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# SENATE COMMITTEE ON EDUCATION

Senator Sasha Renée Pérez, Chair

2025 - 2026 Regular

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**Bill No:** SB 998 **Hearing Date:** April 15, 2026  
**Author:** Gonzalez and Weber Pierson  
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**Urgency:** No **Fiscal:** Yes  
**Consultant:** Therresa Austin

**Subject:** Educational equity: discrimination prevention coordinators.

**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 roles and responsibilities for the Religious Discrimination Prevention Coordinator, the Race and Ethnicity Discrimination Prevention Coordinator, the Gender Discrimination Prevention Coordinator, and the LGBTQ+ Discrimination Prevention Coordinator under the Office of Civil Rights (OCR) and additionally requires the OCR to employ a Disability Discrimination Prevention Coordinator to be appointed by the Governor and confirmed by the Senate. This bill also requires the OCR to employ a Deputy Coordinator on Anti-Black Racism, a Deputy Coordinator on Anti-Asian American and Pacific Islander (Anti-AAPI) Discrimination, and a Deputy Coordinator on Anti-Latino Discrimination, and would require these deputy coordinators to report directly to the Race and Ethnicity Discrimination Prevention Coordinator.

## BACKGROUND

Existing federal law:

- 1) Provides 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 of activity receiving Federal financial assistance.” Enforcement of compliance is initiated upon the filing of a complaint alleging a violation of Title IX. (Title IX of the Education Amendments of 1972 to the 1964 Civil Rights Act, United States Code (USC) § 1681 et seq.)
- 2) The Individuals with Disabilities Education Act (IDEA) requires that a free appropriate public education (FAPE) be made available to individuals with exceptional needs. (20 U.S.C. § 1400 et seq.)
- 3) Authorizes a parent or a local educational agency (LEA) to file a due process complaint relating to the identification, evaluation or educational placement of a child with a disability, or the provision of FAPE. (20 USC § 1415)
- 4) Requires each school district and county office of education (COE), or a local public or private agency that receives funding from the state or federal government, to designate a person to serve as the Title IX compliance

coordinator to enforce compliance at the local level, including coordinating any complaints of non-compliance. (34 Code of Federal Regulations (CFR) § 106.8(a))

Existing state law:

- 5) States that it is the policy of the State of California to afford all persons in public schools, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, equal rights, and opportunities in the educational institutions of the state. States that the purpose is to prohibit acts that are contrary to that policy and to provide remedies that will eliminate these discriminatory acts, including discrimination not just because of one protected trait, but also because of the combination of two or more protected bases. (Education Code (EC) § 200)
- 6) States that no person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid. (EC § 220)
- 7) Requires the California Department of Education (CDE) to monitor adherence to federal and state non-discrimination laws in any program or activity conducted by an educational institution as part of its regular monitoring and review of LEAs, commonly known as the Categorical Program Monitoring process. Existing law requires CDE to assess whether LEAs have taken specified actions relative to anti-discrimination policies, complaint and investigation processes, documentation, protection from retaliation, and identification of the responsible LEA officer for ensuring compliance. (EC § 234 et seq.)
- 8) Provides that the governing board of a school district has the primary responsibility for ensuring that school district programs and activities are free from discrimination based on age and characteristics protected pursuant to the Penal Code, and for monitoring compliance with any and all rules and regulations. (EC § 260)
- 9) Requires the Superintendent of Public Instruction (SPI) to establish and implement a system of complaint processing, known as the Uniform Complaint Procedures (UCP), for specified educational programs. (EC § 33315)
- 10) Requires an LEA, if it finds merit in a complaint, or the SPI finds merit in an appeal, to take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected pupil, or to all affected pupils, parents, and guardians. (EC § 33315)

