



CENTRAL COAST COALITION FOR INCLUSIVE SCHOOLS (CCC4IS)

***CCC4IS actively supports the development of
safe and affirming school communities in
San Luis Obispo County & beyond.***

Trans youth in sports

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1. This is not “brand new” – The International Olympic Committee has had a policy in place for transgender athletes since 2003.
2. The NCAA has allowed transgender athletes to participate since 2010. There are sports specific policies.
3. There are currently fewer than ten transgender college student-athletes among 510,000 athletes total in the NCAA.
4. Before trans participation in sports was adopted as a strategic culture war wedge issue by right-wing political figures and anti-equality groups, trans students have been included in school sports for over a decade including in California (since 2013) and New Jersey (since 2009) with zero complaints.
5. Yes, on average, some cisgender boys and men have better performance outcomes in athletics than do some cisgender girls and women in sports requiring strength and explosive speed. Not an absolute truth – many girls outperform many boys.
6. Additionally, athletes often have physical advantages helpful to their sports, such as Michael Phelps’ long arms and Simone Biles’ compact size that help them excel, yet those physical attributes have never been used to restrict or ban their participation.
7. The primary established driver for the athletic differences between men and women is testosterone. Muscle mass, fat distribution, and red blood cell mass, which can affect performance levels, are among the physical characteristics that change in relation to an individual’s testosterone levels.
8. Some hormone-related physical characteristics like height and body shape are acquired during puberty and are not reversible if hormone levels are changed later in life. This could even be a disadvantage in some sport activities.
9. Prior to puberty there are no measurable athletic differences between boys and girls.
10. There is no reason for transgender children who are prepubertal to do anything other than to participate in sport in the sex category that makes sense for them socially.
11. Publications that report otherwise are influenced by societal bias of gender roles and differences in access to athletic opportunities.

12. The athleticism of any female athlete can vary widely from that of other cisgender peers. Height, musculature, build, and weight are some variables that impact performance. Additional factors that contribute to a potential advantage include access to skills-building opportunities at earlier ages, access to facilities and coaching, greater funding for programs.
13. There are essentially no measurable athletic advantages of gender diverse athletes who received puberty blockers at the onset of puberty followed by hormone treatment aligned with their gender identity.
14. Lowering testosterone levels in adult transwomen will level the playing field between cisgender and transgender athletes.
15. There are a few studies with objectively measurable findings (sit-ups, push-ups, and medium distance running) which suggest that athletic ability after a period of one to three years of hormonal suppression will convey little to no advantage over cisgender women.
16. Current CIF policy states that all students should have the opportunity to participate in sports in a manner that is consistent with their gender identity. Additionally, students may use the facility that most closely aligns with their gender identity.
17. Current CA law, **AB 1266: Pupil Rights: Sex-segregated School Programs and Activities (2013)** [aka the School Success and Opportunity Act] - this law requires a pupil be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with their gender identity, irrespective of the gender listed on the pupil's records. This act gave guidance to the CA Dept of Education on how to interpret the Gender Non-Discrimination Act. The use of proper pronouns, names, restroom and locker room facilities, in alignment with a pupil's gender identity are all included.
18. Locker room issue - The deceptive behavior of one or more students should never be identified as a reason to discriminate against gender diverse or any other students.
19. Gender diverse students are not typically offered immediate access to a locker room or team based on a single statement because optimizing the experience for that student often requires some level of preparation. There is an established protocol for determining eligibility to ensure fairness for all athletes.
20. Participation in sports can help students increase self-esteem, decrease depression and develop skills like teamwork, setting goals and achieving excellence.
21. The bans also hurt girls - [Research shows](#) that states that include transgender participation have more girls participating in sports than states with bans. Additionally, cisgender girls are being subjected to invasive exams based on false accusations that they are trans.
22. We cannot fail our youth by letting unfounded opinion and bias drive policy matters.

