

Date of Hearing: April 9, 2025

ASSEMBLY COMMITTEE ON EDUCATION
Al Muratsuchi, Chair
AB 727 (Mark González) – As Introduced February 18, 2025

SUBJECT: Pupil and student safety: statewide resources: identification cards

SUMMARY: Requires public and private schools serving students in grades 7 to 12 and public and private high education institutions to print on student identification (ID) cards the telephone number and text lines for the Trevor Project suicide hotline. Also requires the posting and dissemination of statewide resources to support students who have been subjected to school-based discrimination, harassment, intimidation, or bullying on the basis of sexual orientation, gender identity, or gender expression. Specifically, **this bill:**

- 1) Requires, as of July 1, 2026, a public school, including a charter school, or a private school serving students in grades 7 to 12 that issues student ID cards to have printed on the card the Trevor Project’s suicide hotline available through a telephone number or text line.
- 2) Requires as of July 1, 2026, a public or private institution of higher education that issues student ID cards to have printed the Trevor Project’s suicide hotline available through a telephone number or text line.
- 3) Adds to the current requirement that the Superintendent of Public Instruction (SPI) post on its website and notify local educational agencies (LEAs) of statewide resources to support students who have been subjected to school-based discrimination, harassment, intimidation, or bullying on the basis of specified characteristics, to include resources to support students who have been subject to these acts on the basis of sexual orientation, gender identity, or gender expression.

EXISTING LAW:

- 1) Requires, beginning July 1, 2025, a public school, including a charter school, or private school that serves students in any of grades 7 to 12 and that issues student ID cards to have printed on the cards the number for the 988 Suicide and Crisis Lifeline and the telephone number for the National Domestic Violence Hotline (Education Code (EC) 215.5)
- 2) Authorizes, beginning July 1, 2025, a public school, including a charter school, or private school that serves students in any of grades 7 to 12 and that issues student ID cards to have printed a quick response (QR) code that links to the mental health resources website of the county in which the school is located (EC 215.5)
- 3) Requires a public or private institution of higher education that issues student ID cards to print the telephone number for the national suicide prevention line, the crisis text line, the campus police telephone number, a local suicide prevention hotline telephone number, the national domestic violence hotline, and a local domestic violence hotline. (EC 215.5)
- 4) Specifies that if a school or a public or private institution of higher education subject to these requirements has a supply of unissued pupil or student identification cards that do not comply

with these requirements, the school or the public or private institution of higher education is authorized to issue those pupil or student identification cards until that supply is depleted.

- 5) Requires the governing boards of school districts, county offices of education (COEs), the state special schools, and charter schools that serve students in grades 7 to 12 to adopt, before the beginning of the 2017–18 school year, a policy on student suicide prevention for students in those grades. (EC 215)
- 6) Requires the governing boards of school districts, COEs, the state special schools, and charter schools that serve students in kindergarten and grades 1 to 6 to adopt, before the beginning of the 2020-21 school year, a policy on student suicide prevention for students in those grades. (EC 215)
- 7) Requires LEAs to review their policy on student suicide prevention every five years and, if necessary, update the policy and incorporate best practices identified by the California Department of Education (CDE) by January 1, 2025 and include crisis intervention protocols identified by the CDE by July 1, 2026. (EC 215)
- 8) 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 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 students who receive state student financial aid. (EC 220)
- 9) Requires the 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, 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)
- 10) 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 lesbian, gay, bisexual, transgender, queer or questioning (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 school districts, COEs, and charter schools serving students in grades 7 to 12. 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)
- 11) 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 use of school facilities, including bathrooms and locker rooms; and
 - i) Policies and procedures to protect the privacy of LGBTQ+ pupils. (EC 218)
- 12) 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)
- 13) Requires the CDE, by July 1, 2025, to finalize the development of an online training delivery platform and online training curriculum to support LGBTQ+ cultural competency training for

teachers and other certificated employees. Requires that LEAs provide and require at least one hour of training annually to all teachers and certificated employees serving students in grades 7 to 12 for five years beginning in the 2025-26 school year. (EC 218.3)

- 14) Requires the CDE to display current information, and periodically update information, on curricula and other resources that specifically address bias-related discrimination, harassment, intimidation, cybersexual bullying, and bullying on its website. (EC 234.2)
- 15) 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)
- 16) Requires the SPI to post and annually update, on the CDE's website, a list of statewide resources, including community-based organizations, that provide support to youth and their families who have been subjected to school-based discrimination, harassment, intimidation, or bullying, including school-based discrimination, harassment, intimidation, or bullying on the basis of neurodiversity, religious affiliation, nationality, race, or ethnicity, or perceived neurodiversity, religious affiliation, nationality, race, or ethnicity. (EC 234.5)
- 17) 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).

