

Date of Hearing: April 24, 2024

ASSEMBLY COMMITTEE ON EDUCATION
Al Muratsuchi, Chair
AB 2441 (Kalra) – As Introduced February 13, 2024

SUBJECT: School safety: mandatory notifications

SUMMARY: Eliminates criminal penalties for “willful disturbance” of a school or school meeting by students, removes mandatory notifications and grants a school principal discretion to report specified incidents to law enforcement if it does not include a firearm, as specified.

Specifically, **this bill:**

- 1) Exempts students enrolled in the school district from being charged with a misdemeanor or being fined up to \$500 for willful disturbance of any public school or any public school meeting, provided they are enrolled at the time of the disturbance.
- 2) Authorizes, rather than requires, the reporting to law enforcement of incidents in which an employee of a school district or county office of education (COE) is attacked, assaulted, or physically threatened by a pupil; removes the fine associated with impeding or inhibiting the submission of an incident report to law enforcement for such offenses; removes the requirement that school officials not inhibit or impede the making of a report and the associated fine for doing so; and removes the prohibition on imposing sanctions against a person for making the report.
- 3) Strongly encourages school staff to employ other means of correction before considering a law enforcement referral for incidents described in (2).
- 4) Deletes the provision related to mandatory reporting to law enforcement before or after a pupil’s expulsion or suspension for specified offenses by the principal of a school or their designee, including offenses such as assault and battery, possession of a weapon other than a firearm, and the possession, use, or sale of controlled substances, alcoholic beverages, or an intoxicant of any kind.
- 5) Removes protection from civil or criminal liability for the principal or any other person making a report under these provisions.

EXISTING LAW:

- 1) Provides that any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than \$500, and requires local educational agencies (LEAs) to notify law enforcement. (Education Code (EC) 32210)
- 2) Requires an employee of an LEA or COE to promptly report the incident to local law enforcement if an employee is attacked, assaulted, or physically threatened by any pupil. Failure to make the report is an infraction punishable by a fine of not more than \$1,000. A member of the governing school board, a county superintendent of schools, or an employee of an LEA or COE who directly or indirectly inhibits or impedes the making of the report is subject to a fine not less than \$500 and not more than \$1,000. Prohibits the governing school

board, a county superintendent of schools, or an employee of an LEA or COE from imposing any sanctions against a person under a duty to make the report. (EC 44014)

- 3) Requires the principal of a school, or their designee, to notify law enforcement of any violations of Section 245 of the Penal Code (relating to assault and battery) or any acts of a pupil that may involve the possession or sale of narcotics or of a controlled substance, within one day of a pupil's expulsion or suspension. (EC 48902)
- 4) Prohibits a pupil from being suspended from school or recommended for expulsion, unless the superintendent of the school district, or the principal of the school, determines that the pupil has committed specific offenses, including, but not limited to, the following:
 - Causing, attempting to cause, or threatening to cause physical injury to another person, or willfully using force or violence upon another person, except in self-defense;
 - Possessing, selling, or otherwise furnishing a firearm, knife, explosive, or other dangerous object, unless the student had obtained prior written permission to possess the item;
 - Unlawfully possessing, using, selling, or otherwise furnishing a controlled substance;
 - Unlawfully offering, arranging, or negotiating to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind;
 - Committing or attempting to commit robbery or extortion;
 - Causing or attempting to cause damage to school property or private property;
 - Stealing or attempting to steal school property or private property;
 - Unlawfully possessing or unlawfully offering, arranging or negotiating to sell drug paraphernalia;
 - Possessing an imitation firearm;
 - Committing or attempting to commit a sexual assault or sexual battery; and
 - Harassing, threatening, or intimidating a pupil who is a complaining witness or a witness in a school disciplinary proceeding in order to prevent the pupil from being a witness or retaliating against that pupil for being a witness, or both. (EC 48900)
- 5) Specifies additional grounds for suspension or recommendations for expulsion:
 - Committing sexual harassment (grades 4 through 12 only);
 - Causing or attempting to cause, threatening to cause, or participating in an act of hate violence (grades 4 through 12 only);

