements to the local development and approval process to ensure that it is transparent and includes sufficient opportunity for input from stakeholders.
 - iii) Procedures for the addition or deletion of elements of a plan to ensure continued cohesion and accessibility.
 - 6) Requires the SPI, on or before July 1, 2028, to submit a report on the recommendations of the workgroup to the California Department of Finance (DOF) and appropriate fiscal and policy committees of the Legislature, as specified.
 - 7) Requires that the meetings of the workgroup be open to the public pursuant to the Bagley-Keene Open Meetings Act.
 - 8) Authorizes the CDE to enter into exclusive or nonexclusive contracts with nongovernmental entities on a bid or negotiated basis for the purposes of this bill's provisions. Exempts a contract entered into or amended pursuant to the provisions of this bill from certain state contracting requirements and from the review and approval of any division of the Department of General Services.

- 9) Authorizes a nongovernmental entity contracted pursuant to #7 above to subcontract as necessary in the performance of its duties, subject to the approval of the SPI.
- 10) Makes a series of legislative findings and declarations related to the importance of CSSPs in creating a safe environment for schools and the need for a formal review of existing CSSP requirements to ensure they retain their focus.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, “Schools are responsible for creating learning environments that are safe and secure for students, staff, and visitors. Schools must be prepared to respond to emergencies, including natural and man-made hazards, and strive to prevent violence and behaviors that undermine safety and security. Following the addition of multiple new requirements for a comprehensive school safety plan in recent years, there is a need to have experts review the requirements, conduct a thorough assessment, and make recommendations on how to improve and update the plans while maintaining those elements critical to school safety.”
- 2) **Comprehensive School Safety Plans.** LEAs, COEs, and charter schools serving students in grades kindergarten through 12 are required to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel.

As noted in the *Existing Law* section above, the law requires designated stakeholders to annually engage in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination, and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

The law requires that each school update and adopt its CSSP by March 1 annually. Before an LEA, COE, or charter school adopts their CSSP, the schoolsite council or school safety planning committee must hold a public meeting at the schoolsite to allow members of the public to express an opinion about the school safety plan. The schoolsite council or school safety planning committee must also notify the local mayor and representatives of the following:

- a) The local school employee organization.
- b) The parent organization at the school site, including the parent-teacher association and parent-teacher clubs.
- c) Each teacher organization at the school site.
- d) The student body government.

- e) All persons who have indicated they want to be notified.

Once the public meeting has been held and the CSSP is adopted, the school must submit its CSSP to its respective LEA or COE for approval. LEAs and COEs must annually notify the CDE by October 15 of any schools that have not complied with requirements.

If the SPI determines there has been a willful failure to make a required report, the SPI is required to notify the school district or COE in which the willful failure has occurred and make an assessment of not more than \$2,000 against that school district or COE.

- 3) ***CDE resources for the development of CSSPs.*** In 2018, the Legislature passed AB 1747 (Rodriguez, Chapter 806, Statutes of 2018), which, among other things, required the CDE to develop, maintain, and conspicuously post on its website, best practices for developing, reviewing, and approving CSSPs as well as a formal CSSP compliance checklist. To inform the development of the compliance checklist and webpage, CDE implemented a statewide survey of LEAs, school safety administrators, and stakeholders and gathered information on current practices, challenges, and resource needs. The resulting *Compliance Tool for a Comprehensive School Safety Plan* outlines more than 30 items that should be considered during the CSSP development process. The CSSP webpage compiles extensive references and resources to help LEAs understand their obligations and roles that are prescribed in statute.
- 4) ***The list of required components in a CSSP continue to grow.*** CSSPs are intended to serve as a functional document that outlines an LEA's strategies to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. As the state continues to grapple with the issues of school safety and emerging threats, the Legislature has expanded the scope of the CSSP in an effort to ensure that LEAs are appropriately prepared to serve students, rain or shine. Because these additional requirements have always been additive, concerns have been raised by groups representing school administrators and educators, that CSSP become unwieldy. The Association of School Administrators noted the following in their letter of support submitted to this Committee:

“Since 2013, 15 bills have been signed into law amending the CSSP's required content and procedures. In the 2023-24 legislative session alone, nine new measures were adopted, significantly impacting the required content and procedures that must be developed in a district's CSSP. While these changes reflect a growing recognition of the need for comprehensive support and safety procedures in educational environments, the rapid introduction of these new requirements has led to increasing concerns among administrators and stakeholders regarding the overall effectiveness and practicality of a district's CSSP.”

This bill requires the SPI to convene a statewide stakeholder workgroup to review existing CSSPs and make recommendations on how to improve their

development and approval processes, as well as their accessibility and cohesion across the various required elements.

5) ***Prior and related legislation.***

SB 1140 (Ashby, 2026) would require school districts, COEs, and charter schools to include plans to exclude unauthorized individuals from school property during construction, facilities maintenance, and repair projects with the safe ingress and egress components of their CSSP. *SB 1140 is pending a hearing in the Assembly Education Committee.*

SB 848 (Perez, Chapter 460, Statutes of 2025) requires, among other things, an LEA to include within its CSSP procedures specifically designed to address the supervision and protection of children from child abuse or neglect or sex offenses, when the CSSP is next reviewed and updated, or by no later than July 1, 2026.

SB 671 (Portantino, Chapter 626, Statutes of 2023) requires CSSP, and the school safety plan of a charter school, to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school.

AB 1747 (Rodriguez, Chapter 806, Statutes of 2018) requires charter schools to develop a school safety plan, including procedures for conducting tactical responses to criminal incidents; requires CSSPs to include procedures for conducting tactical responses to criminal incidents; increases the CDE's responsibilities relating to school safety plans; and requires schoolsite councils to also consult with the fire department and other first responder entities in the writing and development of the CSSP.

SUPPORT

Alameda County Office of Education
Association of California School Administrators
California Association of School Business Officials
California Association of School Counselors
California IT in Education
California School Nurses Organization
Los Angeles County Office of Education
Peace Officers Research Association of California
San Benito High School District
San Bernardino County District Advocates for Better Schools
San Francisco Unified School District

OPPOSITION

None received

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2060 **Hearing Date:** June 17, 2026
Author: Muratsuchi
Version: April 27, 2026
Urgency: No **Fiscal:** Yes
Consultant: Ian Johnson

Subject: Experienced Mentor Teacher Stipend Program.

SUMMARY

This bill, contingent upon an appropriation, establishes the Experienced Mentor Teacher Stipend Program, administered by the Commission on Teacher Credentialing (CTC), to provide \$3,000 stipends to experienced mentor teachers who supervise and support teacher candidates completing at least 500 hours of student teaching. The bill requires participating local educational agencies (LEAs) and teacher preparation programs to jointly recruit, select, train, and support mentor teachers, and requires the CTC to annually report to the Legislature on program participation and outcomes.

BACKGROUND

Existing law:

- 1) Establishes the CTC and authorizes it to administer educator preparation and credentialing programs.
- 2) Requires candidates seeking teaching credentials to complete clinical practice and student teaching requirements as part of commission-approved preparation programs.
- 3) Establishes the Student Teacher Stipend Program, administered by the CTC, to provide stipends to eligible teacher candidates completing required clinical practice hours.
- 4) Requires the CTC to administer educator workforce grant and incentive programs intended to address teacher recruitment, preparation, and retention needs.

ANALYSIS

This bill:

- 1) Establishes the Experienced Mentor Teacher Stipend Program, subject to a future legislative appropriation, under the administration of the CTC.

- 2) Declares legislative intent to expand the existing Student Teacher Stipend Program to compensate experienced mentor teachers who provide nonevaluative coaching and support to teacher candidates.
- 3) Requires the CTC to expand its existing online stipend administration system to collect information regarding participating mentor teachers, including credential information, teaching experience and years of service, employing LEAs, schoolsite assignment, and demographic information.
- 4) Requires the CTC, when demand exceeds available funding, to award stipends on a first-come, first-served basis.
- 5) Requires the CTC to allocate funding to LEAs that host student teachers.
- 6) Requires participating LEAs to provide a stipend of \$3,000 to each experienced mentor teacher who mentors a prospective educator completing 500 or more hours of student teaching.
- 7) Requires participating LEAs and CTC-approved teacher preparation programs to jointly establish a mentor teacher recruitment, selection, training, and support process that includes:
 - a) Selection criteria emphasizing exemplary teaching practices.
 - b) A collaborative mentor-candidate matching process.
 - c) At least 10 hours of initial mentor training.
 - d) Ongoing professional learning and support.
 - e) Processes to evaluate and recognize mentor teachers.
- 8) Requires the CTC, beginning January 1 of each year, to report to the Legislature regarding program participation, teacher shortage impacts, and participant demographics.
- 9) Defines an “experienced mentor teacher” as an educator who:
 - a) Holds a clear credential in the subject area of mentorship.
 - b) Has at least three years of teaching experience.
 - c) Has received satisfactory evaluations for the preceding three years.
 - d) Receives mentor-specific training and ongoing professional learning.
 - e) Receives compensation and appropriate release time for mentoring duties.

- 10) Defines participating LEAs to include school districts, county offices of education, charter schools, and other commission-authorized student teaching sites.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “California continues to face persistent challenges in recruiting and retaining qualified teachers, disproportionately impacting its most vulnerable students. A critical yet under-supported component of the teacher pipeline is the role of experienced classroom teachers who mentor student teacher candidates during clinical practice, often with little or no compensation. Strong mentorship is essential to improving teacher preparedness, increasing retention, and ensuring new teachers are successful in the classroom. AB 2060 establishes the California Teacher Mentor Grant Program to compensate mentor teachers who support teacher preparation, helping improve long-term retention and strengthen the state’s educator workforce.”
- 2) ***Building upon recent investments in the teacher pipeline.*** Over the last several years, there has been increasing focus on reducing financial and structural barriers that discourage prospective educators from entering the profession. Most recently, the 2025 Budget Act established the Student Teacher Stipend Program, providing substantial financial support to credential candidates completing required clinical practice experiences. This bill seeks to address another component of the teacher preparation pipeline by recognizing the role that experienced classroom teachers play in supporting and developing future educators.

Clinical practice is widely regarded as one of the most influential components of teacher preparation. The quality of the mentor teacher assigned to a candidate can shape instructional practice, classroom management skills, and ultimately a candidate’s decision to remain in the profession. By providing a stipend and establishing expectations for mentor selection and training, this bill seeks to strengthen the clinical experience while complementing the state’s recent investment in student teacher stipends.
- 3) ***Mentor teachers are essential but often uncompensated.*** Teacher preparation programs depend heavily on experienced classroom teachers who open their classrooms to credential candidates and provide ongoing coaching, feedback, and support. Despite the significance of this responsibility, mentor teachers frequently receive little or no compensation for the additional time and expertise required. Induction mentors commonly receive stipends ranging from approximately \$1,500 to \$2,500, while compensation for student teacher mentors is far less consistent. This bill would establish a statewide framework providing a \$3,000 stipend for mentors supporting candidates completing extensive student teaching requirements.

The bill also goes beyond simply providing compensation by requiring participating LEAs and preparation programs to jointly develop mentor recruitment, training, and support structures. These requirements reflect a

recognition that effective mentorship depends not only on financial incentives but also on careful mentor selection and preparation.

- 4) ***Program effectiveness will depend on future appropriations and implementation.*** The bill establishes a new program but does not provide funding. Participation is expressly contingent upon a future legislative appropriation. According to the Assembly Appropriations Committee, fully funding the program could create Proposition 98 cost pressures in the tens of millions of dollars annually, depending on participation levels, while also requiring additional administrative resources for the CTC.

As a result, the practical impact of this measure will depend largely on future budget decisions. If funded, the program could become a significant complement to the Student Teacher Stipend Program by supporting both sides of the clinical practice relationship—the teacher candidate and the mentor teacher. The annual reporting requirements included in the bill may also provide information regarding whether the program contributes to broader educator workforce goals, including teacher recruitment, preparation, and retention.

SUPPORT

Association of California School Administrators
California Teachers Association

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2440 **Hearing Date:** June 17, 2026
Author: Muratsuchi
Version: June 8, 2026
Urgency: No **Fiscal:** Yes
Consultant: Ian Johnson

Subject: Arts and Music in Schools—Funding Guarantee and Accountability Act:
allowable uses: pooled funding: funding certifications.

SUMMARY

This bill makes various changes to the Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act (Proposition 28) by authorizing local educational agencies (LEAs) to pool allocated funds across schoolsites, establishing a statutory methodology for demonstrating compliance with the supplement-not-supplant requirement, expanding reporting and transparency requirements, and revising the definition of arts education programs and allowable expenditures.

BACKGROUND

Existing law:

- 1) Establishes the (AMS Funding Guarantee and Accountability Act (Proposition 28), which provides ongoing funding to supplement arts education programs in K-12 public schools. (Education Code (EC) § 8820)
- 2) Continuously appropriates an amount equal to 1% of the total state and local revenues received by LEAs in the preceding fiscal year that are included in the Proposition 98 minimum funding guarantee calculation for allocation pursuant to the AMS Act. (EC § 8820)
- 3) Requires AMS Act funds to be allocated by the California Department of Education (CDE) to LEAs and subsequently distributed to schoolsites based on a statutory formula. (EC § 8820)
- 4) Requires the principal or program director of each schoolsite to develop an expenditure plan for AMS Act funds. (EC § 8820)
- 5) Requires LEAs to annually certify that AMS Act funds are used to supplement, and not supplant, existing funding for arts education programs. (EC § 8820)
- 6) Requires LEAs with more than 500 pupils to expend at least 80% of AMS Act funds on certificated or classified employees providing arts education instruction, unless waived by CDE. (EC § 8820)

- 7) Requires annual audits to determine whether AMS Act funds were expended in accordance with statutory requirements. (EC § 8820; EC § 41020)
- 8) Requires the State Board of Education to adopt content standards in visual and performing arts. (EC § 60605.1)

ANALYSIS

This bill:

- 1) Authorizes LEAs to pool Proposition 28 funds across schoolsites, provided the LEA:
 - a) Complies with all applicable requirements of the Act;
 - b) Ensures expenditures for each schoolsite remain proportional to that school's allocation; and
 - c) Complies with expenditure plans adopted for participating schoolsites.
- 2) Revises annual supplement-not-supplant certifications by requiring LEAs to calculate "existing funds available for arts education programs" and "current-year expenditures for arts education programs" using a specified methodology.
- 3) Requires LEAs, when calculating existing funds available for arts education programs, to:
 - a) Begin with prior-year arts education expenditures;
 - b) Exclude Proposition 28 expenditures;
 - c) Exclude expenditures from resources that are no longer available in the current year;
 - d) Include newly available resources for arts education programs; and
 - e) Account for specified personnel-related cost savings.
- 4) Specifies that resources no longer available in the current year may include expired, reduced, discontinued, exhausted, or one-time private contributions, parent fundraising revenues, and federal or state funding sources.
- 5) Deems an LEA to be in compliance with the supplement-not-supplant requirement if current-year arts education expenditures, excluding Proposition 28 funds, equal or exceed the calculated amount of existing funds available for arts education programs.
- 6) Expands the definition of an "arts education program" to include curriculum, instructional materials, and professional development.

- 7) Requires arts education programs funded pursuant to Proposition 28 to be consistent with specified state arts standards, frameworks, and preschool learning foundations, as applicable.
- 8) Expands annual reporting requirements by requiring LEAs to report schoolsite expenditure plans and information regarding waivers granted by the CDE.
- 9) Requires CDE to post approved waivers on its internet website.
- 10) Defines “existing funding” for purposes of the Act as revenue available in the current year.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “For too long, access to arts education has been inequitable, leaving many students without the benefits of a well-rounded curriculum. Proposition 28 marked a significant step forward by establishing a dedicated funding stream for arts and music education in schools. However, as local educational agencies (LEAs) have begun implementing the measure, key areas of the law have proven unclear.

“Specifically, additional clarity is needed regarding whether smaller LEAs may pool funds and how to comply with the ‘supplement, not supplant’ requirement. AB 2440 makes commonsense clarifications to Proposition 28 by authorizing LEAs to pool resources and codifying clear rules for maintaining baseline funding levels. These changes build on existing guidance from the California Department of Education and help ensure that the promise of Proposition 28 is implemented consistently and reaches students across the state.”

- 2) ***Proposition 28 represented a major new state investment in arts education.*** Proposition 28, approved by voters in 2022, created an ongoing funding stream dedicated to expanding arts education opportunities in California public schools. The measure directs approximately 1% of annual Proposition 98 funding levels, roughly \$1 billion per year, to support arts education programs at schoolsites throughout the state. In addition to creating a substantial new funding source, Proposition 28 included numerous accountability provisions intended to ensure that funds expand access to arts education rather than replace existing local investments.
- 3) ***Early implementation has revealed uncertainty regarding allowable expenditures and compliance requirements.*** As LEAs have begun implementing Proposition 28, questions have arisen regarding how certain provisions of the initiative should be interpreted and administered. In particular, uncertainty has existed regarding whether schoolsites may combine or pool allocations to support shared staffing arrangements and how LEAs should demonstrate compliance with the initiative’s supplement-not-supplant requirements. Because Proposition 28 includes significant fiscal penalties for noncompliance, many LEAs have sought additional guidance before committing funds. This bill largely seeks to codify implementation practices, establish clearer compliance standards, and expand certain reporting and transparency

requirements in order to provide greater certainty regarding how the initiative's requirements should be applied.

- 4) ***The supplement-not-supplant requirement has become a central implementation challenge.*** One of the most significant accountability provisions in Proposition 28 requires LEAs to use the funds to supplement, rather than supplant, existing arts education spending. While the initiative established that requirement, it did not specify how LEAs should determine whether they have met it. Questions may arise when prior-year arts programs were supported by one-time grants, private donations, local fundraising efforts, or other funding sources that are no longer available. The bill establishes a methodology for calculating an LEA's baseline arts education spending and specifies which funding sources should be excluded from that calculation. By establishing a statutory framework for compliance, including specifying how LEAs should treat expired grants, fundraising revenues, discontinued funding sources, and certain personnel-related savings, the bill seeks to provide greater consistency and predictability for LEAs administering Proposition 28 funds
- 5) ***Recent litigation underscores the importance of clear statutory guidance.*** The proper interpretation of Proposition 28's supplement-not-supplant requirement is currently the subject of ongoing litigation involving Los Angeles Unified School District. Although the courts ultimately will determine the merits of those claims, the dispute illustrates the challenges LEAs face when attempting to interpret broadly worded accountability provisions that lack detailed statutory direction. This bill represents a legislative effort to establish clearer statutory standards for demonstrating compliance with the supplement-not-supplant requirement and may reduce uncertainty for LEAs seeking to expand arts education programs while remaining compliant with Proposition 28.
- 6) ***Pooling authority may improve the practical use of Proposition 28 funds.*** Many schoolsites receive Proposition 28 allocations that are insufficient on their own to support a full-time arts educator or specialized arts program. At the same time, schools continue to face staffing shortages in a number of instructional areas, including arts education. By expressly authorizing LEAs to pool funds across schoolsites while maintaining existing site allocation and accountability requirements, the bill may provide greater flexibility for LEAs to share personnel and resources among multiple schools. This approach may be particularly beneficial for smaller schools and districts seeking to maximize the impact of their Proposition 28 allocations.
- 7) ***Constitutional amendment authority.*** Because Proposition 28 was enacted by the voters as an initiative statute, the Legislature may amend its provisions only if the amendment furthers the purposes of the measure and is approved by a two-thirds vote of each house. This bill is keyed as requiring a two-thirds vote and is intended to clarify implementation of Proposition 28's funding, accountability, and compliance provisions rather than alter the underlying funding structure established by voters.

SUPPORT

Alameda County Office of Education
California County Superintendents
California Music Educators Association
California Teachers Association

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 1734	Hearing Date:	June 17, 2026
Author:	Stefani		
Version:	June 15, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Olgalilia Ramirez		

Subject: Count Hunger Act.

SUMMARY

This bill encourages the University of California, Los Angeles (UCLA), when administering the California Health Interview Survey (CHIS), to expand the portion of the survey relating to food insecurity to include households with incomes below 400 percent of the federal poverty level and only to the extent sufficient resources are available for that purpose.

BACKGROUND

Existing law:

- 1) Establishes a state policy that every human being has the right to access sufficient affordable, and healthy food. The policy defines food insecurity as the occasional or constant lack of access to the amount of food a person needs to live a healthy life. The policy further defines food insecurity as the uncertainty of being able to acquire enough food to meet the needs of a person or a household due to insufficient funds or resources. Requires all state agencies to consider this state policy when revising, adopting, or establishing policies, regulations, and grant criteria when the policy, regulation, or grant pertains to the distribution of sufficient affordable food. The policy does not expand the obligation of the state to provide food or nutrition assistance or to require the expenditure of additional resources to develop food infrastructures. (Welfare and Institutions Code § 18700)
- 2) Establishes the University of California (UC) as a public trust to be administered by the Regents and grants the Regents full powers of organization and governance subject only to legislative control as necessary to ensure the security of funds, compliance with terms of its endowments, and the statutory requirements around competitive bidding and contracts, sales of property, and the purchase of materials, goods, and services. (California Constitution Article IX, § (9) (a))
- 3) Establishes the distinctive and differentiated mission and functions of California's public and independent segments and their respective institutions of higher education. Specifically, the UC may provide undergraduate and graduate instruction in the liberal arts and sciences and the profession, including teaching professions. The UC will have exclusive jurisdiction in public higher education

over the professions of law, medicine, dentistry, and veterinary medicine. The UC will be the primary state-supported academic agency for research. (Education Code § 66010.4, Subdivision (c))

ANALYSIS

This bill:

- 1) Encourages the UCLA in administering CHIS to expand the portion of the survey relating to food insecurity to include households with incomes at or below 400 percent of the federal poverty level.
- 2) Encourages UCLA to make available, to the extent feasible and in a manner that does not include personally identifiable information, statewide, regional, and county-level data regarding food insecurity among households with incomes at or below 400 percent of the federal poverty level through the AskCHIS reporting tool or a successor public reporting platform.
- 3) Encourages the activities described in the bill to be undertaken only to the extent that UCLA determines that sufficient resources are available and specifies that the bill is not to be construed as requiring the appropriation of state funds or creating an entitlement of state funding.
- 4) States that the Legislature finds and declares:
 - a) That food insecurity is an urgent, nutrition-related health crisis for Californians that experience it.
 - b) That the statewide health survey administered by UCLA, known as the “California Health Interview Survey,” or “CHIS,” is a critical measure of food insecurity in California.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, “The California Health Interview Survey (CHIS) fills a critical gap in understanding food insecurity and the needs of Californian families. University of California, Los Angeles (UCLA) administers this survey to 25,000 households annually, collecting data on income, demographics, health, and food insecurity that directly shapes safety net policies and resource allocation. The CHIS study, unique to California, has been a valuable supplement alongside the U.S. Department of Agriculture (USDA) Hunger Survey. Conducted annually by UCLA’s Center for Health Policy Research. CHIS also measures food security, and it is able to reach several Asian and Latine subpopulations that the USDA survey could not. It also enabled analysis of the relationships between food security and health or social conditions, as well as comparisons of counties and regions within the state.

“However, with the impacts of federal cuts to these social safety net programs and the uncertain future for CHIS funding for future years, this survey too may be in jeopardy. Without sustainable funding for this program, California may lose a

critical tool and second dataset for identifying Californians experiencing hunger. CHIS previously administered the food security screener only to California households below 200% Federal Poverty Level (FPL), approximately \$64,000 for a family of four. This cutoff excludes a substantial share of Californians living above 200% FPL yet below their county's cost-of-living threshold, which has been identified as the majority of working households. According to the Brookings Institution, 1/3 of all households that are food insecure are above the 200% FPL."

- 2) **California Health Interview Survey.** CHIS is conducted by the UCLA Center for Health Policy Research, in collaboration with the California Department of Public Health and the Department of Health Care Services and is considered to be the nation's largest state health survey and a primary source of information regarding the health and health care needs of Californians. CHIS conducts ongoing surveys of randomly selected households across all 58 counties in California, and collects information on a broad range of topics, including health status, health care access, health insurance coverage, public program participation, mental health, food insecurity, employment, income, and other demographic and health-related characteristics. The survey data are used by policymakers, researchers, state and local agencies, community organizations, and others to better understand health trends and inform policy decisions. UCLA makes CHIS data available through several public data tools, including AskCHIS, which provides statewide, regional, and county-level health statistics derived from survey responses. This bill encourages UCLA to expand the food insecurity component of CHIS to include households with incomes at or below 400 percent of the federal poverty level and, to the extent feasible, make the resulting data publicly available through AskCHIS.
- 3) **Food insecurity data collection.** According to a report published by the Center in 2025, CHIS has measured food insecurity since 2001 and has been used to evaluate which populations are most affected and how policy changes may affect food access. Current CHIS food insecurity reporting primarily focuses on low-income households, below 200 percent of the federal poverty level. This bill encourages UCLA to expand food insecurity data collection and reports to include households with incomes at or below 400 percent of the federal poverty level. Expanding the available data may provide additional information regarding food insecurity among households that may not traditionally be considered low-income but nevertheless experience challenges with food expenses due to the high cost of living in California.
- 4) **Encourages UC.** As noted in the background of this analysis, the California Constitution establishes the UC as a public trust to be administered by the Regents and grants the Regents full powers of organization and governance, subject only to limited legislative control. Consistent with UC's constitutional autonomy, this bill does not require changes to be made to the survey; rather, it encourages that changes be undertaken and only to the extent that UCLA determines that sufficient resources are available.

SUPPORT

San Francisco-Marin Food Bank (co-sponsor)
AARP
California Immigrant Policy Center
City of Emeryville
County of Santa Clara
County Welfare Directors Association of California
First 5 LA
StopWaste

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 1763 **Hearing Date:** June 17, 2026
Author: Lee
Version: February 9, 2026
Urgency: No **Fiscal:** Yes
Consultant: Therresa Austin

Subject: Pupil attendance: excused absences: religious observance.

SUMMARY

This bill requires that a student be excused from school when the absence is for the observance of a holiday or ceremony of the pupil's religion by removing the existing requirement that the student's absence be requested in writing by a parent and approved by the principal.

BACKGROUND

Existing law:

- 1) Requires a student between the ages of 6 through 18 to attend school full-time, in the school district where either parent or legal guardian resides, except as specified. (Education Code (EC) § 48200)
- 2) Clarifies that excused absences are deemed to be absences in computing average daily attendance (ADA) and shall not generate state apportionment payments. (EC § 48205)
- 3) Requires that a student be excused from school when the absence is:
 - a) For justifiable personal reasons, including, but not limited to, an attendance or appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at a religious retreat, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization, when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board of the school district;
 - b) For the purpose of serving as a member of a precinct board for an election;
 - c) For the purpose of spending time with a member of the student's immediate family who is an active duty member of the uniformed services, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position;

- d) For purposes of attending the pupil's naturalization ceremony to become a United States citizen;
- e) For purposes of participating in a cultural ceremony or event;
- f) For the purpose of a middle or high school student engaging in a civic or political event for no more than one schoolday per year, provided that the student notifies the school ahead of the absence;
- g) Due to the pupil's participation in military entrance processing;
- h) For any of the following purposes, if an immediate family member of the student, or a person that is determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family, has died, so long as the absence is not more than three days per incident:
 - i) To access services from a victim services organization or agency;
 - ii) To access grief support services; and
 - iii) To participate in safety planning or to take other actions to increase the safety of the student or an immediate family member of the student, or a person that is determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family, including, but not limited to, temporary or permanent relocation.
- i) Authorized at the discretion of a school administrator. (EC § 48205)
- 4) Specifies that absences beyond three days for the reasons described in h) above are subject to the discretion of the school administrator or their designee. (EC § 48205)
- 5) Provides that a valid excuse may include other reasons that are within the discretion of school administrators and based on the facts of the pupil's circumstances. (EC § 48260)
- 6) Clarifies each person between the ages of 6 and 18 years is subject to compulsory full-time education, and each person subject to compulsory continuation education must attend the public full-time day school or continuation school or classes and for the full time designated as the length of the schoolday by the governing board of the school district where the parent or guardian is located. (EC § 48200)
- 7) Authorizes a principal or teacher to require a satisfactory explanation from the parent or guardian of a pupil, either in person or by written note, whenever the pupil is absent a part of or all of a school day. Prohibits that requirement from

being imposed until the following day. (California Code of Regulations. Title 5, § 306)

ANALYSIS

This bill requires that a student be excused from school when the absence is for the observance of a holiday or ceremony of the pupil's religion, rather than requiring that the student's absence be requested in writing by a parent and approved by the principal.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "California is home to the most diverse population in the nation and became the first to become a "minority-majority" state in 2000. With a broad and diverse range of religious traditions and faiths, our state's schools should better accommodate excused absences for religious reasons. AB 1763 recognizes the State's rich diversity by providing students the academic credit protections for absences for religious observances of holidays and ceremonies, without being subject to different requirements than other excused absences."
- 2) ***Excused absences do not generate ADA.*** In California, school funding is primarily calculated using ADA. Each time a student is absent, that absence negatively impacts that local educational agency's (LEA's) ADA, ultimately reducing their overall funding. While each absence may be insignificant relative to overall funding levels, in the aggregate, absences impact overall funding. Under current law, all absences, whether excused or unexcused, reduce overall ADA.