FISCAL EFFECT: Unknown

COMMENTS:

Need for the bill. According to the author, “In today’s political climate, LGBTQ+ students face significant levels of bullying, harassment, and discrimination—negatively impacting their mental health and academic success. AB 727 will provide critical resources to support LGBTQ+ youth in crisis and those who have experienced harassment.

FBI data shows that reported hate crimes against LGBTQ+ youth in schools more than doubled between 2018 and 2022. However, due to voluntary reporting policies, the true numbers are likely even higher. A study by The Trevor Project found that among LGBTQ+ young people (ages 13-24), 39% seriously considered suicide in the past year, and 12% attempted it. Additionally, 25% of those who attempted suicide reported experiencing physical threats or harm based on their sexual orientation or gender identity.

By requiring student ID cards for students in grades 7-12 and higher education to include The Trevor Project’s 24/7 crisis hotline and text line and mandating annual updates to the CDE’s website with LGBTQ+ support resources, AB 727 is a necessary step in ensuring that LGBTQ+ students receive the resources and support they need to thrive.”

Current requirements for student identification cards. Current law requires public and private schools serving students in grades 7 to 12 to include the telephone number of the 988 Suicide and Crisis Lifeline as well as the National Domestic Violence Hotline, and authorizes schools to include the QR code for the county mental health department website.

This information must fit in the space not required for a student's name, identification number, photo, barcode, school logo, or any other information that the school has deemed necessary to include. A student identification card is roughly the same size as a state driver's license. Thus, only a finite amount of information can be affixed to a student identification card. *The Committee may wish to consider*, when reviewing this or any future proposals to require content to be printed on student ID cards, whether student ID cards can fit any text beyond the requirements of current law.

Trevor Project Crisis Line. According to their website, Trevor Project crisis counselors are trained to answer calls, chats, or texts from LGBTQ+ young people who reach out on the free, confidential, and secure 24/7 service when they are struggling with issues such as coming out, LGBTQ+ identity, depression, and suicide. Data provided by the Trevor Project identifies that:

- Suicide is the second leading cause of death among young people aged 10 to 14 and the third leading cause of death among 15-24 year olds (Centers for Disease Control and Prevention, 2022);
- LGBTQ+ young people are more than four times as likely to attempt suicide than their peers (Johns et al., 2019; Johns et al., 2020);
- More than 1.8 million LGBTQ+ young people (ages 13-24) seriously consider suicide each year in the U.S. — and at least one attempts suicide every 45 seconds; and
- The Trevor Project's 2023 U.S. National Survey on the Mental Health of LGBTQ+ Young People found that 41% of LGBTQ+ young people seriously considered attempting suicide in the past year, including roughly half of transgender and nonbinary youth.

LGBTQ+ students' experiences at school. Many studies have indicated that LGBTQ youth experience numerous socioemotional, educational, and health risks at school due to LGBTQ-specific prejudice and victimization. This includes isolation from peers, low social support, low school engagement, low academic success, school dropout, stress, anxiety, depressive symptoms, and suicidal ideation and attempts. (Leung, 2022)

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 than 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 improve 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.

Creating safe and affirming learning environments for LGBTQ+ students. The 2021 GLEN 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.

Youth suicide. According to the Lucile Packard Foundation for Children's Health:

Youth suicide and self-inflicted injury are serious social and public health concerns. Approximately 157,000 youth ages 10-24 are treated for self-inflicted injuries in emergency rooms every year. Self-inflicted injuries are not necessarily the result of suicide attempts; in fact, self-harm without the intent to die is more prevalent than self-harm with such intent.

Some groups are at a higher risk for suicide than others. Males are more likely than females to commit suicide, but females are more likely to report attempting suicide. Among racial/ethnic groups with data, American Indian/Alaska Native youth have the highest suicide rates. Research also shows that lesbian, gay, and bisexual youth are more likely to engage in suicidal behavior than their heterosexual peers. Several other factors put teens at risk for suicide, including a family history of suicide, past suicide attempts, mental illness, substance abuse, stressful life events, low levels of communication with parents, access to lethal means, exposure to suicidal behavior of others, and incarceration.

