

Date of Hearing: June 26, 2024

ASSEMBLY COMMITTEE ON EDUCATION
Al Muratsuchi, Chair
AB 1955 (Ward) – As Amended May 22, 2024

SUBJECT: Support Academic Futures and Educators for Today’s Youth Act

SUMMARY: Requires the California Department of Education (CDE) to develop resources and strategies to support Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ+) students and their families; prohibits a public school employee, contractor, or board member, from retaliating or taking adverse action against any employee for supporting a student in the exercise of their rights; performing their work activities consistent with state law or employer obligations; or providing instruction to students consistent with the current content standards, curriculum frameworks, and instructional materials adopted by the State Board of Education (SBE); prohibits an employee or contractor from being required to disclose any information related to a student’s sexual orientation, gender identity, or gender expression to any other person without the student’s consent; prohibits public schools from enacting or enforcing any policy requiring an employee or contractor to disclose any information related to a student’s sexual orientation, gender identity, or gender expression, without the student’s consent; and requires that any such policy be invalid. Specifically, **this bill:**

- 1) Establishes the Support Academic Futures and Educators for Today’s Youth (Safety) Act.
- 2) Prohibits an employee or contractor of a school district, county office of education (COE), charter school, or state special school, or a member of a governing board or body, from retaliating or taking adverse action against any employee, including by placing the employee on administrative leave, on the basis that the employee supported a student in the exercise of specified rights; performed their work activities consistent with state law or employer obligations; or provided instruction to students consistent with the current content standards, curriculum frameworks, and instructional materials adopted by the SBE, including the California Healthy Youth Act.
- 3) Prohibits an employee or contractor of a school district, COE, charter school, or state special school, from being required to disclose any information related to a student’s sexual orientation, gender identity, or gender expression to any other person without the student’s consent, unless required by federal law. States that this is declaratory of existing law.
- 4) Prohibits a school district, COE, charter school, or state special school, or a member of a governing board or body, from enacting or enforcing any policy, rule, or administrative regulation requiring an employee or contractor to disclose any information related to a student’s sexual orientation, gender identity, or gender expression to any other person without the student’s consent, unless otherwise required by state or federal law. States that this is declaratory of existing law.
- 5) States that any policy, regulation, or guidance, directive, or other action of a school district, COE, charter school, or state special school that is inconsistent with (5) be deemed invalid and prohibits it from having any force or effect.

- 6) Requires the CDE to develop or update resources to be used in schools serving students in grades 7 to 12, for the support of students, parents, guardians, and families of LGBTQ+ students to increase support for these students and thereby improve the overall school and community climate.
- 7) Requires the CDE to develop community resources and supports in collaboration with parents, guardians, and families, including, but not limited to, those of LGBTQ+ students.
- 8) Requires the CDE to update the resources and supports periodically to reflect changes in law.
- 9) Requires the resources to be designed for use in schools serving students in grades 7 to 12, operated by school districts, county offices of education (COE), and charter schools.
- 10) Specifies that school-based supports include:
 - a) LGBTQ+ student support groups, affinity clubs, and organizations;
 - b) Safe spaces for families of LGBTQ+ students;
 - c) Anti-bullying and harassment policies and related complaint procedures;
 - d) Counseling services;
 - e) School staff who have received anti-bias or other training to support LGBTQ+ students and their families; and
 - f) Suicide prevention policies and procedures for families to access.
- 11) Specifies that community resources for the support of families of LGBTQ+ students include:
 - a) Local community-based organizations that provide support to families of LGBTQ+ students; and
 - b) Local physical and mental health providers with experience in treating and supporting families of LGBTQ+ youth.