- Engaging in harassment, threats, or intimidation against school district personnel or pupils that have the effect of disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment (grades 4 through 12 only); and
 - Making a terroristic threat against school officials or school property, or both. (EC 48900.2, 48900.3, 48900.4, 48900.7)
- 6) Requires a principal or superintendent to recommend the expulsion of a student for any of the following acts committed at school or at a school activity off school grounds, unless there is a determination that expulsion is not recommended under the circumstances or that an alternative means of correction would address the conduct:
- Causing serious physical injury to another person, except in self-defense;
 - Possession of any knife or other dangerous object of no reasonable use to the pupil;
 - Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, except for either of the following:
 - The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; or
 - The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician;
 - Robbery or extortion; and
 - Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee. (EC 48915)
- 7) Requires a principal or superintendent of schools to immediately suspend and recommend the expulsion of a student that has committed any of the following acts at school or at a school activity off school grounds:
- Possessing, selling, or otherwise furnishing a firearm;
 - Brandishing a knife at another person;
 - Unlawfully selling a controlled substance;
 - Committing or attempting to commit a sexual assault; or
 - Possession of an explosive.

- 8) Requires that a suspension only be imposed when other means of correction fail to bring about proper conduct. Specifies that other means of correction may include, but are not limited to, the following:
- A conference between school personnel, the student's parent or guardian, and the student;
 - Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support personnel for case management and counseling;
 - Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, develop and implement individualized plans to address the behavior in partnership with the student and his or her parents;
 - Referral for a comprehensive psychosocial or psychoeducational assessment;
 - Enrollment in a program for teaching prosocial behavior or anger management;
 - Participation in a restorative justice program;
 - A positive behavior support approach with tiered interventions that occur during the schoolday on campus; and,
 - After school programs that address specific behavioral issues or expose students to positive activities and behaviors. (EC 48900.5)
 - Community service. (EC 48900.6)
- 9) Exempts specific employers, including elementary and secondary schools, from the requirement to keep the California Division of Occupational Safety and Health (Cal/OSHA) injury and illness records, but requires all employers to report to the Cal/OSHA any workplace incident resulting in serious injury, illness, or death. (Labor Code (LAB) 14300.2)

FISCAL EFFECT: Unknown

COMMENTS:

Need for the bill. According to the author, “For far too long, the over-policing of children in our public schools has fueled the school-to-prison pipeline, and it is time to end this harmful practice and protect future generations of students. Research shows that there are long-term effects on youth when they come in contact with law enforcement, juvenile, or criminal legal systems. Students are less likely to graduate high school and more likely to wind up in jail or prison if they make contact with law enforcement. Our existing system has led to alarming disparities in the type of students who are most likely to suffer from these actions. Black students, Latino students, students of color, and students with disabilities are disproportionately referred to law enforcement, cited, and arrested. Referring students to law enforcement will only cause further harm to the minor than correcting their behavior or addressing the issue.

Allowing California educators the flexibility to support students by responding to their behavioral issues with alternative methods and needed services will give these individuals an opportunity to get the help and resources they need. However, current law goes beyond federal requirements that legally mandate school officials to notify law enforcement. These laws require notification regardless of the particular circumstances of the incident or the individual student's situation. Furthermore, California students and parents can also be criminally prosecuted for willful disturbance of public schools or public school meetings. This provision has led to students being arrested for offenses such as knocking on classroom doors during class.

AB 2441 is the next step to keep students in the classroom where they can safely learn and thrive. This bill will eliminate the state mandate for schools to notify law enforcement, thereby empowering schools to adopt non-punitive, supportive, trauma-informed, and health-based approaches to school-related behaviors, which will give educators the flexibility to determine when to notify law enforcement, eliminate prosecution of school staff who fail to report incidents, and eliminate the criminal penalty for willful disturbance of public schools and public school meetings.”