- 11) Establishes the OCR under the administration of the Government Operations Agency (GovOps) to work directly with LEAs to prevent and address discrimination and bias, as specified. Requires the OCR to engage with and seek advice from coordinators within the OCR on actions implemented by the OCR. Establishes the position of the Director of the OCR and subjects it to appointment from the Governor and confirmation by the Senate. (EC § 33801)
- 12) Requires that a complaint alleging violations of the IDEA be investigated in an expeditious and effective manner in accordance with applicable federal law. (EC § 56500.2)
- 13) Requires that a written decision be issued to the complainant in accordance with the 60-day time limit. (EC § 56500.2)
- 14) Requires the party filing the complaint to forward a copy of the complaint to the LEA or public agency serving the child at the same time the party files the complaint with the CDE. (EC § 56500.2)
- 15) Requires the SPI to develop a model form to assist parents and public agencies in filing a state complaint under this section. (EC § 56500.2)
- 16) Requires the OCR, in consultation with the CDE, and under the supervision of GovOps, to carry out several tasks including providing education and educational resources to identify and prevent antisemitism and other forms of discrimination and bias, and sharing relevant laws and regulations with educational state agencies, LEAs, and community stakeholders; annually submitting a report to GovOps, the SPI, the executive director of the State Board of Education (SBE), and the Legislature on the state of discrimination and bias in all LEAs, as specified; recommending strategies to combat discrimination or bias to CDE and LEAs, including proactive strategies using a restorative justice approach with a focus on repairing harm, fostering empathy, and healing relationships; reviewing reports from the CDE that include summaries of all complaints of discrimination filed pursuant to the UCP and advise on subsequent actions; providing assistance to the office of the Attorney General and the CDE on proper protocols to respond to discrimination complaints filed pursuant to the UCP. (EC § 33802)
- 17) Establishes the position of the Antisemitism Prevention Coordinator, subject to appointment by the Governor and confirmation by the Senate. (EC § 33803.1)
- 18) Requires the Antisemitism Prevention Coordinator, in consultation with the CDE, and under the supervision of GovOps to carry out several tasks, including developing, consulting on, and providing antisemitism prevention education to teachers, staff, governing board or body members, administrators, and other LEA personnel to identify and proactively prevent antisemitism; make recommendations in coordination with the executive director of the SBE, to the Legislature on legislation necessary for the prevention of antisemitism in educational settings; engaging and advising on actions taken by the OCR on issues related to antisemitism and the Jewish community; tracking and reporting to the Legislature, the executive director of the SBE, and the SPI, complaints and resolutions or lack of resolutions on complaints made pursuant to the UCP, as

- specified; and engaging with relevant community stakeholders in the execution of their duties. (EC § 33803.1)
- 19) Requires the CDE, by October 1 each year, to issue a management bulletin to all LEAs describing protections and responsibilities regarding prohibitions against unlawful discrimination, as specified. (EC § 280)
  - 20) Requires the SPI, in consultation with the executive director of the SBE and the Antisemitism Prevention Coordinator, to develop and maintain a distinct internet web page containing resources and information specific to antisemitism on its internet website. (EC § 280)
  - 21) Establishes the position of the Religious Discrimination Prevention Coordinator, the Race and Ethnicity Discrimination Prevention Coordinator, the Gender Discrimination Prevention Coordinator, and the LGBTQ Discrimination Prevention Coordinator under the OCR, and subjects each position to appointment by the Governor and confirmation by the Senate. (EC § 33803.2-33803.5.)

## ANALYSIS

This bill:

### *OCR*

- 1) Requires the OCR to provide resources and training on how to properly assist in cases of discrimination that involve the intersectionality of protected characteristics, as specified.
- 2) States that the roles and responsibilities of the discrimination prevention coordinators established pursuant to this bill shall not be limited to their specific title or discrimination subject to allow for flexibility in their roles.
- 3) Repeals placeholder language setting forth the intent of the Legislature to enact future legislation to establish the coordinator roles proposed by this bill.

### *Religious Discrimination Prevention Coordinator*

- 4) Requires the Religious Discrimination Prevention Coordinator, in consultation with the CDE and under the supervision of GovOps, to do the following:
  - a) Develop, consult on, and provide religious discrimination related education to teachers, staff, governing board and body members, administrators, and other LEA personnel to identify and proactively prevent religious discrimination.
  - b) Provide technical assistance to LEAs to access restorative justice resources, training, and practitioners by doing both of the following:

- i) Ensuring educators receive guidance and professional development recommendations to equip educators with the skills to navigate challenging conversations while fostering safe spaces for teaching and learning.
- ii) Creating a list of resources and identifying available training that LEAs may share with teachers, administrators, and LEA personnel in their educator preparation programs, including, but not limited to, the best practices for restorative justice made available by the CDE.
- c) Engage with LEAs, upon the request of the SPI, district superintendent, county superintendent of schools, or the governing board or body of an LEA, to ensure administrators are equipped to address conflicts at an early stage with the goal of proactively resolving incidents pertaining to religious discrimination.
- d) Provide information on training courses on cultural competency and positive school climate to teachers, administrators, and LEA personnel. Training courses may include, but not be limited to, any of the following topics:
  - i) Nondiscrimination laws.
  - ii) Trauma-informed restorative practices.
  - iii) Bullying prevention and response.
  - iv) Navigating politically charged environments.
  - v) Implementing inclusive curriculum.
- e) Beginning September 1, 2027, track and report to the Legislature, the executive director of the SBE, the SPI, complaints and resolutions or lack of resolutions of complaints made pursuant to the UCP relating to religious discrimination in all local LEAs serving pupils in transitional kindergarten (TK), kindergarten, or any of grades 1 to 12, inclusive.
- f) Engage with relevant community stakeholders to address high-priority issues in the prevention of unlawful religious discrimination.
- g) Make recommendations, in coordination with the executive director of the state board, to the Legislature on legislation necessary for the prevention of religious discrimination in educational settings.

*Race and Ethnicity Discrimination Prevention Coordinator*

- 5) Requires the Race and Ethnicity Discrimination Prevention Coordinator, in consultation with the CDE and under the supervision of GovOps, to do the following:

- a) Develop, consult on, and provide race and ethnicity discrimination related education to teachers, staff, governing board and body members, administrators, and other LEA personnel to identify and proactively prevent race and ethnicity discrimination.
- b) Provide technical assistance to LEAs to access restorative justice resources, training, and practitioners by doing both of the following:
  - i) Ensuring educators receive guidance and professional development recommendations to equip educators with the skills to navigate challenging conversations while fostering safe spaces for teaching and learning.
  - ii) Creating a list of resources and identifying available trainings that LEAs may share with teachers, administrators, and LEA personnel in their educator preparation programs, including, but not limited to, the best practices for restorative justice made available by the CDE.
- c) Engage with LEAs, upon the request of the SPI, district superintendent, county superintendent of schools, or the governing board or body of an LEA, to ensure administrators are equipped to address conflicts at an early stage with the goal of proactively resolving incidents pertaining to race and ethnicity discrimination.
- d) Provide information on training courses on cultural competency and positive school climate to teachers, administrators, and LEA personnel. Training courses may include, but not be limited to, any of the following topics:
  - i) Nondiscrimination laws.
  - ii) Trauma-informed restorative practices.
  - iii) Bullying prevention and response.
  - iv) Navigating politically charged environments.
  - v) Implementing inclusive curriculum.
- e) Beginning September 1, 2027, track and report to the Legislature, the executive director of the SBE, the SPI, complaints and resolutions or lack of resolutions of complaints made pursuant to the UCP relating to racial and ethnic discrimination in all LEAs serving pupils in TK, kindergarten, or any of grades 1 to 12, inclusive.
  - i) Track and report complaints and resolutions or lack of resolutions made pursuant to the UCP relating to anti-immigrant discrimination.

- f) Engage with relevant community stakeholders to address high-priority issues in the prevention of unlawful race and ethnicity discrimination.
- g) Make recommendations, in coordination with the executive director of the state board, to the Legislature on legislation necessary for the prevention of racial and ethnic discrimination in educational settings.

*Deputy Coordinator on Anti-Black Racism*

- 6) Requires the OCR to employ a Deputy Coordinator on Anti-Black Racism, who shall report directly to the Race and Ethnicity Discrimination Prevention Coordinator.
- 7) Requires the Deputy Coordinator on Anti-Black Racism, in addition to the requirements of #5 above, to do all of the following:
  - a) Make recommendations to the Legislature on legislation necessary for the prevention of anti-Blackness-related incidents or educational disparities.
  - b) Work with the leadership of the OCR to develop a dedicated internet web page with resources and information accessible to support Black pupils and LEA personnel.
  - c) Annually report statistics on anti-Black racism against pupils and LEA personnel with suggestions on how to prevent anti-Black racism at the root of the problem.
  - d) Provide information on available training courses that focus on the history and contemporary context of anti-Black racism within society and in educational settings.
  - e) Engage with Black education-specific organizations when receiving feedback to address anti-Black racism.

