

California schoolnews

Weekly Update

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Legislative update: The 2025–26 legislative session nears its end



The **second year of the 2025–26 legislative session will end on Aug. 31, and any remaining bills must pass the Legislature before midnight in order to be sent to Gov. Gavin Newsom.** Considered one of the busiest times of the year, the last weeks often run into the late hours of the evening as lawmakers debate numerous measures. For those that pass the Legislature, the Governor will have 30 days from

the end of session, or by Sept. 30, to sign or veto all bills that reach his desk.

Of CSBA's sponsored bills, four are still active:

- Assembly Bill 2225 (Patel, D-San Diego), which would help to further CSBA's SOS for Student Achievement: Close the State Accountability Gap initiative by assuring that state education governance alignment efforts continue.
- AB 2008 (Patel), which would limit future local educational agency reporting requirements to four years and require the California Department of Education (CDE) to develop and post on its website a standardized grant application template for LEAs.
- AB 2490 (Valencia, D-Anaheim), which would expand the amount of time an authorized substitute teacher could serve in a classroom from 30 to 70 days.
- AB 2496 (Solache, D-Lynwood), which requires the CDE to identify duplicative data and reporting requirements between the California School Dashboard and the School Accountability Report Card and other data requirements and provides increased flexibility with the mid-year Local Control and Accountability Plan update.

CSBA's Governmental Relations team will keep members informed as the session wraps.

CSBA, school and public agency leaders hold press conference to urge Legislature to reform AB 218



As **California lawmakers consider reforms to Assembly Bill 218 in the final weeks of the legislative session, leaders representing school districts and public entities across the state held a virtual press briefing on Aug. 20 to discuss reforms** that would preserve survivors' ability to seek justice while establishing reasonable safeguards against unlimited publicly funded liability. The **event featured**

representatives from school districts, CSBA, the California Association of Joint Powers Authorities, the Association of California School Administrators, the California Association of School Business Officials and the Rural County Representatives of California.

CSBA President Dr. Debra Schade explained the importance of balancing the need to provide restitution to victims while ensuring the solvency of LEAs for current students.

"Childhood sexual abuse causes profound and lasting harm and is one of the most horrific crimes imaginable. Survivors deserve compassion, support, accountability and justice. That was the honorable purpose behind AB 218," Schade said. "But [six] years after the law's passage, **California is confronting serious unintended consequences.** School districts are diverting millions of dollars from classrooms. Insurance premiums are soaring. Insurers are leaving the market, and some districts face the possibility of insolvency.

"Those consequences are felt by today's students through fewer teachers, larger classes, reduced counseling and mental health supports, and greater strain on special education," Schade continued. "This is not a choice between survivors and students. California can preserve survivor rights and provide meaningful compensation while creating safeguards that keep schools and other public agencies from financial collapse. **There is only one clear solution to this issue that balances both the needs of the victim and the**

needs of current and future students, and that is comprehensive tort reform.” [Read a recap of the event on the CSBA blog »](#)

New CSBA brief helps board members understand special education in California



A new brief from CSBA's Research and Education Policy Development Department, **“California's Children and Youth with Disabilities,”** provides information about the state's children with disabilities, the sometimes-complicated challenge of accurately assessing these conditions, the importance of early intervention and the implications of identifying a child as having a disability.

Understanding special education is fundamental to effective governance. School board members make decisions that shape policies, allocate resources and establish priorities that directly affect California students with disabilities. **With accurate information, board members can make the best decisions to ensure equity, transparency and accountability in the education provided to all students.** [Access the brief »](#)

For county office of education governance team members interested in learning more about this topic, be sure to attend the session “Trends, Challenges, and Innovative Practices in Special Education” during the [2026 CSBA Counties Conference](#), happening Sept. 25-27 in Marina del Rey.

Federal update: Dear Colleague letters on edtech and discipline



On Aug. 20, the **U.S. Department of Education** released a **Dear Colleague Letter** for states, local educational agencies, educational technology (edtech) providers, families and other stakeholders regarding the use of technology in schools. The guidance includes considerations **“to encourage balanced policymaking, responsible innovation, and a continued focus on student outcomes.”**

For state leaders and LEAs, the letter suggests distinguishing between policies addressing recreational technology use and those governing instructional technology; evaluating edtech based on demonstrated learning outcomes and instructional value rather than just screen time; incorporating evidence of effectiveness into procurement and renewal decisions; establishing processes for reviewing implementation and outcomes to ensure technology investments continue meeting instructional goals; and supporting professional development that helps educators integrate technology effectively into instruction. [Read the letter »](#)

In other federal news:

- On Aug. 18, the Education Department published a **Dear Colleague Letter with guidance on pupil discipline and compliance with Title VI of the Civil Rights Act of 1964**, which requires schools to treat students equally regardless of race, color or national origin — including in matters discipline. The guidance advises schools to offer safe learning environments while ensuring that policies and practices related to discipline are enforced in accordance with the nondiscrimination requirements. CSBA's Legal team is covering recent updates related to Title VI in the September newsletter.

State update: Applications open for multiple leadership opportunities



The State Board of Education (SBE) is welcoming applications for a number of leadership opportunities.

Qualified and interested individuals **may consider open positions with the [Advisory Commission on Charter Schools](#)** (which is specifically looking for school district governance team members), Instructional

Quality Commission, and the California Practitioners Advisory Group. Applications are due by 5 p.m. on Sept. 28. Details on the vacancies, advisory body responsibilities and application requirements [can be found here](#) »

Eligible students are encouraged to apply to serve as the SBE's 2027–28 student board member, who serves as a voice for their peers across California while developing valuable professional and personal skills. **The deadline to apply for this position is Sept. 25. [View the application](#) »**

In other state news:

- The California Environmental Protection Agency's **California Environmental Youth Advisory Council is [accepting applications](#)** for its inaugural cohort through Sept. 21. [Learn more](#) »

Total School Solutions can help with Facilities Master Plans

Up-to-date facilities can support the educational and programmatic goals of local educational agencies. **A Facilities Master Plan provides a district with vital information regarding current and future needs for student housing, quality of existing facilities, and facilities renovation and expansion requirements to meet its**



conclusions and recommendations about the availability and timing of financing and funding. [Learn more »](#)

educational and programmatic goals. The master plan also assists in identifying funding needs for capital improvement and developing financing options. **Total School Solutions Facilities Master Plans include** accurate projections regarding enrollment, careful determination of school site capacity, educational specifications to ensure programmatic needs are served, a detailed needs assessment, and

Stay up to date with the latest news and resources on the [CSBA blog](#).

In-person events

Masters in Governance (MIG) for County Office of Education Course 4: Community Relations and Advocacy | Governance Integration

Sept. 24 | Marina del Rey | [Register](#)

2026 CSBA Counties Conference

Sept. 25-27 | Marina del Rey | [Register](#)

2026 Annual Education Conference and Trade Show

Dec. 3-5 | San Diego | [Register](#)

Virtual events

MIG Course 1: Foundations of Effective Governance/Setting Direction

Sept. 8-16 | [Register](#)

Executive Assistant (EA) Upsilon: Governance 2A/2B

Sept. 10-11 | [Register](#)

CCSA 2026 Fall Workshop

Sept. 18 | [Register](#)

Student Board Member Bundle Subscription

Sept. 21-May 10 | [Register](#)

MIG Course 2: Student Learning &

Sponsors



Achievement/Policy & Judicial Review

Sept. 22-30 | [Register](#)

[View complete calendar](#)