EXISTING LAW:

- 1) Prohibits 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. (Education Code (EC) 220)
- 2) Requires the California Department of Education (CDE) to monitor, through its federal program monitoring process, whether LEAs have:
 - a) Adopted a policy that prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics defined as hate crimes, and immigration status, disability, gender, gender identity, gender expression, nationality, race or

- ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The policy must include a statement that the policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district;
- b) Adopted a process for receiving and investigating complaints relating to discrimination, harassment, intimidation, and bullying;
 - c) Publicized antidiscrimination, anti-harassment, anti-intimidation, and anti-bullying policies, including information about the manner in which to file a complaint, to students, parents, employees, agents of the governing board, and the general public;
 - d) Provided certificated school employees in schools serving students in grades 7 to 12, information on existing schoolsite and community resources related to the support of LGBTQ+ students, or related to the support of students who may face bias or bullying on the basis of religious affiliation, or perceived religious affiliation;
 - e) Posted the policy in all schools and offices, including staff lounges and student government meeting rooms;
 - f) Maintained documentation of complaints and their resolution for a minimum of one review cycle;
 - g) Ensured that complainants are protected from retaliation and that their identity remains confidential, as appropriate; and
 - h) Identified a responsible LEA officer for ensuring compliance. (EC 234.1)
- 3) Requires the CDE, by July 1, 2021, to develop resources or, as appropriate, update existing resources for in-service training on schoolsite and community resources for the support of LGBTQ+ students, and strategies to increase support for LGBTQ+ students and improve overall school climate. Requires the resources to be designed for use in schools operated by a school district, COE, and charter schools serving students in grades 7 to 12, inclusive. Encourages schools serving students in grades 7 to 12 to use these resources to provide training at least once every two years to teachers and other certificated employees. (EC 218)
- 4) Defines schoolsite resources to support LGBTQ students as including:
- a) Peer support or affinity clubs and organizations;
 - b) Safe spaces for LGBTQ pupils;
 - c) Anti-bullying and harassment policies and related complaint procedures;
 - d) Counseling services;
 - e) School staff who have received anti-bias or training aimed at supporting LGBTQ youth;
 - f) Health and curriculum materials that are inclusive of and relevant to LGBTQ youth;

- g) Suicide prevention policies and related procedures;
 - h) Policies relating to the use of school facilities, including bathrooms and locker rooms; and
 - i) Policies and procedures to protect the privacy of LGBTQ pupils. (EC 218)
- 5) Defines community resources for the support of LGBTQ students as:
- a) Local community-based organizations that provide support to LGBTQ youth; and
 - b) Local physical and mental health providers with experience in treating and supporting LGBTQ youth. (EC 218)
- 6) Requires the CDE to complete the development of an online training curriculum and online delivery platform by July 1, 2025, and requires LEAs 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, on cultural competency in supporting LGBTQ+ students. Requires the LEA to maintain documentation on the completion of the training by each employee, as specified. (EC 218.3)
- 7) Requires the SPI to convene an advisory task force, by July 1, 2024, to identify the needs of LGBTQ+ students and to make recommendations to assist in implementing supportive policies and initiatives to address LGBTQ+ students education and well-being. (EC 219)
- 8) Requires the CDE to display current information, and periodically update information, on curricula and other resources that specifically address bias-related discrimination, harassment, intimidation, cyber sexual bullying, and bullying on its website. (EC 234.2)
- 9) Requires the CDE to develop, and post on its website, a model handout describing the policies addressing bias-related discrimination, harassment, intimidation, and bullying in schools. (EC 234.3)
- 10) Requires a charter school to include in its petition to establish the charter school the procedures that the charter school will follow to ensure the safety of students and staff (EC 47605).
- 11) Requires school districts, COEs, state special schools and diagnostic centers operated by the CDE, and charter schools to provide annual training, using the online training module provided by the State Department of Social Services (DSS), to their employees who are mandated reporters during the course of the school year, and to develop a process for all persons required to receive training within the first six weeks of each school year, or within the first six weeks of the person's employment. (EC 44691)

FISCAL EFFECT: According to the Senate Appropriations Committee:

- 1) To the extent that LEAs need to revise or modify their policies as a result of this measure and also issue guidance to parents and guardians of students, they may incur additional, unknown Proposition 98 General Fund costs on a one-time basis to comply. Additionally, this bill

could result in potential legal costs to LEAs should there be lawsuits filed as a result of the bill's prohibition. The extent of these costs is unknown, and the state would need to reimburse school districts for any activities that the Commission on State Mandates determines to be a reimbursable state mandate.