Students can currently have an absence excused for the observance of a religious holiday or ceremony of the pupil's religion; however, this bill seeks to reduce the potential burdens of getting the excusal by removing the statutory requirement for those absences to be first requested by a parent or guardian and then approved by a principal or designated representative.

If a school notes that a student is absent and has not received an indication from the student or parent that the absence was for the observance of a religious holiday or ceremony, per regulation, a principal or teacher may require a satisfactory explanation from the parent or guardian of a pupil, either in person or by written note. The explanation shall not be required until the following day.

- 3) ***Unexcused Absences Trigger Truancy Provisions.*** While excused and unexcused absences may be treated the same for funding purposes, they are not treated the same for attendance purposes. A student absent from school without a valid excuse on any day or tardy for more than 30 minutes, or any combination thereof, for three days in a school year is considered a truant. After a student has been reported as a truant three or more times in one school year and after an appropriate school employee has made a conscientious effort to hold at least one meeting with the parent and the student, the student is deemed a habitual truant. When it has been determined to be a habitual truant, the student may be referred to a school attendance review board or to the county probation department.

These interventions are designed to divert students with serious attendance and behavioral problems from the juvenile justice system and to reduce the number of students who drop out of school.

- 4) **Chronic Absenteeism.** The table below represents the California Department of Education’s (CDE) absenteeism and chronic absenteeism data from the 2023-24 and 2024-25 school years (SY). The data shows significant differences amongst racial/ethnic groups, both in terms of comparing the percentages of absences designated as excused vs unexcused, and in the overall average number of absences. Even if a student has excused absences, they are considered chronically absent if they miss 10% of the days they were expected to attend school.

The table below captures absenteeism data submitted by LEAs through the California Longitudinal Pupil Achievement Data System (CALPADS):

Race/Ethnicity	Avg. Days Absent		Excused		Unexcused		Chronic Absenteeism Rate	
	2023-24 SY	2024-25 SY	2023-24 SY	2024-25 SY	2023-24 SY	2024-25 SY	2023-24 SY	2024-25 SY
African American	17.5	17.2	36.9%	36.6%	53.5%	53.6%	32.3%	31.3%
American Indian or Alaska Native	18.5	18.2	43.5%	43.4%	47.1%	45.7%	33.0%	31.6%
Asian	8.3	8.3	64.2%	62.8%	32.9%	34.1%	8.6%	8.1%
Filipino	9.0	8.7	68.5%	68.4%	27.5%	27.7%	10.0%	9.1%
Hispanic or Latino	14.1	13.7	50.1%	49.8%	43.6%	44.2%	23.6%	22.3%
Pacific Islander	16.8	16.5	46.3%	46.6%	47.7%	47.3%	32.3%	31.3%
White	9.1	11.6	59.5%	58.5%	34.0%	33.7%	15.9%	15.1%
Two or More Races	12.1	12.1	56.8%	55.3%	36.4%	37.8%	17.3%	16.5%
Not Reported	12.	12.7%	55.3%	54.0%	37.9%	39.4%	19.9%	19.4%
Statewide	13.1	12.8	52.3%	51.8%	41.4%	41.8%	20.4%	19.4%

As the table shows, California saw a modest reduction in chronic absenteeism rates between the 2023-24 and 2024-25 school years. However, the variations of chronic absenteeism rates across student groups continue to persist.

- 5) **Prior and related legislation.**

SB 350 (Ashby, Chapter 601, Statutes of 2023) extends the time permitted for an excused absence for attending a funeral from up to three days to five days for each incident, expands the authorization from a funeral of an immediate family member to include a person determined by the student’s parent to be considered immediate family, and includes accessing grief support or victim services due to

the death of an immediate family member or close associate as an additional excused absence.

AB 1503 (Lee, Chapter 846, Statutes of 2023) extends the excused absence provision for a student to attend a religious retreat from four hours or a half-day to one full day.

SB 955 (Leyva, Chapter 921, Statutes of 2022) authorizes one excused absence per year for a middle or high school student to participate in a civic or political event, provided that the student notifies the school ahead of the absence.

SB 14 (Portantino, Chapter 672, Statutes of 2021) includes, specifically, “for the benefit of the behavioral health of the student” within the “illness” category for excused absences for purposes of school attendance; and requires the CDE to identify an evidence-based and evidence-informed training program for LEAs to address youth behavioral health, including staff and student training.

AB 516 (Megan Dahle, Chapter 281, Statutes of 2021) adds participation in a cultural ceremony or event to the list of reasons that a student must be excused from school.

AB 1949 (Low, Chapter 767, Statutes of 2022) requires private employers with five or more employees and public sector employers to provide employees with at least 30 days of service up to five unpaid days of bereavement leave upon the death of a family member.

AB 1593 (Oberholte, Chapter 92, Statutes of 2016) adds a student’s attendance at his or her naturalization ceremony to become a United States citizen to the list of excused absences.

SUPPORT

Jewish California (sponsor)
30 Years After
Adat Shalom Los Angeles
ADL
Agudath Israel of California
AJC - Los Angeles
AJC - San Diego
AJC Northern California
Bay Area Center to Counter Antisemitism
Bay Area Jewish Coalition Education & Advocacy
Beverly Hills Synagogue
Board of Rabbis of Southern California
California Catholic Conference
California Jewish Democrats
California Religious Action Center of Reform Judaism
Chai Marin
Contra Costa Jewish Democrats
Democrats for Israel Los Angeles

Hadassah, the Women's Zionist of America
Hillel of San Diego
Holocaust Museum LA
Intercultural Networks Group
JCAN
JCC/Federation of San Luis Obispo
JCRC Bay Area
JCRC Santa Barbara County
JCRC, Jewish Long Beach
Jewish Center for Justice
Jewish Community Relations Council of Sacramento
Jewish Council for Public Affairs
Jewish Democratic Club of Marin
Jewish Democratic Coalition of the Bay Area
Jewish Family and Children's Services of San Francisco, the Peninsula, Marin and Sonoma Counties
Jewish Family Service LA
Jewish Family Service of San Diego
Jewish Family Service of the Desert
Jewish Family Services of Silicon Valley
Jewish Federation Bay Area
Jewish Federation Los Angeles
Jewish Federation of Greater Santa Barbara
Jewish Federation of Orange County
Jewish Federation of San Diego
Jewish Federation of the Desert
Jewish Federation of the Greater San Gabriel and Pomona Valleys
Jewish Federation of the Sacramento Region
Jewish Federation of Ventura County
Jewish Free Loan Association
Jewish Partisan Educational Foundation
Jewish Silicon Valley
JFCS East Bay
JFCS Long Beach and Orange County
National Council of Jewish Women -SF
Northern California Jewish Labor Committee
Oakland Jewish Alliance
Palo Alto Jewish Alliance
Progressive Zionists of California
SF Jews in School
Simon Wiesenthal Center
StandWithUs
The Jewish Coalition of Berkeley
Valley Beth Shalom

OPPOSITION

None received

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 1784 **Hearing Date:** June 17, 2026
Author: Pellerin
Version: April 9, 2026
Urgency: No **Fiscal:** Yes
Consultant: Michelle Nguyen

Subject: Postsecondary education: nondiscrimination: pregnancy or pregnancy-related issues.

NOTE: This bill has been referred to the Committees on Education and *Judiciary*. A “do pass” motion should include referral to the Committee on *Judiciary*.

SUMMARY

This bill expands existing law by providing parity between undergraduate and graduate students experiencing pregnancy and pregnancy-related conditions by expanding academic protections related to leave of absence policies to undergraduate students and by requiring reasonable accommodations.

BACKGROUND

Existing federal law:

- 1) Establishes Title IX, providing that, in part, “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.” (United States Code (USC) Title 20, Chapter 38, § 1681 (commonly known as Title IX))
- 2) Outlines the required response, pursuant to Title IX, of a postsecondary higher education institution when the institution is made aware of an alleged sexual harassment incident on campus, which include a requirement for a formal complaint, a grievance procedure for an investigation into whether the incident based on a standard of evidence occurred, a hearing by which advisors are provided an opportunity to cross-examine, and a method of appealing the outcome of the grievance process. (Code of Federal Regulations (CFR) Title 34, Subtitle B, Chapter 1, Part 106, Subpart D, § 106.45)
- 3) Prohibits a postsecondary institution, which receives federal financial assistance, from discriminating in its education program or activity against any student based on the student’s current, potential, or past pregnancy or related conditions. (CFR Title 34, Subtitle B, Chapter 1, Part 106, Subpart D, § 106.40)
- 4) Provides that a postsecondary institution does not engage in prohibited discrimination when it allows a student, based on pregnancy or related conditions, to voluntarily participate in a separate portion of its education program or activity,

provided the postsecondary institution ensures that the separate portion is comparable to that offered to students who are not pregnant and do not have related conditions. (CFR Title 34, Subtitle B, Chapter 1, Part 106, Subpart D, § 106.40)

- 5) Requires that a postsecondary institution not require a student who is pregnant or has related conditions to provide certification from a healthcare provider that the student is physically able to participate in the postsecondary institution's class, program, or extracurricular activity unless:
 - a) The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity.
 - b) The postsecondary institution requires such certification of all students participating in the class, program, or extracurricular activity.
 - c) The information obtained is not used as a basis for prohibited discrimination. (CFR Title 34, Subtitle B, Chapter 1, Part 106, Subpart D, § 106.40)
- 6) Requires the postsecondary institution to treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions with respect to any medical or hospital benefit, service, plan, or policy the recipient administers, operates, offers, or participates in with respect to students admitted to the postsecondary institution's education program or activity. (CFR Title 34, Subtitle B, Chapter 1, Part 106, Subpart D, § 106.40)
- 7) Requires the postsecondary institution to allow the student to voluntarily take a leave of absence from the postsecondary institution's education program or activity to cover, at minimum, the period of time deemed medically necessary by the student's licensed healthcare provider. (CFR Title 34, Subtitle B, Chapter 1, Part 106, Subpart D, § 106.40)

Existing state law:

- 1) Requires each of the following requirements apply to postsecondary educational institutions in this state:
 - a) Prohibit a postsecondary educational institution, solely due to pregnancy or pregnancy-related issues, to require a graduate student to take a leave of absence or withdraw from the graduate program, or to limit the student's graduate studies.
 - b) Requires a postsecondary educational institution to reasonably accommodate pregnant graduate students so they may complete their graduate courses of study and research, and requires that reasonable accommodation include excusing absences that are medically necessary, as required by Title IX.
 - c) Requires that a graduate student—who chooses to take a leave of absence because the graduate student is pregnant or has recently given birth—be

allowed a specified time period to prepare for and take preliminary and qualifying examinations and an extension of at least 12 months toward normative time to degree while in candidacy for a graduate degree, unless a longer extension is medically necessary.

- d) Requires that a graduate student—who is not the birth parent and who chooses to take a leave of absence because of the birth of the student’s child—be allowed a specified time period to prepare for and take preliminary and qualifying examinations and an extension of at least one month toward normative time to degree while in candidacy for a graduate degree, unless a longer period of extension is medically necessary to care for the student’s partner or their child.
 - e) Requires that an enrolled graduate student in good academic standing—who chooses to take a leave of absence because the student is pregnant or has recently given birth—return to the student program in good academic standing following a specified leave period, subject to the reasonable administrative requirements of the institution, unless there is a medical reason for a longer absence, in which case the student’s standing in the graduate program be maintained during that period of absence.
 - f) Requires that an enrolled graduate student in good academic standing—who is not the birth parent and who chooses to take a leave of absence because of the birth of the student’s child—return to the student program in good academic standing following a specified leave period, subject to the reasonable administrative requirements of the institution. (Education Code (EC) § 66281.7)
- 2) Requires that each postsecondary educational institution (1) have a written policy for graduate students on pregnancy discrimination and procedures for addressing pregnancy discrimination complaints, under federal or state law, and (2) notify pregnant and parenting students of the protections provided by Title IX through prominently posting a notice of the Title IX protections on the institution’s website. (EC) § 66281.7)
 - 3) Requires the California Community Colleges (CCCs) and the California State University (CSU), and encourages a satellite campus of the CCC or CSU systems, and encourages the University of California (UC), to provide reasonable accommodations on their respective campuses for a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. (EC § 66271.9)
 - 4) Defines “familial status” to mean one or more individuals under 18 years of age who reside with a parent or a person with care or legal custody of the individual. Stipulates the protections afforded under the definition of familial status extends to any individual who is pregnant, who is in the process of securing legal custody of any individual under 18 years of age, or who is in the process of being given care or custody of any individual under 18 years of age. (Government Code § 12955.2)

ANALYSIS

This bill:

- 1) Defines “familial status” to have the same meaning as in existing state law.
- 2) Defines “postsecondary educational institution” as a campus of the UC, the CSU, or the CCCs, or a private postsecondary educational institution or independent institution of higher education that receives state financial assistance or state student financial aid.
- 3) Aligns the policy of the state of California to afford all persons equal rights and opportunities in the postsecondary educational institutions of the state with existing law by specifying that these equal rights and opportunities are regardless of specified characteristics, including ancestry, national origin, medical condition, marital status, familial status, citizenship, and primary language.
- 4) Defines “pregnancy or pregnancy-related conditions” as including all of the following:
 - a) Pregnancy, childbirth, termination of pregnancy, or lactation.
 - b) Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation.
 - c) Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.
- 5) Specifies that “sex” includes, but is not limited to, pregnancy or pregnancy-related conditions.
- 6) Requires that a postsecondary educational institution not discriminate against a student or applicant based on the actual or potential familial status or marital status of the student or applicant, or based on the student’s or applicant’s pregnancy or pregnancy-related conditions.
- 7) Specifies that a postsecondary educational institution does not commit discrimination if it permits a student, based on pregnancy or pregnancy-related conditions, to voluntarily participate in a separate portion of an educational program or activity, if the postsecondary educational institution ensures that the separate portion is comparable to the educational program or activity offered to students who are not pregnant or do not have pregnancy-related conditions.
- 8) Prohibits a postsecondary educational institution from requiring a student, as opposed to a *graduate* student, based on the student’s pregnancy or pregnancy-related condition: a) to take a leave of absence or withdraw from an educational program or activity or an extracurricular program or activity, or b) to limit their program.

- 9) Require a postsecondary educational institution to provide reasonable accommodations to an institution's program for a student experiencing pregnancy or a pregnancy-related condition to ensure the student's equal access to the institution's educational programs and activities.
- 10) Requires that reasonable accommodations be provided in consultation with the student and meet the individual needs of the student, and requires that the specified designated employee(s) discuss with the student the reasonable accommodations that the postsecondary educational institution is prepared to provide to address the student's individual needs.
- 11) Permits that the type of accommodations that a postsecondary educational institution provides may include, but are not limited to, the following: a) breaks during class to express breast milk, breast feed, or attend to health needs associated with pregnancy or pregnancy-related conditions, b) changes in schedule or course sequences, c) time extensions for coursework and rescheduling of tests and examinations, and d) other accommodations for the student's health or safety.
- 12) Specifies that an accommodation that a postsecondary educational institution can demonstrate would fundamentally alter the nature of its education program or activity is not a reasonable accommodation.
- 13) Requires that an academic requirement that a postsecondary educational institution can demonstrate is essential to the academic integrity of a program or course being pursued by the student, or any directly related licensing requirement, be completed by the student and not be regarded as discrimination, as specified.
- 14) Allows that a student may voluntarily accept or reject any reasonable accommodation offered, as specified.
- 15) Extends academic protections for undergraduate students who are taking a leave of absence due to being pregnant or experiencing pregnancy-related conditions.
- 16) Requires a postsecondary educational institution to designate at least one employee of the institution to coordinate its efforts to comply with and carry out its responsibilities, as specified; states that the employee may be the same individual as the institution's federal Title IX coordinator; and requires that the employee(s) have adequate training on what constitutes discrimination based on the student's pregnancy or pregnancy-related conditions and the policies in place, as specified, to maintain equal access for a student experiencing pregnancy or a pregnancy-related condition.
- 17) Requires a postsecondary educational institution to require employees who are obligated to report pursuant to the institution's nondiscrimination policy, upon being directly informed by a student of the student's pregnancy or pregnancy-related condition, to do both of the following:
 - a) Inform the student of their right to receive reasonable accommodations to maintain access to the educational program.

- b) Provide the student with the contact information for the specified designated employee(s) by the postsecondary educational institution.
- 18) Requires the Board of Governors (BOG) of the CCCs, by July 1, 2027, to adopt regulations for a systemwide policy that include specified requirements and best practices for implementing the requirements, and requires the specified regulations, by September 1, 2027, be adopted by the governing board of each community college district (CCD) and serve as the specified required written policy for the CCD.
 - 19) Permits a postsecondary educational institution to seek guidance, as needed, from the Pregnant Scholar at the Center for WorkLife Law, UC College of the Law, San Francisco.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “AB 1784 updates the California Equity in Education Act to ensure that undergraduate students have the same protections and rights as their graduate student peers. These additional protections come at a crucial time for pregnant and parenting students given the Supreme Court’s decision to strike down the constitutional right to abortion and ongoing attacks to the constitutional right to birth control. Furthermore, AB 1784 codifies the best practices of the 2024 Title IX regulations in state law, ensuring that the additional protections afforded to students by these overturned federal regulations continue to be accessible to California students.”
- 2) ***Recent changes to federal Title IX regulations.*** In January 2025, a federal judge issued a nationwide order invalidating the Biden Administration’s 2024 Title IX regulations. According to the National Women’s Law Center, these 2024 Title IX regulations “had strengthened regulatory protections for students against sex-based harassment, anti-LGBTQI+ discrimination, and discrimination based on pregnancy or related conditions.” The judge’s order put the 2020 Title IX regulations back into effect.
- 3) ***Existing state and federal protections for certain students who are pregnant or have pregnancy-related conditions.*** Existing state law provides some protections for students who are pregnant or have pregnancy-related conditions. AB 2350 (Bonilla, Chapter 637, Statutes of 2014) prohibits postsecondary educational institutions from requiring a graduate student to take a leave of absence, withdraw from a graduate program, or limit their studies due to pregnancy or pregnancy-related issues. The protections provided in AB 2350 are specific to *graduate students*. Specifically, the language requires postsecondary educational institutions to reasonably accommodate pregnant graduate students, including requiring institutions to excuse absences that are medically necessary, and allows academic protections for graduate students taking a leave of absence. AB 2350 also extends a limited version of academic protections for graduate students who are not the birth parent but are taking a leave of absence due to the birth of their child.

In addition, AB 2785 (Rubio, Chapter 947, Statutes of 2018) requires the CCCs and the CSU, and encourages a satellite campus of the CCCs or CSU, and encourages the UC, to provide reasonable accommodations on their respective campuses for a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding.

When the aforementioned 2020 Title IX regulations were finalized, the new regulations provided protections for all pregnant undergraduate and graduate students, according to the Assembly Higher Education Committee's analysis on AB 1784 on April 7, 2026.

- 4) ***This bill intends to create parity between undergraduate students and graduate students who are pregnant or experiencing pregnancy-related conditions.*** This bill expands existing law by providing to undergraduate students state-level protections currently allowed for graduate students who are pregnant or experiencing pregnancy-related conditions. Pregnancy-related conditions include childbirth, termination of pregnancy, lactation, or related medical conditions. In addition, this bill provides greater specificity on reasonable accommodations, including the process for which reasonable accommodations are discussed with a student, as well as a list of potential accommodations. The reasonable accommodations are not intended to be prescriptive and to help students with their individual needs.

Finally, this bill clarifies that a reasonable accommodation cannot fundamentally alter the nature of its education program or activity. If a postsecondary educational institution can demonstrate that an academic requirement is a directly related licensing requirement or essential to the academic integrity of a program or course being pursued, it would not be considered discrimination as defined by this bill. For example, if a licensing requirement for a program requires a student has 100 hours of a certain experience within a year, the institution may accommodate extending the time it takes to reach that threshold, but the student is still required to complete all 100 hours.

- 5) ***Author's amendments to be taken as committee amendments.*** To provide additional time for the postsecondary educational institutions to implement this legislation, and to align the requirements with the 2027-28 academic year, *the author suggests amending the bill, and committee staff concurs, to:*
- *Delay the implementation of the provisions of this bill—except for the requirement that the BOG adopt regulations for a systemwide policy on the requirements of this bill—from January 1, 2027 to September 1, 2027.*
- 6) ***Related and Prior Legislation.***

AB 2785 (Rubio, Chapter 947, Statutes of 2018) requires the CCCs and the CSU, and encourages a satellite campus of the CCCs or CSU, and encourages the UC, to provide reasonable accommodations on their respective campuses for a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding.

AB 2350 (Bonilla, Chapter 637, Statutes of 2014) prohibits postsecondary education institutions from requiring a graduate student to take a leave of absence, withdraw from a graduate program, or limit his/her studies due to pregnancy or pregnancy-related issues.

SUPPORT

American Association of University Women of California
California Catholic Conference
California Commission on the Status of Women and Girls
Early Edge California
EdTrust-West
Reproductive Freedom for All

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 1845 **Hearing Date:** June 17, 2026
Author: Krell
Version: April 9, 2026
Urgency: No **Fiscal:** Yes
Consultant: Michelle Nguyen

Subject: Student safety: human trafficking.

NOTE: This bill has been referred to the Committees on Education and *Judiciary*. A “do pass” motion should include referral to the Committee on *Judiciary*.

SUMMARY

This bill establishes specific policies and procedures that postsecondary educational institutions must adopt to address incidents of human trafficking on campus, including providing training for employees of postsecondary educational institutions about human trafficking prevention and ensuring that all incidents of human trafficking are recorded and reported to law enforcement.

BACKGROUND

Existing federal law:

- 1) Requires each eligible institution receiving federal financial assistance, as defined, to collect information with respect to campus crime statistics and campus security policies of that institution, including statistics concerning the occurrence on campus of the following criminal offenses reported to campus security authorities or local police agencies: murder, sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, manslaughter, arson, and arrests or persons referred for campus disciplinary action for liquor law violations, drug-related violations, or weapons possession. This also includes crimes in which the victim is intentionally selected due to specified characteristics, domestic violence, dating violence, stalking incidents, and hazing incidents. (United States Code (USC) Title 20, Chapter 28, Subchapter IV, Part G, § 1092)
- 2) Establishes Title IX, providing that, in part, “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.” (USC Title 20, Chapter 38, § 1681 (commonly known as Title IX))
- 3) Outlines the required response, pursuant to Title IX, of a postsecondary higher education institution when the institution is made aware of an alleged sexual harassment incident on campus, which include a requirement for a formal complaint, a grievance procedure for an investigation into whether the incident based on a standard of evidence occurred, a hearing by which advisors are

provided an opportunity to cross-examine, and a method of appealing the outcome of the grievance process. (Code of Federal Regulations (CFR) Title 34, Subtitle B, Chapter 1, Part 106, Subpart D, § 106.45)

- 4) Defines sexual harassment as a form of sex discrimination and as conduct on the basis of sex that satisfies at least one of the following:
 - a) *Quid pro quo harassment*. An employee of the postsecondary education institution conditions aid, benefit, or services to a postsecondary education institution's education program or activity on the individual's participation in unwelcome sexual conduct.
 - b) *Hostile environment harassment*. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity.
 - c) *Specific offenses*. Sexual assault, dating violence, domestic violence, and stalking, as defined in the USC. (CFR, Title 34, Subtitle B, Chapter 1, Part 106, Subpart A, § 106.2)

Existing state law:

- 1) Requires that each postsecondary educational institution, as specified, receiving public funds for student financial assistance do all the following:
 - a) Require the appropriate officials at each campus to compile records of both of the following:
 - i) All occurrences reported to campus police and security, and arrests for, crimes that are committed on campus that involve violence, hate violence, theft, destruction of property, illegal drugs, or alcohol intoxication.
 - ii) All occurrences of noncriminal acts of hate violence, as defined.
 - b) Require any written record of noncriminal hate violence to include, but not be limited to, a description of the hate violence, the victim's characteristics, and the offender's characteristics, if known.
 - c) Make information concerning crimes reported pursuant to #1a to be made available within two days following the request from any student or employee of a campus, or the media, unless the information is exempt. The disclosure shall be done in a manner that does not disclose the identity of the victim without the permission of the victim.
 - d) Require the appropriate officials at each campus to prepare and make available a campus safety plan.

- e) Requires the appropriate officials at each campus to report information relating to hate violence on campus; which will be made available to the appropriate governing board and the public.
 - f) Requires any report made regarding a Part 1 violent crime, sexual assault, or hate crime received by campus security authorities to be immediately reported to appropriate local law enforcement agency for investigation. The reporting will be done in a manner that withholds the victim's identity unless the victim has consented to being identified.
 - g) Prohibits this code section from applying to institutions with less than 1,000 students or to the California Community Colleges (CCCs) unless the Legislature has made funds available for the intended purpose. (Education Code (EC) § 67380)
- 2) Requires the Trustees of the California State University (CSU), the Regents of the University of California (UC), and the governing boards of independent postsecondary institutions to adopt rules requiring their respective campuses to enter into written agreements with local law enforcement agencies to clarify the operational responsibilities for investigations of Part 1 violent crimes, sexual assaults, and hate crimes. This section is known as the Kristin Smart Campus Safety Act of 1998. (EC § 67381)
- 3) Requires the governing board of each community college district (CCD) to adopt rules requiring CCC campuses to enter into written agreements with local law enforcement agencies that clarify operational responsibilities for investigations of Part 1 violent crimes occurring on campus. Stipulates that once a governing board of a CCD adopts these specified rules requiring its campuses to update an agreement, the governing board of a CCD will be subject to the requirements of #2 instead of this section. (EC § 67381.1)
- 4) Requires a postsecondary educational institution—as defined, as a condition for participation in the Cal Grant Program, and by July 1, 2015—to adopt and implement written policies, and procedures to ensure that any report of a Part 1 violent crime, sexual assault, or hate crime received by campus authorities, that is made for the purpose of notifying the institution or law enforcement, is immediately, or as soon as practically possible, forwarded to the appropriate law enforcement agency. Maintains requirements for a victim's identity to be withheld unless the victim consents to disclosure. (EC § 67383)
- 5) States that a person who deprives or violates the personal liberty of another with the intent to obtain forced labor or services, or with the intent to effect or maintain a violation of specified sections of the Penal Code, including taking away a minor from their parent or guardian without their consent for the purpose of prostitution, is guilty of human trafficking. (Penal Code PC § 236.1)
- 6) States that a person who causes, induces, or persuades, or attempts to cause, induce, or persuade, a person who is a minor at the time of commission of the offense to engage in a commercial sex act, with the intent to effect or maintain a

violation of specified sections of the Penal Code, is guilty of human trafficking.
(Penal Code PC § 236.1)

ANALYSIS

This bill:

- 1) Requires a postsecondary institution, by July 1, 2027, to include as part of the training it provides for employees:
 - a) The definition of human trafficking, including sex trafficking and labor trafficking.
 - b) Myths and misconceptions about human trafficking.
 - c) Physical and mental signs to be aware of that may indicate that human trafficking is occurring.
 - d) Guidance on how to identify individuals who are most at risk for human trafficking.
 - e) Protocols for how to report human trafficking to campus and non-campus authorities.
- 2) Requires a postsecondary institution, by July 1, 2027, to ensure each employee annually completed the specified training.
- 3) Clarifies that a postsecondary institution is not required to provide separate training for identification of human trafficking and may include the specified training in an existing employee training required by the institution.
- 4) Specifies that an employee of a postsecondary institution failing to report human trafficking to a postsecondary institution or to local law enforcement agencies does not, by itself, result in the liability of a postsecondary institution.
- 5) Requires a postsecondary institution to post and display the specified model notice on the institution's website and in a prominent location on campus.
- 6) Requires every postsecondary institution who receives student financial aid assistance from the state to do both of the following:
 - a) Requires the appropriate officials at each postsecondary institution receiving student financial assistance to compile records on all occurrences reported to campus police, and arrests for, crimes that are committed on campus and that involve human trafficking, in addition to other crimes for which officials are already statutorily required to compile records.
 - b) Require any report made by a victim or employee of a postsecondary institution of human trafficking—in addition to other crimes already specified in statute—received by campus authorities and made by the victim for purposes of notifying the institution or law enforcement, to be immediately,

or as soon as practicably possible, disclosed to the local law enforcement agency with which the institution has a specified written agreement without identifying the victim, unless the victim consents to being identified after the victim has been informed their right to have their personally identifying information withheld.