School-to-prison pipeline. The school-to-prison pipeline is a term often used to describe the connection between exclusionary punishments like suspensions and expulsions and involvement in the criminal justice system. Research indicates that a variety of factors contribute to the school-to-prison pipeline. Some studies indicate that school personnel may be biased in the ways they respond to Black students. The lack of teacher preparation and support has been documented to be one of the contributing factors as well. Researchers have also referred to the similarities between urban schools and other schools with high concentrations of Black students, showing that schools with high concentrations of Black students implement more punitive approaches to discipline. Finally, living in poverty increases the chances that Black students will endure the effects of institutional discrimination associated with the American educational system. (Morgan, 2021)

According to a recent study, “Schools face important policy tradeoffs in monitoring and managing student behavior. Strict discipline policies may stigmatize suspended students and expose them to the criminal justice system at a young age. On the other hand, strict discipline acts as a deterrent and limits harmful spillovers of misbehavior onto other students. Students assigned to a school that has a one standard deviation higher suspension rate are 15 to 20% more likely to be arrested and incarcerated as adults. The negative impacts of attending a high suspension school are largest for males and minorities.” (Bacher-Hicks, 2019)

Suspensions and expulsions in California public schools. Public schools in California are required to submit data on suspensions and expulsions, including the most serious offense involved. Data from the 2022-23 school year (see chart below) shows that serious offenses continue to occur on school campuses with 16% of total suspensions and 33% of total expulsions due to a violent incident with injury. In addition, 15% of expulsions were due to weapons possession, and 22% were related to illicit drugs.

Offense	Total suspensions	% of total	Total expulsions	% of total
Violent incident with injury	54,834	16%	1,555	33%
Violent incident w/o injury	172,501	51%	1,347	28%
Weapons possession	13,015	4%	690	15%
Illicit drug related	63,270	19%	1,043	22%
Defiance only	21,720	6%	14	0.3%
Other reasons	12,167	3%	101	2%
Total suspensions	337,507	100%	4,750	100%

CDE Dataquest 2022-23 school year.

Disparities in the rate of school suspensions. The disproportionate incidence of suspensions and expulsions among certain populations of students, including African American students, has gained nationwide attention in recent years. A 2018 report by the U.S. Government Accountability Office (GAO), *K-12 Education: Discipline Disparities for Black Students, Boys, and Students with Disabilities*, found that black students, boys, and students with disabilities were disproportionately disciplined in K-12 schools, based upon an analysis of Civil Rights Data Collection (CRDC) data.

CRDC data show that there was an overall 2% decline in the use of exclusionary discipline practices in public schools in the U.S. from the 2015-16 school year to the 2017-18 school year. However, there was an increase during this period of school-related arrests, expulsions with educational services, and referrals to law enforcement. The data also shows a continued disproportionality in exclusionary practices during the 2017-18 school year:

- Black students accounted for 15.1% of total student enrollment in the U.S. and received 38.8% of expulsions with educational services and 33.3% of expulsions without educational services;
- Students with disabilities represented 13.2% of enrollment and received 23.3% of expulsions with educational services, and 14.8% of expulsions without educational services;
- Boys accounted for 51.4% of enrollment and received 69.5% of in-school suspensions, and 70.5% of out-of-school suspensions;
- 31.4% of Black students received one or more in-school suspensions, and 38.2% received one or more out-of-school suspensions;
- 20.5% of students with disabilities received one or more in-school suspensions, and 24.5% received one or more out-of-school suspensions;

- Black students with disabilities represent 2.3% of student enrollment, 6.2% received one or more in-school suspensions, and 8.8% received one or more out-of-school suspensions; and
- Black students accounted for 28.7% of all students referred to law enforcement, and 31.6% of all students arrested at school or during a school-related activity.

Research on student behavior, race, and discipline has found no evidence that African American overrepresentation in school suspension is due to higher rates of misbehavior. African American students were referred more often for behaviors that seemed to require more subjective judgment on the part of the person making the referral (e.g. disrespect, excessive noise, threatening behavior, and loitering). (Losen, 2011)

California suspensions and expulsions have declined, but disproportionality remains. Data from the CDE shows that while the number of suspensions and expulsions has significantly decreased over the 10-year period from 2012-13 to 2022-23, the number of African American students suspended or expelled remains significantly above their proportionate enrollment:

- Total suspensions for all offenses dropped 44%, from 609,810 to 337,507;
- African American students made up 6% of enrollment in 2012-13, but received 19% of the total suspensions; in 2022-23, they represented 5% of total enrollment and accounted for 15% of all suspensions;
- Total expulsions dropped by 44% over the 10-year period, from 8,564 in 2012-13 to 4,750 in 2022-23; and
- African American students accounted for 13% of total expulsions in 2012-13 and 12% in 2022-23.