*Deputy Coordinator on Anti-AAPI Discrimination*

- 8) Requires the OCR to employ a Deputy Coordinator on Anti-AAPI Discrimination, who shall report directly to the Race and Ethnicity Discrimination Prevention Coordinator.
- 9) Requires the Deputy Coordinator on Anti-AAPI Discrimination, in addition to the requirements of #5 above, to do all of the following:
  - a) Make recommendations to the Legislature on legislation necessary for the prevention of anti-AAPI-related incidents or educational disparities.
  - b) Work with the leadership of the OCR to develop a dedicated internet web page with resources and information accessible to support AAPI pupils and LEA personnel.

- c) Annually report statistics on anti-AAPI discrimination against pupils and LEA personnel with suggestions on how to prevent anti-AAPI discrimination at the root of the problem.
- d) Provide information on available training courses that focus on the history and contemporary context of anti-AAPI discrimination within society and in educational settings.
- e) Engage with AAAP education-specific organizations when receiving feedback to address anti-AAPI discrimination.

*Deputy Coordinator on Anti-Latino Discrimination*

- 10) Requires the OCR to employ a Deputy Coordinator on Anti-Latino Discrimination, who shall report directly to the Race and Ethnicity Discrimination Prevention Coordinator.
- 11) Requires the Deputy Coordinator on Anti-Latino Discrimination, in addition to the requirements of #5 above, to do all of the following:
  - a) Make recommendations to the Legislature on legislation necessary for the prevention of anti-Latino-related incidents or educational disparities.
  - b) Work with the leadership of the OCR to develop a dedicated internet web page with resources and information accessible to support Latino pupils and LEA personnel.
  - c) Annually report statistics on anti-Latino discrimination against pupils and LEA personnel with suggestions on how to prevent anti-Latino discrimination at the root of the problem.
  - d) Provide information on available training courses that focus on the history and contemporary context of anti-Latino discrimination within society and in educational settings.
  - e) Engage with Latino education-specific organizations when receiving feedback to address anti-Latino discrimination.

*Gender Discrimination Prevention Coordinator*

- 12) Requires the Gender Discrimination Prevention Coordinator, in consultation with the CDE and under the supervision of GovOps, to do the following:
  - a) Develop, consult on, and provide gender discrimination related education to teachers, staff, governing board and body members, administrators, and other LEA personnel to identify and proactively prevent gender discrimination.
  - b) Provide technical assistance to LEAs to access restorative justice resources, training, and practitioners by doing both of the following:

- i) Ensuring educators receive guidance and professional development recommendations to equip educators with the skills to navigate challenging conversations while fostering safe spaces for teaching and learning.
  - ii) Creating a list of resources and identifying available trainings that LEAs may share with teachers, administrators, and LEA personnel in their educator preparation programs, including, but not limited to, the best practices for restorative justice made available by the CDE.
- c) Engage with LEAs, upon the request of the SPI, district superintendent, county superintendent of schools, or the governing board or body of an LEA, to ensure administrators are equipped to address conflicts at an early stage with the goal of proactively resolving incidents pertaining to gender discrimination.
- d) Provide information on training courses on cultural competency and positive school climate to teachers, administrators, and LEA personnel. Training courses may include, but not be limited to, any of the following topics:
- i) Nondiscrimination laws.
  - ii) Trauma-informed restorative practices.
  - iii) Bullying prevention and response.
  - iv) Navigating politically charged environments.
  - v) Implementing inclusive curriculum.
- e) Beginning September 1, 2027, track and report to the Legislature, the executive director of the SBE, the SPI, complaints and resolutions or lack of resolutions of complaints made pursuant to the UCP relating to gender discrimination in all local LEAs serving pupils TK, kindergarten, or any of grades 1 to 12, inclusive.
- f) Engage with relevant community stakeholders to address high-priority issues in the prevention of unlawful gender discrimination.
- g) Make recommendations, in coordination with the executive director of the state board, to the Legislature on legislation necessary for the prevention of gender discrimination in educational settings.