- 7) Removes language excluding the California Community Colleges (CCCs) from disclosing and reporting specific crimes that occur on campus to the authorities and the public unless the Legislature makes funds available to the CCCs for this purpose.
- 8) Amends the Kristin Smart Campus Safety Act of 1998 to include human trafficking requirements and to include the community colleges as required postsecondary educational institutions. Specifically, requires the governing board or body of postsecondary educational institutions to adopt rules requiring each campus to enter into written agreements with local law enforcement for the operational clarity regarding the responsibilities of investigating of human trafficking on campus, in addition to other crimes. Clarifies the written agreements will designate which law enforcement agency will have operational responsibility for investigating each human trafficking incident, in addition to other crimes.
- 9) Repeals Education Code Section 67381.1 as it is no longer operationally necessary.
- 10) Requires each postsecondary institution, as a condition to receive state funds for student financial assistance, to adopt a policy concerning incidents of human trafficking that involve students, faculty, or staff. Requires the policy include all of the following:
 - a) A statement that human trafficking is a state and federal crime.
 - b) A statement that human trafficking is a violation of the student and employee code of conduct.
 - c) The physical and mental signs to be aware of that may indicate that human trafficking is occurring.
 - d) Guidance on how to identify individuals who are most at risk for human trafficking.
 - e) The protocols for how to report an incident of human trafficking to local law enforcement, the appropriate campus authorities, and the contact information for national hotlines for reports of human trafficking.
- 11) Requires each postsecondary institution, as a condition for participation in the Cal Grant Program, adopt and implement written policies and procedures to ensure that any report of human trafficking—in addition to other crimes already specified in statute—received by campus authorities and made by the victim for purposes of notifying the institution or law enforcement, is immediately, or as soon as practicably possible, forwarded to the appropriate law enforcement agency, by July 1, 2027, instead of July 1, 2015.

- 12) Defines for purpose of the entire measure “human trafficking” as a violation of section 236.1 of the Penal Code.
- 13) Makes conforming and technical amendments to provisions of the Education Code.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “In 1972, Title IX was federally enacted to prohibit sex-based discrimination, like sexual harassment or sexual violence, in any education program receiving federal funds. While human trafficking and sexual exploitation through online platforms, social networks, recruitment or coercive relationship constitute severe forms of gender-based violations under Title IX, existing law does not require the inclusion of human trafficking in campus training and protocols.”

Moreover, the author states, “Victims of human trafficking can be of any age, sex, race, ethnicity, immigration status or socioeconomic class. College students can be vulnerable to environmental risk factors such as housing instability, lack of social or familial support, or naivety to exploitive situations. Traffickers may recruit students on campus, at off campus parties, online or at local bars. A study conducted among college students on 12 Southern California campuses found that 42% of students reported having known someone who sold sex or was trafficked as a college student. ... California colleges are in a unique position to reach students who may be vulnerable to exploitation and sex trafficking due to environmental risk factors such as housing instability, lack of social or familial support, or naivety to exploitive situations. AB 1845 ensures that sexual harassment policies are updated to include human trafficking identification and prevention. Expanding existing strategies to prevent human trafficking recruitment is vital to protecting the safety of college students.”

- 2) ***Expanding the definition of human trafficking in the Education Code by including both sex trafficking and labor trafficking.*** Human trafficking is not explicitly defined as one of the sexual assault crimes included within the jurisdiction of Title IX. However, the Education Code provides that “sexual exploitation” means a person taking sexual advantage of another person for the benefit of anyone other than that person without that person’s consent, which may include “the trafficking of another person, defined in the inducement of a person to perform a commercial sex act, or labor or services, through force, fraud, or coercion”, among other acts. This definition is specific to sex trafficking, but this bill broadens the definition of human trafficking by using a definition in the Penal Code that is inclusive of both sex trafficking and labor trafficking.
- 3) ***This bill establishes specific policies and procedures for postsecondary educational institutions to address incidents of human trafficking on campus.*** This bill expands the definition of human trafficking and clarifies processes for how colleges and universities should address human trafficking, and requires postsecondary educational institutions of the following, as a condition of receiving state financial assistance:

- Ensuring that employees complete annual training on human trafficking prevention and how to report human trafficking.
 - Posting and displaying a model notice on human trafficking on the institution's website and in a prominent location on campus.
 - Compiling records of all occurrences of human trafficking reported to campus authorities, and report this information to the local law enforcement agency as well as the governing board or body of the institution.
 - Entering into written agreements with law enforcement agencies that clarify operational responsibilities for investigations of human trafficking.
 - Adopting a policy concerning incidents of human trafficking that involve students, faculty, or staff, including a statement that human trafficking is a state and federal crime and a violation of the student and employee code of conduct.
- 4) ***Author's amendments to be taken as committee amendments.*** To make a distinction between defining human trafficking for purposes of reporting a crime and how a postsecondary educational institution should define human trafficking for educational and employment purposes, *the author suggests amending the bill, and committee staff concurs, to:*
- *Replace a statement that human trafficking is a violation of the student and employee code of conduct, with a statement that a conviction of human trafficking by a criminal court is a violation of the student and employee code of conduct.*

5) ***Related and Prior Legislation.***

SB 493 (Jackson, Chapter 303, Statutes of 2020) requires postsecondary institutions to adopt rules and procedures for the prevention of sexual harassment, and adopt and post on their websites the grievance procedures to resolve complaints of sexual harassment.

SUPPORT

American Association of University Women of California (co-sponsor)
 Lieutenant Governor Eleni Kounalakis
 California Survivor Coalition (co-sponsor)
 Student Senate for California Community Colleges

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 1871 **Hearing Date:** June 17, 2026
Author: Fong
Version: February 12, 2026
Urgency: No **Fiscal:** Yes
Consultant: Ian Johnson

Subject: Pupil instruction: dual enrollment: College and Career Access Pathways partnerships.

SUMMARY

This bill changes the College and Career Access Pathways (CCAP) dual enrollment program by removing the requirement that participating students obtain a principal recommendation, requiring CCAP agreements to permit students to complete a single community college application for the duration of their participation, eliminating the existing limit of four college courses per term while retaining the 15-unit cap, and revising state reporting requirements to emphasize student outcomes.

BACKGROUND

Existing law:

- 1) Authorizes community college districts to enter into a CCAP partnership agreements with school districts, county offices of education, and charter schools to expand dual enrollment opportunities for students who may not already be college-bound or who are underrepresented in higher education. (Education Code (EC) § 76004)
- 2) Requires CCAP partnership agreements to be approved by the governing boards of participating entities and to include specified provisions related to courses offered, information sharing, facilities use, and student participation. (EC § 76004)
- 3) Requires, as part of CCAP participation protocols, parental consent and a principal recommendation, and provides that participating students need only submit one parental consent form and principal recommendation during their participation in the partnership. (EC § 76004)
- 4) Requires the Chancellor of the California Community Colleges to revise the special part-time student application process so that a student participating in a CCAP partnership may complete a single community college application for the duration of participation. (EC § 76004)
- 5) Authorizes a student participating in a CCAP partnership to enroll in up to 15 units per term if specified conditions are met, provided those units constitute no more than four community college courses per term. (EC § 76004)

- 6) Requires participating community college districts and local educational agencies to annually report specified participation and completion data to the Chancellor's Office, including enrollment, course-taking, course completion, and full-time equivalent students (FTES) information. (EC § 76004)

ANALYSIS

This bill:

- 1) Deletes the requirement that CCAP participation protocols require a student to obtain a recommendation from the principal to participate in a CCAP partnership.
- 2) Requires CCAP partnership agreements to establish protocols authorizing participating students to complete a single community college application for the duration of their attendance as a special part-time student under the CCAP partnership.
- 3) Removes the existing limitation that restricts CCAP students enrolled under the 15-unit exception to no more than four community college courses per term.
- 4) Retains the existing 15-unit maximum per term for participating students.
- 5) Revises annual reporting requirements by replacing the requirement to report the total number of community college courses taken by CCAP participants with outcome-oriented measures.
- 6) Requires annual reporting of the total number of participating students who:
 - a) Successfully complete 12 or more units of college coursework before graduation;
 - b) Complete a certificate; or
 - c) Complete the coursework required for an associate degree or an associate degree for transfer.
- 7) Requires reporting of successful course completions by instructional modality, including online and in-person coursework.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "CCAP program was established to enable high school students to take college courses at their school sites, easing logistical barriers. CCAP is an invaluable resource for high school students, setting students up for success in both their academic and professional lives. Despite the benefits of dual enrollment programs, dual enrollment participation has not been equitable for all students. According to the CCCCO, participation rates were measured at 13.9% among white students, 10.9% among Latino students, and 10.8% among the socioeconomically disadvantaged.

“AB 1871 will ensure more equitable access to dual enrollment opportunities for all students by streamlining the application process so that a student completes only one application for the duration of their attendance at a community college as a unique part-time student participating in a CCAP agreement. This will avoid confusion of the application process and remove an unnecessary hurdle that limits access to dual enrollment opportunities. To address potential bias in application approvals, this bill will also remove the requirement that the school principal approves a student’s CCAP application. Applicants from certain racial or ethnic backgrounds may be unfairly favored or discriminated against, which has led to biased outcomes in approving applications. Furthermore, this bill will eliminate the four community college courses per term limit to give students flexibility in meeting the current 15-unit cap on dual enrollment courses. By removing this restriction, students can accumulate more college credits while still in high school, easing the transition to college and reducing future tuition costs. Lastly, AB 1871 will streamline the CCAP reporting requirements so that more outcome-driven data is collected to evaluate the program effectively.”

- 2) ***Continued legislative interest in expanding dual enrollment participation.*** Over the last decade, the Legislature has made significant investments in dual enrollment as a strategy to improve college access, accelerate postsecondary attainment, and strengthen college and career pathways. Those efforts include the creation of the CCAP framework in 2015, subsequent statutory refinements, and more recent state investments through the Golden State Pathways Program and Dual Enrollment Funding Opportunity Program. Participation has grown substantially during that period, with nearly 150,000 California students participating in dual enrollment by the Class of 2024. Research consistently finds that students who participate in dual enrollment are more likely to enroll in college, accumulate postsecondary credits, and complete degrees.

This bill continues that policy trend by focusing on administrative barriers that stakeholders argue may discourage student participation without directly advancing academic goals.

- 3) ***Administrative streamlining versus local discretion.*** Several provisions of this bill seek to simplify participation in CCAP partnerships. Requiring students to repeatedly complete community college applications and obtain principal recommendations may create additional administrative steps that vary across local partnerships. The bill therefore standardizes certain participation procedures and reduces local gatekeeping requirements.

At the same time, the Committee may wish to consider whether the principal recommendation requirement serves any meaningful purpose within the CCAP framework. Existing law already requires parental consent and local partnership agreements approved by governing boards. If principal recommendations are rarely used to screen students or identify readiness concerns, their removal may have little practical effect. Conversely, if some districts rely on principal recommendations as part of local student support and advising processes, the bill would reduce local discretion in favor of a more uniform statewide approach.

- 4) ***Aligning reporting requirements with student outcomes.*** Current law primarily emphasizes participation metrics, such as enrollment levels, courses taken, and course completion rates. This bill shifts part of the reporting framework toward student outcomes, including completion of at least 12 college units, certificates, and coursework leading to associate degrees or associate degrees for transfer.

This change reflects a broader policy question regarding how the success of dual enrollment programs should be measured. While participation data remains useful for understanding access and scale, outcome measures may provide a clearer picture of whether students are progressing along meaningful postsecondary pathways. The additional data required by this bill could help policymakers evaluate not only how many students participate in CCAP partnerships, but also whether those experiences are translating into measurable academic progress before high school graduation.

- 5) ***Course limits and accelerated pathways.*** Current law allows CCAP students to enroll in up to 15 units per term but separately limits those units to no more than four college courses. Because many community college courses carry three units, the four-course restriction can effectively prevent some students from fully utilizing the 15-unit authorization.

By removing the course-count limitation while retaining the overall unit cap, the bill creates greater flexibility for students enrolled in structured pathways designed to lead to certificates, credentials, or degree completion. The change appears intended to better align statutory course limits with the Legislature's growing interest in accelerated college and career pathways that allow students to accumulate meaningful postsecondary credit while still in high school.

SUPPORT

Hispanas Organized for Political Equality (sponsor)
 Alameda County Office of Education
 Alliance for a Better Community
 Asian Americans Advancing Justice Southern California
 Associated General Contractors, California Chapters
 California Catholic Conference
 California Charter Schools Association
 California Community Colleges, Chancellor's Office
 California EDGE Coalition
 California Edge Coalition
 Campaign for College Opportunity
 Career Ladders Project
 Career Launch Path
 Children Now
 College for All Coalition
 Community College League of California
 EdTrust-West
 Faculty Association of California Community Colleges
 Future Leaders of America

Go Public Schools
Immigrants Rising
Journey House
Latino and Latina Roundtable of the San Gabriel and Pomona Valley
Los Angeles Unified School District
Los Angeles Urban Foundation
NextGen California
Prismatic Research & Strategy
Puente Learning Center
San Diego Unified School District
Small School Districts Association
Southern California College Attainment Network
Student Senate for California Community Colleges
The RP Group
UC Student Association
Young Invincibles

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2176 **Hearing Date:** June 17, 2026
Author: Fong
Version: June 8, 2026
Urgency: No **Fiscal:** Yes
Consultant: Olgalilia Ramirez

Subject: Student housing: intersegmental working group.

SUMMARY

This bill requires, by July 2027, the California State University (CSU) Chancellor to convene a working group that includes participation from representatives of the California Community Colleges (CCC) and the University of California (UC) for the purposes of developing recommendations for assessing unmet student housing demand, identifying opportunities for intersegmental student housing development, and supporting the sharing of information related to intersegmental student housing projects.

BACKGROUND

Existing law:

- 1) Establishes the CSU, under the administration of the Trustees of the CSU, the UC, under the administration of the Regents of the UC, the CCC, under the administration of the Board of Governors of the CCC, three public segments of postsecondary education in the state. (Education Code (EC) § 66010.4, et seq.)
- 2) Requires the CSU Chancellor's Office, and requests the UC Office of the President to do both of the following:
 - a) Conduct a needs assessment to determine the projected student housing needs, by campus, for the 2022–23 fiscal year to the 2026–27 fiscal year, inclusive, taking into account the projected enrollment growth and the goal of closing the degree gap; and,
 - b) Create a student housing plan, with a focus on affordable student housing, that outlines how they will meet the projected student housing needs, by campus, identified pursuant to (a) above. The student housing plan must include the specific actions to be taken for the 2022–23 fiscal year to the 2026–27 fiscal year, inclusive.

Stipulates that three years after July 1, 2022, the CSU Chancellor's Office must, and the UC Office of the President may, review and update the student housing plan described in (b) above and include the specific actions to be taken in the next five fiscal years. (EC § 66220)

Although the CCC has the largest number of students (over 2 million), existing law precludes the CCC from the provisions contained in EC Section 66220.

ANALYSIS

This bill:

- 1) Requires, by July 1, 2027, the CSU Chancellor to convene a working group to develop recommendations for assessing unmet student housing demand, identify opportunities for intersegmental student housing development, and support the sharing of best practices and technical expertise related to intersegmental student housing projects.
- 2) Requires the working group to include representatives designated by each of the following:
 - a) CSU Chancellor.
 - b) CCC Chancellor.
 - c) UC President, if they elect to participate.
 - d) The CSU statewide student organization.
 - e) The CCC statewide student organization.
 - f) The UC statewide student organization, if UC elects to participate.
- 3) Requests UC to participate in the working group and designate representatives.
- 4) Requires the working group to consult with representatives from campuses that have pursued intersegmental student housing projects and representatives from campus and system-level offices responsible for housing operations, capital planning, facilities development, and basic needs programs.
- 5) Authorizes the working group to consult with other stakeholders, including, but not limited to, local governments, housing developers, researchers, and subject matter experts.
- 6) Requires that the working group submit a report to the Legislature and the Governor by July 1, 2028, and requires that the report include all of the following:
 - a) Recommendations regarding metrics, data sources, and reporting practices that may be used to assess and determine unmet student housing demand across the state's public postsecondary educational institutions, including a framework of common indicators that may improve the consistency and comparability of assessments across segments and campuses.
 - b) An analysis of completed and proposed intersegmental student housing

projects, including factors associated with successful project delivery and factors that impeded or prevented project completion.

- c) An assessment of structural barriers to the development of intersegmental student housing, including, but not limited to, financing, governance, land use authority, and transportation access.
 - d) Identification of regions and campuses where future intersegmental student housing opportunities may exist based on enrollment trends, housing demand, geographic proximity, and other relevant factors.
 - e) Recommended best practices and implementation supports for campuses interested in pursuing intersegmental student housing development, including, as applicable, but not limited to, practices related to project planning, financing, governance structures, student eligibility, project operations, intersegmental partnerships, technical assistance needs, information-sharing mechanisms, and related state policy considerations.
- 7) States that it is the intent of the Legislature to establish an intersegmental student housing working group to coordinate efforts on developing student housing across the public higher education segments, as recommended by the specified California State Auditor report.
- 8) Sunsets the bill's provisions on January 1, 2029.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, "California's student housing crisis is affecting students across all three public higher education systems, undermining academic success and putting thousands of students at risk of housing insecurity. A recent audit by the California State Auditor found that more than half of students across the University of California, California State University, and California Community Colleges have experienced housing insecurity and that current waitlists significantly underestimate the true level of unmet demand for student housing. Despite the scale of this challenge, the state's higher education segments largely assess housing needs and plan projects independently, limiting their ability to coordinate solutions or fully understand statewide demand.

"AB 2176 codifies recommendations from the State Auditor's report by establishing an intersegmental student housing working group to bring stakeholders across all three segments together to jointly assess housing needs and identify opportunities for collaboration. By developing a coordinated analysis of systemwide, regional, and campus-level housing demand, the working group will help inform future student housing investments and identify strategies for intersegmental housing projects that allow institutions to share resources and respond more flexibly to enrollment changes. Strengthening coordination across California's public higher education systems will help the state better address student housing insecurity and ensure more students have access to safe and affordable housing while pursuing their education."

- 2) **Student housing planning efforts.** Current law requires the CSU and requests the UC to conduct student housing needs assessments and develop student housing plans that identify projected housing needs and actions necessary to meet those needs. Existing law requires those plans to be reviewed and updated every three years. These efforts focus on housing planning with individual segments. This bill seeks to identify opportunities for collaboration across the public higher education segments and develop recommendations that may inform future state housing policy, housing development decisions, and financing decisions.
- 3) **Housing needs across segments.** According to the CSU Housing Plan, CSU has expanded student housing capacity in recent years, adding approximately 2,319 beds since 2022 and currently constructing an additional 3,638 beds, largely supported through the Higher Education Student Housing Grant Program. Despite these investments, CSU projects that by Fall 2030, approximately 38,800 students will still need housing assistance. CSU estimates that roughly 14,700 housing insecure students may require subsidized affordable housing, while another 8,800 low-income students could benefit from affordable housing to improve persistence and graduation outcomes, CSU expects unmet need to decline as additional state-funded housing projects come online.

According to the UC's 2025 *Basic Needs* report, UC reports that housing affordability remains a significant challenge despite ongoing investments in basic needs programs and state support. Rising housing costs have outpaced wage growth, and campus emergency aid programs continue to face demand that exceeds available resources. UC notes that existing state basic needs funding is insufficient to address systemwide housing insecurity and that campuses often must prioritize emergency assistances while making difficult tradeoffs among basic needs programs. UC further reports that many students' receiving basic needs assistance are unable to absorb even modest unexpected expenses, underscoring the financial vulnerability of a portion of the student population.

For community college students, housing affordability remains a significant challenge. *The 2025 Real College California Basic Needs Survey* found that 58 percent of community college students experience housing insecurity and 20 percent experienced homelessness during the prior year. The CCC Chancellor's Office also publishes annual reports on student housing projects and housing stock, including projects supported through the Higher Education Student Housing Grant program.

- 4) **California State Auditor report on student housing needs.** In October 2025, the California State Auditor released its report, *California Colleges: California's Systems of Public Higher Education Could Better Address Student Housing Needs*. The audit examined how the CCC, CSU, and UC assessed student housing needs and planned for their development. The audit found that CSU, UC, and CCCs could strengthen their oversight and planning efforts to better assess unmet student housing demand and address student housing needs. Among its recommendations, the audit suggested that the Legislature consider clarifying the role of the segments' system offices in housing planning and requiring the segments to develop and implement processes to periodically

assess unmet demand for campus housing. The bill attempts to respond to issues identified in the audit by establishing a working group to develop recommendations regarding unmet demand assessments and intersegmental housing opportunities.

SUPPORT

University of California Student Association (sponsor)
Power California Action
Student Senate for California Community Colleges

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2206 **Hearing Date:** June 17, 2026
Author: Fong
Version: June 8, 2026
Urgency: No **Fiscal:** Yes
Consultant: Ian Johnson

Subject: Teacher credentialing: community college baccalaureate degrees: designated subjects career technical education teaching credential.

SUMMARY

This bill prohibits California Community Colleges (CCC) from serving as teacher preparation institutions for purposes of recommending candidates for teaching credentials, while establishing a limited pilot program authorizing certain CCCs with existing baccalaureate degree programs to offer Commission on Teacher Credentialing (CTC)-approved preparation programs for Designated Subjects Career Technical Education (CTE) credentials. The bill also clarifies how baccalaureate degrees earned through CCC baccalaureate degree programs satisfy credentialing requirements.

BACKGROUND

Existing law:

- 1) Establishes the CTC and authorizes the commission to establish standards for the issuance and renewal of credentials, certificates, and permits.
- 2) Requires applicants for most teaching credentials to possess a baccalaureate degree from a regionally accredited institution of higher education and complete an approved professional preparation program.
- 3) Authorizes CTC to approve regionally accredited institutions of higher education to recommend candidates for teaching credentials if the institution's preparation program meets commission standards.
- 4) Establishes the CCC Baccalaureate Degree Program and authorizes the Board of Governors, in consultation with California State University (CSU) and the University of California (UC), to approve up to 30 CCC baccalaureate degree programs annually, provided the programs do not duplicate existing CSU or UC degree programs.
- 5) Establishes the Designated Subjects CTE credential and generally requires candidates to demonstrate specified industry experience or a combination of industry experience and education.

ANALYSIS

This bill:

- 1) Excludes CCC Districts from the definition of an “institution of higher education” for purposes of specified credentialing statutes.
- 2) Prohibits the CTC from approving community colleges as teacher preparation institutions under the general authority applicable to regionally accredited institutions of higher education.
- 3) Establishes the CCC Designated Subjects CTE Credential Pilot Program.
- 4) Authorizes, from January 1, 2027, through January 1, 2033, the CTC to approve certain community colleges to offer preparation programs for Designated Subjects CTE credentials and recommend candidates for those credentials.
- 5) Limits pilot participation to community colleges that offered a baccalaureate degree prior to January 1, 2026, pursuant to the CCC baccalaureate degree program.
- 6) Requires credential preparation programs offered under the pilot to align with the community college’s approved baccalaureate degree major.
- 7) Requires the CTC to apply the same standards used for approval of credential preparation programs offered by other institutions of higher education.
- 8) Requires the CTC to conduct an interim evaluation of the pilot and report specified findings to the Legislature and Governor by January 1, 2032.
- 9) Prohibits a community college or community college district from offering an integrated teacher preparation program that allows candidates to complete professional preparation concurrently with subject matter preparation while earning a bachelor’s degree.
- 10) Specifies that a baccalaureate degree earned from a community college satisfies credentialing degree requirements only if it includes coursework demonstrating proficiency in basic reading, writing, and mathematics skills.
- 11) Makes related and conforming changes throughout the Teacher Credentialing Act.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “AB 2206 is a measured approach to expanding teacher preparation programs to the California Community Colleges by allowing colleges with pre-existing baccalaureate degree programs to offer a corresponding career technical education degree. This will allow the community college an opportunity to demonstrate they are able to offer quality post-baccalaureate degree programs and to assist in addressing a critical workforce

shortage. Community colleges are meant to serve their community, and this measure expands their opportunity to meet an unmet workforce need by offering career educational teacher preparation programs.”

2) ***A teacher credentialing bill with significant higher education implications.***

Although this bill amends the teacher credentialing law, the central policy question raised by the bill is broader. The policy question posed by this bill is whether CCCs should be permitted to serve as teacher preparation institutions, and if so, under what circumstances. That question involves the long-standing division of responsibilities among the state’s public higher education segments.

California’s Master Plan for Higher Education, as reflected in the Donahoe Higher Education Act, assigns distinct missions to the state’s public higher education segments. The CCCs have historically focused on lower-division instruction, transfer preparation, remedial education, and CTE. The CSU has primary responsibility for undergraduate and graduate instruction through the master’s degree, including teacher education. The UC provides undergraduate and graduate instruction and serves as the state’s primary research institution. While the Legislature has periodically authorized exceptions to these traditional roles, those exceptions have generally been explicit, limited, and accompanied by guardrails intended to avoid unnecessary duplication among the segments.

This bill should be analyzed in that context. On one hand, it reaffirms that CCCs are not generally authorized to operate teacher preparation programs. On the other hand, it creates a narrow pilot allowing certain CCCs to prepare candidates for Designated Subjects CTE credentials. The bill therefore both reinforces an existing boundary and creates a limited exception to that boundary.

3) ***History of CCC baccalaureate authority and the emergence of this issue.***

Community colleges were not historically authorized to award baccalaureate degrees. SB 850 (Block, Chapter 747, Statutes of 2014) created a limited pilot program allowing up to 15 community college districts to offer one baccalaureate degree each in workforce-oriented fields, provided those programs did not duplicate baccalaureate programs offered by CSU or UC. AB 927 (Medina, Chapter 565, Statutes of 2021) subsequently made the CCC baccalaureate degree authority permanent and authorized the Board of Governors to approve additional programs, subject to consultation with CSU, UC, and independent institutions and continued limitations on duplication.

According to the author, AB 320 (Medina, Chapter 663, Statutes of 2021) was intended to address a related credentialing issue: ensuring that baccalaureate degrees earned through CCC baccalaureate programs could satisfy the degree requirements applicable to teacher credential candidates. However, the author contends that AB 320 inadvertently amended the teacher credentialing law in a way that went beyond recognizing CCC baccalaureate degrees and instead allowed CCCs themselves to be treated as regionally accredited institutions of higher education for purposes of seeking CTC approval as teacher preparation providers.

The issue became concrete when Santa Monica College reportedly began the CTC institutional approval process with the goal of offering a teacher preparation program connected to its baccalaureate degree in Interaction Design. According to background materials provided by the author, Santa Monica College also expressed interest in using that initial approval to pursue broader educator preparation pathways, including early childhood education and potentially multiple subject credential preparation. The author views these developments as evidence that existing law may allow CCCs to enter the teacher preparation space through a statutory pathway that was not intended when AB 320 was enacted.

This bill responds by clarifying that CCCs are not institutions of higher education for purposes of the general teacher preparation approval statute, prohibiting the CTC from approving CCCs as teacher preparation institutions outside the bill's express authorization, and prohibiting CCCs from offering integrated baccalaureate/teacher preparation programs.

- 4) ***Restoring legislative control over segment expansion.*** One way to understand this bill is that it does not necessarily answer the question of whether CCCs are capable of preparing teachers. Rather, it answers the question of who should decide whether CCCs may do so. The author's position appears to be that any expansion of CCC authority into teacher preparation should occur only through explicit legislative authorization, not through an unintended interaction between credentialing statutes and the relatively new CCC baccalaureate degree authority.

This approach is consistent with how the Legislature has historically treated major deviations from segment roles. CCC baccalaureate degrees were authorized first through a limited pilot and then through permanent statutory authority. CSU doctoral degrees have similarly been authorized through specific legislation. In each instance, the Legislature made an affirmative policy decision to allow a segment to expand beyond its traditional mission, and attached conditions to preserve the basic structure of California's higher education system.

Viewed through that lens, the clarification portion of AB 2206 may be seen as an effort to preserve the Legislature's role in deciding whether and how CCCs should enter teacher preparation. Without the bill, CCCs that offer baccalaureate degrees may argue that they are already eligible to seek CTC approval to offer any type of teacher preparation program. With the bill, CCC participation in teacher preparation would be limited to the specific pilot authorized by the Legislature.

- 5) ***The pilot creates a narrow exception for CTE teacher preparation.*** While the bill generally closes the door to CCC teacher preparation programs, it simultaneously opens a narrow one for Designated Subjects CTE credentials. This reflects the unique nature of CTE credentials and the workforce mission of the CCCs.

Designated Subjects CTE credentials differ from multiple subject, single subject, and education specialist credentials. They are designed for individuals teaching

career technical, trade, or vocational courses and are grounded heavily in industry experience. Existing requirements for the preliminary Designated Subjects CTE credential do not require a baccalaureate degree. Instead, candidates generally demonstrate recent and successful work experience in the industry sector named on the credential.

Because CCCs already provide workforce education and now offer baccalaureate degrees in applied fields such as respiratory care, dental hygiene, biomanufacturing, public safety, automotive technology, and industrial automation, the author argues that CCCs may be particularly well positioned to prepare CTE teachers in areas aligned with those programs. The bill therefore authorizes a time-limited pilot under which certain CCCs may seek CTC approval to offer programs of personalized preparation for Designated Subjects CTE credentials.

The pilot is tightly constrained. It is limited to CCCs that offered a baccalaureate degree prior to January 1, 2026. The credential program must align with the CCC's approved baccalaureate degree major. The CTC must apply the same approval standards that apply to preparation programs offered by other institutions. The pilot sunsets, and the CTC must report to the Legislature and Governor on participation, cost, completion, credential issuance, retention, and workforce demand.