National data from the Centers for Disease Control (CDC) found that 5% of straight high school students attempted suicide in a prior year compared with 23% of gay, lesbian, and bisexual students and 14% of students who were unsure of their sexual identity. This disproportionate rate was confirmed by a survey conducted by the Substance Abuse and Mental Health Services

Administration (SAMHSA), which found that 1.3% of straight young adults aged 18-25 years attempted suicide in the past year, compared with 6% of lesbian and gay young adults and 5% of bisexual young adults. Another large study found among youth aged 11-19 years, transgender males reported the highest rates of attempted suicide, followed by youth who identified as neither exclusively male nor female. The increased risk for poor mental health outcomes among LGBTQ+ youth has been linked to chronic stress due to the marginalized social status faced by minority individuals. (Price-Feeney, 2020)

Current status of student identification cards at postsecondary institutions. According to the Assembly Higher Education (AHED) Committee:

There is no segment systemwide student identification card; each campus of the UC, CSU, CCC, and independent institutions issues unique identification cards.

To note, student identification cards are not issued every quarter or semester. Typically, currently-enrolled students receive a sticker with the semester or quarter listed that they adhere to their existing identification card. Additionally, student identification cards are not very large in size; most are approximately the same size of the California Driver's License.

This measure requires the campuses, by July 1, 2026, to print on the identification cards the telephone number and text line for a specified suicide hotline that is available 24 hours per day, 7 days per week. However, existing law already requires each campus of the CSU and the CCC, with a campus mental health hotline, and requests each campus of the UC, with a campus mental health hotline to have printed on either side of campus-issued student identification cards, on or after January 1, 2023, the telephone number of the campus mental health hotline. Committee Staff understands that the campuses mental health lines are accessible to students 24 hours per day, 7 days per week.

While it is critical to ensure students are equipped with necessary contact information should they experience trauma or a situation that creates a mental health trigger for them, other critical prevention and assistance helpline numbers are already required to be placed on student identification cards; all critical telephone numbers will not fit on said identification cards.

Throughout the last few years, several legislative measures have been introduced that sought to ensure students were equipped with necessary contact information for a variety of critical prevention and assistance helpline numbers on their campus-issued student identification cards.

Moving forward, the AHED Committee recommends the author delete postsecondary institutions.

Arguments in support. The Sacramento LGBT Community Center writes, “Research by The Trevor Project has shown that in a study of 18,000 LGBTQ+ young people ages 13-24 from across the U.S., 39% seriously considered attempting suicide in the past year, and 12% attempted. Of those pupils who attempted suicide, 25% experienced physical threats or harm due to their sexual orientation or gender identity.

California remains at the forefront of LGBTQ+ protections and resources for students, but many LGBTQ+ youth do not know how to access them. By increasing the visibility of these services, we hope to increase access while also fostering an inclusive learning environment, which research demonstrates contributes to better educational outcomes.”

Arguments in opposition. The California Family Council writes, “While suicide prevention is an important and serious concern, this mandate poses a significant threat to religious liberty, parental rights, and the ability of private institutions to operate in accordance with their deeply held beliefs. AB 727 disregards the religious convictions of private, faith-based schools by forcing them to promote an LGBTQ advocacy organization that contradicts their values.

AB 727 places California’s religious schools in an impossible position—forced to compromise their convictions by promoting an organization that contradicts their values. Additionally, parents deserve the right to guide their children’s moral and spiritual development without the state undermining that role.”

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

- 1) Remove the requirement for private school serving students in grades 7 to 12 to include the Trevor Project’s suicide hotline telephone number or text line on student ID cards.
- 2) Remove the amendments to Section 234.5 requiring the SPI to post resources on school-based discrimination on the basis of sexual orientation, gender identity, or gender expression, as this is duplicative of Sections 217 and 218 of current law, which require the CDE to post schoolsite and community resources for the support of LGBTQ+ students.

Related legislation. SB 1063 (Grove) Chapter 642, Statutes of 2024, requires public and private schools serving students in grades 7 to 12 to print on the student ID card the uniform resource locator (URL) for the local county mental health agency’s website or a quick response (QR) code beginning July 1, 2025.

AB 1955 (Zbur) Chapter 95, Statutes of 2024, requires the CDE to develop resources and strategies to support 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.

SB 1318 (Wahab) Chapter 645, Statutes of 2024, requires the CDE, by July 1, 2026, to update the model suicide prevention policy to address crisis intervention protocols and requires LEAs to update their suicide prevention policies to include crisis intervention protocols on or after July 1, 2026

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.

SB 857 (Laird) of the 2023-24 Session would require 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.

