

Date of Hearing: July 7, 2021

ASSEMBLY COMMITTEE ON EDUCATION
Patrick O'Donnell, Chair
SB 400 (Jones) – As Introduced February 12, 2021

SENATE VOTE: 38-0

SUBJECT: Homeless children and youths: local educational agencies: collaboration, training, and reporting

SUMMARY: Requires local educational agencies (LEAs) and charter schools to collaborate with other organizations that provide services to homeless children and youth to improve the identification of those students, requires the California Department of Education (CDE) to provide guidance to LEAs regarding their responsibilities under federal law with respect to students experiencing homelessness. Specifically, **this bill:**

- 1) Requires LEAs to collaborate with other organizations that provide services to homeless children and youth to enhance the identification of, and the provision of services to, those children and youth.
- 2) Requires the collaborations to include, but not necessarily be limited to, working with organizations that provide counseling services, social welfare services, meal services, and housing services.
- 3) Requires the CDE to provide guidance to LEA liaisons for homeless children and youths regarding their responsibilities under federal law, including that they ensure the school personnel providing services to youth experiencing homelessness receive training on the proper identification and reporting procedures.
- 4) Requires the CDE to develop and implement a system to verify that LEAs are providing the required training at least annually.
- 5) Requires the CDE to review the information submitted by LEAs through CDE's Consolidated Application Reporting System (CARS), and remind each LEA for which information about its policies is outdated to update their policies to reflect current requirements.
- 6) Requires the CDE to develop and implement procedures for verifying key information that LEAs submit through the CDE's CARS to comply with federal law.

EXISTING LAW:

Federal law:

- 1) Defines, in the McKinney-Vento Act, "homeless children and youths" as individuals who lack a fixed, regular, and adequate nighttime residence, and includes:
 - a) Children who are sharing the housing of others due to economic hardship, are living in motels, hotels, trailer parks, or campgrounds due to the lack of alternative

accommodations, are living in emergency or transitional shelters, or are abandoned in hospitals;

- b) Children who have a primary nighttime residence not designed or ordinarily used for sleeping;
 - c) Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - d) Migratory children who are living in the circumstances described above. (USC Title 42 Section 11434(a))
- 2) Defines “unaccompanied youth” to include a homeless child or youth not in the physical custody of a parent or guardian. (USC Title 42 Section 11434(a))
- 3) Requires every LEA to designate a local liaison for homeless children and youth who, among other duties, is responsible for ensuring that homeless children and youth are identified by school personnel through outreach and coordination activities with other entities and agencies, and ensuring that homeless families and homeless children and youth have access to and receive educational services for which such families, children, and youth are eligible. (USC Title 42 Section 11432(g))
- 4) Provides a homeless student with specific rights and protections, including the right to immediate enrollment, and the right to continue education at the student’s school of origin for the duration of the student’s homelessness, according to the child’s or youth’s best interest. (USC Title 42 Section 11432 (g))

State law:

- 1) Provides, pursuant to the federal McKinney-Vento Act, specific rights and protections including for students experiencing homelessness, including:
- a) Exemption from graduation requirements that are in addition to the statewide requirements; (Education Code (EC) 51225.1)
 - b) Full or partial credit for coursework satisfactorily completed in another school by a student who is homeless, even if the student did not complete an entire course; (EC 51225.2(b))
 - c) The option to continue their education at the school of origin through the duration of homelessness, regardless of change in residence; and (EC 48852.7)
 - d) Immediate enrollment, even if the homeless child has outstanding fees or fines due to the school last attended or is unable to produce items normally required for enrollment, including immunization history and academic records. (EC 48852.7)

- 2) Requires the CDE and the Department of Social Services (DSS) to identify representatives from the CDE, DSS, and other state agencies who have experience in homeless youth issues to develop policies and practices to support homeless children and youth and to ensure that child abuse and neglect reporting requirements do not create barriers to the school enrollment and attendance of homeless children or youth. (EC 48850)
- 3) Requires the CDE to provide informational materials to LEA liaisons regarding the educational rights of homeless children and youth, updates and changes to law regarding the rights of homeless students, the responsibilities of LEA liaisons, and the resources available to schools to assist homeless children and youth. (EC 48852.5)
- 4) Requires the CDE to provide training materials to LEA liaisons to assist them with providing professional development and other support to school personnel providing services pursuant to the federal McKinney-Vento Act. (EC 48852.5)
- 5) Requires, pursuant to the federal McKinney-Vento Act, an LEA liaison to ensure that public notice of the educational rights of homeless children and youth is disseminated in schools that provide services pursuant to the McKinney-Vento Act. (EC 48852.5)
- 6) Requires the school accountability system to measure the overall performance of homeless youth. (EC 52052)

FISCAL EFFECT: According to the Senate Appropriations Committee, pursuant to **Senate Rule 28.8**, negligible state costs.

