



SCHOOLS LEGAL SERVICE

**2015 ENACTED
CALIFORNIA LEGISLATION
RELATED TO EDUCATION**

Prepared by
Frank J. Fekete, Esq. and Michael Hulsizer
for Schools Legal Service

This report contains a summary of major laws enacted by the California Legislature during the 2015 session that are of interest to K-12 schools and community colleges. Enacted bills become law on January 1, 2016, unless adopted as urgency measures with earlier effective dates, or unless they contain delayed operative dates.

This year's report was compiled by Frank J. Fekete, former General Counsel of Schools Legal Service and Michael A. Hulsizer, Chief Deputy for Governmental Affairs of the Office of the Kern County Superintendent of Schools. The report has the following features:

- ▶ All bills are listed in numerical bill order by house: Assembly and Senate
- ▶ All bills are briefly summarized in boxed text; bills needing more detailed explanation are further explained below the box
- ▶ An index at the front of the report arranges bills in subject-matter categories, with references to the pages in the report where the summaries are found.
- ▶ The chapter numbers are assigned to enacted legislation in the order they are filed with the Secretary of State's office after being signed by the Governor. The full reference is Stats. 2015, Chapter #.

The full text of all bills considered by the Legislature in the 2015 session—whether or not adopted—can be found on the internet at <http://leginfo.legislature.ca.gov/> or <http://leginfo.legislature.ca.gov/>. This site also includes prior versions of the bill and various committee reports that can be of assistance in understanding legislative history and intent. The full text of all **current** California code sections can also be found at <http://leginfo.legislature.ca.gov/faces/codes.xhtml>.

You may wish to “bookmark” these sites for continued reference. You will also find them under “Legal Links” at the Schools Legal Service website at www.schoolslegalservice.org.

Finally, we recommend that if you are using the West's or Deering's Annotated Education Code, or any other set of volumes which is updated with annual supplements, you should make certain you are keeping these volumes up to date. As a convenient alternative, you may wish to purchase the annual one-volume softbound pamphlet edition of the Education Code published by Thomson West (<http://west.thomson.com/> or 1-800-344-5008).



TEL: 661.636-4830

FAX: 661.636-4843

E-mail: sls@kern.org

www.schoolslegalservice.org

INDEX TO 2015 CHAPTERED EDUCATION LEGISLATION

SUBJECT	BILL NUMBER	PAGE
BUDGET & FINANCE		
Budget Act	AB 93	1
Budget Trailer	AB 104	1
Categorical Program References Eliminated Due to LCFF	SB 416	22
Educator Effectiveness Funds; Technical Finance Changes	SB 103	16
LCFF Budget Trailer	SB 78	16
Medi-Cal Funding	SB 276	20
BUSINESS & CONSTRUCTION		
Design-Build Contracts	AB 1358	15
General Obligation Bonds: Statutory Liens	SB 222	19
School Facilities on Military Institutions: Financing	SB 111	16
CHILD CARE & CHILD WELFARE		
Alternative Payment Plans	AB 271	2
Child Welfare Personnel: Training on Psychotropic Medications	SB 238	19
COMMUNITY COLLEGES		
College and Career Access Pathways	AB 288	2
CURRICULUM & INSTRUCTION		
Algebra	AB 220	1
Cheer as Interscholastic Sport	AB 949	10
Counseling Requirements for Districts Offering Counseling	SB 451	24
Courses Without Curricular Content	AB 1012	12
English Learners Terms Redefined	SB 750	26
High School Exit Exam Exemption for Class of 2015	SB 725	26
High School Exit Exam Suspension	SB 172	18
Mathematics Placement in Grade 9	SB 359	21