SB 1378 (Min) of the 2023-24 Session would have required public and private schools that serve students in grades 7 to 12 and Institutions of Higher Education that issue student identification cards, beginning July 1, 2025, to include the telephone number for the United States Department of Education Office for Civil Rights for assistance related to Title IX. This bill was held in the Senate Appropriations Committee.

AB 2122 (Choi), Chapter 183, Statutes of 2022, requires each campus of a California State University (CSU) and the California Community Colleges (CCC) and request each campus of the University of California (UC) with a campus mental health hotline to have printed on either side of student identification cards the telephone number of their mental health hotline or the city's or county's mental health hotline, for which the campus is located, if the campus does not have a campus mental health hotline.

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.

SB 316 (Rubio), Chapter 270, Statutes of 2019, requires commencing October 1, 2020, public schools, including charter schools, that serve students in grades 9 to 12, and public or private institutions of higher education that issue student identification cards, to print the telephone number for the National Domestic Violence Hotline on the back of those identification cards, or a local domestic violence hotline that provides confidential support services for students that have experienced domestic violence or stalking and is available by telephone 24 hours a day on the back of those identification cards.

AB 624 (Gabriel) of the 2019-20 Session would have required, commencing July 1, 2020, every public school and private school serving students in grades 7 through 12, including charter schools, and every public postsecondary educational institution and nonsectarian private postsecondary educational institution, to print on student identification cards the telephone numbers for the National Sexual Assault Hotline and a local resource that provides sexual and reproductive health care information. This bill was vetoed by the Governor with the following message:

I signed Senate Bill 316 (Chapter 270, Statutes of 2019), which requires schools to list the National Domestic Violence Hotline on student identification cards because I support giving teens and young adults access to resources not readily available in school.

I do not support, however, burdening schools with the job of investigating local reproductive health agencies as the bill would require. There are many agencies across this state that refuse to give women information about all of their reproductive health care options, and I am not persuaded that schools have the appropriate expertise to decide which of these organizations they should direct their students to. Furthermore, I believe the time and money that would be spent on this activity would be better used improving teaching and learning as well as meeting the existing requirements of the California Healthy Youth Act.

AB 1767 (Ramos), Chapter 694, Statutes of 2019, requires local educational agencies serving students in grades K-6 to adopt and periodically update a policy on student suicide prevention that is appropriate for that age group.

SB 316 (Rubio) Chapter 270, Statutes of 2019, required, in part, commencing on October 1, 2020, public or private institutions of higher education that issue student identification cards to print the telephone number for the National Domestic Violence Hotline or a local domestic violence hotline that provides confidential support services for students that have experienced domestic violence or stalking and is available by telephone 24 hours a day on the back of those identification cards.

SB 972 (Portantino), Chapter 460, Statutes of 2018, requires schools that serve students in any of grades 7-12, and institutions of higher education, that issue student identification cards to have printed on either side of the identification card the number for a suicide hotline.

AB 2391 (Harper) of the 2017-18 Session would have required, commencing July 1, 2019, a campus of the CCC or the CSU that issues student ID cards and request a campus of the UC that issues student ID cards to include on the back of the student ID cards the telephone numbers for the National Suicide Prevention Lifeline and Crisis Text Line.

AB 2639 (Berman) Chapter 437, Statutes of 2018, requires the CDE to identify and make available an online training program in suicide prevention that an LEA can use to train school staff and pupils, consistent with the LEA's policy on suicide prevention.

AB 2246 (O'Donnell), Chapter 642, Statutes of 2016, requires LEAs to adopt policies for the prevention of student suicides and requires the CDE to develop and maintain a model suicide prevention policy.

AB 827 (O'Donnell), Chapter 562, Statues of 2015, requires the 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

Alameda County Office of Education
American Academy of Pediatrics, California
Apla Health
California Academy of Child and Adolescent Psychiatry
California Legislative LGBTQ Caucus

California LGTBQ Health and Human Services Network
California Youth Empowerment Network
CFT- a Union of Educators & Classified Professionals
Equality California
Generation Up
LGBTQ+ Inclusivity, Visibility, and Empowerment
Los Angeles County Office of Education
Los Angeles LGBT Center
National Association of Pediatric Nurse Practitioners
Sacramento LGBT Community Center

Opposition

California Baptist for Biblical Values
California Family Council
Calvary Christian School
Concerned Women for America
Golden State Association of Christian Schools
Informed Parents of California
Interfaith Statewide Coalition
Lighthouse Baptist Church
Real Impact.
The Intersection of Faith and Culture
The National Center for Law & Policy

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