COMMENTS:

Need for the bill. According to the author, “According to a November 2019 report from the California State Auditor, local educational agencies have not always ensured that youth experiencing homelessness have access to the services they need to succeed academically. Reasons for their ineffectiveness include the infrequent training that LEAs receive from the state coordinator, in addition to the state coordinator lacking a method for detecting and addressing LEAs that are under identifying homeless youth. Furthermore, the Department of Education does not require County Offices of Education to report the trainings they provide to LEAs to the state coordinator. Consequently, the state coordinator cannot ensure that all LEAs receive adequate and ongoing training. SB 400 implements the State Auditor’s recommendations to make LEAs more effective. While SB 400 will not eliminate youth homelessness, it will enhance the ability of both LEAs and the Department of Education to enable these youth to succeed in school.”

COVID-19 school disruptions. Many schools in California closed for in-person instruction as a result of COVID-19. On March 4, 2020, Governor Newsom proclaimed a State of Emergency in California as a result of the threat of the COVID-19 virus. An Executive Order (EO) issued on March 13, 2020 authorized, but did not require, LEAs to close schools for in-person instruction as a result of the threat of COVID-19. The state subsequently began using a color-coded tiered system to determine when schools could reopen for in-person instruction. Except for LEAs located in the highest tier of virus spread, the decision regarding whether to close or re-open schools was left to each LEA, in consultation with local public health officials.

The vast majority of California public schools were closed for in-person instruction through the end of the 2019-20 school year, and many also offered only or mostly remote instruction until the spring of 2021, when most schools resumed some form of in-person instruction.

Effects of COVID-19 school disruptions on homeless students. In September and October of 2020, the non-profit organization SchoolHouse Connection and the University of Michigan surveyed school homeless liaisons about the experience of homeless students during the COVID-19 pandemic. Their 2020 report, titled, *Lost in the Masked Shuffle and Virtual Void*, provides a national picture of this experience, and found:

- There was a 28% decrease in the number of identified homeless students in the fall of 2020 compared to the fall of 2019. An estimated 420,000 fewer children and youth experiencing homelessness were identified and enrolled by schools. The report notes that prior to the start of the COVID-19 pandemic, schools were failing to identify an estimated 1 million homeless children and youth.
- Of homeless liaisons who indicated that homeless student identification was lower this year, the primary reason (69.7%) cited was “inability to identify families/youth due to distance learning/school building closure.”
- While overall homeless student identification and enrollment is down, the number of children and youth experiencing homelessness has likely increased due to the economic crisis.
- Homeless liaisons reported that children and youth experiencing homelessness face significant unmet needs in their communities, including lack of:
 - Internet (64%)
 - Shelter/housing (64%)
 - Food (47.3%)
 - Child care (36.7%)
 - Health care (21.5%)
- Federal education relief funds are not reaching homeless families, children, and youth. Only 18% of respondents indicated that federal Coronavirus relief education funding provided by the CARES Act was being used to meet the needs of students experiencing homelessness.

California data also show a decline, though less precipitous than national data, in the number of students identified as homeless. According to data from the CDE, in the 2018-19 school year, 208,000 students were identified, but that declined to 195,000 in the 2020-21 school year, a decline of 6%.

How many California students experience homelessness? California schools identify homeless students using the definition of homeless students in the federal McKinney-Vento Act, which defines “homeless children and youths” as:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Children and youth who may be living in motels, hotels, trailer parks, or shelters;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above.

According to the CDE, there were over 207,000 California public school students who met the federal definition of homelessness at some point during the 2018-2019 school year. This represents 3.4% of the total California public school student population, an increase of nearly 40,000 students compared to the 2014-2015 school year, when students experiencing homelessness represented 2.7% of the public school population. Over 17% of the students experiencing homelessness in the U.S. reside in California (Federal Data Summary, Education for Homeless Children and Youth, 2020). According to a 2020 report by the UCLA Center for Transformation of Schools titled *State of Crisis: Dismantling Student Homelessness in California*, African American and Latino students are disproportionately represented among students experiencing homelessness.