Concerns regarding law enforcement presence on school campuses. In recent years, concerns have been raised regarding the role of law enforcement officers on school campuses, as in some cases, police officers have become involved in administering disciplinary actions. Some contend that the increase in student-police interactions has resulted in thousands of students being pushed into the school-to-prison pipeline. A 2016 report by the American Civil Liberties Union (ACLU) of California notes that student-police interactions may be disproportionately impacting certain student groups.

The National Association of School Resource Officers (NASRO) notes that school resource officers (SROs) who follow NASRO's best practices do not arrest students for disciplinary issues that would be handled by teachers or administrators if the SRO were not present. They contend that SROs help troubled students avoid involvement with the juvenile justice system.

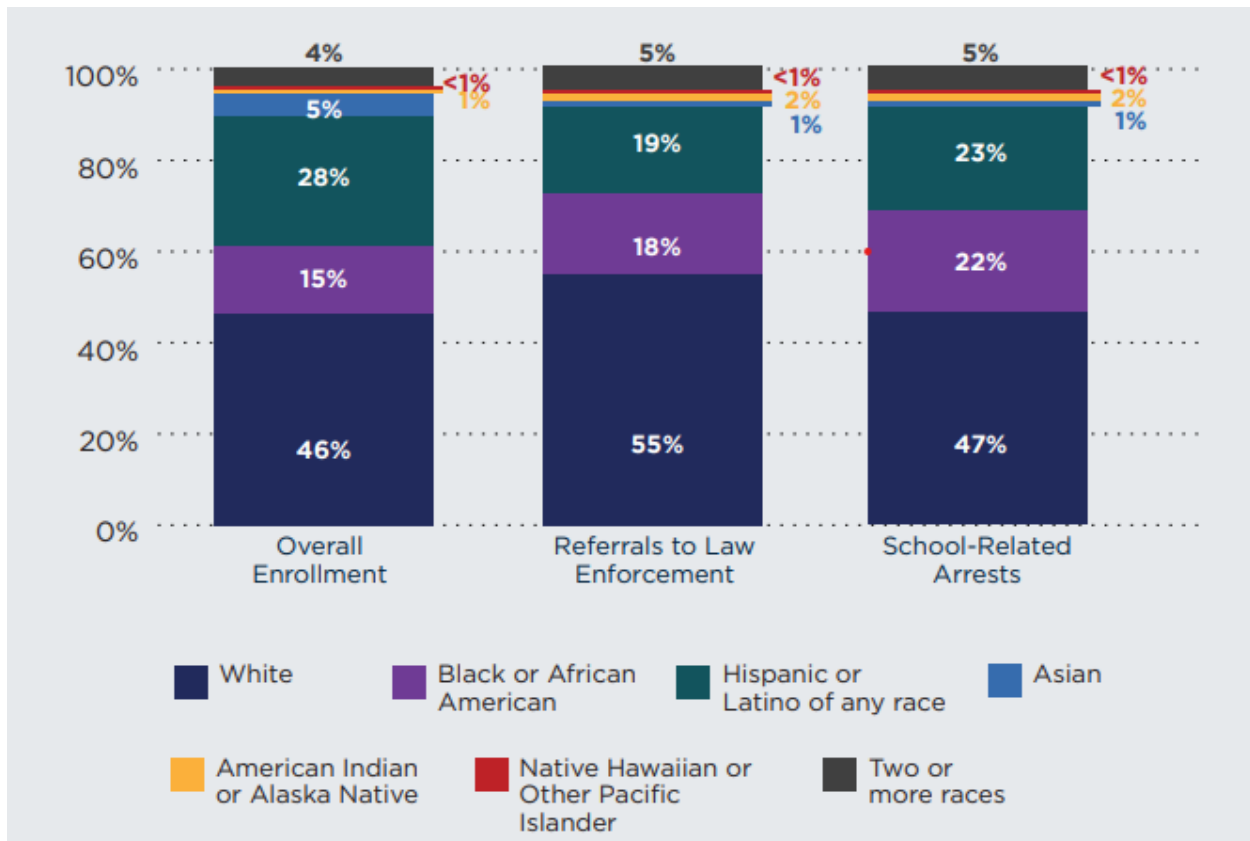
Guidance from the U.S. Department of Education (USDOE) suggests that schools choosing to use school-based law enforcement officers should ensure that these officers' roles are focused on protecting the physical safety of the school and preventing criminal conduct. The USDOE further recommends that schools ensure that school-based law enforcement officers do not become involved in routine school disciplinary matters.