SUBJECT	BILL NUMBER	PAGE
Physical Education: Uniform Complaint Procedure	AB 1391	16
Sexual Harassment and Violence Instruction	SB 695	25
Sexual Health Education	AB 329	4
EMPLOYMENT		
Certificated Employees: Expungement of Egregious Misconduct Files	AB 1452	16
Certificated Sick Leave for Maternity and Paternity Leave	AB 375	6
Certificated Retirement: Various STRS Law Changes	AB 963	10
Child Care Employee Child Abuse Training	AB 1207	15
Child Abuse Prevention Training	AB 1058	14
Disability Leave Travel Restrictions Repeal (K-14)	AB 915	10
Employment Verification (E-Verify)	AB 622	7
Sick Leave Accrual and Limitations	AB 304	3
Superintendents' Contracts	AB 215	1
PUPILS		
Accommodating Breastfeeding Students	AB 302	3
Attendance Alternatives for Children of Military Personnel	AB 306	4
Attendance Based on Parental Employment	SB 200	18
Child Care Services for Homeless Youth	AB 982	12
Homeless and Foster Youth Have Same District of Origin Rights	SB 445	23
LGBT Information for Certificated Staff (7-12)	AB 827	7
Vaccinations: Personal Belief Exemption Eliminated	SB 277	20
CalWORKS Benefits	AB 433	7
Foster Youth Education Rights	AB 224	2
Foster Youth Education: Focus on Coordination	AB 854	8
Foster and Homeless Youth: Uniform Complaints; Graduation	AB 379	6
Pupil Nutrition; Access to Fresh Water	AB 496	7
Residency Verification Procedures	AB 1101	14
SCHOOL BOARDS & SCHOOL DISTRICTS		
Automated External Defibrillators	SB 287	21

SUBJECT	BILL NUMBER	PAGE
Districts of Choice Program Extension	SB 597	25
Gun Free School Zone	SB 707	25
Pupil Board Members	SB 532	25
Reduction of Membership	AB 331	6
School District Reorganization: Changes Due to LCFF	SB 148	17
SPECIAL EDUCATION		
Deaf and Hard of Hearing: Language Development Milestones	SB 210	18
Dyslexia	AB 1369	15

EDUCATION RELATED LEGISLATION (CHAPTERED) 2015 LEGISLATIVE SESSION

AB 93 (Weber)—Chapter 10/Statutes of 2015: Budget Act of 2015

Authorizes General Fund expenditures of \$117.5 billion and assumes \$119.9 billion in total General Fund resources.

AB 104 (Committee on Budget)—Chapter 13/Statutes of 2015: Education Finance: Education Omnibus Trailer Bill

Makes various statutory changes and appropriations regarding child care and early childhood education and K-14 education, necessary for the implementation of the 2015-16 Budget.

AB 215 (Alejo)—Chapter 240/Statutes of 2015: Local agency employment contracts: maximum cash settlement

Reduces the maximum cash settlement that may be paid to a school district superintendent upon termination.

- 1 Reduces the maximum cash settlement that a local agency employer can provide to a district superintendent upon termination from 18 months of that employee's monthly salary to 12 months of that employee's salary.
- 2 Prohibits a local agency employer from providing a cash or noncash settlement to a superintendent upon termination if the local agency believes, and subsequently confirms, pursuant to an independent audit, that the superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices. This provision applies only to a contract for employment executed on or after January 1, 2016.

AB 220 (Holden)—Chapter 165/Statutes of 2015: Pupil instruction: mathematics: algebra

Modifies high school graduation requirements to authorize the completion of a course in integrated mathematics that includes Algebra I, rather than requiring completion of a traditional stand-alone Algebra I course.

1. Allows students to meet the graduation requirement by completing at least one course, or a combination of the two courses, required for graduation that meets or exceeds the rigor of Algebra I or Mathematics I that is aligned to the California common core standards.
2. Provides that a student who completes a course in Algebra I or Mathematics I, or mathematics courses of equal rigor, before 9th grade is exempt from the Algebra requirement but not from the requirement to take two math courses in grades 9-12.

3. Deems a student who has completed a course or courses that meet or exceed the prior standards for Algebra I (adopted by the State Board of Education [SBE] in 1997) as having met the revised requirement (above) for one course in mathematics.