- 2) The Department of Justice (DOJ) indicates that the bill may have an unquantifiable but potentially significant impact on its Civil Rights Enforcement Section (CRES). First, the bill is likely to be challenged and potentially enjoined. If it survives the challenge, it is likely that most school districts would comply, but there are likely to be numerous holdouts and districts that, for political reasons, refuse to comply and instead invite an enforcement action. The CRES would likely be tasked with carrying out those enforcement actions. The DOJ anticipates that based on its experience in litigating one "forced outing" case and supporting client agencies in handling these issues, there would be an increase in staff hours, potentially reaching multiple full-time employees, in order to carry out enforcement of this law.
- 3) The CDE estimates one-time General Fund costs of approximately \$54,000 to update and reformat existing online supports and community resources for parents of LGBTQ+ students, and ongoing General Fund costs of \$22,000 to review, revise, and repost departmental webpages to comply with this measure.

COMMENTS:

Need for the bill. According to the author, "Choosing when to come out and to whom is a deeply personal decision that every LGBTQ+ young individual has the right to make for themselves. LGBTQ+ youth and their families deserve to decide on their own terms when and how to have conversations about identity. Young people thrive when they have parental support and feel safe sharing their authentic selves at home, but it can be harmful to force young people to share their full identities before they're ready. AB 1955, the Support Academic Futures & Educators for Today's Youth Act (SAFETY Act), strengthens existing protections, ensuring all students are safe, supported, and not isolated due to any part of their identity, as well as supports families to have personal conversations and work towards family acceptance on their own terms."

LGBTQ+ students' mental health challenges. According to the Trevor Project's 2023 National Survey on the Mental Health of LGBTQ+ Young People, which surveyed more than 28,000 LGBTQ+ youth aged 13 to 24 years across the U.S.:

- 46% of LGBTQ+ youth aged 13-17 considered suicide in the past year, and 17% attempted suicide;
- 70% of LGBTQ+ young people aged 13-17 reported experiencing symptoms of anxiety, and 57% reported symptoms of depression;
- Nearly 1 in 3 LGBTQ+ youth said their mental health was poor most of the time or always due to anti-LGBTQ+ policies and legislation;
- 24% of LGBTQ+ young people reported that they have been physically threatened or harmed in the past year due to their sexual orientation or gender identity;

- 60% of LGBTQ+ young people reported that they have felt discriminated against in the past year due to their sexual orientation or gender identity; and
- LGBTQ+ young people with access to affirming homes, schools, community events, and online spaces reported lower rates of attempting suicide;

Family rejection increases risks. An analysis of data from the National Transgender Discrimination Survey found that 42.3% of individuals reported a suicide attempt, and 26.3% reported misusing drugs or alcohol to cope with transgender-related discrimination. In addition, family rejection was associated with increased odds of both behaviors. (Klein, 2016)

A growing body of research shows that while negative familial responses to youths' sexual orientation have often been linked to negative health outcomes such as depression, substance abuse, homelessness, and sexual risk-taking, family acceptance has been associated with psychosocial support. Youth feeling greater parent support was associated with a healthier psychological state and with experiences of lower levels of parental abuse, whereas perceiving lower levels of parent support was related to higher levels of depressive symptoms and higher levels of parental abuse. (Grossman, 2021)

LGBTQ+ students' experiences impact academic outcomes. The Gay Lesbian Straight Education Network's (GLSEN) 2021 National School Climate Survey of over 22,000 LGBTQ+ youth between the ages of 13 and 21 included the following findings:

- 82% of LGBTQ+ students reported feeling unsafe in school because of at least one of their actual or perceived personal characteristics;
- LGBTQ+ students most commonly avoided school bathrooms, locker rooms, and physical education or gym classes, with approximately 4 in 10 students avoiding each of these spaces because they felt unsafe or uncomfortable;
- 58% of students reported hearing homophobic remarks from their teachers or other school staff, and 72% of students reported hearing negative remarks about gender expression from teachers or other school staff;
- 97% of LGBTQ+ students heard "gay" used in a negative way (e.g., "that's so gay") at school; 68% heard these remarks frequently or often, and 94% reported that they felt distressed because of this language;
- 83% of LGBTQ+ students who attended school in-person at some point during the 2021-2022 academic year experienced in-person harassment or assault based on personal characteristics, including sexual orientation, gender expression, gender, religion, actual or perceived race or ethnicity, and actual or perceived disability;
- 31% were physically harassed (e.g., pushed or shoved) in the past year based on their sexual orientation, gender expression, or gender, 22% of LGBTQ+ students were physically harassed at school based on their sexual orientation, 21% based on gender expression, and 20% based on gender;

- 59% of LGBTQ+ students had experienced LGBTQ+-related discriminatory policies or practices at school. Some of the most common discriminatory policies and practices experienced by LGBTQ+ students were those that targeted students' gender, potentially limiting their ability to make gender-affirming choices and negatively impacting their school experience;
- Of the LGBTQ+ students who indicated that they were considering dropping out of school, 31% indicated that they were doing so because of the hostile climate created by gendered school policies and practices; and
- LGBTQ+ students who experienced higher levels of in-person victimization because of their sexual orientation:
 - Were nearly three times as likely to have missed school in the past month than those who experienced lower levels (61% vs. 23%);
 - Felt lower levels of belonging to their school community, performed poorer academically, (2.83 vs. 3.15 average GPA), and were nearly twice as likely to report that they did not plan to pursue any post-secondary education as those who experienced lower levels (17% vs. 9%);
 - Were nearly twice as likely to have been disciplined at school than those who experienced lower levels of victimization (61% vs. 34%); and
 - Had lower self-esteem and higher levels of depression than those who experienced lower levels of victimization.

The GSLEN report notes that “Students who feel safe and supported at school have better educational outcomes. LGBTQ+ students who have LGBTQ+-related school resources report better school experiences and academic success. Unfortunately, all too many schools fail to provide these critical resources.”

Schoolsite supports can improve outcomes for LGBTQ+ students. Several supportive factors at school appear to improve academic outcomes and safety for LGBTQ+ students. Research shows that LGBTQ+ students with many supportive educators feel safer at school, skip fewer classes, earn higher grades, and have fewer school-related problems than those without supportive educators (Russell, 2010). Students in schools with Gay Straight Alliance (GSA) clubs report less harassment and assault, are more likely to report these incidents when they occur, and are less likely to miss school because of safety concerns.

The 2021 GSLEN survey recommendations include the following ways that school-based supports can positively affect LGBTQ+ students' school experiences:

- Increasing student access to appropriate and accurate information regarding LGBTQ+ people, history, and events through inclusive curricula, and library and internet resources;
- Supporting student clubs, such as GSAs, that provide support for LGBTQ+ students;

- Providing professional development for school staff to improve rates of intervention and increase the number of supportive teachers and other staff available to students;
- Ensuring that school policies and practices, such as those related to dress codes and school dances, do not discriminate against LGBTQ+ students;
- Enacting school policies that provide transgender and gender nonconforming students equal access to school facilities and activities; and
- Adopting and implementing comprehensive bullying/harassment policies that specifically enumerate sexual orientation, gender identity, and gender expression in individual schools and districts, with clear and effective systems for reporting and addressing incidents that students experience.

Arguments in support. The GLSEN writes, “Choosing when to come out and to whom is a deeply personal decision that every LGBTQI+ young individual has the right to make for themselves. Many families understand this and want to support their children coming out to them on their own terms. Unfortunately, not all young people are able to be their authentic selves at home safely, and, in those cases, schools can be a critical source of support. Schools are one of the earliest places where youth will come out to others, often providing a separate space for children to gain self-confidence before expressing their sexual orientation or gender identity to family. 60% of LGBTQ+ youth share their sexual orientation with friends before family, and 74% of LGBTQI+ youth have yet to share their identity with all family members. Students often refuse external support out of fear of being outed to their parents. According to GLSEN’s 2021 National School Climate Survey, 44% of LGBTQI+ children who never reported harassment at school are fearful that school staff will out them to their family. Additionally, 41% of LGBTQI+ children who want mental health support do not pursue care because they will need to obtain their parent’s permission. These concerns are often justified, as 57% of LGBTQI+ youth report that they have faced parental rejection. This can range from parents mocking their child’s LGBTQI+ identity to more extreme actions that impact the well-being of LGBTQI+ children, including physical abuse and being kicked out of the home.”