Law enforcement actions at schools. According to the data from the U.S. Department of Education’s (USDOE) Civil Rights Data Collection (CRDC) for 2020-21, of the 49.2 million students nationwide, 61,900 were referred to law enforcement, and there were 8,900 school-related arrests. During the 2020-21 school year, 14% of referrals to law enforcement resulted in a school-related arrest.

The report defines referral to law enforcement as “an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken. Citations, tickets, court referrals, and school-related arrests are considered referrals to law enforcement.”

School-related arrests are defined as “an arrest of a student for any activity conducted on school grounds, during off-campus school activities (in-person or virtual), while taking school transportation, or due to a referral by any school official. All school-related arrests are considered referrals to law enforcement.”

These actions disproportionately impacted students of different races/ethnicities. American Indian or Alaska Native students, Black students, White students, and students of two or more races were overrepresented in referrals to law enforcement and school-related arrests in U.S. public schools in 2020-21 as shown in the figure below.



Source: USDOE Civil Rights Data Collection 2020-21

These actions varied by gender as well, as boys represented 51% of total K-12 student enrollment and accounted for 68% of referrals to law enforcement and 68% of school-related

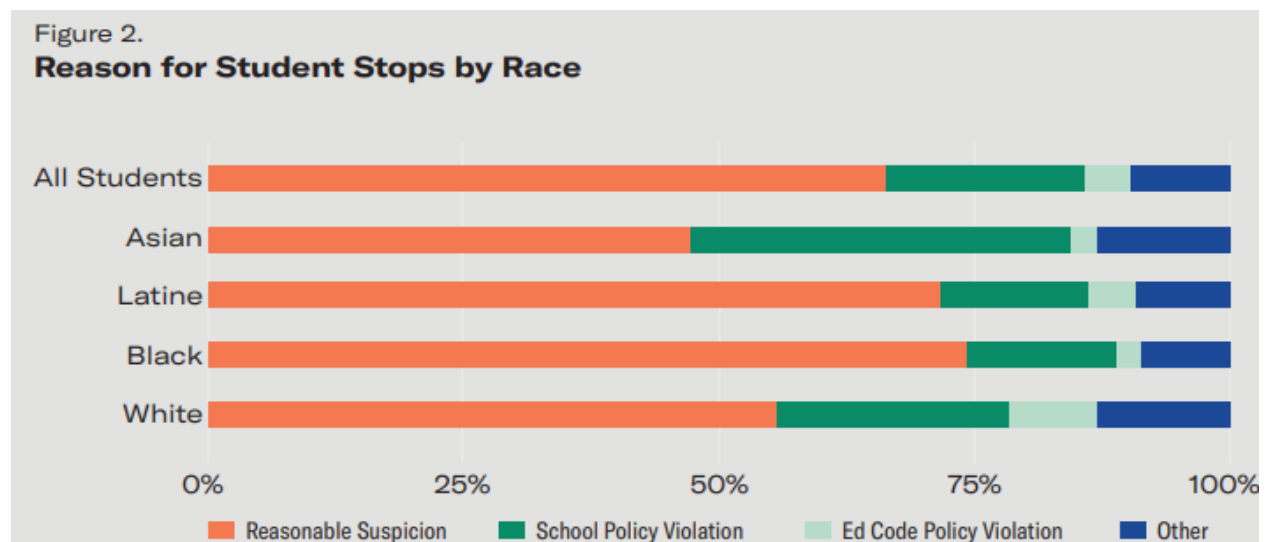
arrests. Girls represented 49% of total K-12 student enrollment and accounted for 32% of referrals to law enforcement and 32% of school-related arrests.