AB 224 (Jones-Sawyer)—Chapter 554/Statutes of 2015: Pupils: educational liaison for foster children: notice of educational rights of foster children

Requires the California Department of Education (CDE) to develop a standardized notice of educational rights of a foster youth and post the notice on its Web site.

AB 271 (Obernolte)—Chapter 476/Statutes of 2015: Child care: alternative payment programs and contractors: electronic records: digital signatures

Expands the existing authority of Alternative Payment Programs (APP) and child care providers to use electronic methods for storage of documents or records and use of digital signatures pursuant to current state standards.

AB 288 (Holden)—Chapter 618/Statutes of 2015: Public schools: College and Career Access Pathways partnerships

Authorizes the governing board of a community college district (CCD) to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district, in its immediate service area, with the goal of developing seamless pathways from high school to California Community Colleges (CCC) in order to offer or expand dual enrollment opportunities for students who may not be college bound or who are under represented in higher education; and, outlines the conditions that must be met prior to the adoption of the CCAP agreement.

1. Specifies the type of student who will benefit from the CCAP partnerships.
2. Requires the CCAP partnership agreement to specify the total number of high school students to be served and the total full-time equivalent students (FTES) projected to be claimed by the appropriate CCD.
3. Specifies that the CCC Chancellor may void any CCAP partnership agreement it determines has not complied with the intent of the requirements.
4. Clarifies that the CCAP partnership agreement shall certify that any remedial courses taught by community college faculty shall only be offered to high school students who test as non-proficient in grade 10 or 11, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.

5. Requires participating CCDs to certify in CCAP partnership agreements that an oversubscribed course may not be offered in the partnership.
6. Specifies that the statewide number of FTES claimed as special admits shall not exceed 10 percent of the total number of FTES claimed statewide.
7. Requires on or before January 1, 2021, the CCC Chancellor to report to the Legislature, an evaluation of the CCAP partnerships, an assessment of trends in the growth of special admits systemwide and by campus, and, based upon the data collected, as specified, recommendations for program improvements, including, but not necessarily limited to, both of the following:
 - A. Any recommended changes to the statewide cap on special admit full-time equivalent students to ensure that adults are not being displaced; and,
 - B. Any recommendation concerning the need for additional student assistance or academic resources to ensure the overall success of the CCAP partnerships.
8. Specifies that the CCC Chancellor shall ensure that the number of FTES generated by CCAP partnerships is reported, as specified.
9. Specifies that nothing in this provision is intended to affect a dual enrollment partnership agreement existing on the effective date of this measure under which an early college high school, a middle college high school, or California Career Pathways Trust existing on the effective date of this section is operated. An early college high school, middle college high school, or California Career Pathways Trust partnership agreement existing on the effective date of this measure shall not operate as a CCAP partnership unless it complies with the provisions of this measure.

AB 302 (C. Garcia)—Chapter 690/Statutes of 2015: Pupil services: lactation accommodations

Requires that schools provide reasonable accommodations to breastfeeding students on school campuses.

AB 304 (Gonzalez)—Chapter 67/Statutes of 2015: Sick leave: accrual and limitations

Amends the Health Workplaces, Healthy Families Act of 2014 to provide clarification regarding which workers are covered, how the paid time off is accrued, and protections for employers already providing paid sick leave.

1. Provides that the definition of "employee" does not include specified retired annuitants.
2. Specifies that an "employee in the construction industry" means an employee performing work – deleting the reference to "onsite work" in the current provisions of the law.