- 6) ***Is the pilot designed to test CCC capacity or prevent mission creep?*** The design of the pilot raises an important policy question. If the purpose of the pilot is primarily to test whether CCCs can help address CTE teacher shortages, the Committee may wish to consider whether the pilot is too narrow to generate meaningful participation. The CCC Chancellor's Office has indicated that it supports the concept of the CTE pilot but is concerned that limiting each participating CCC to a credential program aligned with its existing baccalaureate degree may substantially limit participation. From that perspective, a college with strong regional employer relationships or programmatic expertise in a CTE sector might be prevented from offering a CTE credential preparation program solely because it does not offer a baccalaureate degree in that same sector.

If, however, the purpose of the pilot is to create a narrow exception while preventing broader mission expansion, the alignment requirement makes more sense. It ensures that CCCs may prepare teachers only in fields where the Legislature has already authorized the college to offer upper-division coursework and where the college has demonstrated some level of subject-matter capacity. In that sense, the alignment requirement functions less as a workforce expansion tool and more as a guardrail against broader entry into teacher preparation.

The author may wish to clarify the principal objective of the pilot. If the goal is to produce more CTE teachers, a broader pilot may be warranted. If the goal is to cautiously test CCC participation while preserving segment boundaries, the current limitations may be appropriate.

- 7) ***Faculty qualifications and program quality.*** The bill also raises questions regarding the faculty qualifications necessary to teach teacher preparation

coursework. Faculty teaching at CSU and UC generally hold doctoral degrees, while CCC faculty teaching upper-division coursework may meet minimum qualifications through a master's degree, a related master's degree with a bachelor's degree in the discipline, or in some fields a bachelor's degree combined with professional experience. Because Designated Subjects CTE credentials are themselves grounded in industry expertise and do not require a baccalaureate degree, CCC faculty qualifications may be appropriate for this limited pilot.

However, the same conclusion may not apply to broader teacher preparation programs leading to multiple subject, single subject, or education specialist credentials. Those programs include a wider range of pedagogical, clinical, and subject-matter preparation requirements and are currently offered by institutions with long-standing educator preparation infrastructure. This distinction supports the bill's approach of allowing CCC participation only in the more limited CTE credential context, while prohibiting broader integrated or postbaccalaureate teacher preparation programs absent future legislative authorization.

- 8) ***Different stakeholders seem to view the bill through different lenses.*** The author frames this bill as a correction to an unintended statutory loophole and a measured pilot for CTE teacher preparation. From that perspective, the bill preserves the original intent of AB 320, prevents unapproved expansion of CCC authority, and allows a limited experiment in an area connected to the CCC workforce mission.

Community college stakeholders, however, may view the bill differently. From their perspective, the Legislature authorized CCC baccalaureate degrees, existing law currently appears to allow CCCs to seek CTC approval, and the bill would now remove or narrow authority that community colleges believe they already possess. They may also argue that, if the state is serious about addressing CTE teacher shortages, the pilot should give CCCs enough flexibility to participate meaningfully across the 15 CTE industry sectors.

These competing views illustrate the broader policy tension underlying the bill, as it is not simply about whether a particular credential pathway should exist. It is about whether the Legislature should preserve existing boundaries between higher education segments, authorize a limited exception for CTE teacher preparation, or allow the CCC role in educator preparation to evolve more broadly as CCC baccalaureate authority expands.

SUPPORT

Association of California School Administrators

OPPOSITION

None received

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2436	Hearing Date:	June 17, 2026
Author:	Fong		
Version:	February 20, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Michelle Nguyen		

Subject: Public postsecondary education: tuition and fees: Team USA student athletes.

SUMMARY

This bill extends indefinitely the current exemption allowing Team USA student athletes training in California in an elite level program approved by the United States Olympic and Paralympic Committee (USOPC) to receive resident classification for tuition and fee purposes, by removing the existing July 1, 2032, sunset provision.

BACKGROUND

Existing law:

- 1) States the intent of the Legislature that the public institutions of higher education apply uniform rules in determining whether a student be classified as a resident or a nonresident. (Education Code (EC) § 68000)
- 2) Requires each student enrolled or applying for admission to an institution provide the information and evidence of residence as deemed necessary by the governing board or district governing board, as appropriate, to determine their classification. (EC § 68041)
- 3) Provides that “resident” is a student who has a residence in the state for more than one year immediately preceding the residence determination date. (EC § 68017)
- 4) Provides that “resident classification” means classification as a resident, as specified, at the University of California (UC), the California State University (CSU), the California Maritime Academy, or a California community college (CCC). (EC § 68022)
- 5) Provides that “residence determination date” is a date or day established by the governing boards or district governing boards, as appropriate, for each semester, quarter, or term to determine a student’s residence. (EC § 68023)
- 6) Requires that a student classified as a nonresident pay nonresident tuition. (EC § 68050)

- 7) Allows, until July 1, 2032, Team USA student athletes training in the state in an elite level program approved by USOPC to receive resident classification for tuition and fee purposes. (EC § 68083)
- 8) Requires a Team USA student athlete to certify their participation in an Olympic or Paralympic elite level training program through supporting documentation through the USOPC verifying eligibility, and requires the student athlete to submit the supporting documentation to the campus they are attending at the UC, CSU, or CCCs. (EC § 68083)
- 9) Defines “Team USA student athlete” as any student athlete who meets the eligibility standards defined and approved by the USOPC and by the national governing body for the sport in which the athlete competes. (EC § 68083)

ANALYSIS

This bill:

- 1) Extends indefinitely the current exemption allowing Team USA student athletes training in California in an elite level program approved by the USOPC to receive resident classification for tuition and fee purposes, by removing the existing July 1, 2032, sunset provision.
- 2) Repeals a provision, which would have become operative July 1, 2032, that states that any amateur student athlete in training at the United States Olympic Training Center in the City of Chula Vista is entitled to resident classification for tuition purposes.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “California is home to multiple Olympic training locations and hosts numerous elite-level training programs, which are jointly planned by the USOPC and [national governing body]. These programs are administered by athletic experts and coaches, while ensuring athletes have access to world-class training facilities. ... California is a leading destination for elite Olympic and Paralympic training programs.”

Further, the author states that, “Removing the sunset provision will ensure that Team USA student athletes who train in California continue to have access to resident tuition classification while balancing their academic and athletic commitments. Additionally, it serves as a critical incentive for elite athletes to train and study in California, reinforcing the state’s position as a premier destination for Olympic and Paralympic development. Without long-term certainty, athletes may choose other states or countries with more stable financial pathways.”

- 2) ***Extends exemption authorized by AB 2747 (Nazarian, Chapter 972, Statutes of 2022).*** AB 2747 authorizes, until July 1, 2032, Team USA student athletes training in the state in an elite level program approved by USOPC to receive resident classification for tuition and fee purposes. According to the author’s statements about this bill at the time, the intent of AB 2747 focused more on

providing an affordable college education for Olympic athletes to transition to their post-Olympic life: “Olympic athletes have dedicated the first portion of their lives to represent their nation on the world stage, but may be left with little resources to transition after their Olympic career is complete. AB 2747 supports Team USA student athletes by helping them prepare for their post athletic career through offering them in-state tuition at the [public segments] until they reach California residency status. If Team USA student athletes who come to California to train at an Olympic level training center were able to declare California resident status for their schooling, it would make college financially viable for many of them.”

The number of students who have benefited from this is limited. Students from both the UC and CSU have received a resident tuition classification as a result of AB 2747. During the 2023-24, 2024-25, and 2025-26 academic years, there were 11, 13, and 11 students at the UC, respectively, who paid in-state tuition and fee waivers as a result of this provision. During the 2025-26 academic year, three CSU students received this benefit.

- 3) ***About the USOPC.*** Founded in 1894, the USOPC serves as both the National Olympic Committee and National Paralympic Committee for the United States. The USOPC is focused on serving America’s elite athletes, and is responsible for fielding US teams for the Olympic, Paralympic, Youth Olympic, Pan American and Parapan American Games, and serving as the steward of the Olympic and Paralympic Movement in the US. The USOPC oversees the process by which US cities bid to host the Olympic and Paralympic Games, the Youth Olympic Games, or the Pan American and Parapan American Games, and the USOPC also approves the US trials sites and procedures for the Olympic, Paralympic, Youth Olympic, Pan American, and Parapan American Games team selections.
- 4) ***Los Angeles is hosting the 2028 Summer Olympics and Paralympic Games.*** The International Olympic Committee has selected Los Angeles as the Host City of the 2028 Olympic and Paralympic Games, returning the Summer Games to the US for the first time since Atlanta in 1996. Los Angeles will be hosting the Olympics for the third time (1932, 1984, and 2028) and the Paralympics for the first time. For the 2028 Summer Olympics and Paralympic Games, Long Beach will have the second-largest footprint outside of the downtown Los Angeles hub, which will be home to the Olympic Village and over a dozen sporting events. As the Summer Olympics are set to take place in Los Angeles, it is highly anticipated that more Team USA student athletes will train in California.

This bill seeks to remove the sunset provision for this nonresident tuition exemption for these specified Team USA athletes who are attending the CSU, UC, or the CCCs. The bill’s sponsor indicates providing a more affordable college education for these Team USA athletes could be a vital part of the host city’s Olympic legacy for the 2028 Summer Olympics and Paralympic Games, and that they hope to make this exemption permanent before the start of the Olympics.

- 5) ***Resident tuition.*** Existing law dictates that the public institutions of higher education apply uniform rules in determining whether a student be classified as a resident or a nonresident, and provides that a resident is a student who has a residence in the state for more than one year immediately preceding the residence

determination date. The difference in resident and nonresident tuition for the 2026-27 academic year for the public institutions of higher education can be stark:

- a) UC tuition is \$15,588 for residents and \$54,858 for nonresidents, which means nonresidents pay roughly 3.5 times more than residents for tuition.
- b) CSU tuition is \$6,838 for residents and \$20,968 for nonresidents, which means nonresidents pay roughly 3 times more than residents for tuition, assuming a full-time course load of 30 semester units. At the CSU, all students pay a systemwide tuition fee, and nonresidents pay an additional fee per semester unit for tuition.
- c) CCC tuition is \$1,380 for residents and roughly \$9,000 to \$12,000 for nonresidents, which mean nonresidents pay roughly 6 to 8 times more than residents for tuition, assuming a full-time course load of 30 semester units. At the CCC, resident students pay \$46 per unit, and nonresident students pay roughly \$300 to \$400 per semester unit depending on which district they are enrolled.

Independent institutions of higher education do not have resident or nonresident tuition level distinctions, so the provisions of this bill would not apply to those institutions or students enrolled at those institutions.

6) ***Related and Prior Legislation.***

AB 2747 (Nazarian, Chapter 972, Statutes of 2022) authorizes, until July 1, 2032, Team USA student athletes training in the state in an elite level program approved by USOPC to receive resident classification for tuition and fee purposes.

SUPPORT

LA28 (Sponsor)
California Orthotic & Prosthetic Association

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2523	Hearing Date:	June 17, 2026
Author:	Fong		
Version:	April 23, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Olgalilia Ramirez		

Subject: Public postsecondary education: governing bodies: biography and contact information.

SUMMARY

This bill requires the California State University (CSU) and the California Community Colleges (CCC), and requests the University of California (UC), to post on their respective systemwide governing boards' internet websites specified biographical and contact information for each board member and encourages each member to consider public input when voting on a matter that comes before the board.

BACKGROUND

Existing law:

- 1) Establishes the UC as a public trust to be administered by the Regents and grants the Regents full powers of organization and governance subject only to legislative control as necessary to ensure the security of funds, compliance with terms of its endowments, and the statutory requirements around competitive bidding and contracts, sales of property, and the purchase of materials, goods, and services. (California Constitution Article IX, § (9) (a))
- 2) Stipulates that no provision of the Donahue Higher Education Act shall apply to the UC unless the UC Regents adopt the provision. (Education Code (EC) § 67400)
- 3) Establishes the CSU system, made up of 23 campuses, and bestows upon the CSU Trustees, through the Board of Trustees, the power, duties, and functions with respect to the management, administration, and control of the CSU system. (EC § 66606 and 89030 et seq.)
- 4) Establishes the CCC under the administration of the Board of Governors of the CCC, as one of the segments of public postsecondary education in this state. The CCC shall be comprised of community college districts. (EC § 70900)

ANALYSIS

This bill:

- 1) Requires the CSU and CCC and requests the UC, to post in a conspicuous location on their respective governing boards' internet websites, for each board member, their name, biography, official email address, official phone number, and official mailing address.
- 2) Encourages each CSU Trustee, UC Regent and CCC board member to consider public and stakeholder input provided regarding a matter to be presented at an open meeting of the board before voting on the matter at the open meeting.
- 3) Defines various terms for purposes of the bill.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, "AB 2523 promotes accessibility and transparency in California's public higher education system by encouraging meaningful engagement from students, faculty, and other stakeholders. This bill seeks to remove barriers that prevent individuals from communicating directly with governing board members responsible for decisions impacting the University of California, California State University, and California Community Colleges systems. AB 2523 supports more informed policymaking and helps ensure that the needs of California's higher education communities needs are reflected in the deliberation of governing boards."
- 2) **Board membership composition.** Information about board membership is publicly available on board websites, including names and biographical information. Individual contact information does not generally appear to be publicly available. This bill explicitly requires the posting of biographical information. It further requires publication of official contact information and encourages board members to consider public and stakeholder input before voting on matters before the board. Below is a summary of the composition of each board.
 - CSU Board of Trustees has 25 trustees, all of whom are full voting members. The composition of the board is outlined and prescribed by state statute. There are five ex officio members: the Governor, Lieutenant Governor, Speaker of the Assembly, State Superintendent of Public Instruction, and the Chancellor. Sixteen trustees are appointed by the governor, confirmed by the State Senate, and serve eight-year terms.
 - The Board of Governors of the CCCs was established to provide statewide leadership to California's 73 community college districts, which operate 116 community colleges. The Board has 18 voting members as specified in statute. Twelve members are appointed by the Governor, require Senate approval for six-year terms, and must include two current or former local board members. Five members are appointed by the Governor to two-year terms and include two students, two faculty members, and one classified member. The Lieutenant Governor also serves as a member of the Board.

- UC Board of Regents has 26 Regents, all of whom have a vote, as specified in the state constitution. Eighteen are appointed by the governor, confirmed by the State Senate, and serve 12 year terms. One member is a student Regent appointed by the Regents pursuant to existing law, and there are seven ex officio members: the Governor, Lieutenant Governor, Speaker of the Assembly, Superintendent of Public Instruction, president and vice president of the Alumni Associations of UC, and the UC president. In addition, two faculty members sit on the board as non-voting members.
- 3) **Director communication with governing board members.** Existing law provides opportunities for public participation in the meetings of the governing boards of public higher education through public meeting requirements. Meetings are open to the public, and opportunities for the public to address board members are provided. The author contends, however, outside public board meetings, students, faculty, and other affected stakeholders do not have accessible means or information to contact their governing board members, as these members are not required under existing law to make their contact information publicly available. This information is typically disclosed through a liaison via phone, mail, or email. This bill seeks to provide direct access to individual board members for purpose of improving public engagement beyond existing public comment and communication processes.

SUPPORT

California Faculty Association (sponsor)
American Federation of State, County and Municipal Employees, AFL-CIO
CFT – A Union of Educators & Classified Professionals, AFT, AFL-CIO
SEIU California
Teamsters California

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 1904 **Hearing Date:** June 17, 2026
Author: Gipson and Muratsuchi
Version: March 9, 2026
Urgency: No **Fiscal:** Yes
Consultant: Ian Johnson

Subject: Teachers: credentialed educator apprenticeship programs.

NOTE: This bill has been referred to the Committees on Education and *Labor, Public Employment and Retirement*. A “do pass” motion should include referral to the Committee on *Labor, Public Employment and Retirement*.

SUMMARY

This bill establishes the Credentialed Educator Apprenticeships Act and creates a framework for the approval, oversight, and operation of credentialed educator apprenticeship programs in California. The bill requires the Commission on Teacher Credentialing (CTC) and the Division of Apprenticeship Standards (DAS) to jointly oversee educator apprenticeship programs, authorizes the CTC to issue apprenticeship certificates or permits to participating educator candidates, and establishes minimum requirements for apprenticeship programs seeking state approval.

BACKGROUND

Existing law:

- 1) Declares it the policy of the state to encourage the use of apprenticeship as a form of on-the-job training and requires public agencies to make diligent efforts to establish apprenticeship programs for apprenticeable occupations.
- 2) Establishes the DAS within the Department of Industrial Relations to oversee apprenticeship programs in California.
- 3) Requires the CTC to establish standards for the issuance and renewal of teaching credentials.
- 4) Requires candidates for a preliminary multiple subject, single subject, or education specialist credential to complete a commission-approved professional preparation program.
- 5) Establishes the Teacher Residency Grant Program to support partnerships between local educational agencies (LEAs) and commission-accredited teacher preparation programs that provide year-long clinical preparation and mentoring for teacher candidates.

ANALYSIS

This bill:

- 1) Establishes the Credentialed Educator Apprenticeships Act within the Education Code.
- 2) Requires the CTC and DAS to partner in the dissemination, approval, and monitoring of credentialed educator apprenticeship programs.
- 3) Requires the CTC to communicate apprenticeship requirements to professional preparation programs, LEAs, and other prospective apprenticeship sponsors.
- 4) Requires the CTC, when reviewing educator apprenticeship program applications submitted through DAS, to verify that:
 - a) The program is operated by, or partnered with, a commission-accredited preparation program and, where applicable, an induction program in good standing.
 - b) Apprentices receive at least 300 hours of paid on-the-job training before serving as an educator of record.
 - c) Apprentices earn a bachelor's degree from a regionally accredited institution before serving as an educator of record.
 - d) Apprentices receive at least 200 hours annually of support, mentoring, and supervision meeting commission standards.
- 5) Requires the CTC to notify DAS if a preparation or induction program associated with an approved educator apprenticeship loses accreditation.
- 6) Requires the CTC to report information regarding approved educator apprenticeship programs on its website and through existing teacher preparation and accreditation reports to the Legislature.
- 7) Authorizes the CTC and DAS to enter into a memorandum of understanding governing information sharing, application review, data collection, and reporting.
- 8) Authorizes the CTC to issue apprenticeship certificates or permits to educator candidates who:
 - a) Are employed by an LEA;
 - b) Are participating in a CTC-approved educator apprenticeship program; and
 - c) Have successfully completed credentialing background check requirements.

- 9) Authorizes the CTC to adopt regulations implementing the apprenticeship certificate or permit process.
- 10) Requires applicants seeking approval of a new educator apprenticeship program, or expansion of an existing program into a new credential area or geographic region, to submit specified documentation to DAS demonstrating compliance with program requirements.
- 11) Requires DAS to submit educator apprenticeship applications to the CTC for review before approval and prohibits DAS from approving a program unless the CTC confirms that statutory requirements have been met.
- 12) Requires educator apprenticeship programs to be administered through a joint apprenticeship committee or unilateral labor-management apprenticeship committee and requires joint sponsorship where a collective bargaining agreement exists.
- 13) Clarifies that apprentices may simultaneously hold another classified position but may not perform the duties of that separate position during apprenticeship hours.
- 14) Authorizes DAS to initiate deregistration proceedings if an apprenticeship program's associated preparation or induction program loses CTC accreditation.
- 15) Authorizes the Chief of DAS, in consultation with the CTC, to adopt rules and regulations governing educator apprenticeship programs, including approval standards, program administration, evaluations, working conditions, and minimum standards.
- 16) Specifies that the act does not apply to apprenticeship programs in the education field that do not result in a credential issued by the CTC.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "AB 1904 aims to address the ongoing teacher shortage by establishing the California Teacher Residency Apprenticeship Program, a pathway that helps schools recruit and train teachers from the communities they serve. This approach can be especially impactful in high-need schools serving low-income families, many of which are located in Assembly District 65. One of the primary barriers preventing aspiring teachers from entering the profession is the high cost of obtaining a teaching credential. AB 1904 would help alleviate these financial barriers by allowing prospective teachers to earn while they learn through paid, on-the-job training and mentorship from experienced educator. Additionally, the bill would align California's existing teacher residency programs with a federal and state apprenticeship framework, enabling participating programs to leverage both federal and state funding. This approach would expand resources available to train and support future educators while strengthening long-term teacher pipelines for California's schools."

- 2) ***Continued investments in multiple educator workforce strategies.*** California continues to face staffing challenges in certain credential areas, particularly special education, bilingual education, and other hard-to-staff assignments. In response, the Legislature has invested in a variety of initiatives intended to recruit, prepare, and retain educators, including teacher residency grants, classified employee teacher credentialing programs, Golden State Teacher Grants, and other teacher pipeline efforts.

This measure represents the latest in a series of proposals intended to expand workforce-based approaches to educator preparation. Similar educator apprenticeship measures have been introduced in recent legislative sessions, reflecting ongoing interest among education, labor, and workforce-development stakeholders in creating additional pathways into the teaching profession. Unlike traditional educator preparation models, apprenticeship programs are generally structured around an “earn while you learn” framework that allows participants to receive compensation while completing training requirements. Proponents argue that such models may help address financial barriers that discourage otherwise qualified individuals from pursuing a teaching career.

- 3) ***Continued investment in teacher residency programs.*** Over the last several years, the Legislature has made teacher residency programs a central component of its educator workforce strategy. Teacher residencies are intended to provide candidates with extensive clinical practice, mentoring, and financial support while completing their preparation requirements, particularly in shortage fields such as special education, bilingual education, STEM, and transitional kindergarten.

Since 2018, the state has appropriated hundreds of millions of dollars to support teacher residency programs. Most recently, the Governor proposed an additional \$250 million one-time Proposition 98 augmentation for the Teacher Residency Grant Program, and the Senate Budget Subcommittee on Education recently approved that proposal as part of its budget package. If ultimately adopted, the augmentation would represent a substantial additional state investment in residency-based educator preparation.

These ongoing investments reflect a legislative belief that reducing financial barriers and strengthening clinical preparation can improve educator recruitment, preparation, and retention. The continued expansion of residency funding provides important context for evaluating this bill and its proposed apprenticeship framework.

- 4) ***Relationship between teacher residencies and educator apprenticeships.*** This bill raises a broader policy question regarding how educator preparation programs should be structured and funded in the future. While teacher residencies and registered apprenticeships originate from different policy arenas, education and workforce development, they share many common characteristics, including paid work-based learning, structured mentoring, and partnerships between employers and training providers.

Supporters argue that educator apprenticeships could complement existing residency programs by connecting educator preparation to California's workforce development infrastructure and potentially creating access to additional funding streams, technical assistance, and support services. Under this view, apprenticeship designation may represent less of a new preparation model and more of an opportunity to build upon and strengthen existing workforce development efforts.

As California continues to invest in teacher residency programs, policymakers may wish to consider whether educator apprenticeships should operate as a separate preparation pathway or as a complementary framework layered onto existing residency investments. The answer may have implications for how future educator workforce investments are coordinated across the state's education and workforce systems.

- 5) ***This bill is primarily about governance and infrastructure.*** Although this bill is framed as creating educator apprenticeships, it does not establish a new credential, modify credentialing standards, or alter existing requirements for becoming a teacher. Rather, the bill establishes a framework through which educator preparation programs may participate in California's apprenticeship system.

The measure formalizes a partnership between the CTC and DAS, establishes minimum requirements for educator apprenticeship programs, authorizes the issuance of apprenticeship certificates or permits, and creates a process for program approval, oversight, and monitoring. As a result, the primary policy question presented by the bill is not whether educator candidates should satisfy different preparation requirements, but whether California's educator preparation system would benefit from greater integration with the state's workforce development infrastructure.

- 6) ***Potential opportunities and tradeoffs.*** The apprenticeship model may offer several potential advantages. By creating a formal connection to California's apprenticeship infrastructure, educator preparation programs may become eligible for workforce development resources and funding opportunities that are not traditionally available through education programs alone. The model may also create additional pathways for paraprofessionals, instructional aides, and other school employees to transition into certificated positions while remaining employed.

At the same time, participation in the apprenticeship system may introduce additional administrative, reporting, governance, and labor-management requirements. LEAs, educator preparation programs, and other sponsors would need to determine whether the benefits associated with apprenticeship designation outweigh any additional compliance obligations. The extent to which educator apprenticeship programs are adopted may ultimately depend on whether sponsors view the apprenticeship framework as providing meaningful value beyond existing preparation pathways.

- 7) ***Significant implementation decisions remain ahead.*** While this bill establishes a statutory framework for educator apprenticeships, many key implementation decisions would be addressed after enactment through regulations, guidance, and agreements between the CTC and DAS. Questions regarding program approval standards, data reporting requirements, accountability measures, candidate participation, and coordination with existing preparation pathways would largely be resolved through future implementation activities.

Consequently, the long-term impact of this bill may depend less on the statutory framework itself and more on how the two agencies implement the program and whether LEAs, educator preparation programs, labor organizations, and educator candidates ultimately determine that participation provides sufficient value to justify the additional administrative structure created by the measure.

SUPPORT

Children Now (sponsor)
Alliance for Children’s Rights
Association of California School Administrators
California Association for Bilingual Education
California Charter Schools Association
California Teachers Association
EdTrust-West
Hispanas Organized for Political Equality
Legislative Action Committee - San Mateo County School Boards Association
Partnership for Children & Youth
Small School Districts Association
Western Governors University

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2524	Hearing Date:	June 17, 2026
Author:	Gipson		
Version:	June 8, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Ian Johnson		

Subject: Pupils: work permits: issuance.

SUMMARY

This bill authorizes county probation departments and county child welfare agencies to issue work permits to certain youth under the jurisdiction of the juvenile court. The bill establishes requirements governing the issuance, recognition, notification, and revocation of those work permits and authorizes educational rights holders and attorneys representing eligible youth to request work permits on behalf of those youth.

BACKGROUND

Existing law:

- 1) Expresses the intent of the Legislature that school district, charter school, and private school personnel responsible for issuing work permits possess a working knowledge of California labor laws relating to minors and are trained to provide practical career guidance.
- 2) Authorizes specified individuals to issue work permits to minors, including school district superintendents, charter school chief executive officers, county superintendents of schools, designated credentialed personnel, and principals of public and private schools.
- 3) Requires a written request from a parent, guardian, foster parent, caregiver, or residential shelter services provider before a work permit may be issued.
- 4) Authorizes school districts, charter schools, and county offices of education to designate qualified personnel to issue work permits and establishes procedures governing permit issuance and revocation.
- 5) Provides that work permit hour limitations are based upon the school calendar of the school attended by the pupil.

ANALYSIS

This bill:

- 1) States legislative intent that work permits be issued in a timely manner by county probation departments and county child welfare agencies to minors under the jurisdiction of the juvenile court.
- 2) Authorizes a county probation department to issue a work permit to a minor who is a ward of the court pursuant to Sections 601 or 602 of the Welfare and Institutions Code.
- 3) Authorizes a county child welfare agency to issue a work permit to a minor who is a dependent child of the court pursuant to Section 300 of the Welfare and Institutions Code.
- 4) Requires work permits issued by a county probation department or county child welfare agency to:
 - a) Be issued only if employment is in the best interest of the minor.
 - b) Be issued on a form containing the information otherwise required for work permits.
 - c) Be recognized by school districts, employers, and state agencies to the same extent as work permits issued by a school district.
- 5) Specifies that the bill does not limit the authority of school districts to issue work permits to pupils enrolled in schools maintained by the district.
- 6) Requires a county probation department or county child welfare agency that issues a work permit to provide written notice to the minor's school district, charter school, or private school personnel responsible for issuing work permits within 60 days.
- 7) Authorizes a school district, charter school, or private school to revoke a work permit issued by a county probation department or county child welfare agency using the same procedures applicable to permits they issue themselves.
- 8) Requires a school district, charter school, or private school that revokes such a permit to provide written notice to the issuing county probation department or county child welfare agency within 60 days.
- 9) Authorizes an educational rights holder or attorney representing an eligible youth to submit the written request required before a work permit may be issued.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "AB 2524 confronts a harsh reality: foster youth and justice-involved youth are often denied work permits due to school requirements they cannot meet because of instability, trauma, and lack of support. This leaves them vulnerable to exploitation and crime simply to survive. By allowing judicial officers to issue work permits in a youth's best interest; while tying them to educational progress or job training participation, this bill creates a

pathway to lawful employment, stability, and accountability. AB 2524 empowers youth with opportunity, reduces recidivism, and helps break cycles of poverty and exploitation.”

- 2) ***Alternative pathway for court-involved youth to obtain work permits.*** California generally relies on schools as the primary issuers of work permits for minors. While this system works for most students, youth involved in the child welfare and juvenile justice systems often experience frequent school changes, interrupted enrollment, placement instability, and uncertainty regarding who is authorized to make educational decisions on their behalf. These circumstances can create practical barriers to obtaining a work permit, even when employment may provide valuable work experience, income, and opportunities to develop independence.

This bill authorizes county probation departments and county child welfare agencies to issue work permits directly to youth under their supervision. By creating an additional pathway for permit issuance, the bill seeks to ensure that eligible youth can access employment opportunities even when school-based processes may be difficult to navigate.