Arguments in opposition. The California Family Council writes, “Erosion of Parental Rights and Responsibilities: AB 1955 marginalizes parents, preventing them from receiving critical information about their children. Parents need to be informed partners in addressing issues of gender identity, ensuring their children receive the support and guidance they need within the family unit.

Impact on Teacher-Student Trust: This bill places educators in a difficult position, forcing them to withhold significant information from parents, damaging the trust and open communication essential for a supportive educational environment. Educators should collaborate with parents to create a safe and nurturing atmosphere for all students. AB 1955 does the opposite.

Potential Legal and Ethical Implications: The bill will lead to lawsuits by teachers against school districts for forcing them to deceive parents about something everyone at school knows about a student but their parents. Parents will also sue school districts and teachers for violating their constitutionally protected parental rights to oversee and direct the upbringing of their children.”

Related legislation. AB 5 (Zbur), Chapter 220, Statutes of 2023, requires the CDE to complete the development of an online training curriculum and online delivery platform by July 1, 2025, and requires LEAs 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, on cultural competency in supporting LGBTQ+ students. Requires the LEA to maintain documentation on the completion of the training by each employee, as specified.

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 trainings on this topic that can be accessed on a statewide basis.

AB 2153 (Thurmond) of the 2017-18 Session would have required schools to provide in-service training to teachers on school site and community resources available for the support of LGBTQ students. This bill was vetoed by Governor Brown, who stated:

I signed AB 827 (O'Donnell) in 2015, which required the Department of Education, as part of its compliance monitoring, to assess whether local schools have provided information to certificated staff serving of grades 7-12 on school site and community resources for LGBTQ students. Current law also requires the Department to monitor local schools to ensure the adoptions of policies prohibiting discrimination, harassment, intimidation, and bullying on the basis of sexual orientation, gender, gender identity, or gender expression.

If local schools find that more training or resources on this topic is needed, they have the flexibility to use their resources as they see best.

AB 827 (O'Donnell), Chapter 562, Statues of 2015, as it passed this Committee, would have required schools to provide in-service training to teachers on school site and community resources available for the support of LGBTQ students. The bill was later amended to require CDE, as part of its compliance monitoring, to assess whether LEAs have provided information to certificated staff serving grades 7-12 on schoolsite and community resources for LGBTQ students.

REGISTERED SUPPORT / OPPOSITION:

Support

ACLU California Action

AFSCME California

Alianza Translatinx

Alice B. Toklas LGBTQ Democratic Club

American Association of University Women - California

American Atheists

American Federation of State, County and Municipal Employees

Api Equality-LA
Apla Health
Asian Resources
Association of California School Administrators
Attorney General Rob Bonta
Bienestar Human Services
Blaqueer
California League of United Latin American Citizens
California Academy of Child and Adolescent Psychiatry
California Alliance of Child and Family Services
California Coalition for Youth
California Community Colleges LGBTQ+ Advisory Committee
California Latinas for Reproductive Justice
California League of United Latin American Citizens
California LGBTQ Health and Human Services Network
California Medical Association
California School Employees Association
California School-based Health Alliance
California Teachers Association
Calpride
Central Coast Coalition for Inclusive Schools
Central Valley Gender Health & Wellness
CFT
Children Now
City of West Hollywood
Courage California
East Area Progressive Democrats
El/la Para TransLatinas
End the Epidemics: Californians Mobilizing to End HIV, Viral Hepatitis, STIs, and Overdose
Equal Justice Society
Equal Rights Advocates
Equality California
Family Builders by Adoption
Feminist Majority Foundation
Flux
Gender Justice Los Angeles
Genders & Sexualities Alliance Network
GenUp
GLBT Historical Society
Glendaleout
GLSEN
GLSEN San Diego County
GUSD Parents for Public Schools
Heart of La Democratic Club
Ibis Reproductive Health
If When How: Lawyering for Reproductive Justice
Inland Empire Prism Collective
Inland Empire United
Iranian American Democrats of California