3. Specifies that the law applies to an employee who works in California "for the same employer" for 30 or more days within a year.
4. Provides that an employer may use a different accrual method, other than providing one hour per every 30 hours worked, provided that the accrual is on a regular basis so that an employee has no less than 24 hours of accrued sick leave or paid time off by the 120th calendar day of employment or each calendar year, or in each 12-month period.
5. Provides that an employer may satisfy the accrual requirements of this section by providing not less than 24 hours or three days of paid sick leave that is available to the employee to use by the completion of his or her 120th calendar day of employment.
6. Amends the law to specify that an employer is not required to provide additional paid sick days if the employer has a paid leave policy or paid time off policy, the employer makes available (beginning July 1, 2015) an amount of leave that may be used for the same purposes and under the same conditions, and the policy satisfies one of the following options:
 - A. Satisfies the accrual, carry over, and use requirements of the law.
 - B. Provided paid sick leave or paid time off to a class of employees before January 1, 2015, pursuant to a sick leave policy that used an accrual method different than providing one hour per every 30 hours worked, provided that the accrual is on a regular basis so that an employee, including an employee hired into that class after January 1, 2015, has no less than one day or eight hours of accrued leave within three months, and the employee was eligible to earn at least three days or 24 hours within nine months. If an employer modifies the accrual method used in the policy it had in place prior to January 1, 2015, the employer shall comply with any accrual method set forth in existing law or provide the full amount of leave at the beginning of the year. This bill shall not prohibit the employer from increasing the accrual amount or rate.
 - C. Provides that specified sick leave or annual leave benefits provided to specified state employees or officers by statute or the provisions of a memorandum of understanding meet the requirements of the paid sick day's law.
7. Provides that an employer is not required to reinstate accrued paid time off to a rehired employee that was paid out at the time of termination, resignation, or separation of employment.
8. Provides that if an employer provides unlimited paid sick leave or unlimited paid time off, the employer may satisfy a specified written notice requirement of existing law by indicating on the notice or the employee's itemized wage statement that such leave is "unlimited."
9. Delays application of provisions related to the inclusion of the amount of paid sick leave available on itemized wage statements or separate writings until January 21, 2016, for employers in the broadcasting and motion picture industries.

10. Provides that an employer shall calculate paid sick leave using any of the following calculations:
 - A. Paid sick time for nonexempt employees shall be calculated in the same manner as the regular rate of pay for the workweek in which the employee uses paid sick time, whether or not the employee actually works overtime in that workweek.
 - B. Paid sick time for nonexempt employees shall be calculated by dividing the employee's total wages, not including overtime premium pay, by the employee's total hours worked in the full pay periods of the prior 90 days of employment.
 - C. Paid sick time for exempt employees shall be calculated in the same manner as the employer calculates wages for other forms of paid leave time.
11. Provides that an employer is not obligated to inquire into or record the purpose for which an employee uses paid leave or paid time off.
12. Provides that the provisions of this bill are severable.
13. Contains an urgency clause.

AB 306 (Hadley)—Chapter 771/Statutes of 2015: Public schools: attendance alternatives: children of military personnel

Prohibits a school district of residence from prohibiting the transfer of a pupil who is a child of an active military duty parent to a school in any school district, if the school district to which the parents of the pupil apply approves the application for transfer. Defines "active military duty" to mean full-time military duty status in the active uniformed service of the United States, including members of the National Guard and the State Reserve on active duty orders pursuant to United States Code Title 10, Sections 1209 and 1211.

AB 329 (Weber)—Chapter 398/Statutes of 2015: Pupil instruction: sexual health education

Renames the California Comprehensive Sexual Health and HIV/Aids Prevention Act as the "California Healthy Youth Act," makes previously optional instruction mandatory, and adds required elements of instruction on HIV/AIDS and other sexually transmitted diseases. The specific provisions will be contained in Education Code sections 51930 through 51939 as they will be in effect from January 1, 2016.

AB 331 (Levine)—Chapter 116/Statutes of 2015: School district governing boards: reduction of membership

Authorizes a county committee on school district organization to decrease the membership of a school district's governing board from five to three if the district's average daily attendance (ADA) during the preceding year was less than 300.

AB 375 (Campos)—Chapter 400/Statutes of 2015: School employees: sick leave: paternity and maternity leave

Requires certificated school employees on maternity or paternity leave to receive differential pay.