Disparities in law enforcement actions at schools. The Racial and Identity Profiling Act (RIPA) of 2015 requires law enforcement agencies to report data to the Attorney General’s Office on all vehicle and pedestrian stops and citizen complaints alleging racial and identity profiling. During 2019, California’s 15 largest law enforcement agencies reported 2,602 stops of students aged 5 to 19 years-of-age in schools.

According to the American Civil Liberties Union (ACLU) based upon RIPA data:

- Black students represented 26% of the 2,602 law enforcement stops, while making up 7.6% of the population of the schools where the stops were made;
- 66.1% of stops were for “reasonable suspicion” of a crime, while 24.1% involved violation of a school policy or the Education Code;
- Stops related to violations of the Education Code (EC), included 29.2% for possession or use of controlled substances and 5.6% for possession of a weapon, explosive, or other dangerous object;
- 61% of law enforcement stops of students in response to calls for service or because of alleged violations of the EC resulted in no citation or arrest, and in 37.4% of those cases with no citation or arrest, the student was referred back to a school administrator or counselor.

The ACLU report further notes disparities in law enforcement actions based upon race. Roughly 31% of stops related to calls for police intervention with White students involved a suspected school policy or Education Code violation, compared to 19% of such calls for Latinx students and 17% for Black students, as shown in the figure below.



Source: ACLU, 2021

Schools have a responsibility to provide a safe environment. According to the CDE, “The California Constitution guarantees California children the right to attend public schools that are safe, secure, and peaceful. The CDE, public school districts, COEs, and schools and their personnel are responsible for creating learning environments that are safe and secure. First responders, community partners, and families play an essential role, as well. Schools must be prepared to respond to emergencies including natural and man-made hazards, and strive to prevent violence and behavior issues that undermine safety and security.”

Current law requires every K-12 public school to develop and maintain a school safety plan. The plan must address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. Among other elements, these plans must include strategies aimed at the prevention of and education about potential incidents involving crime and violence on the school campus and aspects of social, emotional, and physical safety for both youth and adults.

Ensuring safety of school employees. In addition to protecting students, California schools have a responsibility to provide their employees with a safe working environment. According to Cal/OSHA, “Workplace safety and health hazards affecting California employees have traditionally been viewed as arising from unsafe work practices, hazardous industrial conditions, or exposures to harmful chemical, biologic or physical agents, not from violent acts committed by other human beings. Recently, though, employees, as well as supervisors and managers, have become all too frequent victims of assaults or other violent acts in the workplace which entail a substantial risk of physical or emotional harm. Many of these assaults result in fatal injury, but an even greater number result in nonfatal injury, or in the threat of injury, which can lead to medical treatment, missed work, lost wages and decreased productivity.”

Cal/OHSA characterizes a type II event as a workplace violence event that involves an assault by someone who is either the recipient or the object of a service provided by the affected workplace or the victim. They note that of increasing concern are type II events involving assaults to certain categories of service providers, including teaching, administrative, and support staff in schools where students have a history of violent behavior.

California regulations require many categories of employers to report to Cal/OHSA all fatalities, illnesses, and specified injuries that occur as a result of workplace violence, including those that result in loss of consciousness, restriction of work or motion, transfer to another job or termination of employment, or medical treatment beyond first aid.

The Committee may wish to consider whether removing requirements for school officials to report serious offenses to law enforcement is counter to the need to provide a safe school environment in order to protect students and employees.

Recommended Committee Amendments. Staff recommends that the bill be amended as follows:

- 1) Prohibit any school official or employee from directly or indirectly inhibiting or impeding the making of a report of an incident of an employee being attacked, assaulted, or physically threatened by a pupil.
- 2) Require that an act to inhibit or impede the making of a report be an infraction punishable by a fine of no less than \$500 and no more than \$1,000.