A significant number of students who leave the K-12 system and enroll in public postsecondary institutions also experience homelessness. According to the *State of Crisis* report, 1 in 5 students enrolled in the California Community Colleges, 1 in 10 in the California State University, and 1 in 20 in the University of California are experiencing homelessness.

State Audit finds undercount of students experiencing homelessness. Homeless education experts including the National Association for the Education of Homeless Children and Youth (NAEHCY), and the National Center for Homeless Education (NCHE), agree that LEAs can expect at least 5-10% of their economically disadvantaged students (those who are eligible for free or reduced-price meals) to experience homelessness at some point during the academic year. The state education departments in Texas and Florida use 10% of economically disadvantaged students as a benchmark to determine if they have successfully identified students experiencing homelessness.

However, CDE data from the 2017-2018 academic year shows that 74% of LEAs in California identified less than 5% of their economically disadvantaged students as experiencing homelessness. A 2019 California State Auditor Report (*Youth Experiencing Homelessness: California's Education System for K-12 Inadequately Identifies and Supports These Youth*) identified several specific factors that have an impact on the identification of students experiencing homelessness, discussed below.

More dedicated staff time leads to better identification of homeless students. According to the 2019 Audit, the more time staff spend administering an LEA's homeless education program, the

more students are identified as experiencing homelessness. While LEAs have various personnel such as teachers, social workers, and enrollment staff who may assist in identifying homeless youth, the hours spent by personnel who *directly administer* the LEA's homeless youth program was strongly correlated with the number of youth identified. (Table 1)

Table 1: LEAs that dedicated more time to administering homeless education program identified more students experiencing homelessness (source: 2019 Audit).

LEA	Economically Disadvantaged Youth	% Economically Disadvantaged Youth Identified as Experiencing Homelessness	Estimated Staff Hours/Month to Administer Homeless Education Program
Gridley USD	1,687	0	2
Greenfield USD	9,912	1	15
Birmingham Charter	2860	2	52
Vallejo USD	10,651	3	17
San Bernardino CUSD	52,390	9	482
Norwalk-La Mirada USD	14,316	29	247

A 2019 survey of 550 California homeless liaisons by the American Civil Liberties (ACLU) Foundations of California and the California Homeless Youth Project found that most liaisons had other primary job titles and duties aside from their role as homeless liaisons. As a result, two-thirds of these liaisons spent fewer than five hours per week on their homeless liaison duties.

Misconceptions about homelessness are barriers to identification. Students and school employees may not know the definition of homelessness and what qualifies students for services under the McKinney-Vento Act. The common misconception that people experiencing homelessness live without shelter may lead to undercounts of the number of students who experience homelessness. Furthermore, fear of social stigma or negative consequences may deter families and students from disclosing their homelessness.

- According to CDE data, in the 2017-2018 academic year, 84% of California youth experiencing homelessness lived in shared housing while far fewer lived in shelters (7%), hotels/motels (5%), or were unsheltered (4%);
- Some attendance staff interviewed in the 2019 Audit stated that knowing students from multiple families shared a home address would not have prompted them to ask questions or refer the student to the district to determine whether they qualified for services under McKinney-Vento;
- Five of the six local liaisons interviewed for the 2019 Audit believed that families and youth fear they may be subject to stereotypes if they disclose their homelessness; and
- Fear of deportation by immigration enforcement, or family separation by a child protective services agency have also been reported by local liaisons as significant barriers to identification.

Some LEAs do not follow best practices to identify students experiencing homelessness. The 2019 Audit also found that LEAs did not follow all federal laws or best practices to identify

youth experiencing homelessness. SchoolHouse Connection, a national nonprofit working to overcome homelessness through education recommends that LEAs gather housing information from families and youth at least once a year. The National Center for Homeless Education recommends using an annual housing questionnaire to collect this information and establishes best practices for such questionnaires. These best practices also recommend LEAs provide training at least annually to all school staff who are in a position to identify youth experiencing homelessness. The 2019 Audit reports the following findings:

- Some LEAs do not effectively use housing questionnaires to identify students experiencing homelessness. Best practices recommend that a housing questionnaire be distributed at least annually to all parents to identify youths experiencing homelessness. Best practices also recommend that LEAs avoid using the word *homeless* in questionnaires, to reduce stigma. Finally, LEAs should inform families and youth that the information being requested will be used to determine if the student is eligible to receive additional support and services, and should inform them of the rights and protections of youth experiencing homelessness. None of the five LEAs that distributed housing questionnaires during the audit period followed best practices;
- Some LEAs do not adequately train staff involved in identifying youth experiencing homelessness. Best practices recommend that all school staff receive training focused on the definition of homelessness, identifying signs of homelessness, the impact of homelessness on students, and the steps staff should take once a youth has been identified as possibly experiencing homelessness. The 2019 audit found that none of the LEAs investigated trained all staff, and that the training staff did receive did not include information on all of these topics (Table 2); and

Table 2: LEAs did not adequately train all staff to identify youth experiencing homelessness (Source: 2019 Audit).