Kinder Future
League of United Latin American Citizens
LGBTQ Center OC
LGTBQ Community Network
LGBTQ Fresno
Liver Coalition of San Diego
Los Angeles County Office of Education
Los Angeles LGBT Center
Lyric
Mirror Memoirs
mixteco Indigena Community Organizing Project
Moreno & Associates
NASW California
National Center for Lesbian Rights
National Harm Reduction Coalition
National Women's Political Caucus of California
Norcal Outreach Project
Oasis Legal Services
Office of Lieutenant Governor Eleni Kounalakis
One Institute
Openhouse
Our Family Coalition
Our Schools - Conejo Valley
Our Schools - LA
Our Schools - Los Angeles Chapter
Our Schools SLO County
Our Schools USA
Our Schools USA - Carlsbad
Our Schools USA East County San Diego
Our Schools USA Placer County
Our Schools USA Ventura County
PFLAG - Sonoma County/Santa Rosa
PFLAG Fresno
PFLAG Sacramento
PFLAG San Francisco
Placer Advocates for Students and Families
Planned Parenthood Affiliates of California
Plascencia Consulting
Pomona Valley Pride
Positive Images
Positive Women's Network - USA
Pride At the Pier
Proyecto Trans Latinas
Public Advocates
Public Counsel
Public School Defenders Hub
Queer Humboldt
Radiant Health Centers
Rainbow Community Center of Contra Costa County

Rainbow Pride Youth Alliance
Riverside LGBTQ+ Pride
Saclegal
Sacramento LGBT Community Center
Safe Redlands Schools
San Diego Democrats for Equality
San Diego LGBT Community Center
San Diego Pride
San Diego Unified School District
San Francisco Aids Foundation
San Joaquin Pride Center
San Mateo County Pride Center
Secure Justice
Seneca Family of Agencies
SF LGBT Center
Solano Pride Center
Somos Familia Valle
State Superintendent of Public Instruction Tony Thurmond
The Center for Sexuality & Gender Diversity
The Children's Partnership
The Diversity Center
The LGBT Center Long Beach
The LGBTQ Community Center of The Desert
The Source LGBTQ+ Center
The Transgender District
The Translatin @ Coalition
The Trevor Project
Tom Homann LGBTQ+ Law Association
Training in Early Abortion for Comprehensive Health Care
Transfamily Support Services
Transgender Health and Wellness Center
Transgender Law Center
Transgender Resource, Advocacy & Network Service
Transyouth Liberation
Tranz of Anarchii
Venice Family Clinic
Viet Rainbow of Orange County
Voices for Progress
Westchester/Playa Democratic Club
Westside Activists
Women Lawyers of Sacramento
Women's Foundation of California
Women's Health Specialists
6 individuals

Opposition

Advocates for Citizens' Rights
Advocates for Faith & Freedom
Alliance Defending Freedom

Alliance to Protect Children
Awaken Redlands
California Baptist for Biblical Values
California Family Council
California Parents Union
California Policy Center
Californians for Good Governance
Chino Valley Unified School District
Church State Council
City Council Member Greg Meister
Concerned Citizens of Savenna
Concerned Women for America
Education Impact
Facts Law Truth Justice
Family Watch International
Interfaith Statewide Coalition
International Foundation for Therapeutic and Counselling Choice
Lighthouse Baptist Church
Moms for Liberty Placer County
Moms for Liberty Santa Clara County
Moms on The Ground
Natomas USD for Freedom
Our Duty
Pacific Justice Institute - Center for Public Policy
Perk Advocacy
Protect Kids California
Real Impact.
Right to Life League of Southern California
Students First California
The American Council
The National Center for Law & Policy
The Salt & Light Council
Women's Liberation Front
40 individuals

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