*LGBTQ+ Discrimination Prevention Coordinator*

- 13) Renames the position of the LGBTQ Discrimination Prevention Coordinator to the *LGBTQ+ Discrimination Prevention Coordinator*.

- 14) Requires the LGBTQ+ Discrimination Prevention Coordinator, in consultation with the CDE and under the supervision of GovOps, to do the following:
  - a) Develop, consult on, and provide LGBTQ+ related discrimination education to teachers, staff, governing board and body members, administrators, and other LEA personnel to identify and proactively prevent LGBTQ+ discrimination.
  - b) Provide technical assistance to LEAs to access restorative justice resources, training, and practitioners by doing both of the following:
    - i) Ensure educators receive guidance and professional development recommendations to equip educators with the skills to navigate challenging conversations while fostering safe spaces for teaching and learning.
    - ii) Creating a list of resources and identifying available trainings that LEAs may share with teachers, administrators, and LEA personnel in their educator preparation programs, including, but not limited to, the best practices for restorative justice made available by the CDE.
  - c) Engage with LEAs, upon the request of the SPI, district superintendent, county superintendent of schools, or the governing board or body of an LEA, to ensure administrators are equipped to address conflicts at an early stage with the goal of proactively resolving incidents pertaining to LGBTQ+ discrimination.
  - d) Provide information on training courses on cultural competency and positive school climate to teachers, administrators, and LEA personnel. Training courses may include, but not be limited to, any of the following topics:
    - i) Nondiscrimination laws.
    - ii) Trauma-informed restorative practices.
    - iii) Bullying prevention and response.
    - iv) Navigating politically charged environments.
    - v) Implementing inclusive curriculum.
  - e) Beginning September 1, 2027, track and report to the Legislature, the executive director of the SBE, the SPI, complaints and resolutions or lack of resolutions of complaints made pursuant to the UCP relating to LGBTQ+ discrimination in all local LEAs serving pupils TK, kindergarten, or any of grades 1 to 12, inclusive.

- f) Engage with relevant community stakeholders, including, but not limited to, organizations that support the LGBTQ+ community, organizations that support LGBTQ+ youth, LGBTQ+ parent groups, and organizations that support transgender, gender nonbinary, and intersex youth, to address high-priority issues in the prevention of unlawful LGBTQ+ discrimination.
- g) Make recommendations, in coordination with the executive director of the state board, to the Legislature on legislation necessary for the prevention of LGBTQ+ discrimination in educational settings.

*Disability Discrimination Prevention Coordinator*

- 15) Establishes the position of the Disability Discrimination Prevention Coordinator, subject to appointment by the Governor and confirmation by the Senate.
- 16) Requires the Disability Discrimination Prevention Coordinator, in consultation with the CDE and under the supervision of GovOps, to do the following:
  - a) Develop, consult on, and provide disability discrimination related education to teachers, staff, governing board and body members, administrators, and other LEA personnel to identify and proactively prevent disability discrimination.
  - b) Provide technical assistance to LEAs to access restorative justice resources, training, and practitioners by doing both of the following:
    - i) Ensuring educators receive guidance and professional development recommendations to equip educators with the skills to navigate challenging conversations while fostering safe spaces for teaching and learning.
    - ii) Creating a list of resources and identifying available trainings that LEAs may share with teachers, administrators, and LEA personnel in their educator preparation programs, including, but not limited to, the best practices for restorative justice made available by the CDE.
  - c) Engage with LEAs to ensure administrators are equipped to address conflicts at an early stage with the goal of proactively resolving incidents pertaining to disability discrimination.
  - d) Provide information on training courses on cultural competency and positive school climate to teachers, administrators, and LEA personnel. Training courses may include, but not be limited to, any of the following topics:
    - i) Nondiscrimination laws.
    - ii) Trauma-informed restorative practices.

- iii) Bullying prevention and response.
  - iv) Navigating politically charged environments.
  - v) Implementing inclusive curriculum.
- e) Beginning September 1, 2027, track and report to the Legislature, the executive director of the SBE, the SPI, complaints and resolutions or lack of resolutions of complaints made pursuant to the UCP relating to disability discrimination in all LEAs serving pupils TK, kindergarten, or any of grades 1 to 12, inclusive.
- f) Engage with relevant community stakeholders, including, but not limited to, organizations that support the disability community, organizations that support pupils and youth with disabilities, organizations that support parents and guardians of pupils with disabilities and their families, to address high-priority issues in the prevention of unlawful disability discrimination.
- g) Make recommendations, in coordination with the executive director of the state board, to the Legislature on legislation necessary for the prevention of disability discrimination in educational settings.

## STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “Last year, the Legislature passed SB 48 (Gonzalez/Weber/Fong/Ward), which created four discrimination prevention coordinators under the newly established Office of Civil Rights. My colleagues and I committed to working on subsequent legislation to clarify the role of each coordinator and create a Disability Discrimination Prevention coordinator based on stakeholder feedback. SB 998 builds on that commitment by establishing clear guidelines and expectations for the service coordinators to provide upon the request of the local educational agency to ensure that all student populations receive equal protection, proactive support services, and timely responses to discriminatory incidents. With the dismantling of the Federal Department of Education, the state must step up to foster a positive campus climate, deliver targeted support services for our student population, and address discrimination against any student in California schools.”
- 2) ***Complaint process.*** This bill requires the Religious Discrimination Prevention Coordinator, the Race and Ethnicity Discrimination Prevention Coordinator, the Gender Discrimination Prevention Coordinator, and the LGBTQ+ Discrimination Prevention Coordinator to track and annually report on complaints and resolutions, or lack of resolutions of complaints made pursuant to the UCP relating to the respective forms of discrimination in all local LEAs serving pupils TK, kindergarten, or any of grades 1 to 12.

As prescribed by statute and regulations, each LEA has the primary responsibility to ensure compliance with applicable state and federal laws and regulations. Each LEA is required to investigate complaints alleging failure to comply with

applicable state and federal laws and regulations and/or alleging discrimination, harassment, intimidation, or bullying, and seek to resolve those complaints.

A complaint through the UCP is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, or bullying.

Federal laws also require the CDE to adopt written procedures for the investigation and resolution of any state complaint alleging that a school district or public agency has violated IDEA.

*This bill requires discrimination prevention coordinators within the OCR to annually track and report to the Legislature, the volume of complaints and resolutions, or lack of resolutions to complaints filed under the UCP. Importantly, while the OCR provides support on matters pertaining to discrimination-based complaints, the OCR itself, as well as the Antisemitism Prevention Coordinator and Coordinator roles established and specified in this bill, are not intended to receive, investigate, or adjudicate formal complaints. Instead, those functions shall continue to follow the existing channels pursuant to the UCP.*

- 3) **CDE Resources for Managing Conversations.** In 2023, the Legislature passed AB 1078 (Jackson, Chapter 229, Statutes of 2023), requiring CDE to provide guidance to support school districts, COEs, charter schools, and school personnel in their managing of conversations about race and gender, as well as guidance on how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant. The resulting guidance is culminated in the *AB 1078 Accurate and Inclusive Curriculum* webpage, outlining California's existing laws, policies, and resources related to creating safe and inclusive learning environments. Such resources include information on the following:

Asset-Based Pedagogies: Asset-based pedagogies view the diversity that students bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality, as characteristics that add value and strength to classrooms and communities. Examples of such pedagogies include:

- a) Culturally Sustaining Pedagogy
- b) Culturally and Linguistically Responsive Teaching
- c) Culturally Relevant Pedagogy

Creating Equitable Early Learning Environments for Young Boys of Color:

Disrupting Disproportionate Outcomes: This resource was developed in collaboration between the CDE Early Education Division and the WestEd Center for Child and Family Studies as a resource to support early childhood educators in improving race equity within their classrooms and programs and disrupting the exclusionary disciplinary practices like suspensions, expulsions, and pushouts that disproportionately impact California's youngest boys of color.

Transformative Social and Emotional Learning (T-SEL) Competencies: T-SEL Competencies describe the knowledge, skills, dispositions, and capacities that children and young people can develop when the conditions are supportive to their healthy, whole development. These guidance tools aim to build on and respond to the call from California’s diverse stakeholders to embed equity-focused T-SEL in every learning and teaching context across the education system.