LEA	Principals, Vice and Assistant Principals	Counselors, Psychologists, and Social Workers	Enrollment Staff	Teachers	Support Personnel
Birmingham Charter	✓	✓	✓	✓	✗
Gridley USD	✓	✗	✓	✗	✗
Greenfield USD	✗	✗	✗	✗	✗
Vallejo USD	✓	✓	✓	✗	✗
San Bernardino CUSD	✗	✗	✗	✗	✗
Norwalk-La Mirada USD	✓	✗	✗	✓	✗

- Some LEAs do not sufficiently disseminate information about homelessness in their schools and communities. Federal law requires LEAs to disseminate information regarding their homeless education programs and the educational rights of youth experiencing homelessness in public places frequented by families and youth experiencing homelessness, including schools, shelters, libraries, and food pantries. Only one of the six LEAs in the audit disseminated such information, and four of the local liaisons were unaware that this was required.

By following the best practices in housing questionnaires, training, and information dissemination, LEAs would 1) reduce stigma that may prevent families and youths from identifying themselves as homeless; 2) relieve fears of intervention by child protection services or immigration agencies as a consequence of reporting homelessness; and 3) increase awareness of the services and supports offered to students experiencing homelessness. Addressing these barriers would likely improve identification of students experiencing homelessness in LEAs.

In many cases, LEAs likely do not follow best practices out of a lack of awareness, or a lack of capacity. Many homelessness liaisons are not dedicated staff, and split their time between several roles. Furthermore, other school employees may not be aware of best practices for identifying homelessness, or how they can and should play a role.

The CDE reports that it has already developed a housing questionnaire and guidance which has been posted in its website, as well as disseminated to the field in a variety of ways. The housing questionnaire was developed using best practices from the National Center for Homeless Education, with input from other stakeholders.

CDE monitoring of identification of homeless students. This bill requires the CDE to implement the following recommendations of the 2019 Audit which pertained to their administration of homeless education programs:

- Develop and implement a system to verify that LEAs are providing required training at least annually;
- Review the information submitted by LEAs through CARS, and remind each LEA for which information about its policies is outdated to update their policies to reflect current requirements; and
- Develop and implement procedures for verifying key information that LEAs submit through CDE's CARS to comply with federal law.

The 2019 Audit found that CDE, at the time of the audit, was reviewing about 1% LEAs per year (about 20 of the nearly 2,300 school districts, county offices of education, and charter schools) and had not established a method for detecting LEAs that may be under-identifying homeless students, and that as a result the state's protocols did not include criteria to target such LEAs. At the time, CDE had only 2.5 positions to administer the McKinney-Vento program. Since the Audit was published, additional resources and position authority have been provided to increase CDE's capacity to monitor LEAs, and the CDE now reports that it has increased its monitoring to approximately 30 LEAs per year.

In addition to the requirements above, the Audit recommended that the CDE to develop and implement an LEA monitoring plan that is risk-based and focuses its reviews, both onsite and desk reviews, on those LEAs that the CDE determines are at the greatest risk of under-identifying homeless students and those that may have outdated policies. The CDE uses a set of criteria for identifying LEAs for monitoring which includes risk of underidentification based on the percentage of low income students identified. To do this, the CDE looks at the number of homeless students as a percentage of the LEA's students eligible for free and reduced-price meals count against 5% and 10% benchmarks. LEAs which identify few economically

disadvantaged students as homeless are considered at-risk for underidentifying homeless students.

Few school districts receive McKinney-Vento funds to support homeless students. Federal law requires LEAs to provide specified support services to any student identified as experiencing homelessness. Funding to support these services may come from Local Control Funding Formula (LCFF) funds, federal Title I funds, or from targeted federal McKinney-Vento funds.

States receive federal grants under the McKinney-Vento Act to identify and support students experiencing homelessness, and at least 75% of these funds must be used to competitively award grants to LEAs. If an LEA has identified more than fifty students who are experiencing homelessness, they are eligible to apply for such grant awards. Awards are granted based on specific factors, including the number of youth who have been identified as experiencing homelessness.