- 3) ***Why probation departments and child welfare agencies?*** As amended, the bill no longer authorizes judicial officers to issue work permits. Instead, that authority is granted to county probation departments and county child welfare agencies, the public entities that are typically responsible for supervising, supporting, and coordinating services for these youth.

Because these agencies are often most familiar with a youth’s placement, educational circumstances, and case plan, the amendments may provide a more practical mechanism for issuing work permits while avoiding the need to involve juvenile courts in what is fundamentally an administrative process. The bill also requires communication between issuing agencies and schools when permits are issued or revoked.

- 4) ***Preserving the existing role of schools.*** The bill does not replace the traditional role of schools in issuing work permits. School districts, charter schools, and private schools retain their existing authority to issue permits and may revoke permits issued by county probation departments or county child welfare agencies using the same standards that apply to school-issued permits.

As a result, the bill establishes a parallel permitting pathway for a limited population of youth while preserving the existing oversight role of educational agencies.

- 5) ***Employment as part of the transition to adulthood.*** Youth involved in the foster care and juvenile justice systems often face significant challenges in transitioning successfully to adulthood. Research consistently finds lower rates of educational attainment, employment, and economic stability among these populations relative to their peers.

Part-time employment can provide youth with income, work experience, professional references, and opportunities to develop skills that support long-term self-sufficiency. This bill reflects a policy judgment that reducing administrative barriers to lawful employment may help improve outcomes for court-involved youth while maintaining existing protections governing youth employment.

SUPPORT

Parents, Educators/Teachers & Students in Action (sponsor)
Alameda County Office of Education
California Alliance of Child and Family Services
Center for Oversight and Accountability
Future Leaders California
Los Angeles County Office of Education
WestCal Academy
One Individual

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 1985	Hearing Date:	June 17, 2026
Author:	Irwin and Pacheco		
Version:	April 23, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Michelle Nguyen		

Subject: Student health: athletic coaches: mental health training.

SUMMARY

This bill requires, by July 1, 2028, and every two years thereafter, the campuses of the California State University (CSU), the California Community Colleges (CCCs), and each private postsecondary educational institution and independent institution of higher education that receives state financial assistance, and requests of the campuses of the University of California (UC), a coach of an athletic program to complete a training on student mental health, as specified, as a condition of the coach's employment or volunteer service.

BACKGROUND

Existing law:

- 1) Establishes the UC as a public trust to be administered by the Regents of the UC; and grants the Regents full powers of organization and government, subject only to such legislative control as may be necessary to insure security of its funds, compliance with the terms of its endowments, statutory requirements around competitive bidding and contracts, sales of property and the purchase of materials, goods and services. (Article IX § 9 of the California Constitution)
- 2) Establishes UC, CSU, and the CCCs as the three segments of public higher education and defines "independent institutions of higher education" as nonpublic higher education institutions that grant undergraduate degrees, graduate degrees, or both, and that are formed as nonprofit corporations in California and are accredited by an agency recognized by the United States Department of Education (USDE). For purposes of any code or statute, a national or regional accrediting agency recognized by the USDE as of January 1, 2025, shall retain that recognition until July 1, 2029, provided that the accrediting agency continues to operate in substantially the same manner as it did on January 1, 2025. (Education Code (EC) § 66010, et seq.)
- 3) Requires the governing board of each community college district (CCD), the Trustees of the CSU, the Board of Directors of the College of Law, San Francisco, and the Regents of the UC to, within existing resources, adopt and implement a rape and sexual assault education program for, and ensure maximum feasible participation of, students and student services professional staff members or

student affairs professional staff members at each of their respective campuses or other facilities. (EC § 67391)

- 4) Finds and declares that colleges should provide special sexual assault seminars for all athletic coaches and administrators and members of athletic teams, and states that these seminars should take place during a student athlete orientation program or prior to the first team meeting. (EC § 67390)

ANALYSIS

This bill:

- 1) Requires, by July 1, 2028, the CSU, the California Community Colleges Chancellor's Office (CCCCO), and each private postsecondary educational institution and independent institution of higher education that receives state financial assistance, and requests of the UC, to identify and compile a list of mental health programs that can be used to train athletic coaches.
- 2) Requires the specified trainings to cover suicide prevention education, and allows the specified trainings to cover mental health first aid education if suicide prevention education is included.
- 3) Requires, by July 1, 2028, and every two years thereafter, each campus of the CSU, each CCC, and each private postsecondary educational institution and independent institution of higher education that receives state financial assistance, and requests of the UC, a coach in an athletic program to complete a training on student mental health, as specified, as a condition of the person's employment or volunteer service.
- 4) Requires that this legislation be known, and may be cited, as Sarah Shulze's Law.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, "There is currently no standard in state law that requires athletic coaches at college and universities to be trained on mental health awareness and best practices for their student-athletes. Without a state standard, individual institutions and campuses are left to create their own standards if they voluntarily train coaches on mental health. This leaves room for potentially no standard at all, inconsistent implementation if there is a policy, and generally a lack of oversight from the state to ensure coaches are receiving training on the most up-to-date and evidence-based best practices."
- 2) ***Slate of bills from 2025-26 Regular Session promoting wellness and improved mental health for pupil athletes.*** This bill, along with AB 1626 (Gabriel, 2026) and AB 1665 (Pacheco, 2026), recognizes the unique role that athletic coaches have in young athletes' lives and aims to equip coaches with the tools and the understanding so that they can appropriately respond and provide support to young men and women during an age when this support is critical. This bill aims to provide mental health training for athletic coaches at the collegiate level, and AB 1626 (Gabriel, 2026) and AB 1665 (Pacheco, 2026) address

providing mental health training for athletic coaches in K-12 schools and youth organizations.

3) ***Mental health challenges on college campuses and for college athletes.***

Historical data suggests the prevalence of mental health issues among college students nationally has increased over the long term. More recent data suggests the COVID-19 pandemic exacerbated this trend. Since the onset of the pandemic, several studies have found further increases in a variety of student mental health issues. For example, a 2024-25 study from the Healthy Minds Network, which is a research organization focused on the mental health of young adults, reports that college students continue to report poor mental health, with more than one in three students saying they experience moderate anxiety or depression. Data from the most recent survey found that only 36% of college students are thriving, reporting high levels of success in relationships, self-esteem, purpose and optimism, down slightly from 38% the previous year.

For college athletes in particular, the pressures of balancing their academics and the time spent traveling, practicing, and competing in competitions are draining and leave many student athletes overwhelmed. Moreover, with more colleges moving into conferences that are not geographically close to the campuses, college athletes are traveling farther than ever as part of their regular season. This bill requires training on student mental health for athletic coaches, with the intent for coaches to be equipped to recognize signs of mental illness and behavioral distress in students participating in athletic programs. The UC has indicated that they already mandate their athletic coaches to take the trainings required by this bill.

4) ***Author's amendments to be taken as committee amendments.*** To simplify the bill and clarify the coaches who are required to take the specified trainings on student mental health, *the author suggests amending the bill, and committee staff concurs, with the following:*

- *Remove the requirement for institutions to compile a list of trainings.*
- *Explicitly requires that assistant coaches and athletic trainers complete trainings on student mental health.*
- *Adds that the training required by this bill may be provided by entities offering free, online, or other types of training courses.*

5) ***Related and Prior Legislation.***

AB 1626 (Gabriel, 2026) would establish training content areas, related to behavioral and mental health challenges specific to pupil athletes, to be used for trainings for coaches of interscholastic athletic programs, non-interscholastic athletic programs, and youth sports organizations. This bill requires the CDE, by September 1, 2027, to identify an existing training or develop a model youth athletics behavioral and mental health training, as specified, for coaches in youth sports organizations.

AB 1665 (Pacheco, 2026) would require, commencing July 1, 2027: (1) a coach for an interscholastic athletic program at a high school that is a member of the California Interscholastic Federation to complete an initial training, and subsequent training every two years, on a coaching education and training program on mental health, and (2) that a local educational agency (LEA) ensure a coach of a non-interscholastic athletic program complete an initial training, and subsequent training every two years, covering sudden cardiac arrest and youth athletics behavioral and mental health, if the LEA chooses to offer a non-interscholastic athletic program.

SUPPORT

California Alliance of Caregivers
California Behavioral Health Association
National Alliance on Mental Illness
University of California

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2298 **Hearing Date:** June 17, 2026
Author: Irwin
Version: March 19, 2026
Urgency: No **Fiscal:** Yes
Consultant: Therresa Austin

Subject: Pupil instruction: computer science: content standards and instructional materials.

SUMMARY

This bill requires the Instructional Quality Commission (IQC) to consider incorporating content on cybersecurity skills during its next revision of the Computer Science Content Standards and the evaluation criteria for adopted instructional materials in computer science after January 1, 2027.

BACKGROUND

Existing law:

- 1) Requires, on or before July 31, 2019, the IQC to consider developing and recommending to the State Board of Education (SBE) computer science content standards for kindergarten (K) and grades 1 to 12, inclusive, as specified. States that the computer science content standards may be used by school districts to develop computer science programs and course assessments but are not mandatory. (Education Code (EC) § 60605.4)
- 2) Requires the SBE to adopt at least five instructional materials for grades K-8 in the following subjects:
 - a) Language arts;
 - b) Mathematics;
 - c) Science;
 - d) Social science;
 - e) Bilingual or bicultural subjects; and
 - f) Any other subject, discipline, or interdisciplinary areas for which the SBE determines the adoption of instructional materials to be necessary or desirable. (EC § 60200)
- 3) Establishes procedures for the adoption of instructional materials for grades K-8 by the SBE. (EC § 60200)

- 4) Authorizes a process for conducting a follow-up adoption of instructional materials, and defines it as one other than the primary adoption. (EC § 60227)
- 5) Authorizes local educational agencies (LEAs) to use instructional materials that are aligned with state adopted academic content standards, including instructional materials that have not been adopted by the SBE. (EC § 60210)
- 6) Requires that if an LEA chooses to use instructional materials that have not been adopted by the SBE, the LEA shall ensure that a majority of the participants of any review process it conducts are classroom teachers who are assigned to the subject area or grade level of the materials. (EC § 60210)

ANALYSIS

This bill:

- 1) Requires the IQC, during the next revision of the computer science content standards occurring after January 1, 2027, to consider incorporating cybersecurity skills content.
- 2) Requires the IQC, during the next SBE adoption of instructional materials adoption occurring after January 1, 2027, to consider including cybersecurity skills in its criteria for evaluating instructional materials.
- 3) Defines “cybersecurity skills” to mean techniques to protect information and devices by preventing, detecting, and responding to attacks by threat actors.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “Recent years have seen a stark increase in the number and sophistication of cyber threats posed to the students in our state, underscoring the need for modernized cybersecurity education. Existing computer science content standards, last updated in 2018, include cybersecurity content, but they focus primarily on protecting information rather than identifying and preventing threats. While this foundation has value, it reflects an outdated generation of cyber risks.

“Since 2018, cyberattacks have grown increasingly complex, particularly with the growth of artificial intelligence, enabling more advanced phishing schemes, social engineering, and automated attacks. As a result, our existing standards no longer align with the current cyber threat landscape. Modern cybersecurity education standards must emphasize the skills needed to identify, prevent, and respond to these increasingly sophisticated attacks.

“AB 2298 addresses this gap by requiring the Instructional Quality Commission to consider including updated, more robust cybersecurity skills content focused on identifying and responding to threats into the state’s computer science standards. This will ensure that, as cyber threats continue to evolve, students are equipped

with the knowledge and skills needed to protect themselves and respond effectively to the modern cyber threats they face today.”

- 2) ***Computer Science Standards for California Public Schools: Kindergarten through Grade Twelve.*** In September 2018, the SBE adopted the California Computer Science Standards based on the revised International Computer Science Teachers Association standards, which align with the national K–12 Computer Science Framework.

The standards include five core concept areas which are each coupled with seven core practices. Each core concept provides foundational knowledge on key ideas, which build upon each other as students progress through grade spans. Core practices help demonstrate ways in which students actively engage in computer science learning experiences that build conceptual knowledge. The computer science core concepts include:

- a) Computing Systems
- b) Networks and the Internet
- c) Data and Analysis
- d) Algorithms and Programming
- e) Impacts of Computing

The computer science core practices include:

- a) Fostering an Inclusive Computing Culture
- b) Collaborating Around Computing
- c) Recognizing and Defining Computational Problems
- d) Developing and Using Abstractions
- e) Creating Computational Artifacts
- f) Testing and Refining Computational Artifacts
- g) Communicating About Computing

- 3) ***Cybersecurity in the Computer Science Standards.*** This bill requires the IQC, during its next revision of the Computer Science Standards, to consider incorporating content on cybersecurity skills. Currently, cybersecurity content is featured across all grade spans in the Computer Science Standards as a subconcept under the *Networks and the Internet* (NI) core concept. Examples within the standards include, but are not limited to, the following:

Kindergarten through Grade 2

Standard: K-2.NI.5 - Explain why people use passwords.

Descriptive Statement: Passwords protect information from unwanted use by others. When creating passwords, people often use patterns of familiar numbers and text to more easily remember their passwords. However, this may make the passwords weaker. Knowledge about the importance of passwords is an essential first step in learning about cybersecurity. Students explain that strong passwords are needed to protect devices and information from unwanted use. For example, students could play a game of guessing a three-character code. In one version of the game, the characters are only numbers. In the second version, characters are numbers or letters. Students describe why it would take longer to guess the correct code in the second case. Alternatively, students could engage in a collaborative discussion regarding passwords and their importance. Students may follow up the discussion by exploring strong password components (combination of letters, numbers, and characters), creating their own passwords, and writing opinion pieces indicating reasons their passwords are strong.

Grades 3 through 5

Standard: 3-5.NI.5 - Describe physical and digital security measures for protecting personal information.

- Descriptive Statement: Personal information can be protected physically and digitally. Cybersecurity is the protection from unauthorized use of electronic data, or the measures taken to achieve this. Students identify what personal information is and the reasons for protecting it. Students describe physical and digital approaches for protecting personal information, such as using strong passwords and biometric scanners. For example, students could engage in a collaborative discussion orally or in writing regarding topics that relate to personal cybersecurity issues. Discussion topics could be based on current events related to cybersecurity or topics that are applicable to students, such as the necessity of backing up data to guard against loss, how to create strong passwords, and the importance of not sharing passwords, or why we should keep operating systems updated and use anti-virus software to protect data and systems. Students could also discuss physical measures that can be used to protect data, including biometric scanners, locked doors, and physical backups.

Grades 9 through 12

Standard: 9-12.NI.6 - Compare and contrast security measures to address various security threats.

Descriptive Statement: Network security depends on a combination of hardware, software, and practices that control access to data and systems. The needs of users and the sensitivity of data determine the

level of security implemented. Potential security problems, such as denial-of-service attacks, ransomware, viruses, worms, spyware, and phishing, present threats to sensitive data. Students compare and contrast different types of security measures based on factors such as efficiency, feasibility, ethical impacts, usability, and security. For example, students could review case studies or current events in which governments or organizations experienced data leaks or data loss as a result of these types of attacks. Students could provide an analysis of actual security measures taken compared to other security measures which may have led to different outcomes. Alternatively, students might discuss computer security policies in place at the local level that present a tradeoff between usability and security, such as a web filter that prevents access to many educational sites but keeps the campus network safe.

- 4) ***Computer Science Strategic Implementation Plan (CSSIP)***. In 2016, the Legislature passed AB 2329 (Bonilla, Chapter 693, Statutes of 2016), requiring the SBE to create the CSSIP that addresses the following topics:
- a) Broadening the pool of teachers to teach computer science.
 - b) Defining computer science education principles that meet the needs of pupils in kindergarten and grades one to twelve, inclusive.
 - c) Ensuring that all pupils have access to quality computer science courses.

The development of the CSSIP was a multi-step process that involved 23 panel members, comprising teachers, administrators, faculty from institutions of higher education (IHEs), a public school student, representatives from private industry, a parent organization, the California Commission on Teacher Credentialing (CTC), and the IQC. Members were selected based on their expertise and leadership in computer science education, experience in standards-based interdisciplinary and differentiated instruction for diverse student populations, and previous committee experience.

The final CSSIP includes activities and recommendations organized into three sections: Equity and Access, Supporting Educators to Teach Computer Science, and Expanding Computer Science Course Offerings. Each section provides the following:

- a) A brief overview of the topic, its current status, and why it is important;
- b) A description of state activities, both those that the state plans to implement right away and those that should be considered pending funding; and
- c) Expert suggestions and guidance for schools, districts, county offices of education (COEs), community and business partners, and other entities to consider as they work to improve computer science education for the students in their local schools and communities.

- 5) **The IQC and the SBE.** The Legislature has vested the IQC and the SBE with the authority to develop and adopt state content standards, curriculum frameworks, and instructional materials. The content standards describe the knowledge, concepts, and skills that educators and professionals in the field expect students to know at each grade level. Curriculum frameworks provide a guidance for implementing the content standards by describing the scope and sequence of knowledge and the skills that all students are expected to master.

The IQC develops curriculum frameworks through a process involving practitioners and experts who have an in-depth understanding of curriculum and instruction, including the full scope and sequence of the curriculum in each subject and at each grade level, constraints on instructional time and resources, and the relationship of curriculum to state assessments and other measures of student progress. Changes are frequently made in response to public comment. The frameworks are then adopted by the SBE in a public meeting.

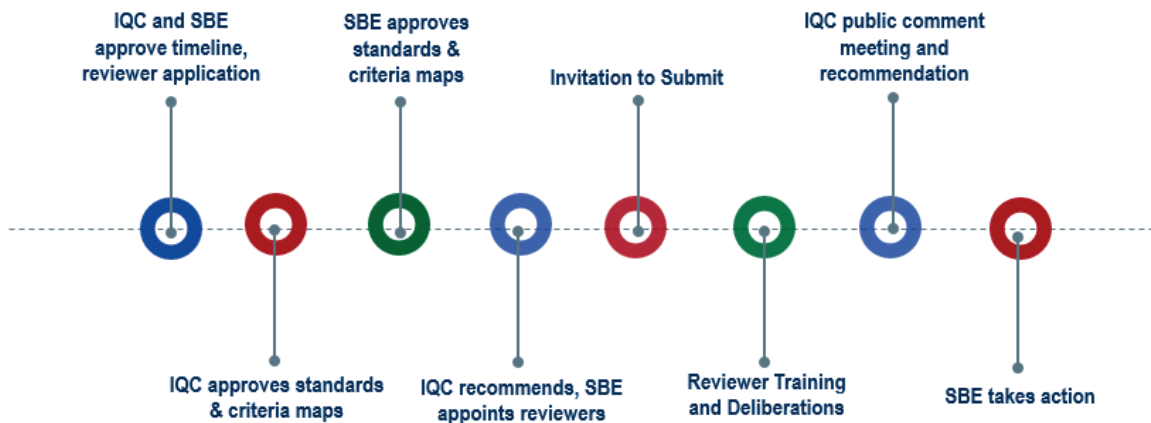
The resulting curriculum framework is intended to serve as a guidance document for educators and administrators on how to plan for and provide quality, skills-based, standards-aligned instruction on the various content areas.

- 6) **Instructional Materials Adoption Process.** State law requires the IQC to recommend and the SBE to adopt instructional materials for grades K-8 in the curriculum areas of English language arts/English language development, mathematics, science, history–social science, visual and performing arts, health, and world languages.

Each new instructional materials adoption process is typically initiated after adopting a new or revised curriculum framework—each of which contains a chapter describing the criteria for evaluation of instructional materials.

According to CDE, the instructional materials adoption process (summarized in the sample timeline below) takes place over a period of approximately two years.

Sample Instructional Materials Adoption Timeline with Key Milestones



Once adopted by the SBE, school district governing boards and charter schools may adopt the instructional materials or separately adopt materials that have not been adopted by the SBE but have been reviewed to be in alignment with the state SBE adopted content standards and curricular frameworks.

This bill requires the IQC, the next time the instructional materials in computer science are adopted by SBE after January 1, 2027, to consider including cybersecurity skills in its criteria for evaluating instructional materials. Notably, while the SBE adopted inaugural computer science content standards in 2018, it has never adopted instructional materials for computer science in the years that followed. Instead, the CDE maintains a computer science resource page that lists classroom-based resources to support computer science instruction that are based on recommendations from the Computer Science Strategic Implementation Plan Panel.

- 7) ***The Curriculum Guidance Study and future of curriculum development and adoption.*** The 2025-26 budget, through AB 121 (Committee on Budget, Chapter 8, Statutes of 2025), included \$1 million for a Curriculum Guidance Study to evaluate the processes by which other states develop curriculum guidance, and to make recommendations about how to improve and streamline California's processes across all content areas. The report is required to include, among other topics:
- a) The roles and responsibilities of the CDE, the IQC, the SBE, the Legislature, LEAs, educators, parents and guardians, and the public; and
 - b) The processes and cycles for developing, revising, and adopting content standards, curriculum frameworks, and other instructional guidance, and how available instructional time in elementary and secondary schools is considered.

This report is to be completed by January 1, 2027.

- 8) ***Prior and related legislation.***

AB 2097 (Berman, 2024) would have established a voluntary California Computer Science Demonstration Project and a corresponding California Computer Science Demonstration Project Working Group for the purposes of expanding computer science course access to eligible public high schools and collect data on computer science course enrollment. *AB 2097 was held in the Senate Appropriations Committee.*

AB 1054 (Berman, 2023) would have required LEAs and charter schools maintaining any of grades 9 to 12 to adopt a plan to offer at least one course in computer science education beginning in the 2025-26 school year, as specified. *AB 1054 was held in the Senate Appropriations Committee.*

AB 1251 (Luz Rivas, Chapter 834, Statutes of 2023) establishes a workgroup to determine which single subject credentials should authorize the teaching of computer science, and to report recommendations to the Legislature.

AB 130 (Committee on Budget, Chapter 44, Statutes of 2021) established the Computer Science Supplementary Authorization Incentive Grant Program for the purpose of providing one-time grants to LEAs to support the preparation of credentialed teachers to earn a supplementary authorization in computer science and provide instruction in computer science coursework.

AB 128 (Ting, Chapter 21, Statutes of 2021) appropriated \$5 million on a one-time basis to establish the Educator Workforce Investment Grant: Computer Science, and required the CDE to select an institution of higher education or nonprofit organizations to provide professional learning for teachers and paraprofessionals statewide in strategies for providing high-quality instruction and computer science learning experiences aligned to the computer science content standards.

AB 2274 (Berman, 2020) would have required the CDE to annually compile and post on its website a report on computer science courses, course enrollment, and teachers of computer science courses, for the 2019-20 school year and each subsequent school year. *AB 2274 was held in the Assembly Education Committee.*

AB 20 (Berman, 2020) would have established a Computer Science Coordinator position at the CDE. *AB 20 was held in the Assembly Appropriations Committee.*

AB 52 (Berman, 2019) would have required the CSSIP to be regularly updated. *AB 52 was held in the Assembly Appropriations Committee.*

AB 2329 (Bonilla, Chapter 693, Statutes of 2016) requires the SPI to convene a computer science strategic implementation advisory panel to develop recommendations for the CSSIP.

SUPPORT

Alameda County Office of Education
Business Software Alliance
California Chamber of Commerce
California Teachers Association
Computer & Communications Industry Association
Electronic Frontier Foundation
Mastercard
Silicon Valley Leadership Group
Software & Information Industry Association
TechNet

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2003	Hearing Date:	June 17, 2026
Author:	Berman		
Version:	May 18, 2026		
Urgency:	Yes	Fiscal:	Yes
Consultant:	Therresa Austin		

Subject: Pupil health: suicide prevention.

SUMMARY

This bill, an urgency measure, recasts and revises existing requirements for the California Department of Education (CDE) to identify suicide prevention trainings to instead require the Behavioral Health Services Oversight and Accountability Commission (BHSOAC) to develop evidence-based online training to train specified school staff, pupils, parents and guardians, and caregivers. The bill also requires local educational agencies (LEAs) that elect to conduct suicide risk screenings to annually report specified information to the CDE.

BACKGROUND

Existing law:

- 1) Requires the governing board or body of an LEA that serves pupils in grades 7 to 12, inclusive, before the beginning of the 2017-18 school year, adopt, a policy on pupil suicide prevention in grades 7 to 12, inclusive. Requires that the policy be developed in consultation with school and community stakeholders, school-employed mental health professionals, and a suicide prevention expert, and at a minimum, address procedures related to suicide prevention, intervention, and postvention. (Education Code (EC) § 215)
- 2) Requires that the policies specifically address the needs of high-risk groups, including youth bereaved by suicide, youth with disabilities, mental illness, or substance use disorders, youth experiencing homelessness or in out-of-home settings, students in foster care, and lesbian, gay, bisexual, transgender, or questioning youth. (EC § 215)
- 3) Requires the CDE to identify one or more evidence-based online training programs that an LEA can use to train school staff and pupils as part of the LEA's policy on pupil suicide prevention. (EC § 216)
- 4) Requires the CDE to provide a grant to a county office of education (COE), upon application by the COE, for it to acquire a training program identified by the CDE and disseminate that training program to LEAs. (EC § 216)
- 5) Requires the COE to make the training program available to LEAs at no cost. (EC § 216)

ANALYSIS

This bill recasts and revises existing requirements for CDE to identify suicide prevention trainings to instead require the BHSOAC to develop evidence-based online training to train specified school staff, pupils, parents and guardians, and caregivers. Specifically, the bill:

- 1) Requires the BHSOAC, in consultation with the CDE, the State Department of Public Health (CDPH), to develop an evidence-based online training program that is accessible, free of charge, and available statewide to train school staff serving pupils in kindergarten or in any grades 1 to 12, inclusive, pupils who are 13 years of age or older, and parents, guardians, or caregivers of pupils in kindergarten or in any of grades 1 to 12, inclusive, as part of the LEA's policy on pupil suicide prevention, as specified.
- 2) Requires the BHSOAC, in developing an online training program, to ensure the following:
 - a) The program is evidence-based, trauma-informed, and culturally and linguistically competent.
 - b) The training program is consistent with the model pupil suicide prevention policy developed by the CDE, as specified.
 - c) The training program addresses the needs of high-risk groups, as specified.
 - d) The training program can track aggregate, statewide usage.
 - e) The training program can assess trainee knowledge before and after training is provided in order to measure training outcomes.
- 3) Requires an LEA that conducts suicide risk screenings, including as provided under school-linked behavioral health programs, or the LEA's policy on pupil suicide prevention, to report to the CDE, on or before June 30, 2027, and June 30 annually thereafter, the number of pupils screened, and which screening instruments were used, for the reporting year. Specifies that this provision shall not be construed to require an LEA to conduct suicide risk screenings.
- 4) Requires the LEA, in collecting and reporting data, to ensure that data is reported in a deidentified, aggregate data form on its internet website to inform policy and program development.
- 5) Makes this bill an urgency statute to ensure that the training referenced in #1 above is developed expeditiously for use by LEAs as part of their suicide prevention efforts.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “Too many communities across California have been devastated by youth suicides, including my hometown of Palo Alto. We must do everything we possibly can to prevent these tragedies. AB 2003 responds to the ongoing youth mental health crisis by developing and providing a free, evidence based, online suicide prevention training program for all students 13 and older, K-12 school staff, and parents. Specifically, this bill would require the Behavioral Health Services Oversight and Accountability Commission, in consultation with the California Department of Education and the California Department of Public Health, to develop a permanent suicide prevention training program available statewide. Suicide is preventable, and this training is essential to give Californians the knowledge, tools, and resources to know what to look for and feel confident in supporting youth in their life who need help.

“AB 2003 would also compile suicide risk screening data statewide. If schools conduct suicide risk screenings, those schools would share the total number of students they screen annually, and the type of screening they use with the California Department of Education. This could help inform policy, prevention planning and strategies, and support. In total, AB 2003 would provide free access to life-saving training and the essential data needed to combat the ongoing youth mental health crisis.”

- 2) ***The youth mental health crisis.*** According to the Center for Disease Control and Prevention (CDC), in 2024, suicide was the second leading cause of death for youth and young adults ages 10–24 years, accounting for 6,402 deaths. In its 2023 Youth Risk Behavior Survey, the CDC also highlighted the following:
- 39.7% of high school students experienced persistent feelings of sadness and hopelessness, 28.5% experienced poor mental health, 20.4% seriously considered attempting suicide, 9.5% attempted suicide, and 2% made a suicide attempt that resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse.
 - The prevalence among female students was higher than among male students for persistent feelings of sadness or hopelessness (52.6% versus 27.7%), poor mental health (38.8% versus 18.8%), seriously considered attempting suicide (27.1% versus 14.1%), and attempted suicide (12.6% versus 6.4%).
 - The prevalence among LGBTQ+ students was higher than among heterosexual students for persistent feelings of sadness or hopelessness (65.7% versus 31.4%), poor mental health (53.5% versus 21.5%), seriously considered attempting suicide (41.0% versus 13.0%), and attempted suicide (19.7% versus 6.0%).
 - The prevalence of attempted suicide was higher among students in 9th grade compared with students in 12th grade (10.4% versus 8.0%).