- 3) Require the principal or designee to notify the appropriate law enforcement authorities of any acts of a pupil that violate Section 245 of the Penal Code, relating to assault and battery before the suspension or expulsion of the pupil.
- 4) Require the principal or designee to, within one schoolday after the suspension or expulsion of any pupil, notify the law enforcement authorities of any acts of a pupil related to the unlawful offering, arranging, or negotiating to sell a controlled substance.
- 5) Requires that any person reporting a known or suspected act, as specified, not be held civilly or criminally liable as a result of making any report unless it can be proven that a false report was made and that the person knew the report was false or that the report was made with reckless disregard for the truth or the falsity of the report.
- 6) Technical and conforming changes.

Arguments in support. The American Civil Liberties Union California Action, a co-sponsor writes, “Existing law often forces teachers, school administrators, and staff to notify law enforcement about certain school-related behavior even when they would prefer to address the issue with more effective alternative approaches. When an incident falls under the mandatory notification requirements, educators are not allowed to consider the totality of the circumstances and use their discretion. Our educators’ hands are tied because, under Education Code section 44014, they may be fined for failure to report students to law enforcement.

AB 2441 makes positive and commonsense changes to existing law. First, it eliminates outdated, zero tolerance mandates for school notification of law enforcement, thereby empowering schools to adopt non-punitive, supportive, trauma-informed, and health-based approaches to school-related behaviors. These alternatives to addressing student behavior have been shown to promote campus safety and positive student mental health. Second, the bill protects educators by eliminating the prosecution of school staff who fail to report incidents of alleged assaults or physical threats against school employees.

Decades of research show that young people suffer long-term harm when they experience even minimal contact with the juvenile or criminal-legal systems. Young people arrested in school are less likely to graduate from high school and more likely to become incarcerated. Our existing system has also led to troubling disparities in the type of students who are most likely to suffer these long-term consequences. Alarming, Black, Indigenous, and Latinx students, as well as students with disabilities, are disproportionately referred to law enforcement, cited, and arrested.

Twenty-five percent of law enforcement stops of students were redirected to a referral to a school administrator or counselor. California’s mandatory notifications law forced these children to have unnecessary police contact even though the appropriate intervention was available in the school already. For these stops and others, law enforcement interactions create an incalculable mental, physical, and emotional toll on the well-being of students, parents, and families. And the data shows that Black students are especially vulnerable to the harms of these stops—Black students have the highest rate of being handcuffed as a result of a stop, but the lowest rate of being referred to a school counselor. The data also indicates that schools refer students with disabilities to law enforcement at a higher rate than other students.”

Arguments in opposition. The Orange County Sheriff’s Department writes, “By eliminating requirements for school personnel to notify law enforcement of unlawful activity, this bill erodes

the collaboration between law enforcement and school staff that is necessary to prevent threats and keep our students safe.

Among the bill components is a provision that removes a requirement that school employees report an assault by a student. The bill also removes penalties for students who willfully disturb a school. The proposed change and the author's press statement suggest that a partnership between school personnel and their local law enforcement is negative or detrimental to students. If passed this bill could very well be a first step toward prohibiting proven best practices like the use of school resource officers.

AB 2441 would hinder best practices for securing school campuses at the time they are most needed.”

Related legislation. AB 1323 (Kalra) of the 2023-24 session was substantially similar to this measure. The bill was held in the Assembly Education Committee.

AB 610 (Kalra) of the 2021-22 Session was substantially similar to this bill. It was held in the Assembly Education Committee.

AB 2711 (Ramos) of the 2023-24 Session as of July 1, 2026, would remove the possession of tobacco products and controlled substances on school grounds or at a school activity as bases for suspension from school, unless two documented unsuccessful interventions have been provided; would authorize the removal of a student from campus for the day who is under the influence of a controlled substance, an alcoholic beverage, or an intoxicant, provided that the student is excused due to illness; would prohibit a student from being recommended for expulsion for possession, use or being under the influence of a controlled substance, alcohol, an intoxicant, or possession or use of tobacco products; would prohibit disciplinary actions for students who disclose their use of tobacco, a controlled substance, or alcohol, or who are seeking help for services or supports; would require LEAs to develop a plan for students who possess or use tobacco, a controlled substance, or alcohol on school property; would require schools to refer students for supports and interventions and to review these with the student and their parents or guardians after four to six weeks to determine if further supports are required; and would encourage schools to provide school-wide education and prevention activities.