In the 2018-2019 academic year, California received \$10.6 million in McKinney-Vento funds and awarded \$8.7 million in competitive grants to LEAs. If divided evenly, this would provide approximately \$42 per California student identified as experiencing homelessness. However, the vast majority of LEAs do not receive McKinney-Vento funds. In the 2018-2019 year, only 130 (6%) of the nearly 2,300 LEAs in California applied for grants, and of those, only 73 received awards. According to the *State of Crisis* report, 2 out of 3 students experiencing homelessness attend school in a district that does not receive these funds.

Earlier this year the federal government appropriated \$800 million in one-time funds for support of students experiencing homelessness, through the American Rescue Plan Act (ARPA). According to the U.S. Department of Education, California will receive nearly \$99 million in two installments. The CDE reports that of the first round of approximately \$24 million, it expects to use \$6 million to establish technical assistance centers and that the balance will be allocated to existing recipients of McKinney Vento funds, on a non-competitive basis. Guidance for the second round of funding, of which California expects to receive approximately \$75 million, is forthcoming.

Youth experiencing homelessness have poor educational outcomes. California students who experience homelessness have a significantly higher risk of poor educational outcomes than other students. In the 2017-2018 academic year, the rates of suspension (6%), chronic absenteeism (23%), drop-out (18%), and failure to graduate (31%) for California students experiencing homelessness were double the rates of the average student population, according to CDE data.

The academic outcomes for students experiencing homelessness varied greatly between the six LEAs in the 2019 Audit. For example, Vallejo USD and Norwalk-La Mirada USD are both located in cities with similar populations and poverty levels, and have a similar number of students. However, Norwalk-La Mirada USD's youth experiencing homelessness outperformed the statewide average on all measures, with a suspension rate of 4%, chronic absenteeism rate of 14% and a graduation rate of 88%. In contrast, Vallejo USD's students experiencing homelessness had a suspension rate over double the statewide average, a chronic absenteeism rate of 60%, and a graduation rate of 50% for students experiencing homelessness. An analysis of data on homeless students enrolled in charter and non-charter public schools in Los Angeles County, published by the UCLA Black Male Institute in 2021, found that in the 2018-19

academic year the 5-year cohort graduation rates for these charter school students was 45%, approximately 35 percentage points lower than their peers in non-charter schools, and that 40% of these students were chronically absent.

Interagency collaboration key to meeting the needs of students experiencing homelessness.

This bill requires LEAs to collaborate with other organizations that provide services to homeless children and youths to enhance the identification of, and the provision of services to, those students. AB 27 (Luz Rivas), passed by this Committee earlier this year, requires the CDE, subject to an appropriation of specified funds, to award grant funding to county offices of education to develop technical assistance centers related to homeless and unaccompanied students. As noted above, the CDE expects to use some of the one-time federal funds provided through the ARPA to establish such centers.

While many factors may contribute to the disparity in performance outcomes for youth experiencing homelessness, the 2019 Audit found that students experiencing homelessness in LEAs that engaged in collaboration with external entities to provide services to these students experienced better academic outcomes.

Norwalk-La Mirada USD, for instance, coordinates with service organizations that provide counseling, health care, housing and shelter, meals, and social welfare services for individuals experiencing homelessness. Of note, the 2018-19 graduation rate for students experiencing homelessness in this district, one which identifies a high number of students as homeless, was 92%, compared to the state average of 76% higher for homeless students, and 83% for all California students. Even more notable, the overall graduation rate for students in this district was 92% - representing a near complete closing of the gap between homeless and non-homeless students.

Coordinating with other community organizations to provide services to homeless youth can leverage staff time and increase the likelihood that students will receive the supports and services they need to succeed academically. Both the U.S. Department of Education in collaboration with the U.S. Interagency Council on Homelessness, and the National Center for Homeless Education have published briefs with recommendations for effective interagency data sharing and collaboration to support the success of students experiencing homelessness. The UCLA *State of Crisis* report notes, “to improve outcomes for students experiencing homelessness, a greater focus must be placed on the coordination of efforts to address homelessness between schools, community-based organizations, housing, and county and state agencies. Doing so would make it possible to create an integrated, family-centered response aimed at disrupting cyclical patterns of homelessness.”

Arguments in support. The Junior League of San Diego writes, “The Junior Leagues of California participate in projects across the state that benefit our communities. These include supporting vulnerable populations to work towards better outcomes through education period Junior League of San Diego volunteers with and supports programs related to SB 400. We strongly encourage you to vote yes on SB 400.”