- 3) ***Behavioral Health Services Oversight and Accountability Commission.*** This bill requires the BHSOAC to consult with the CDE and the CDPH to develop evidence-based online suicide prevention training for school staff, pupils age 13 and older, parents and guardians, and caregivers. The BHSOAC was first established in 2004 through Proposition 63 to oversee the implementation of the Mental Health Services Act. With the 2024 passage of Proposition 1, the Behavioral Health Services Act, the BHSOAC now serves as a diverse 27-member body that works with community members, people with lived experience, family members, and representatives from all levels of government to collect, analyze, and share spending and efficacy data on local programs, distributes grants, spread best practices, conduct research, and engage experts to develop policy proposals that improve positive behavioral health outcomes.
- 4) ***Building upon prior training efforts.*** In 2018, the Legislature passed AB 1808 (Committee on Budget, Chapter 32, Statutes of 2018), requiring the CDE to identify an evidence-based online suicide prevention training program for students and school staff that was consistent with an LEA's suicide prevention policy. To execute this, the bill also required the CDE to select a lead COE that would then acquire a statewide license for this training and disseminate the training program. The CDE selected LivingWorks Start as the online training program and the San Diego County Office of Education (SDCOE) as the lead COE to make this online training available, at no cost, to LEAs so they may voluntarily use it as part of their youth suicide prevention policy.

LivingWorks Start notes that of 20,441 middle and high school staff and students who completed the LivingWorks Start online suicide prevention training:

- 98% of staff feel confident helping someone at risk;
- 95% of students feel confident helping others;
- 96% of students know how to use resources if they're struggling; and
- 25% of staff and 35% of students report having someone in mind with whom to use their new skills.

In 2024, the statewide license for the LivingWorks Start suicide prevention training expired, making the training no longer available. However, the SDCOE still maintains a resource page featuring its Policy to Practice: Suicide Intervention Toolkit and various links to supports for students, parents, districts, and schools.

This bill requires the BHSOAC to develop its own evidence-based online suicide prevention training for students aged 13 and older, school staff serving all grade levels, including teachers, counselors, and administrators, as well as parents, guardians, and caregivers. Notably, this will be the first time the training will also be inclusive of elementary school staff.

- 5) ***Suicide screenings data.*** This bill would require an LEA that conducts suicide risk screenings to annually report to the CDE on the number of students screened and the screening instrument used. According to the BHSOAC, many schools voluntarily conduct suicide risk screenings but lack unified standards for collecting or reporting data. They note that without statewide aggregation of the number of pupils screened and the screening tool used, California cannot understand the full picture of what is happening across the state, leading to fragmented practices and missed opportunities for early intervention.

The BHSOAC currently provides an online Suicide Risk Screening in Schools training for designated school staff to learn about best practices in school-based screening for suicide risk and how to respond effectively to keep students safe.

- 6) ***BHSOAC has already approved funding to develop the training.*** During its January 2026 meeting, the members of the BHSOAC voted to approve \$1.5 million of Behavioral Health Student Services Act administrative funds to develop the suicide prevention training. The BHSOAC intends to develop 3 to 6 trauma-informed, culturally relevant, and developmentally appropriate training modules designed for teachers/staff, parents, and students, then work with state and local agencies to support the dissemination of those training modules.

An urgency clause was added to this bill in the Assembly Education Committee to ensure that the training could be developed expeditiously.

- 7) ***Prior and related legislation.***

SB 1318 (Wahab, Chapter 645, Statutes of 2024) requires the CDE, by July 1, 2026, to update the model suicide prevention policy to address crisis intervention protocols, and requires LEAs to update their suicide prevention policies to include crisis intervention protocols on or after July 1, 2026.

AB 58 (Salas, Chapter 428, Statutes of 2022) requires an LEA, on or before January 1, 2025, to review and update its policy on pupil suicide prevention, and encourages LEAs to provide suicide awareness and prevention training to teachers, beginning with the 2024-25 school year. Requires the CDE to develop and issue resources and guidance to LEAs on how to conduct suicide awareness and prevention training remotely, by June 1, 2024.

AB 2639 (Berman, Chapter 437, Statutes of 2018) requires that LEAs update their suicide prevention policies every five years.

AB 1808 (Committee on Budget, Chapter 32, Statutes of 2018) requires the CDE to identify one or more evidence-based online training programs that a LEA can use to train school staff and pupils as part of the LEA's policy on pupil suicide prevention.

AB 2246 (O'Donnell, Chapter 642, Statutes of 2016) requires LEAs to adopt policies for the prevention of student suicides, and requires the CDE to develop and maintain a model suicide prevention policy.

SUPPORT

Behavioral Health Services Oversight and Accountability Commission (co-sponsor)
California Youth Empowerment Network (co-sponsor)
Aids Healthcare Foundation / Impulse Group
Alameda County Office of Education
Cabrillo Unified School District
Cal Voices
California Alliance of Child and Family Services
California Association of Marriage and Family Therapists
California Association of Student Councils
California Behavioral Health Association
California Behavioral Health Planning Council
California Children's Hospital Association
California Hospital Association
California Medical Association
California School Boards Association
California School-Based Health Alliance
County of Santa Clara
Disability Rights California
Gente Organizada
Human Response Network
Jefferson Union High School District
Jewish Family and Children's Services of San Francisco, the Peninsula, Marin and Sonoma Counties
LGBTQ+ Inclusivity, Visibility, and Empowerment
Mental Health America of California
National Alliance on Mental Illness
On the Margins, Inc.
Racial and Ethnic Mental Health Disparities Coalition
Reach LA
Steinberg Institute
Vietnamese American Arts & Letters Association
Youth Community Service
Youth Leadership Institute

OPPOSITION

None received

-- END --

SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2008	Hearing Date:	June 17, 2026
Author:	Patel		
Version:	June 8, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Michelle Nguyen		

Subject: Local educational agencies: planning and reporting requirements: template: repealer.

SUMMARY

This bill requires a future bill that would require a local educational agency (LEA) to complete: (1) a plan or report to include a provision in the bill that repeals the planning or reporting requirement four years after the bill becomes operative or four years after the final due date of a plan or report, unless the person requesting the bill specifies otherwise, and (2) commencing January 1, 2028, a programmatic or expenditure report for specified competitive state grant programs to include a provision in the bill that requires the use of a specified standardized template, unless the person requesting the bill specifies otherwise.

BACKGROUND

Existing law:

- 1) Requires the California Department of Education (CDE), by March 1, 2025, to provide a report to the Superintendent of Public Instruction (SPI), the Governor, and the Legislature on the number and types of reports that LEAs are required to annually submit. (Education Code (EC) § 33318.2)
- 2) Requires a bill that, as introduced or amended in either house of the Legislature, would require a state agency to submit a report to the Legislature to include a provision that repeals the reporting requirement, no later than a date four years following the date upon which the bill becomes operative, or four years after the due date of any report required every four or more years. (Government Code (GOV) § 10231.5)
- 3) Requires the Legislative Counsel, in drafting a bill or amendment that would impose a reporting requirement, to include a provision that repeals the reporting requirement, four years after the date on which the requirement becomes operative, unless the person requesting the bill or amendment directs the Legislative Counsel to do otherwise. (GOV § 10231.5)
- 4) Requires the governing board of a school district to adopt a Local Control and Accountability Plan (LCAP) and update it every three years on July 1 of that year. (EC § 52060)

- 5) Establishes the California Longitudinal Pupil Achievement Data System known as CALPADS to:
- a) Provide school districts and the CDE access to data necessary to comply with federal reporting requirements.
 - b) Provide a better means of evaluating educational progress and investments over time.
 - c) Provide LEAs with the data needed to improve pupil achievement, including college and career readiness.
 - d) Provide an efficient, flexible, and secure means of maintaining longitudinal statewide pupil level data between and among the state's educational segments and operational tools, as defined.
 - e) Facilitate the ability of the state to publicly report data.
 - f) Ensure that any data access provided to researchers, as required, is provided, only to the extent that the data access is in compliance with the federal Family Educational Rights and Privacy Act of 1974. (EC § 60900)

ANALYSIS

This bill:

- 1) Requires CDE, by October 1, 2027, to create and post to its website a standardized template for use by LEAs when completing programmatic or expenditure reports for competitive state grant programs, except for grants for technical assistance providers.
- 2) Requires CDE, in drafting the standardized template, to ensure that the template creates reporting efficiencies for LEAs and schools that receive state grants.
- 3) Requires CDE to consult relevant stakeholders involved in LEA reporting, to ensure stakeholders represent the demographic and geographic diversity of the state, and to include solicitation of initial input about the creation of the template and opportunities for input on template drafts before it is finalized.
- 4) Requires the standardized template to include the minimum information necessary to ascertain all of the following:
 - a) Administrative information, which shall include, but not be limited to, the LEA and their contact information, the grant number, and reporting period.
 - b) Programmatic outcomes, which shall include, but not be limited to, the initial goals of the program, implementation status, key performance indicators, key successes, key challenges, and how the program funding has served unduplicated pupils, as applicable.

- c) Expenditure outcomes, which shall include, but not be limited to, the initial award amount, the amount spent in the reporting period, and itemized expenditures, including their approved budget, actual expenditures, and variance.
 - d) The anticipated future of the funded activity. This may include, as applicable, whether the services provided by the grant will be maintained after the funding period ends, including any equipment or assets purchased with the funds.
 - e) Additional information if required by statute.
- 5) Requires CDE to identify which information is already reported to CDE by LEAs to avoid reporting duplication and to ensure that grant reporting requirements do not exceed statutory or regulatory requirements.
 - 6) Requires CDE, by October 1, 2027, to submit the template and a report to the Legislature that (A) details the stakeholder engagement that occurred when designing the template, (B) provides recommendations for how the template is to be used going forward, and (C) provides any additional information.
 - 7) Requires that the requirement for submitting the specified report to the Legislature be inoperative on October 1, 2031, pursuant to existing law.
 - 8) Requires CDE, beginning January 1, 2028, to issue the final programmatic or expenditure report template to LEAs as part of the notice of award information, and again six months before the final report due date.
 - 9) Requires, beginning January 1, 2028, a bill, as introduced or amended in either house of the Legislature, that would require an LEA to complete a new programmatic or expenditure report for competitive state grant programs, except for grants for technical assistance providers, to include a provision that requires the final programmatic or expenditure report be submitted using the specified standardized template.
 - 10) Requires, beginning January 1, 2028, the Legislative Counsel, in drafting a bill for introduction or amendment to a bill that would impose a programmatic or expenditure requirement on an LEA, to include a provision that requires the final programmatic or expenditure report be submitted using the specified standardized template, unless the person requesting the bill or amendment directs the Legislative Counsel to do otherwise.
 - 11) Requires, beginning January 1, 2027, a bill, as introduced or amended in either house of the Legislature, that would require an LEA to complete a plan or report with an undefined end date to include a provision that repeals the planning or reporting requirement, no later than a date four years following the date upon which the bill, as enacted, becomes operative or four years after the due date of any plan or report required every four or more years.

- 12) Requires, beginning January 1, 2027, the Legislative Counsel, in drafting a bill for introduction or an amendment to a bill that would impose a planning or reporting requirement, to include a provision that repeals the requirement, four years after the date on which the requirement becomes operative, unless the person requesting the bill or amendment directs the Legislative Counsel to do otherwise.
- 13) Defines “local educational agency” as a school district, county office of education, or charter school.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “AB 2008 would create a standardized reporting template that school administrators can quickly fill out when submitting reports. It would also add an automatic sunset to school planning and reporting requirements, making them inoperable four years after they go into effect. This common-sense provision, which already exists for other state government agencies, will allow schools to submit a reasonable amount of data without being bogged down with perpetual requirements.

School administrators from across the state have been asking for “permission to focus.” They want to spend their time on improving student success, not filling out endless reports. AB 2008 would give them that permission. By standardizing the reporting process and automatically sunsetting outdated requirements, AB 2008 would give much-needed time back to school administrators and allow them to better serve our students.”

- 2) ***Multiple recent reports commenting on the reporting and administrative burden for LEAs.*** This bill attempts to streamline and create structures that help reduce administrative burden for LEAs from a myriad of reporting requirements. In recent years, reports have been published that speak to the reporting burden felt by LEAs and how that takes away from their core educational mission.
 - a) SB 1315 (Archuleta, Chapter 468, Statutes of 2024) required CDE, by March 1, 2025, to provide a report on the number and types of reports that LEAs are required to annually submit, and for that report to include the purpose of each report and recommendations for which reports can be consolidated, eliminated, or truncated. This legislation was sponsored by the California School Boards Association (CSBA) and the California Association of School Business Officials. In CDE’s report, they stated the following: “While the CDE recognizes the important role data plays in measuring outcomes, fostering transparency, and supporting accountability; the CDE further recognizes the frustration educators and LEA administrators experience when data collection efforts impact their ability to serve students, especially if those data collections fail to render information that clearly connects to improved student outcomes.”
 - b) Shortly after the Governor signed SB 1315, CSBA published a report in October 2024 called “Drowning in Documentation: Toward More Effective and Manageable Reporting for California Districts”. The report described the volume and complexity of reporting requirements for LEAs and how it’s

often underappreciated how a single new reporting requirement can generate thousands of hours of additional work annually across the state. The report also focused on how the myriad of reporting requirements can be especially administratively burdensome for smaller districts with limited staff capacity.

- c) The Policy Analysis for California Education (PACE) released a policy brief in May 2026 called “California’s Balance Between State and Local Control” that stated “administrative burden is pervasive across the system, though its value varies across activities. ... Some compliance activities support core governance goals such as equity, civil rights, accountability, and fiscal stewardship. Others are experienced as duplicative, low-value, or disconnected from instructional improvement.”
- 3) ***The automatic repeal of LEA reports has an opt-out provision due to not being able to compel a future Legislature.*** This bill requires a future bill that would require an LEA to complete a plan or report to also include a provision in the bill that repeals the planning or reporting requirement four years after the bill becomes operative or four years after the final due date of a plan or report, unless the person requesting the bill specifies otherwise. Existing law provides a nearly identical automatic repeal of reports for state agencies specifically. This bill and existing law both have an opt-out provision that states that the requirement does not apply if the person requesting the bill directs Legislative Counsel to do otherwise. This opt-out provision is inserted because this bill cannot compel a future Legislature to automatically repeal reporting requirements, but according to the author, this bill aims to prompt the question about when and why reporting requirements may be needed for their bills.
- 4) ***Committee amendments.*** *Committee staff recommends the following technical amendment, and the author’s office concurs, to:*
 - a) *Clarify phrasing for the automatic repeal of planning and reporting requirements.*
- 5) ***Committee comments.*** There has been a recent concerted effort to reduce the administrative burden for LEAs, while recognizing that data is sometimes necessary for federal reporting requirements and can measure outcomes and support accountability. *The Committee may wish to consider the following questions during discussion of this bill:*
 - a) *How should the Legislature balance its responsibility for oversight and the need for measurable outcomes against the administrative burden for LEAs, especially smaller LEAs with fewer resources?*
 - b) *When are ongoing reporting requirements necessary? Should biennial or triennial reports be considered (instead of annual reports) in certain cases, given questions about data availability and staff resources, and especially if the reporting requires ad hoc (as opposed to automated) analysis?*

- c) *Programmatic reports and expenditure reports serve different purposes, as programmatic reports track implementation, progress, and outcomes and are usually handled by program implementation staff at an LEA, while expenditure reports track financial spending and are usually handled by budget and accounting staff at an LEA. Should these reports be in a single template, or would it make sense for them to be two separate templates?*

6) ***Related and Prior Legislation.***

AB 2303 (Muratsuchi, 2025) would have required the Legislative Analyst's Office, by January 1, 2028, to prepare and submit a report including recommendations for improving the efficiency of reporting requirements for LEAs. AB 2303 was held in the Assembly Appropriations Committee.

SB 1315 (Archuleta, Chapter 468, Statutes of 2024) requires CDE, by March 1, 2025, to provide a report to the SPI, the Governor, and the Legislature on the number and types of reports that LEAs are required to annually submit. The bill requires the report to include, among other things, the purpose of each report and recommendations for which reports can be consolidated, eliminated, or truncated, as provided.

AB 1585 (Committee on Accountability and Administrative Review, Chapter 7, Statutes of 2010) requires any bill that requires a state agency to submit a report on any subject to either house of the Legislature, a committee or office of either house of the Legislature, or the Legislative Counsel Bureau to include a provision that repeals the reporting requirement, or makes the requirement inoperative, no later than a date 4 years following the operative date of the bill or 4 years after the due date of any report required every 4 or more years. This bill also deletes various obsolete reports.

SUPPORT

Association of California School Administrators (co-sponsor)
 California Association of School Business Officials (co-sponsor)
 California School Boards Association (co-sponsor)
 Small School Districts Association (co-sponsor)
 Bellevue Union School District
 Brentwood Union School District
 California Charter Schools Association
 California IT in Education
 Campbell Union School District
 Denair Unified School District
 Escalon Unified School District
 Fresno Unified School District
 Galt Joint Union High School District
 Garden Grove Unified School District
 Happy Valley Union Elementary School District
 Kern County Superintendent of Schools Office
 Keyes Union Elementary School District
 La Honda-Pescadero Unified School District

Los Angeles Unified School District
Modesto City Schools
Mother Lode Union School District
Nuestro Elementary School District
Riverside County Superintendent of Schools
San Bernardino County District Advocates for Better Schools
San Diego County Office of Education
San Diego Unified School District
San Francisco Unified School District
School Employers Association of California
Travis Unified School District
Tulare Joint Union High School District
Vista Del Mar Union School District
Waterford Unified School District

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2467 **Hearing Date:** June 17, 2026
Author: Committee on Education
Version: June 8, 2026
Urgency: Yes **Fiscal:** Yes
Consultant: Michelle Nguyen

Subject: Teacher credentialing: professional preparation: pupil enrollment: military dependents.

NOTE: This bill has been referred to the Committees on Education and *Military and Veterans Affairs*. A “do pass” motion should include referral to the Committee on *Military and Veterans Affairs*.

SUMMARY

This bill, an urgency measure, (1) expands the addresses that a parent on active military duty may use for purposes of establishing residency for their child to attend a school district, and (2) requires a teacher candidate that does not hold a valid permit or credential issued by the Commission on Teacher Credentialing (CTC) to have obtained a certificate of clearance before beginning student teaching, clinic practice, or participation in a field experience program.

BACKGROUND

Existing law:

- 1) Defines “children of military families” as a school-aged child or children, enrolled in kindergarten through 12th grade, in the household of an active duty member. This is the same definition used in current law for purposes of the Interstate Compact on Educational Opportunity for Military Children (Compact). (Education Code (EC) § 49701)
- 2) States that a pupil complies with the residency requirements for school attendance in a school district, if the pupil is a pupil whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order. Requires that a parent provide proof of residence in the school district within ten days after the published arrival date provided on official documentation, and authorizes parents to use any of the following addresses as proof of residence:
 - a) A temporary on-base billeting facility.
 - b) A purchased or leased home or apartment.
 - c) Federal government or public-private venture off-base military housing. (EC § 48204.3)

- 3) Ratifies the Compact, which has the purpose of removing barriers to educational success imposed on children of military families due to frequent moves and deployment of their parents and which includes, among other provisions:
 - a) Requires a receiving state to make reasonable accommodations and modifications to address the needs of incoming students with disabilities, subject to an existing Section 504 or Title II Plan, to provide the student with equal access to education, and states that this does not preclude the school in the receiving state from performing subsequent evaluations to ensure appropriate placement of the student.
 - b) Requires, in the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state to prepare and furnish to the parent a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission on Educational Opportunity for Military Children to the extent feasible. Requires, upon receipt of the unofficial education records by a school in the receiving state, that the school enroll and appropriately place the student based on the information provided in the unofficial records, pending validation by the official records, as quickly as possible. (EC § 49700, 49700.5, and 49701)
- 4) Prohibits a school district of residence from prohibiting the transfer of a student who is a child of an active duty military parent to a school district of proposed enrollment if the school district of proposed enrollment approves the application for transfer. (EC § 46600)
- 5) Requires, notwithstanding any other law, a local educational agency (LEA) to accept full or partial credit for full or partial coursework satisfactorily completed by a pupil who is a child of a military family while attending another public school. (EC § 51225.2)
- 6) Prohibits an LEA from requiring a pupil who is a child of a military family from being required to retake a course if the student has satisfactorily completed the entire course in another school. (EC § 51225.2)
- 7) Requires an LEA serving a pupil who is a child of a military family to allow the pupil to remain in their school of origin, regardless of any change of residence of the military family during that school year for the duration of the pupil's status as a child of a military family, and requires for a pupil who is a child of a military family to matriculate with their peers in accordance with the established feeder patterns of school districts. (EC § 48204.6)
- 8) Requires a candidate for a credential—before admission to any professional preparation program approved by the CTC, or participation in a field experience program as specified—to obtain a certificate of clearance from the CTC to be issued when the CTC has verified the candidate's personal identification and health status. Requires the fee for the certificate of clearance to not exceed half of the regular fee for a credential and for the fee for the certificate of clearance be

deducted from the fee for the initial credential applied for by the certificate holder.
(EC § 44320)

ANALYSIS

This bill, an urgency measure:

- 1) Expands the addresses that a parent on active military duty may use for purposes of establishing residency for their child to attend a school district, and clarifies the types of documentation to be used to provide proof of residence.
- 2) Requires a candidate—before admission to any professional preparation program approved by the CTC for a multiple subject credential, single subject credential, PK-3 early childhood education specialist instruction credential, or education specialist credential—to provide verification to the professional preparation program that the candidate either a) holds a valid permit or credential previously issued by the CTC or b) has applied for a certificate of clearance from the CTC that would be issued when the CTC has verified the candidate’s personal identification and health status.
- 3) Requires a candidate that does not hold a valid permit or credential previously issued by the CTC to have obtained a certificate of clearance, before beginning student teaching, clinic practice, or participation in a field experience program as specified.
- 4) Requires a professional preparation program approved by the CTC to issue specified credentials to submit, and annually update, candidate profile information to the CTC for each enrolled credential candidate within 30 days of the candidate beginning the program and to indicate to the CTC a candidate’s program completion within 30 days of the candidate completing all credential requirements.
- 5) Requires that the specified candidate profile information include, but not be limited to, the candidate’s credential program, type of credential being sought, and preparation pathway, including residency, student teaching, internship, or other preparation pathway, as determined by the CTC.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “AB 2467 is a committee bill to address minor and technical issues within the Education Code. The current language relates to two key issues. Firstly, the bill addresses challenges in enrolling children of military families in school, strengthening local implementation of Advance Enrollment by making technical changes to existing law, and removing barriers and clarifying requirements for school districts. It reinforces California’s commitment to being a welcoming state for military families and ensures a stable educational environment for their children. Secondly, the bill ensures that candidates seeking a teaching credential obtain a valid background check upon their entry into the program and that the CTC has current information on all candidates seeking a teaching credential to better inform decisions on addressing teacher pipeline issues.”

- 2) ***Interstate Compact on Educational Opportunity for Military Children.*** The state ratified the Compact in 2009, and the purpose of this Compact is to remove barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. This includes facilitating the timely enrollment of children of military families and ensuring they are not placed at a disadvantage due to difficulty in the transfer of education records from the previous school districts or due to variations in entrance and age requirements. All 50 states and the District of Columbia participate in the Compact that provides a uniform policy platform for resolving the challenges experienced by military children, according to the U.S. Department of War.

AB 343 (Saldana, Chapter 237, Statutes of 2009) ratified the Compact for the state and required the California Department of Education (CDE) to submit a report that examined the operation of the Compact in the state. According to CDE, “The report finds that California’s membership in the Compact has substantially aided both school districts and military families by alleviating many of the educational difficulties military children encounter in their frequent moves from a school in one state to a school in another state. [However,] the report also finds discrepancies in implementation of the Compact from school district to school district. The report suggests that California undertake a more comprehensive effort to ensure that school district personnel and military families are maximally familiar with the provisions of the Compact so that Compact provisions are applied consistently. This would provide a more positive educational experience to children of military families when they transition between different schools.”

- 3) ***“Advance Enrollment” for military families.*** SB 1455 (Block, Chapter 312, Statutes of 2016) enacted an “Advance Enrollment” law in 2016, which allows military families to enroll their children as pupils for a school district prior to entering the state, so long as the parent on active military duty is transferred or pending transfer to a military installation. This bill builds upon this provision by expanding the addresses that a parent may use to provide proof of residence in the school district and by clarifying the documentation that may be used by parents to provide proof of residence.

According to the Defense Manpower Data Center, which serves under the Office of the Secretary of Defense, there are nearly 164,000 active duty military personnel assigned for duty in California as of March 2026, which is the most in the country, and as of August 2024, there were 53,607 military-connected students of active duty parents in California. These students are affiliated with 30 different military installations throughout the state, with the largest concentration in San Diego County.

- 4) ***Recent investments in teacher preparation.*** Recent budget acts have provided one-time funding to address teacher staffing shortages by removing barriers to teaching for qualified teacher candidates and ensuring that current teachers receive the training they need to succeed. Specifically, the 2025 Budget Act provided \$300 million in one-time funding to establish the Student Teacher Stipend Program, which will provide \$10,000 grants to teacher candidates completing the required student teaching hours beginning in the 2026-27 school year, and available through the 2028-29 school year.

- 5) ***Certificate of clearance and the California Statewide Educator Identifier (SEID).*** A certificate of clearance is a document issued by CTC to an individual who has completed the CTC's fingerprint character and identification process, whose moral and professional fitness has been shown to meet the standards as established by law. A certificate of clearance is not the same as a clear teaching or services credential, and it does not authorize the holder to provide any instruction or services in schools. Its sole purpose is to provide verification that the holder has completed a professional fitness review.

Generally, fingerprint clearance through the California Department of Justice and the Federal Bureau of Investigation is required from every applicant prior to the CTC's issuance of any credential, permit, certificate, or waiver. This bill requires teacher candidates to either have a valid permit or credential issued by the CTC or to obtain a certificate of clearance from the CTC before beginning student teaching, clinic practice, or participation in a field experience program.

Candidates who receive a certificate of clearance are issued a SEID by the CTC. The SEID is a unique statewide identification number to be used by education agencies when reporting to CDE, and it is a 10-digit, randomly generated, non-personally identifiable number.

According to CTC, there are multiple benefits from requiring teacher candidates who don't have a valid permit or credential to obtain a certificate of clearance before beginning student teaching, clinic practice, or participation in a field experience program, including:

- a) Given recent budget investments for student teacher stipends, requiring candidates to be issued a SEID will help with tracking and evaluating the impact of investments in teacher preparation to help better inform policy decisions. Starting July 1, 2026, CTC will be able to award stipends through the Student Teacher Stipend Program.
 - b) Requiring candidates to be issued a SEID will help ensure that a candidate receives a student teacher stipend. Unless a student has a SEID, CTC is currently unable to know what program a candidate is enrolled in and if they are receiving a student teacher stipend, and CTC views this change as critical for the implementation of the student teacher stipend program.
 - c) A candidate obtaining a certificate of clearance must undergo a fingerprint clearance. To the extent that the process reveals something in a candidate's background that could preclude them from teaching, this provides a layer of security for students, and it also lets the candidate know that there may potentially be additional steps for that candidate before moving forward as a teacher.
- 6) ***Urgency measure.*** The author indicates that an urgency measure is necessary (a) for military families are being impacted by current laws on establishing residency for their child to attend a school district and (b) for CTC to track teacher candidates from their earliest entry into the field to inform the implementation of the

student teacher stipends investment and to better inform policy decisions relating to the teacher pipeline.

7) ***Prior and Related Legislation.***

AB 1412 (Jeff Gonzalez, Chapter 453, Statutes of 2025) makes changes to requirements pertaining to enrollment, records transfer, and comparable services for military-connected students with disabilities.

AB 121 (Committee on Budget, Chapter 8, Statutes of 2025) establishes the Student Teacher Stipend Program under the administration of the commission to support prospective educators.

AB 2949 (Gloria, Chapter 327, Statutes of 2018) requires that a pupil who is a child of a military family to continue attending his or her school of origin and to ensure that the pupil who is a child of a military family matriculate with his or her peers in accordance with the established feeder patterns of school districts.

AB 365 (Muratsuchi, Chapter 739, Statutes of 2017) extends to students from military families certain rights regarding exemptions from local graduation requirements and acceptance of partial credit, which are currently afforded to other groups of highly mobile students.

SB 455 (Newman, Chapter 239, Statutes of 2017) modifies residency requirements for school attendance for active-duty military families by deeming that a student meets residency requirements for school attendance in a school district if the student's parent is transferred or is pending transfer to a military installation that is within the state, instead of within the boundaries of the receiving school district.

AB 1455 (Block, Chapter 312, Statutes of 2016) provides that a student meets residency requirements for school attendance if the student's parent is transferred or is pending transfer to a military installation that is within the boundaries of the school district. This bill was known as providing "advance enrollment", which allowed military families to enroll their children as pupils for a school district prior to entering the state.

AB 343 (Saldana, Chapter 237, Statutes of 2009) ratified the Compact, which has the purpose of removing barriers to educational success imposed on children of military families due to frequent moves and deployment of their parents.