AB 2351 (Lowenthal) of the 2023-24 Session would authorize a student to be suspended from school or recommended for expulsion on the basis of specified acts taking place outside of school hours if specified conditions are met.

AB 1919 (Weber) of the 2023-24 Session would require a school district to document any alternative means of correction used prior to the suspension of a student and require LEAs to adopt at least one of the best practices for restorative justice implementation developed by the CDE.

SB 274 (Skinner), Chapter 597, Statutes of 2023, prohibits the suspension or expulsion of a student enrolled in 6th through 12th grade in a public school on the basis of willful defiance until July 1, 2029, authorizes employees to refer students to school administrators for in-school interventions or supports, and requires that administrators document the actions taken in the student's record and inform the referring employee of those actions.

AB 599 (Ward) of the 2023-24 Session would have prohibited a pupil from being suspended or expelled from school for possessing or using tobacco or nicotine products beginning July 1, 2025. AB 599 would also have required the CDE to develop and make available a model policy for a public health approach to addressing student possession and use of drugs on school property by July 1, 2025. This bill was held in the Senate Appropriations Committee.

SB 1273 (Bradford) of the 2021-22 Session would have eliminated criminal penalties for “willful disturbance” of a school or school meeting by students and grant a school principal discretion to report an incident to law enforcement if it does not include a firearm or weapon, as specified. This bill was held in the Assembly Education Committee.

SB 419 (Skinner), Chapter 279, Statutes of 2019, commencing July 1, 2020, permanently extends the prohibition against suspending a student enrolled in kindergarten through grade 3 for disrupting school activities or otherwise willfully defying the valid authority of school staff to include grades 4 and 5 permanently; and to include grades 6 to 8, until July 1, 2025; and applies these prohibitions to charter schools.

AB 420 (Dickinson) Chapter 660, Statutes of 2014, eliminated the authority to suspend a student enrolled in kindergarten through 3rd grade and the authority to recommend for expulsion a student enrolled in grades kindergarten through 12th grade for disrupting school activities or otherwise willfully defying the valid authority of school personnel engaged in the performance of their duties. The bill sunset on July 1, 2018.

REGISTERED SUPPORT / OPPOSITION:

Support

ACLU California Action
Alliance for Boys and Men of Color
Alliance for Children's Rights
Alliance San Diego
Association of California School Administrators
Be Smooth
Black Parallel School Board
California Federation of Teachers
California for Safety and Justice
California Public Defenders Association
California School-based Health Alliance
Californians for Justice
Cancel the Contract
Center on Juvenile and Criminal Justice
Child Care Law Center
Children Now
Children's Defense Fund-California
Chispa, a Project of Tides Advocacy
Coleman Advocates for Children and Youth
Communities United for Restorative Youth Justice (CURYJ)
Community Asset Development Re-defining Education
Community Interventions

Congregations Organized for Prophetic Engagement (COPE)
Courage California
Culver City Democratic Club
Disability Rights California
Dolores Huerta Foundation
East Bay Community Law Center
Freedom 4 Youth
Fresh Lifelines for Youth
Indivisible CA Statestrong
Legal Services for Prisoners With Children
Milpa Collective
National Center for Youth Law
National Health Law Program
Pacific Juvenile Defender Center
Public Advocates INC.
Public Counsel
San Jose Unified Equity Coalition
Santa Clara County Office of Education
Small School Districts Association
Southeast Asia Resource Action Center
Students Deserve
The Amelia Ann Adams Whole Life Center
The Collective for Liberatory Lawyering
Voices for Progress
Young Women's Freedom Center
Youth Justice Education Clinic, Center for Juvenile Law and Policy, Loyola Law School
Youth Law Center

Opposition

California State Sheriff's Association
Orange County Sheriff's Department

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