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

- 1) Specify that the requirement that LEAs collaborate with other organizations is pursuant to federal requirements under the McKinney-Vento Act.
- 2) Delete the requirement that the CDE provide guidance to LEAs.
- 3) Delete a reference to the Consolidated Application and Reporting System (CARS).

Related legislation. AB 27 (Luz Rivas) of the 2019-20 Session would require, as an urgency measure, LEAs and charter schools to ensure that each school identifies all enrolled homeless and unaccompanied students; require the CDE to develop best practices and a model housing questionnaire; require LEAs to annually administer a housing questionnaire based on the model questionnaire developed by the CDE; and require the CDE, subject to an appropriation of specified funds, to award grant funding to COEs to develop technical assistance centers related to homeless and unaccompanied students.

AB 408 (Quirk-Silva) of this Session would require LEAs and charter schools to establish homeless education program policies consistent with state laws and update them at least every three years; require LEAs to provide specified training to classified and certified personnel; and required the CDE to develop and implement a plan for monitoring the compliance of LEAs with state laws related to youth experiencing homelessness. This bill was held in this Committee.

SB 1204 (Jones) of the 2019-20 Session would have required LEAs and charter schools to collaborate with other organizations that provide services to students experiencing homelessness, to enhance the identification of, and the provision of services to, those students. This bill was held in the Senate Education Committee.

AB 1937 (Luz Rivas) of the 2019-20 Session would have required LEAs and charter schools to ensure that each school identifies all enrolled homeless and unaccompanied students; requires the CDE to develop best practices and a model housing questionnaire; required LEAs to annually administer a housing questionnaire based on the model questionnaire developed by the CDE; and required the CDE, subject to an appropriation of specified funds, to award grant funding to COEs to develop technical assistance centers related to homeless and unaccompanied students. This bill was held in this Committee.

AB 3218 (Quirk-Silva) of the 2019-20 Session would have required LEAs and charter schools to establish homeless education program policies consistent with state laws and update them at least every three years; required LEAs to provide specified training to classified and certified personnel; and required the CDE to develop and implement a plan for monitoring the compliance of LEAs with state laws related to youth experiencing homelessness. This bill was held in this Committee.

AB 16 (Luz Rivas) of the 2019-20 Session would have required LEAs and charter schools to ensure that each school identifies all homeless students enrolled at the school, required the CDE to maintain 1.5 state coordinator positions for homeless education in addition to those in existence as of July 1, 2019, and required the CDE to allocate funding to three COEs to serve as technical assistance centers. This bill was vetoed by Governor Newsom, who stated:

I agree with the Legislature that it is critical that the State and schools do more to help ensure that our homeless students are receiving the support they need to succeed in school. That is why I supported increased funding in the 2019 Budget to the California Department of

Education to improve the support for homeless students throughout the state. However, this bill adds additional costs which are better considered during the annual budget process.

I look forward to working with the Legislature next year on ways the State can improve its support for homeless students, one of our most vulnerable populations.

SB 445 (Liu), Chapter 289, Statutes of 2015, provided that students who are homeless have the right to remain in their schools of origin and the right to immediate enrollment.

SB 252 (Leno), Chapter 384, Statutes of 2015, prohibited the CDE from charging the fee required for the high school proficiency exam and the high school equivalency tests to homeless children and youth.

AB 104 (Committee on Budget), Chapter 13, Statutes of 2015, establishes homeless students as a subgroup for purposes of Local Control and Accountability Plans.

AB 1166 (Bloom), Chapter 171, Statutes of 2015, allows homeless students to be exempt from local graduation requirements even if they are not notified of this right within 30 days of enrollment, if they are no longer homeless, or if they transfer to another school or district.

AB 1806 (Bloom), Chapter 767, Statutes of 2014, extends to homeless students policies and procedures for suspension, expulsion, graduation requirements, and completed coursework to students who are homeless, that were provided to students in foster care.

SB 177 (Liu), Chapter 491, Statutes of 2013, requires school districts, charter schools, and county offices of education to immediately enroll homeless students.

AB 951 (Medina) of the 2013-14 Session would have required school districts that designate a liaison for homeless children and youth, as required under the federal McKinney-Vento Homeless Assistance Act, to ensure the liaison is properly trained regarding the rights of these children to receive educational services. This bill was held in the Assembly Appropriations Committee.

REGISTERED SUPPORT / OPPOSITION:

Support

Junior League of San Diego

Opposition

None on file

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