SUPPORT

American Legion-Department of California
AMVETS-Department of California
California State Commanders Veterans Council
California State PTA
Military Officers Association of America-California Council of Chapters
Military Services in California
Office of the Assistant Secretary of War
San Bernardino County District Advocates for Better Schools

Vietnam Veterans of America-California State Council

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2212 **Hearing Date:** June 17, 2026
Author: Bauer-Kahan
Version: May 18, 2026
Urgency: No **Fiscal:** Yes
Consultant: Michelle Nguyen

Subject: Postsecondary education: sexual harassment, harassment, intimidation, and bullying policies: student orientation and training.

NOTE: This bill has been referred to the Committees on Education and *Judiciary*. A “do pass” motion should include referral to the Committee on *Judiciary*.

SUMMARY

This bill requires the governing body or board of a postsecondary educational institution, as a condition of receiving state funds for student financial assistance, to update any institutional policy relating to the adjudication and prevention of sexual harassment to 1) prohibit the public disclosure of the creation of digitized sexually explicit material without specified written consent and 2) include a policy that the disclosure of digitized sexually explicit material without specified written consent is sexual exploitation, a violation of the institution’s policy, and subject to disciplinary sanctions. This bill also expands the definition of sexual harassment by adding that it includes technology-facilitated sexual harassment, which includes, but is not limited to, cyber sexual bullying, cyber stalking, sextortion, and doxing.

BACKGROUND

Existing federal law:

- 1) Establishes Title IX, providing that, in part, “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.” (United States Code (USC) Title 20, Chapter 38, § 1681 (commonly known as Title IX))
- 2) Outlines the required response, pursuant to Title IX, of a postsecondary higher education institution when the institution is made aware of an alleged sexual harassment incident on campus, which include a requirement for a formal complaint, a grievance procedure for an investigation into whether the incident based on a standard of evidence occurred, a hearing by which advisors are provided an opportunity to cross-examine, and a method of appealing the outcome of the grievance process. (Code of Federal Regulations (CFR) Title 34, Subtitle B, Chapter 1, Part 106, Subpart D, § 106.45)
- 3) Defines sexual harassment as a form of sex discrimination and as conduct on the basis of sex that satisfies at least one of the following:

- a) *Quid pro quo harassment.* An employee of the postsecondary education institution conditions aid, benefit, or services to a postsecondary education institution's education program or activity on the individual's participation in unwelcome sexual conduct.
- b) *Hostile environment harassment.* Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity.
- c) *Specific offenses.* Sexual assault, dating violence, domestic violence, and stalking, as defined in the USC. (CFR, Title 34, Subtitle B, Chapter 1, Part 106, Subpart A, § 106.2)

Existing state law:

- 1) Defines the following terms:
 - a) "Sexual harassment" as unwelcomed sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting in which specific conditions are met. "Sexual harassment" also includes sexual battery, sexual violence, and sexual exploitation.
 - b) "Sexual violence" as physical sexual acts perpetrated against a person without the affirmed consent of the person, and these acts include rape and sexual battery.
 - c) "Sexual exploitation" means a person taking sexual advantage of another person for the benefit of anyone other than that person without that person's consent, including, but not limited to:
 - i) The prostituting of another person.
 - ii) The trafficking of another person, defined as the inducement of a person to perform a commercial sex act, or labor or services, through force, fraud, or coercion.
 - iii) The recording of images or audio of another person's sexual activity or intimate parts, without that person's consent.
 - iv) The distribution of images or audio of another person's sexual activity or intimate parts, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to the disclosure.
 - v) The viewing of another person's sexual activity or intimate parts, in a place where that other person would have a reasonable expectation

of privacy, without that person's consent, for the purpose of arousing or gratifying sexual desire. (Education Code (EC) § 66262.5)

- 2) Requires each postsecondary educational institution that receives state financial assistance, beginning on September 1, 2024, to annually train its students on sexual violence and sexual harassment, and consider updating the annual training every two years thereafter beginning September 1, 2026. (EC § 67385.7)
- 3) Requires the governing board of the community college district (CCD) and the Trustees of the California State University (CSU), and requests of the Regents of the University of California (UC) and governing boards of independent colleges and universities that receive state financial assistance, as part of the hiring process for an appointment to an academic, athletic, or administrative position with their respective campuses, to:
 - a) Require an applicant to disclose any final administrative or judicial decision issued within the last 7 years from the date of submission of the application determining that the applicant committed sexual harassment, and permit applicants to disclose if they have filed an appeal with the previous employer or with the United States Department of Education.
 - b) Require the campuses, if an applicant reaches the final stages of the application process for the specified position, to use a specified signed release form to engage in a reasonable attempt to obtain information from the previous employer concerning any substantiated allegations of misconduct. (EC §§ 87604.5, 89521, 92612.1, and 66281.9)
- 4) Requires the Trustees of the CSU and the governing board of each CCD, and requests of the UC, to adopt and publish policies on harassment, intimidation, and bullying and to include these policies within the rules and regulations governing student behavior within their respective segments of public postsecondary education. (EC § 66302)
- 5) Requires the Trustees of the CSU, and requests of the Regents of UC, to provide educational and preventive information about cyberbullying to students at all campuses of their respective segments, as part of established campus orientations. (EC § 66302.5)

ANALYSIS

This bill:

- 1) Adds the following definitions and stipulations:
 - a) "Cyber sexual bullying" means the dissemination of a photograph, digitized sexually explicit material, or other visual recording by means of an electronic act that has or can be reasonably predicted to have one or more of the following effects:

- i) Placing a reasonable person or persons in fear of harm to that person or persons or their property.
 - ii) Causing a reasonable person to experience a substantially detrimental effect on the person's physical or mental health.
 - iii) Causing a reasonable person to experience substantial interference with the person's academic performance, work, or employment.
 - iv) Causing a reasonable person to experience substantial interference with the person's ability to participate in or benefit from the services, activities, or privileges provided by an educational institution.
- b) Indicates that a photograph, digitized sexually explicit material, or other visual recording (in the definition for "cyber sexual bullying") includes the depiction of a nude, seminude, or sexually explicit photograph, digitized sexually explicit material, or other visual recording of a person in which the person is identifiable from the specified media.
- c) Indicates that "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or sanctioned activities by the educational institution.
- d) "Cyber stalking" means stalking by means of an electronic communication device.
- e) "Depicted individual" means an individual who is portrayed in sexually explicit material.
- f) "Digitization" means a process by which any of the following are realistically depicted: i) the nude body parts of another human being as the nude body parts of the depicted individual, ii) computer-generated nude body parts as the nude body parts of the depicted individual, and iii) the depicted individual engaging in sexual conduct in which the depicted individual did not engage.
- g) "Digitized sexually explicit material" means any portion of a visual or audiovisual work created or substantially altered through digitization, including an image, that shows the depicted individual in the nude or appearing to engage in, or being subjected to, sexual conduct.
- h) "Doxing" means an act when a person—with intent to place another person or their immediate family in reasonable fear for their safety, by means of an electronic communication device, and without written consent of the other person, and, for the purpose of imminently causing that other person unwanted physical contact, injury, or harassment by a third party—electronically distributes as specified personal identifying information, including, but not limited to, a digital image of another person, or an electronic message of a harassing nature about another person, that would

be likely to incite or produce that unwanted physical contact, injury, or harassment by a third party.

- i) “Electronic act” means the creation or transmission by means of an electronic device of any of the following: i) a message, text, sound, video, or image; b) a post on a social network platform, including, but not limited to, posting to or creating a burn page for the purpose of cyber sexual bullying, as specified; creating a credible impersonation of another person for the purpose of cyber sexual bullying, as specified; and an act of technology-facilitated sexual harassment.
- j) “Sextortion” means a threat to use sexual or intimate images or videos, however obtained, to compel another person to produce sexual or intimate images or videos, engage in sexual acts, or provide anything of value.
- k) “Sexual conduct” means any of the following: i) masturbation; ii) sexual intercourse; iii) sexual penetration of the vagina or rectum by, or with, an object; iv) the transfer of semen by means of sexual conduct from the penis directly onto the depicted individual as a result of ejaculation; and v) sadomasochistic abuse involving the depicted individual.
- l) Expands the definition of “sexual exploitation” by adding that it includes:
 - i) The creation, generation, or distribution of digitized sexually explicit materials without the distinct and separate written consent of the depicted individual or individuals for each such act.
 - ii) The creation or generation of digitized sexually explicit material of another person’s sexual activity or intimate parts, without that person’s written consent.
 - iii) The distribution of digitized sexually explicit material of another person’s sexual activity or intimate parts, if the individual distributing the digitized sexually explicit material knows or should have known that the person depicted in the digitized sexually explicit material did not provide written consent to the disclosure.
- m) Expands the definition of “sexual harassment” by adding that it includes technology-facilitated sexual harassment, including, but not limited to, cyber sexual bullying, cyber stalking, sextortion, and doxing.
- n) “Technology-facilitated sexual harassment” means sexual harassment that occurs on, or is facilitated by, digital platforms or digital technologies, and it includes, but is not limited to, cyber sexual bullying, cyber stalking, sextortion, and doxing.
- o) “Written consent” means an agreement written in plain language signed knowingly and voluntarily by the depicted individual that includes a general description of the digitized sexually explicit material and the visual or audiovisual work in which it will be incorporated.

- p) Permits a depicted individual to rescind consent by delivering written notice within three business days from the date consent was given to the person in whose favor consent was made, unless one of the following requirements is satisfied: i) the depicted individual is given at least 72 hours to review the terms of the agreement before signing the agreement, or ii) the depicted individual's authorized representative provides written approval of the signed agreement.
- 2) Requires the governing board or governing body of a postsecondary educational institution, as a condition to receive state funds for student financial assistance, to update any institutional policy pertaining to the adjudication of complaints of sexual harassment, the prevention of sexual harassment, or any policy pertaining to sexual harassment to include all of the following:
- a) A prohibition on the public disclosure of the creation or generation of digitized sexually explicit material without the written consent of the depicted individual or individuals.
 - b) A policy that the disclosure of digitized sexually explicit material without the written consent of the depicted individual or individuals is sexual exploitation and a violation of the institution's policy, and subject to disciplinary sanctions.
 - c) A list of organizations to assist students and employees with the removal of digitized sexually explicit material from digital platforms. The list shall include, but is not limited to, specified organizations, including organizations that specialize in assisting in the removal of digitized sexually explicit material from digital platforms.
 - d) Information on the federal and state rights afforded to someone who has been subjected to the nonconsensual sharing of digitized sexually explicit material.
 - e) Contact information for legal firms who may assist the student in filing a civil or criminal case for the removal of the digitized sexually explicit material.
 - f) Campus resources available to the student who is a victim of sexual harassment or sexual exploitation due to the digitized sexually explicit material.
- 3) Requires that the CSU and the UC incorporate the information from #2 into its single, systemwide nondiscrimination policy for their respective systems.
- 4) Requires each CCC and CSU campus, and requests of each campus of an independent institution of higher education, a private postsecondary educational institution, and the UC, to post educational and preventive information on sexual exploitation and technology-facilitated sexual harassment, in addition to sexual violence and sexual harassment, on its campus website.

- 5) Requires the specified educational and preventive information include, but not be limited to, all of the following:
 - a) Common facts and myths about the causes of sexual exploitation and technology-facilitated sexual harassment, in addition to sexual violence and sexual harassment.
 - b) What constitutes sexual exploitation and technology-facilitated sexual harassment, in addition to sexual violence and sexual harassment.
 - c) The availability of, and contact information for, campus and community resources for students who are victims of sexual exploitation and technology-facilitated sexual harassment, in addition to sexual violence and sexual harassment.
 - d) Information regarding campus, criminal, and civil consequences of committing acts of sexual exploitation and technology-facilitated sexual harassment, in addition to sexual violence and sexual harassment.
 - e) What constitutes digitized sexually explicit material, including information on the prohibition of the public disclosure of the creation or generation of digitized sexually explicit material, as specified.
 - f) What constitutes affirmative consent and written consent, as defined.
- 6) Requires, beginning September 1, 2027, that specified annual training for students cover all of the following topics:
 - a) Common facts and myths about the causes of sexual exploitation and technology-facilitated sexual harassment.
 - b) What constitutes sexual exploitation and technology-facilitated sexual harassment, including information on how to file internal administrative complaints with the institution of higher education and how to file criminal charges with local law enforcement officials.
 - c) The availability of, and contact information for, campus and community resources for students who are victims of sexual exploitation and technology-facilitated sexual harassment.
 - d) Methods of encouraging peer support for victims and the imposition of sanctions on offenders.
 - e) Information regarding campus, criminal, and civil consequences of committing sexual exploitation and technology-facilitated sexual harassment.
 - f) The contact information of a Title IX coordinator, or a similar position.

- g) The availability of, and contact information for, campus, community, and online resources for victims of sexual exploitation or technology-facilitated sexual harassment, including how to help take down digitized sexually explicit material.
- 7) Requires CCC and CSU campuses, and requests of UC campuses, to develop policies to encourage students to report any campus crimes involving sexual assaults, sexual exploitation, technology-facilitated sexual harassment, or sexual harassment, in addition to sexual violence. Urges these specified campuses to adopt policies to eliminate barriers for victims who come forward to report sexual violence, sexual exploitation, technology-facilitated sexual harassment, or sexual harassment, in addition to sexual assaults.
- 8) Updates the definition of sexual harassment for purposes of requiring the governing board of CCDs and Trustees of the CSU, and requesting of the Regents of the UC and governing boards of independent colleges and universities to require that applicants to disclose if they have committed sexual harassment.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “The definition of “sexual harassment” in California’s Education Code was developed before generative artificial intelligence (GenAI) tools became widely available. As a result, higher education institutions lack uniform standards for defining, investigating, and remediating technology-facilitated sexual harassment. AB 2212, the HEAR Survivors Act, updates the definition of “sexual harassment” in the Education Code to account for modern digital technologies, and requires that California’s higher education institutions adopt and publish policies addressing technology-facilitated sexual harassment. Updating these terms and policies in the Education Code promotes consistent campus responses, reduces stigma, and reinforces that digital abuse is no less serious than offline misconduct.”
- 2) ***This bill expands definitions of sexual harassment and sexual exploitation.*** AB 2212 intends to address sexual harassment that is aided or facilitated through the internet, smartphones, and the rise of generative artificial intelligence, including the availability of free and widespread text-to-image models that can quickly generate digital images with a written prompt.

This bill uses existing definitions from the Education Code and other Codes and consolidates them in one section under the Equity in Higher Education Act. Though many of these definitions are not new to state law or to the Education Code, this is the first time they are being considered as part of the definition of sexual harassment and sexual exploitation on college campuses.

At a high level, this bill expands the definitions of sexual harassment and sexual exploitation and requires these expanded definitions be included in a postsecondary educational institution’s policies on the adjudication and prevention of sexual harassment. This bill also requires annual training for students, updating and posting educational and preventive information, and updating employment and hiring processes using the updated definitions.

- a) For “sexual harassment”, AB 2212 expands the definition by adding a new type of sexual harassment called “technology-facilitated sexual harassment”, which includes, but is not limited to, “cyber sexual bullying, cyber stalking, sextortion, and doxing”.
- i) For “cyber sexual bullying”, this is defined elsewhere in the Education Code by AB 2536 (Chau, Chapter 419, Statutes of 2016), which includes cyber sexual bullying as an act for which a pupil may be suspended or expelled from school. This bill adds cyber sexual bullying as a form of sexual harassment.
 - ii) For “cyber stalking”, the terms “stalking” and “electronic communication device” are defined in the Penal Code. This bill adds cyber stalking as a form of sexual harassment.
 - iii) For “sextortion”, this is defined elsewhere in the Education Code by AB 2932 (Joe Patterson, Chapter 118, Statutes of 2024), which requires the Instructional Quality Commission (IQC) to consider including content on sextortion in the health curriculum framework. This bill adds sextortion as a form of sexual harassment.
 - iv) For “doxing”, this is defined in the Civil Code. This bill adds doxing as a form of sexual harassment.
- b) For “sexual exploitation”, AB 2212 expands the definition by adding the creation, generation, or distribution of: i) digitized sexually explicit material of depicted individuals without written consent, and ii) digitized sexually explicit material of another person’s sexual activity or intimate parts without written consent.
- 3) ***Concerns about postsecondary institutions recommending a list of prescribed organizations and law firms.*** This bill requires the postsecondary institutions to include in their institutional policy pertaining to the adjudication and prevention of sexual harassment: a) a list of organizations to assist students and employees with the removal of digitized sexually explicit material from digital platforms (some of which are explicitly named in the bill), and b) contact information for legal firms who may assist the student in filing a civil or criminal case for the removal of the digitized sexually explicit material.

Some concerns have been raised about the postsecondary institutions providing an already prescribed list of organizations to assist with the removal of digitized sexually explicit material from digital platforms, as well as providing contact information for legal firms that can assist students in related matters. This has been described as unusual and can imply that these organizations and law firms are vetted and approved by the postsecondary institutions.

- 4) ***Ongoing discussions on implementation concerns.*** Though the intent of the legislation is well-understood, some concerns have been raised about the feasibility of implementation of this bill on college and university campuses.

Committee staff understands the author's office continues to have ongoing conversations with the postsecondary educational institutions about striking a balance between addressing the problems of technology-driven sexual harassment and ensuring that campuses can effectively implement this bill. These discussions have also touched on the definitions themselves and whether they need to be further refined or aligned with other federal or state law. *The Committee may wish to consider the following questions when discussing this bill:*

- a) *How do postsecondary educational institutions navigate the line between what is considered protected speech and the creation of digitized images that could constitute sexual harassment?*
- b) *What tools do postsecondary institutions have to prevent these forms of technology-driven sexual harassment and exploitation given the widespread availability of these platforms, how quickly information is disseminated, and the ever-increasing speed of technological change?*
- c) *If postsecondary institutions struggle with interpreting these definitions or preventing these types of acts, how will students interpret a potential failure to address these problems, and does it create liability issues for these institutions?*
- d) *Is written consent (as opposed to consent) an obtainable and/or reasonable expectation for the types of acts described in this bill? Would a text message or a direct message in a social media platform be considered written consent?*

5) ***Related and Prior Legislation.***

AB 2932 (Joe Patterson, Chapter 118, Statutes of 2024) requires the IQC, when the health curriculum framework is next revised on or after January 1, 2025, to consider providing for inclusion, in that curriculum framework, content on sextortion, as defined.

AB 2536 (Chau, Chapter 419, Statutes of 2016) includes engaging in an act of cyber sexual bullying, as defined, as an act of bullying by means of an electronic act for which a pupil may be suspended or expelled from school.

SUPPORT

Survivors + Allies (sponsor)

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2241 **Hearing Date:** June 17, 2026
Author: Boerner
Version: April 27, 2026
Urgency: No **Fiscal:** Yes
Consultant: Ian Johnson

Subject: School facilities: inclusive school playgrounds.

SUMMARY

This bill establishes the California Inclusive School Playgrounds Act and creates an Inclusive Playground Advisory Committee within the California Department of Education (CDE) to develop model guidelines for inclusive school playgrounds. The advisory committee would be responsible for developing statewide guidance on playground design that supports participation by students with disabilities alongside their nondisabled peers, conducting outreach and education, and providing recommendations to the Legislature regarding inclusive playground policies and resource needs.

BACKGROUND

Existing law:

- 1) Requires the Department of General Services (DGS) to review plans and specifications for public buildings and school facilities to ensure compliance with state and federal accessibility requirements, including the Americans with Disabilities Act (ADA).
- 2) Requires DGS to supervise the design and construction of school buildings to ensure compliance with applicable safety and accessibility requirements.
- 3) Requires the CDE to establish standards governing the design and construction of school facilities.
- 4) Establishes the School Facility Program (SFP), administered by the Office of Public School Construction (OPSC) and State Allocation Board (SAB), which provides state funding for school construction and modernization projects.
- 5) Authorizes school districts to use state school facilities funding for specified school facility improvements, including certain playground safety improvements.
- 6) Establishes the ADA, which requires public facilities, including playgrounds, to meet minimum accessibility standards for individuals with disabilities.

ANALYSIS

This bill:

- 1) Establishes the California Inclusive School Playgrounds Act.
- 2) Defines an “inclusive school playground” as an outdoor play area designed to enable students with disabilities to play alongside nondisabled students through universal design features that exceed minimum accessibility requirements.
- 3) Establishes a 15-member Inclusive Playground Advisory Committee within the CDE, comprised of representatives with expertise in disability advocacy, child development, universal design, school facilities, and inclusive playgrounds.
- 4) Requires the advisory committee, by January 1, 2028, to coordinate with CDE to develop and publish model guidelines for inclusive school playgrounds that reflect universal design principles and address equipment, surfacing, sensory features, safety, maintenance, and the needs of underserved, rural, and special-needs communities.
- 5) Requires the advisory committee to recommend requirements or incentives that encourage inclusive playground features, conduct outreach and education activities, and coordinate with state agencies on accessibility and child-development efforts.
- 6) Requires the advisory committee, beginning January 1, 2028, and every five years thereafter, to submit a report to the Legislature regarding inclusive school playgrounds, including recommendations on resource allocation.
- 7) Authorizes CDE to review proposed inclusive school playground designs submitted by local educational agencies seeking state funding and provide technical feedback regarding consistency with the model guidelines.
- 8) Requires CDE to support implementation using existing resources or available grant funding.
- 9) Authorizes the State Board of Education to adopt regulations to implement the bill.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “Asm. Boerner is pleased to author AB 2241, a bill that would ensure newly built or renovated playgrounds at public schools are made with inclusivity in mind. Play is a fundamental right for every child, recognized by United Nations (UN) Convention on the Rights of the Child. Federal ADA standards mandate basic accessibility, but do not ensure inclusive play features. Out-of-state and internationally, there are many examples of playground design going above and beyond to create experiences for children which help them grow, both socially, and mentally, as well as in developing their fine motor skills. Current California design for playgrounds is not sufficient to

nurture these important skills for our children. AB 2241 would address these issues by ensuring that new and renovated playgrounds on public school campuses are inclusive, accessible, and engaging for children of all abilities, designed by an expert advisory committee and given priority funding.”

- 2) ***Accessibility versus inclusion.*** A central policy question raised by this bill is whether compliance with accessibility laws alone is sufficient to ensure meaningful participation for students with disabilities. Federal ADA standards establish important baseline requirements for access, including accessible routes, surfacing, and connections to play structures. However, accessibility and inclusion are not the same.

Research cited by supporters of the bill suggests that children with disabilities may continue to experience barriers to social interaction and play participation even in playgrounds that technically satisfy accessibility requirements. Inclusive playground design generally seeks to address a broader set of considerations, including sensory engagement, social interaction, cognitive accessibility, and opportunities for cooperative play among children with differing abilities. This bill reflects a growing policy discussion regarding whether public facilities should be designed not only to be accessible, but also intentionally inclusive.

- 3) ***Existing state oversight of school facilities.*** California already maintains a robust framework for reviewing school facility projects. CDE, DGS through the Division of the State Architect, OPSC, and the State Allocation Board all play roles in reviewing, funding, and approving school construction projects. Existing law also requires compliance with state and federal accessibility standards.

The bill does not alter those approval processes or create new design mandates. Instead, it creates a mechanism for stakeholders with expertise in disability advocacy, child development, universal design, and school facilities to develop best-practice guidance that may inform future school playground projects. Notably, recent amendments added representatives from local educational agencies, the State Architect, and OPSC to the advisory committee, helping ensure that the advisory committee’s recommendations are informed by practical experience with school facility planning, construction, and state funding programs.

- 4) ***A guidance-first approach.*** As introduced, the bill proposed a more expansive role for the state, including funding-related incentives and additional statewide assessments. Subsequent amendments substantially narrowed the measure. The bill now focuses primarily on establishing an advisory committee, developing model guidelines, conducting outreach, and providing recommendations to policymakers.

As amended, the measure adopts a guidance-first approach rather than creating new funding requirements or imposing new facility standards. This narrower structure may allow the state to gather expertise, identify best practices, and better understand existing barriers before considering whether additional statutory or funding changes are warranted in the future.

SUPPORT

Coalition for Adequate Funding for Special Education

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2251	Hearing Date:	June 17, 2026
Author:	Celeste Rodriguez		
Version:	May 18, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Olgalilia Ramirez		

Subject: Student financial aid: Cal Grant Program: cost of attendance.

SUMMARY

This bill adds a new condition for Cal Grant institutional eligibility by requiring qualifying postsecondary institutions, by the 2027-28 academic year, to develop and implement a cost of attendance (COA) policy and adjustment process that estimates and adjusts COA information consistent with federal standards.

BACKGROUND

Existing law:

Federal law

- 1) Requires the United States Secretary of Education to make available to the public on the College Navigator website information about each institution of higher education that participates in federal financial aid programs, including, but not limited to, the COA of first-time, full-time undergraduate students who live on campus for those who live off-campus. Current regulations also require the College Navigator to include information on COA for residents and non-residents. (United States Code (USC) Title 20, § 1015a)
- 2) Defines “COA” as:
 - a) Tuition and fees including cost for required equipment, materials, or supplies;
 - b) The cost of books, supplies, transportation, and miscellaneous personal expenses including a computer;
 - c) The cost of room and board as determined by the institution for a student living on campus, a student living off campus with their parents, and for all other students, the cost shall be based on reasonable costs incurred by students for room and board;
 - d) For students enrolled less than half-time, tuition and fees and an allowance for specified additional costs;

- e) Specified restrictions for those who are either, engaged in workstudy, studying abroad, are incarcerated, have dependents, are attending online, or are disabled. (USC Title 20 § 1087II)

State law.