- 4) ***Antibias Education Grant Program.*** In the 2021–22 and 2022–23 State Budgets, the Legislature appropriated a total of \$20 million to the SPI to establish the Antibias Education Grant Program— funding training and resources to prevent and address bias or prejudice toward any group of people based on race, ethnicity, religion, gender, gender identity, sexual orientation, disability, immigration status, language, or any actual or perceived characteristic listed in Section 422.55 of the Penal Code. The statute placed emphasis on preventing antisemitism and bias or prejudice toward groups, including, but not limited to, African Americans, Asian-Pacific Islanders, Latinos, and people who are LGBTQ youth.

Across the two cohorts, 104 LEA grantees received award amounts ranging from \$75,000 to \$392,235. Notable grantee proposals include:

Los Angeles County Office of Education (LACOE) – proposing to address issues of racial bias against students, families, and staff and other prejudices within the school environment, with intended outcomes that include reducing instances of harassment on school sites; increasing positive school climate; increasing student access to culturally responsive and sustaining pedagogy practices and increase access to culturally relevant materials; launching lesbian, gay, bisexual, transgender, queer, intersex, and asexual plus (LGBTQIA+) inclusive clubs and campaigns for student leadership; drafting a comprehensive diversity plan; and improving organizational climate with a focus on increased experience of belonging among linguistically and religiously diverse Black/African American and LGBTQIA+ staff as measured by an annual equity survey and focus groups.

Nevada Joint Union High School District – proposing to adopt a systematic, long-term plan for regular professional development with a renowned agency, passionate about improving school culture. Simultaneously creating systems within classrooms to acknowledge individuality daily, as well as looking to more restorative practices for discipline.

Newark Unified School District – proposing to fund research-based Empathic Instruction modules for approximately 250 TK–12 staff, secondary restorative justice student leadership program development, and community outreach for ongoing district antibias, equity work.

Palm Springs Unified School District – proposing to accelerate its Conscious Education antibias training for all district staff, create a Diversity and Equity Steering Committee to develop a district Equity Plan and act as an advisory

group, and continue work with equity consultants to refine Diversity, Equity, and Inclusion related practices.

- 5) ***The Safe and Supportive Schools Act.*** In 2023, the Legislature passed AB 5 (Zbur, Chapter 220, Statutes of 2023), which (1) required CDE to complete the development of an online training curriculum and delivery platform to provide training on cultural competency in supporting LGBTQ students; and (2) requires, LEAs serving students in grades 7-12 to provide and require at least one hour of training annually to all certificated staff, beginning with the 2025-26 school year through the 2029-30 school year.

Using a budget allocation of \$770,000 for this purpose, CDE partnered with LACOE to develop the Providing Relevant Inclusive Support that Matters for LGBTQ+ Students (PRISM) program. PRISM is a free six-course online training program with content targeted to certificated educators to provide resources to bolster support for LGBTQ+ youth in California. The training curriculum includes information on 12 statutorily required topics, including the creation of safe and supportive learning environments for LGBTQ+ pupils; the importance of identifying local physical and mental health providers with experience in treating and supporting LGBTQ+ youth; requirements regarding school antibullying and harassment policies, and complaint procedures; and requirements regarding suicide prevention policies and related procedures.

PRISM is available to all teachers and other certificated staff serving pupils in grades 7-12 as of July 1, 2025.

- 6) ***California Teachers Collaborative for Holocaust and Genocide Education (Collaborative).*** California has made significant investments to support educators in their efforts to teach about the sensitive topics of the Holocaust and genocide. For instance, the Collaborative was established in 2021 as a statewide professional development program on genocide for school district, COE, and charter school teachers. The Collaborative was initially created by the Jewish Family and Children's Services (JFCS) Holocaust Center in San Francisco with support from the CDE, Marin COE, and the State of California, and was later codified with passage of SB 1277 (Stern, Chapter 890, Statutes of 2024). The Collaborative also works in close collaboration with the Governor's Council on Holocaust and Genocide Education. The Collaborative received a state budget allocation of \$1.9 million in its first year and, in subsequent years, has received additional allocations of \$1.5 million (2023-24 State Budget) and \$5 million (2024-25 State Budget). The Collaborative's goals include:
- a) Creating new, standards-aligned lessons on the Holocaust and genocide for all 6-12th grade students in California;
  - b) Empowering and unifying educators in teaching the lessons of history and about what happens when bias goes unchecked; and
  - c) Combatting rising antisemitism and hate by creating more respectful and empathetic next generations.