- 1) Establishes the Donahoe Higher Education Act, setting forth the mission of the University of California (UC), California State University (CSU), and California Community Colleges (CCC); and, defines “independent institutions of higher education” as nonpublic higher education institutions that grant undergraduate degrees, graduate degrees, or both, and that are formed as nonprofit corporations in California and are accredited by an agency recognized by the United States Department of Education (USDE). For purposes of any code or statute, a national or regional accrediting agency recognized by the USDE as of January 1, 2025, shall retain that recognition until July 1, 2029, provided that the accrediting agency continues to operate in substantially the same manner as it did on January 1, 2025. (Education Code (EC) § 66010, et seq.)
- 2) Requires each campus of the CSU, and requests each campus of the UC, to post on its internet website on or before February 1, 2020, and on or before February 1 each year thereafter: (1) information about the market cost of 2-bedroom apartments and one-person bedrooms in private houses in the areas near that campus where its students commonly reside; (2) separate estimates of other cost-of-living categories, including, but not limited to, living at home or in a permanent residence, food, transportation, books and supplies, miscellaneous expenses, tuition, and mandatory student fees; (3) descriptions of the data sources and methods used to calculate its estimates for each cost-of-living category; and (4) a statement emphasizing the variability of actual costs for individual students and encouraging prospective students and their families to consider how their own costs might differ from those given in the estimates. (EC § 66014.2)
- 3) Requires the CCC and CSU, and requests the UC, on or by July 31, 2025, to develop a policy for estimating and adjusting COA budgets for student parents, as specified. (EC § 66027.82)
- 4) Requires, by January 1, 2020, each campus of the UC, CSU, and CCC, each independent institution of higher education, and each private postsecondary educational institution subject to the California Private Postsecondary Education Act of 2009 that participates in federal financial aid or veterans financial aid programs, to provide students with the Financial Aid Shopping Sheet developed by the USDE to inform admitted students or individuals who have been offered admission about financial aid award packages. (EC §§ 66021.3 and 94912.5)
- 5) Defines “COA” as the mandatory systemwide fees, books and supplies, room and board, transportation, and miscellaneous personal expenses for an undergraduate California resident student, as used in determining financial aid eligibility. (EC § 66028.1)
- 6) Requires the UC Regents and the CSU Trustees to annually provide the Legislature, by February 1 of each year, detailed information regarding expenditures of revenues

derived from student fees and uses of institutional financial aid, and provide information regarding the systemwide average total COA per student. (EC § 66028.6)

- 7) Requires each institution of higher education with a physical presence in this state to separately list the cost of institutionally operated housing and meal plans on all websites and documents it provides to students for purposes of advertising or otherwise displaying the student costs associated with institutionally operated housing. (EC § 69503.6)
- 8) Requires, commencing with the 2018-19 award year, that each higher education institution (except the CCC), to the extent feasible, send an individualized letter to their students regarding information on their student loans; and, specifies that if an institution is not able to provide a student with estimates, the institution shall inform their students in the letter that they may view their financial aid history via the National Student Loan Data System (NSLDS) and must provide the Internet Web site link to the system. (EC § 69509.6)
- 9) Requires the UC to report biennially to the Legislature and the Department of Finance, by October 1 of each even-numbered year, on the total costs of education at the UC; the report must identify the costs of undergraduate education, graduate academic education, graduate professional education, and research activities. Requires all four of these categories to be reported in total and disaggregated separately by specified disciplines. Additionally, existing law requires the costs to be reported on both a systemwide and campus-by-campus basis for any report submitted after January 1, 2017. Requires a report prepared after January 1, 2017, to include information on costs, disaggregated by campus, based on the methodology developed by the National Association of College and University Business Officers in its February 2002 report, and other methodologies determined by the UC. (EC § 92670)

ANALYSIS

This bill:

- 1) Adds a new condition for Cal Grant institutional eligibility by requiring qualifying postsecondary institutions, by the 2027-28 academic year, to develop and implement a COA policy and adjustment process to estimate and adjust COA information consistent with federal standards. It further requires institutions to comply with all of the following:
 - a) Prominently display the data sources and assumptions used to calculate each component of the institution's COA budget on the institution's webpage that contains information about their COA budget.
 - b) Implement a COA adjustment process that allows for adjustments to any student expense category included in the institution's COA budget, as specified.
 - c) Consider COA adjustments for all of the following

circumstances:

- i) Housing and utility costs for reasonable living accommodations that exceed the allowance provided for in the COA budget.
 - ii) The cost of purchasing a computer.
 - iii) The cost of uninsured medical, dental, or optical expenses.
 - iv) The cost of transportation exceeding the allowance provided for in the COA budget, including automobile expenses such as gas, repairs, and insurance.
 - v) The cost of dependent care expenses for students with dependent children.
 - vi) An allowance for expenses associated with a student's disability, as specified.
- d) Accept electronic or hard copy COA adjustment requests.
 - e) Complete the review of a student's COA adjustment request and notify the student within the specified timeline. Rejected requests must include a description of the reason for the denial. A delay in the review is permitted under the specified states of emergency including a declaration of war and within the specified timeline.
 - f) Allow students to submit a COA adjustment request during their enrollment. The institution is prohibited from imposing COA adjustment request deadlines that are earlier than three weeks before the end of each term or limit the number of requests that may be submitted.
 - g) If requested by the student, an institution may provide a second review process for an adjustment for a request that has been denied and by a different reviewer.
 - h) Prominently display information about the institution's COA adjustment process in the manner prescribed.
 - i) When describing potential outcomes of an approved COA adjustment request in materials or communications include a statement that an approved request for a COA adjustment may result in additional financial aid, as specified.
- 2) Makes an institution's compliance with the bill's provisions a condition for qualifying for the Cal Grant program.
 - 3) Makes various legislative findings and declarations relative to the total COA.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, “A college education is a significant financial investment, and costs are rising. The Cost of Attendance (COA) is the average total cost to attend college for one academic year, including tuition, fees, housing, food, books, and transportation. When colleges set the COA too low, it limits the financial aid students can receive, leaving them to pick up extra jobs, take on more debt, or even drop out. Students from low-income backgrounds, first-generation students, foster youth, and unhoused students are particularly vulnerable, and they should be top of mind if we want to ensure that higher education is accessible and equitable to everyone. AB 2251 closes the gap by ensuring students have a transparent, timely path to update their financial aid when their real-life costs don’t match what’s on paper. This bill is about making college more affordable and more honest so students can stay focused on their education, and not just on how to afford it.”
- 2) **Cost of attendance.** The cost of college attendance refers to the total direct and indirect costs of attending college each year. Each college calculates this figure to estimate the price of college for students and families, as well as to determine state and federal financial aid award amounts. Current law, for purposes of determining financial aid, defines COA as the mandatory systemwide fees, books and supplies, room and board, transportation, and miscellaneous personal expenses for an undergraduate California resident student. This bill seeks to establish minimum standards governing how Cal Grant participating institutions calculate COA estimates and process student requests for COA adjustments.
- 3) **Awareness and accessibility of COA adjustments.** Current law requires institutions to provide students with a process for requesting COA adjustments in certain circumstances. However, students may not be aware that adjustments are available or understand how to request them. According to information provided by the author’s office, because COA serves as a cap on the amount of financial aid a student may receive, students whose actual expenses exceed institutional estimates may be eligible for additional aid through an adjustment. According to the John Burton Advocates for Youth, some institutions do not currently make this information readily available on their websites, which may make it more difficult for students to identify available adjustment options. The author argues that greater awareness of adjustment opportunities could help students access available financial aid and better meet their educational expenses. This measure requires that institutions publicly post information regarding their COA adjustment policies and processes. It additionally provides for greater consistency in how institutions communicate COA adjustment opportunities and procedures to students.
- 4) **Establishes statewide standards for COA adjustment policies.** Current law provides institutions with discretion in developing processes for evaluating COA adjustments consistent with federal requirements. This bill would establish minimum statewide requirements governing institutional COA adjustment policies, including the categories of expenses that must be considered, timelines for reviewing requests, information that must be provided to students, and requirements related to the submission and review of requests.

- 5) **Conditions of compliance with Cal Grant Eligibility.** Existing law establishes institutional eligibility criteria for participation in the Cal Grant program, including maintaining a specific student loan default rate and reporting enrollment, persistence, and graduation data for Cal Grant recipients. These standards were established to address concerns that state funds may be encouraging some students to attend poorly performing schools. This bill introduces new standards relating to administrative procedures for determining COA in order for institutions to maintain Cal Grant eligibility. This bill establishes a common set of standards for institutions' participation in the Cal Grant program. As a result, the bill's requirements would apply across public, nonprofit independent, and participating private postsecondary institutions seeking to maintain Cal Grant eligibility. Failure to comply could result in an institution losing eligibility for the Cal Grant program. If this occurs, students will be unable to use their Cal Grant award at that institution. Participation in the Cal Grant program provides a significant incentive for most institutions to comply with state requirements. This bill would use that incentive to encourage compliance with its COA requirements. Any addition to these eligibility standards for colleges participating in Cal Grant programs should be carefully considered to ensure that they warrant the use of the enforcement mechanism for noncompliance.

SUPPORT

California State Student Association (co-sponsor)
 California Student Aid Commission (co-sponsor)
 John Burton Advocates for Youth (co-sponsor)
 The Institute for College Access & Success (co-sponsor)
 uAspire (co-sponsor)
 University of California Student Association (co-sponsor)
 Allies for Every Child
 California Alliance of Caregivers
 CFT – A Union of Educators & Classified Professionals, AFT, AFL-CIO
 Children Now
 Creative Alternatives
 EdTrust-West
 Foster Youth Pre-College Collective
 Hispanas Organized for Political Equality
 Los Angeles Unified School District
 NextGen California
 Ohlone College NextUp
 Public Advocates
 Santa Ana College Guardian Scholars Program
 Santa Cruz County Office of Education
 SchoolHouse Connection
 Southern California College Attainment Network
 Student Senate for California Community Colleges
 United Friends of the Children

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No:	AB 2324	Hearing Date:	June 17, 2026
Author:	Jeff Gonzalez		
Version:	April 20, 2026		
Urgency:	No	Fiscal:	Yes
Consultant:	Ian Johnson		

Subject: Vocational education: youth caregivers.

SUMMARY

This bill requires the California Department of Education (CDE), during the next revision of the California Career Technical Education (CTE) Model Curriculum Standards, to consider adding content related to youth caregivers within the Personal Care and Services career pathway. The bill also requires CDE, by July 1, 2028, to develop implementation guidance for the pathway, including guidance related to caregiving skills, work-based learning opportunities, and the potential use of work experience education (WEE) credit for youth who provide care to family members in the home.

BACKGROUND

Existing law:

- 1) Authorizes school districts that maintain high schools to establish WEE programs to provide pupils with instruction in the skills, attitudes, and understandings necessary for success in employment.
- 2) Requires the Superintendent of Public Instruction (SPI) to coordinate the development and periodic revision of California CTE Model Curriculum Standards for grades 7 to 12, inclusive.
- 3) Establishes California's CTE system, including industry sectors and career pathways that provide students with academic and technical preparation for employment and postsecondary education.
- 4) Establishes the Education, Child Development, and Family Services industry sector, which includes pathways related to careers in family and human services.
- 5) Requires local educational agencies receiving state CTE funding to provide high-quality curriculum and work-based learning opportunities aligned with state CTE standards.

ANALYSIS

This bill:

- 1) Defines a “youth caregiver” as a child or youth of an age typical of a pupil in grades 9 through 12 who provides help or care to an individual with an ongoing health condition, chronic illness, disability, mental illness, frailty, or advanced age.
- 2) Requires CDE, during the next revision of the California CTE Model Curriculum Standards, to consult with the standards development committees responsible for updating the Healthcare and Human Services career cluster and consider adding content addressing the role of youth caregivers within the Personal Care and Services career pathway.
- 3) Requires CDE, by July 1, 2028, and in consultation with relevant stakeholders, to develop guidance for implementation of the Personal Care and Services career pathway that may include, but is not limited to, all of the following:
 - a) Skills associated with Personal Care and Services occupations, including in-home caregiving provided by youth caring for family members.
 - b) Instructional content related to direct support professions, including Home and Community-Based Services waivers and services for individuals with developmental, mental health, and physical disabilities, as well as older adults.
 - c) The social, emotional, academic, and physical risks that may be experienced by youth caregivers and the need for referrals to supportive services.
 - d) Work-based learning strategies that may consider the family home an appropriate location for work-based learning activities within the Personal Care and Services pathway.
 - e) The eligibility of youth caregivers to receive WEE credit for caring for a family member in the family member’s home.

STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “Youth caregivers play a vital yet often unseen role in families and communities. Across the country, young people provide daily care and support for siblings, parents, grandparents, and other loved ones who are aging, ill, or living with disabilities. These responsibilities require maturity, compassion, resilience, and practical problem-solving skills. Despite the value of their contributions, youth caregivers frequently carry these responsibilities without recognition, resources, or structured support. Balancing school, personal development, and caregiving duties can place significant pressure on young people and limit their access to educational and career opportunities. Recognizing youth caregivers means not only acknowledging their work but also ensuring they have pathways that allow their experience to become a strength rather than a barrier. When we invest in programs that connect caregiving experience with education and workforce development, we create meaningful career pathways into fields such as healthcare, community health,

and direct care. These pathways honor the skills youth caregivers already possess while equipping them with professional credentials, economic mobility, and long-term career stability. At the same time, strengthening these pathways helps address growing workforce needs in caregiving professions. By valuing lived experience and making entry points more accessible, we can build a workforce that is compassionate, culturally aware, and deeply connected to the communities it serves.”

- 2) ***Recognition of an often-overlooked student population.*** This bill is premised on the idea that many young people provide substantial care for parents, grandparents, siblings, or other family members with disabilities, chronic illnesses, or age-related needs. The bill’s findings cite research suggesting that youth caregivers may experience increased social isolation, stress, depression, and educational challenges while simultaneously developing skills related to responsibility, communication, and caregiving. Rather than creating a new program, this bill seeks to recognize those experiences within an existing CTE pathway and encourage consideration of how caregiving experiences may connect to future education and employment opportunities.
- 3) ***Narrowed significantly from its original form.*** As introduced, this bill proposed the creation of a standalone Youth Caregivers Career Pathway program, including development of a new curriculum framework, advisory structures, and specific programmatic requirements. Amendments taken in the Assembly substantially narrowed the measure. The bill now takes a considerably more limited approach by requiring CDE to consider youth caregiver content during the next scheduled update of the CTE Model Curriculum Standards and by directing CDE to develop implementation guidance for the existing Personal Care and Services pathway. As amended, the bill largely relies on California’s existing CTE infrastructure rather than creating a new pathway or program.
- 4) ***Relationship to ongoing CTE standards revisions.*** The CDE is currently engaged in a multiyear effort to update California’s CTE Model Curriculum Standards and align them with the national Advance CTE Career Clusters Framework, with adoption anticipated in 2027. The Health and Human Services career cluster already includes a Personal Care Services pathway that is intended to prepare students for careers supporting individuals across a range of care settings. This bill effectively directs attention to youth caregiving experiences during that standards revision process and may provide an opportunity for stakeholders to examine whether existing pathway content sufficiently addresses caregiving responsibilities performed by young people.
- 5) ***Questions regarding WEE credit.*** The bill authorizes implementation guidance to address the eligibility of youth caregivers to receive WEE credit for providing care to a family member in the family home. Existing WEE programs are generally designed around structured workplace learning experiences that include supervision, training plans, and educational objectives. The bill does not change WEE statutes or establish a new entitlement to credit. However, the Committee may wish to consider the extent to which caregiving provided within the home can or should be incorporated into existing work-based learning

frameworks and whether additional statutory changes would ultimately be necessary if broader implementation is envisioned.

- 6) ***Workforce development and direct support professional shortages.*** The author's broader rationale for the bill is tied to persistent workforce shortages in caregiving and direct support professions. California continues to face growing demand for workers who support older adults and individuals with disabilities in home and community-based settings. Supporters contend that youth caregivers often develop relevant skills through lived experience and may represent a potential pipeline into health, human services, and direct support careers if provided with appropriate educational pathways and support. While this bill does not create a workforce development program, it reflects a growing policy interest in connecting caregiving experiences to career exploration and workforce preparation opportunities.

SUPPORT

Association of Regional Center Agencies (co-sponsor)
California Association of Local Behavioral Health Boards and Commissions (co-sponsor)
Alzheimer's Greater Los Angeles
Alzheimer's Orange County
Alzheimer's San Diego
California Coalition for Behavioral Health
California Disability Services Association
California Foundation for Independent Living Centers
The Arc and United Cerebral Palsy California Collaboration
The California Baptist Capitol Ministry

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2660 **Hearing Date:** June 17, 2026
Author: Alvarez
Version: April 27, 2026
Urgency: No **Fiscal:** Yes
Consultant: Olgalilia Ramirez

Subject: Public postsecondary education: intersegmental partnerships: STEM education.

SUMMARY

This bill establishes the Cal-Bridge Program and ENLACE Program as intersegmental science, technology, engineering, and mathematics (STEM) pathway initiatives to increase the number and diversity of students pursuing STEM doctors of philosophy (PhDs) and entering California's STEM workforce.

BACKGROUND

Existing law:

- 1) Establishes the Donahoe Higher Education Act, setting forth the mission of the California Community Colleges (CCC), the California State University (CSU), and the University of California (UC). (Education Code (EC) § 66010, et seq.)
- 2) Stipulates that the CCC is under the administration of the CCC Board of Governors; and specifies that the CCC consist of community college districts. (EC § 70900)
- 3) Establishes the California State Summer School for Mathematics and Science (COSMOS) to create a multidisciplinary academic development program in mathematics and science and to enable pupils with demonstrated academic excellence in mathematics and science to receive intensive educational enrichment in these subjects. (EC § 8660)

ANALYSIS

This bill:

- 1) Establishes the Cal-Bridge Program as a fully intersegmental partnership program between the CCC, CSU, and UC that is independent of the CCC, CSU, and UC, but is administratively housed at either a CSU or UC campus.
- 2) Establishes the ENLACE Program as an operationally independent program that works in collaboration with the Cal-Bridge Program for the purpose of serving as a critical component of the state's STEM education ecosystem. The ENLACE

Program is to operate as an intersegmental STEM pathway program to serve students in high school and undergraduate studies across all STEM disciplines.

- 3) Requires recruitment of CCC, CSU, and UC students majoring in STEM disciplines into the Cal-Bridge Program and requires that the Cal-Bridge Program have all of the following goals:
 - a) Preparing students to apply to PhD programs in STEM disciplines, particularly UC STEM PhD programs.
 - b) Providing summer research experiences for community college and CSU undergraduates to prepare them for PhD programs or the California STEM workforce.
 - c) Supporting students to become PhD scholars and preparing them to become competitive postsecondary faculty candidates and leaders in California's technology industry.
 - d) Offering postdoctoral opportunities in the UC and CSU systems to further prepare students to become faculty in California's postsecondary education system.
 - e) Maintaining an ongoing support network of scholars and faculty to support the continuation and growth of the Cal-Bridge Program and to create a community of support.

- 4) Requires that the Cal-Bridge Program consist of the following five distinct but interrelated programs:
 - a) The Cal-Bridge Undergraduate Program, which is to provide specified types of support, including financial, mentorship, professional development, and research opportunities to CCC and CSU undergraduate scholars majoring in the physics, astronomy, computer science, computer engineering, mathematics, and statistics disciplines with the goal of supporting them to successfully apply to STEM PhD programs.
 - b) The Cal-Bridge Summer Program, which is to provide research opportunities for Cal-Bridge undergraduate and community college scholars to conduct summer research at UC and other research sites.
 - c) The Cal-Bridge Doctoral Program, which is to provide specified types of support including financial, professional development and mentorship to students in CSU and UC STEM PhD programs, particularly those in the UC system, to prepare them to become competitive postsecondary faculty candidates or leaders in California's technology industry. The bill requires, for purposes of providing continued support through the comprehensive Cal-Bridge pathway, that eligibility for the Cal-Bridge Doctoral Program be extended to any California undergraduate who majored in a discipline served by the Cal-Bridge Undergraduate Program, who participated in the Cal-Bridge Undergraduate Program, the ENLACE Program, the UC

Leadership Excellence through Advanced Degrees program, or other program with similar goals, and who matriculates to a UC PhD program in a STEM discipline.

- d) The Cal-Bridge Postdoctoral Program, which is to provide additional preparation for postdoctoral scholars to become competitive faculty candidates. The Cal-Bridge Postdoctoral Program is to include all of the following:
 - i) Two-year Cal-Bridge postdoctoral scholar positions.
 - ii) For UC and CSU Cal-Bridge postdoctoral scholars, sponsorship by STEM-instructing faculty and receive on-campus research opportunities under the direct supervision of faculty.
 - iii) For CSU postdoctoral scholars, the ability to teach classes at the segment as the instructors of record.
- e) The Cal-Bridge First Academic Scholar Training (FAST) Program, which is To provide preparation for CCC students to join the California STEM workforce, and for those interested, to successfully apply to the Cal-Bridge Undergraduate Program. The Cal-Bridge FAST Program is to include computer programming workshops, small research projects, and research opportunities in STEM disciplines specifically targeted at the CCC students.
- f) The ENLACE Program, which is to operate independently from, but in collaboration with the Cal-Bridge Program toward shared statewide STEM workforce development goals, is to consist of the ENLACE High School and Undergraduate Program, as follows:
 - i) The ENLACE High School and Undergraduate Program is to provide support, including academic and mentorship, to students from high school through undergraduate studies at CCC, CSU, and UC campuses majoring in all STEM disciplines, including engineering, the biological, physical, earth, and health sciences, and medicine.
 - ii) The high school programming conducted by the ENLACE High School and Undergraduate Program is to provide summer research experiences in STEM subjects at a participating UC to qualified 11th grade pupils.
- 5) Requires that the Cal-Bridge Program and the ENLACE Program seek areas for formal and informal collaboration to enhance their joint missions of developing a diverse and robust California STEM workforce. The Legislature intends for the programs to explore opportunities to leverage their distinct pathways from high school through doctoral and professional degrees to create a more comprehensive and inclusive ecosystem for STEM education in the state.

- 6) Specifies the ways funding appropriated for purposes of the Cal-Bridge Program may be used, including financial aid to students and administrative salaries, among other things.
- 7) States that the bill's provisions are only applicable to the UC only to the extent that the UC Regents make it applicable.
- 8) Defines various terms for the purposes of the bill.

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, "The STEM public university professoriate in California does not come close to reflecting the state's diversity. As a consequence, large numbers of students from groups underrepresented in the science and technology workforce leave STEM majors before completing their BS degree, thereby grossly underutilizing the talent of the state. California needs to enact Cal-Bridge to broaden opportunities by identifying and nurturing the diverse talent of all Californians.

"For the past ten years, the Cal-Bridge program has brought together the three segments of the California higher education system (CC, CSU, and UC) to provide a comprehensive, end-to-end pathway for California's diverse STEM undergraduates to attain a PhD and join the state's public university faculty. Cal-Bridge has already been proven successful. Multiple graduates from this program have obtained tenure-track faculty jobs in the CSU and CCC systems.

"Similarly, the ENLACE program at UC San Diego fosters binational collaboration by pairing high school and college students from the U.S. and Mexico for seven weeks of intensive, world-class research. By transcending borders and providing immersive lab experiences, ENLACE opens doors to STEM fields for traditionally underrepresented populations, inspiring participants to pursue PhDs and enriching the scientific community with diverse perspectives."

- 2) **Existing Cal-Bridge program.** The Cal-Bridge Program is a partnership between UC, CSU, and CCC faculty that aims to increase the number of CSU students from groups traditionally underrepresented in astronomy and physics who complete bachelor's degrees and enter a PhD program, particularly at one of the participating UC campuses (Irvine, Los Angeles, San Diego, Riverside, and Santa Barbara). The main Cal-Bridge Program is a partnership between 9 UCs, 22 CSUs, and CCCs, with over 200 faculty from the three systems participating. Scholars are recruited from CSU and CCC campuses across the state, with the help of local faculty or staff liaisons at each campus. CCC students transfer to a participating CSU to join the program. In the Cal-Bridge Summer Program, students are selected from the same network of all 23 CSUs and 116 CCC to spend 8-10 weeks conducting research in STEM disciplines at one of 20 major research institutions in California and across the country. To be eligible for the Cal-Bridge Program, applicants must be 18 years old, enrolled in a CSU campus with a physics, astronomy, computer science, or mathematics major, or a CCC student transferring to a 4-year institution.

The Cal-Bridge Program has been operating since 2014 and includes participation from CCC, CSU, and UC faculty and campuses throughout the state. This bill codifies the program.

- 3) **Student support and educational outcomes.** Once selected, Cal-Bridge Scholars benefit from financial support, intensive joint mentoring by CSU and UC faculty, professional development workshops, and exposure to research opportunities at the participating UC campuses. Specifically, students benefit from: 1) joint intensive mentoring by two faculty, one from their home CSU campus and the other from a nearby UC campus; 2) substantial need-based scholarships up to \$10,000 per year to allow the scholars to reduce work hours and focus on academics; 3) professional development workshops designed to prepare the scholars to successfully apply to PhD programs; and 4) providing summer research opportunities, primarily through the Cal-Bridge Summer Program. According to information provided by the author's office, scholars in the Cal-Bridge Program have a 70% acceptance rate to PhD programs with their first application, a statistic that is unmatched anywhere else in the country. The first cohorts of scholars have now obtained their bachelor's and doctoral degrees and have begun to join the ranks of California's public university faculty.
- 4) **STEM diversity and workforce development.** Information provided by the author demonstrates the lack of representation in STEM degrees, particularly doctoral degrees and faculty positions, among historically underrepresented groups. According to a recent report of the National Center for Science and Engineering Statistics, "Hispanic, Black, and American Indian or Alaska Native persons collectively account for 37% of the U.S. population ages 18–34 years in 2021 and 26% of science and engineering bachelor's, % of science and engineering master's, and 16% of science and engineering doctoral degrees earned by U.S. citizens and permanent residents in 2020. Women were also underrepresented among degree recipients at all degree levels in physical and earth sciences, mathematics and computer sciences, and engineering."

Proponents of the measure contend that Cal-Bridge helps address these disparities by providing financial support, mentoring, professional development, and research opportunities. Cal-Bridge scholars have achieved a 92% bachelor's degree completion rate, compared to approximately 62% for the CSU system overall. The program has awarded bachelor's degrees to 66 students in 2024, 66 students in 2025, and 58 students in 2026. Since the first Cal-Bridge PhD graduate completed the program in 2021, 20 program participants have earned doctoral degrees.

- 5) **Cal-Bridge Program funding.** The National Science Foundation funded the Cal-Bridge Program until 2022. Since then, the state has stepped in to support the program providing funding in multiple years through the annual budget act most recently with \$5 million in the in the 2025 budget act.
- 6) **Existing ENLACE program.** ENLACE is a summer research program established in 2013 at UC San Diego and pairs Californian and Mexican 11th grade or undergraduate students for a seven-week immersive research experience in a STEM field relevant to the CaliBaja region. The program provides

mentorship, academic support, and research opportunities for students and aims to diversify California's STEM workforce in research, industry, and healthcare through providing opportunities in STEM fields to typically underrepresented students. The program has grown from 5 students in 2013 to 200 students annually. The cost to participate in 2026 is \$7,500 per student, not including airfare or visa processing fees. This bill would formally establish ENLACE and Cal Bridget programs in statute and specify their missions, structures, goals, and allowable uses of funding.

7) **Related legislation.**

AB 2349 (Wilson, 2024) would have established, subject to appropriation, the Cal-Bridge Program, as an intersegmental partnership program between the CCCs, the CSU, and the UC to promote diversity in STEM fields. AB 2349 died in the Senate Appropriations Committee.

SUPPORT

Alameda County Office of Education
American Association of University Women - California
California Commission on the Status of Women and Girls
Delta Kappa Gamma International - Chi State
Faculty Association of California Community Colleges

OPPOSITION

None received

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SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

Bill No: AB 2693 **Hearing Date:** June 17, 2026
Author: Alvarez
Version: April 23, 2026
Urgency: No **Fiscal:** Yes
Consultant: Olgalilia Ramirez

Subject: California State University: California Maritime Academy.

SUMMARY

This bill updates the list of campuses of the California State University (CSU) that are the property of the state to include “Cal Poly Maritime” and “Cal Poly Maritime Academy” to reflect the recent name change and transition of CSU, California Maritime Academy.

BACKGROUND

Existing law:

- 1) Establishes the CSU system, made up of 23 campuses, and bestows upon the CSU Trustees, through the CSU Board of Trustees, the powers, duties, and functions with respect to the management, administration, and control of the CSU system. (Education Code (EC) § 66606 and 89030, et seq.)
- 2) Declares that all of the following names are the property of the state:
 - a) “California State University;”
 - b) The names of all educational institutions in the state with names containing the words “California State University;”
 - c) All of the following names:
 - i) “California Polytechnic State University, San Luis Obispo;”
 - ii) “California State Polytechnic University, Humboldt;”
 - iii) “California State Polytechnic University, Pomona;”
 - iv) “California Maritime Academy;”
 - v) “Humboldt State University;”
 - vi) “Sonoma State University;”
 - vii) “San Francisco State University;”

- viii) "San Jose State University;" and,
- viii) "San Diego State University."
- d) Abbreviations of names listed in subparagraphs a), b), and c) above, including, but not necessarily limited to, all of the following:
 - i) "Cal State;"
 - ii) "Cal Maritime;"
 - iii) "Humboldt State;"
 - iv) "Sonoma State;"
 - v) "San Francisco State;"
 - vi) "San Jose State;"
 - vii) "San Diego State;"
 - viii) "Cal Poly;" and,
 - ix) "CSU." (EC § 89005.5)

ANALYSIS

- 1) This bill updates the list of abbreviated names for educational institutions of the CSU, which are property of the state, by adding "Cal Poly Maritime" and "Cal Poly Maritime Academy".

STAFF COMMENTS

- 1) **Need for the bill.** According to the author, "AB 2693 will create parity by codifying Cal Poly Maritime's abbreviated name change. This change will create alignment with the twenty-three other CSU campuses that have abbreviations. This is a timely update as CSU Maritime will complete its formal integration under Cal Poly's administrative structure during the fall of 2026."
- 2) **CSU Maritime Academy.** The CSU Maritime Academy, commonly known as Cal Maritime, has operated for more than 90 years and is the only degree-granting maritime academy on the West Coast. Over that time, it grew from a small nautical training school into a specialized campus within the CSU system, with students, faculty, and alumni contributing to the state and nation in both wartime and peacetime. It is one of only six degree-granting state maritime academies in the United States that produce U.S. Coast Guard-licensed merchant mariner officers, preparing graduates for careers in engineering, oceanography, transportation, global logistics, marine sciences, and international relations.

Located on a 92-acre waterfront campus in Vallejo, Cal Maritime offers seven specialized undergraduate majors and maintains a 13:1 student-to-faculty ratio, with programs emphasizing a “learn by doing” approach that includes required internships and a Summer Sea Term aboard the 500-foot Training Ship Golden Bear. Enrollment, however, has declined substantially in recent years: according to the Cal Poly Maritime Integration FAQ, headcount fell roughly 31% over seven years, from 1,107 students in 2016–17 to 761 in 2023–24, with fall 2024 enrollment at 804. Combined with rising compensation and operating costs, this decline created a projected budget deficit that the CSU determined was unsustainable for Cal Maritime as a standalone institution.

To preserve the Cal Maritime’s federally regulated licensure programs and its role in national and economic security, the CSU Board of Trustees voted on November 21, 2024, to approve the chancellor’s recommendation to integrate Cal Maritime with Cal Poly, San Luis Obispo. The integration is structured as a permanent solution rather than a temporary financial fix, supported by \$35 million in one-time CSU funds distributed over seven years. Effective July 1, 2025, the two institutions began operating as a single university under Cal Poly President Dr. Jeffrey D. Armstrong, with Vice President/CEO Dr. Corey Cook leading what is now called the Cal Poly Solano Campus, and Rear Admiral Eric C. Jones, U.S. Maritime Service, serving as Superintendent of Cal Poly Maritime Academy - which is housed at the Solano campus.

Formal integration completes in fall 2026, when the first students will enroll as Cal Poly students under a single administrative structure, budget, academic senate, student association, alumni association, and foundation. The new purpose-built National Security Multi-Mission Vessel-class training ship Golden State is expected to arrive early 2027, with associated waterfront upgrades estimated at \$120 million (at least 80% federally funded).

This bill provides a statutory update to reflect Cal Maritime’s recent integration with Cal Poly, San Luis Obispo.

SUPPORT

None received

OPPOSITION

None received

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