In 2024, the Collaborative launched a website to serve as a central location to connect educators with digital resources including best practices and curricular materials, and information about workshops, trainings, and conferences.

7) ***Slight differences between the newly articulated coordinator positions and the Antisemitism Prevention Coordinator.*** While most of the new roles and responsibilities for the respective Discrimination Prevention Coordinators outlined in this bill align cleanly with those of the Antisemitism Prevention Coordinator, there are a few areas that speak more to authorizations articulated for the OCR as a whole rather than a particular coordinator. These include:

- a) Explicit authorization for the newly outlined coordinators to provide technical assistance to LEAs to access restorative justice resources, training, and practitioners--upon the request of the SPI, a school district superintendent, a county superintendent of schools, or the governing board or body of an LEA.
- b) Explicit authorization for the newly outlined coordinators to provide information on training courses on cultural competency and positive school climate to teachers, administrators, and LEA personnel.

*Should the bill move forward, the authors may wish to consider if these changes would ultimately require a revisiting of the roles of the Antisemitism Prevention Coordinator, or if it would make more sense to centralize the responsibilities to the OCR as a whole.*

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

AB 715 (Zbur, Chapter 428, Statutes of 2025) (1) establishes the OCR under the administration of GovOps and the position of Antisemitism Prevention Coordinator within OCR; (2) requires LEAs that know or have reason to know that instructional or professional development materials were used that violate existing anti-discrimination laws to investigate and remediate the action; (3) requires instruction and instructional materials to be factually accurate, align with the adopted curriculum and existing standards for instructional materials, and be consistent with accepted standards of professional responsibility; (4) authorizes the CDE to require specified corrective action be taken by LEAs; and, (5) requires specified corrective action be taken by organizations contracted to provide instructional or professional development materials if those materials are found to violate specified provisions of this bill.

SB 48 (Gonzalez, Chapter 429, Statutes of 2025) requires the OCR under GovOps to employ a Religious Discrimination Prevention Coordinator, a Race and Ethnicity Discrimination Prevention Coordinator, a Gender Discrimination Prevention Coordinator, and an LGBTQ Discrimination Prevention Coordinator. Requires that these positions all be appointed by the Governor and confirmed by the Senate.

SB 1421 (Stern, 2024) would have required the CDE to establish the OCR within the CDE to receive and investigate complaints reported through the UCP that

allege unlawful discrimination, harassment, intimidation, or bullying; to assume the CDE's duties as it pertains to these complaints; and to develop procedures to optimize complaint reporting and response. *SB 1421 was held in the Senate Appropriations Committee.*

AB 1078 (Jackson, Chapter 229, Statutes of 2023), among other things, requires the CDE to issue guidance related to how to help school districts, COEs, charter schools, and school personnel manage conversations about race and gender, and how to review instructional materials to ensure that they represent diverse perspectives and are culturally relevant.

AB 1327 (Weber, Chapter 366, Statutes of 2023) requires the California Interscholastic Federation (CIF) to report to the Legislature every three years on instances of racial discrimination or harassment, and requires the CIF to develop, in consultation with community organizations that represent the interests of ethnic groups and communities of color, a standardized incident form to track instances of racial discrimination or harassment that occur at high school sporting games or sporting events, and annually post those results on the CIF website.

SB 857 (Laird, Chapter 228, Statutes of 2023) requires the SPI, on or before July 1, 2024, to convene an advisory task force to identify the statewide needs of LGBTQ students and report its findings to the Legislature, the SPI, and the Governor by January 1, 2026.

AB 493 (Gloria, Chapter 775, Statutes of 2019) requires that, no later than July 1, 2021, the CDE develop resources or update existing resources for in-service training on schoolsite and community resources for the support of LGBTQ students, for use in LEAs, including charter schools serving students in grades 7-12. Requires the CDE to periodically provide online training on this topic that can be accessed on a statewide basis.

## **SUPPORT**

California Legislative LGBTQ Caucus  
Disability Rights California  
Equality California

## **OPPOSITION**

None received

**-- END --**