1. Provides that when a certificated employee is absent for maternity or paternity leave, the employee shall receive differential pay (the difference between regular salary and the amount paid to a substitute or what would have been paid if a substitute had been hired) for a period of up to 12 weeks. The differential applies for any portion of the 12 weeks remaining after deducting any available sick leave used for maternity or paternity leave. The school district shall make every reasonable effort to secure the services of a substitute employee.
2. Specifies the 12-week period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of maternity or paternity leave.
3. Specifies an employee shall not be provided more than one 12-week period per maternity or paternity leave. However, if a school year terminates before the 12-week period is exhausted, the employee may take the balance of the 12-week period in the subsequent school year.
4. Specifies an employee on maternity or paternity leave shall not be denied access to differential pay while on that leave.
5. Specifies to the extent that this measure conflicts with a provision of a collective bargaining agreement entered into by a public school employer and an exclusive bargaining representative before January 1, 2016, this measure shall not apply until expiration or renewal of that collective bargaining agreement.
6. Defines "maternity or paternity leave" as leave for reason of the birth of a child of the employee, or the placement of a child with an employee in connection with the adoption or foster care of the child by the employee.

AB 379 (Gordon)—Chapter 772/Statutes of 2015: Foster youth: homeless children or youth: complaint of noncompliance: exemption from local graduation requirements

Makes complaints alleging violations of certain educational rights afforded to students in foster care and students who are homeless subject to the Uniform Complaint Procedures (UCP).

AB 433 (Chu)—Chapter 514/Statutes of 2015: Public social services CalWORKs

Requires that CalWORKs benefits be continued for a child who dies until the end of the month following the death, and prohibits sanctions from being applied in that time period for a grieving parent's failure to comply with program requirements.

AB 496 (Rendon)—Chapter 664/Statutes of 2015: Pupil nutrition: fresh drinking water: funding

Requires the CDE to identify available sources of funding to fund school water quality and infrastructure.

AB 622 (R. Hernandez)—Chapter 696/Statutes of 2015: Employment: E-Verify system: unlawful business practices

Enacts provisions of law related to the use of the federal electronic employment verification system known as E-Verify.

AB 827 (O'Donnell)—Chapter 562/Statutes of 2015: Safe schools: Safe Place to Learn Act: lesbian, gay, bisexual, transgender, and questioning pupil resources

Requires the CDE, as part of its compliance monitoring, to assess whether local educational agencies (LEAs) have provided information to certificated staff serving grades 7-12 on schoolsite and community resources for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students.

Defines schoolsite resources for the support of LGBTQ students to include:

1. Peer support or affinity clubs and organizations.
2. Safe spaces for LGBTQ students.
3. Anti-bullying and harassment policies, and related complaint procedures.
4. Counseling services.
5. School staffs who have received anti-bias or other training aimed at supporting LGBTQ youth or serve as designated support personnel for those students.
6. Health and other curriculum materials that are inclusive of, and relevant to, LGBTQ youth.
7. Online antibullying curriculum developed by the CDE.

Defines community resources for the support of LGBTQ students to include:

1. Community-based organizations that provide support to LGBTQ youth and their families.
2. Physical and mental health providers with experience in treating and supporting LGBTQ youth.

AB 854 (Weber)—Chapter 781/Statutes of 2015: Educational services: pupils in foster care

This urgency measure restructures the existing Foster Youth Services (FYS) program by shifting the primary function from direct services to coordination, and allows program funds to be used to support all students in foster care, irrespective of placement.

Specifically, this bill:

1. Renames the Foster Youth Services (FYS) program as the Foster Youth Services Coordinating (FYSC) program, and states that its purpose is to provide supplemental funding to county offices of education or a consortium of county offices of education.
2. Requires a FYSC program to meet minimum standards established by the SPI as a condition of continued funding.
3. Provides that the allocation for any county office of education (COE) or consortium of county offices, for the 2015-16 fiscal year, is to be no less than the amount allocated to that county or consortium in the 2014-15 fiscal year, including the allocation amounts of the six district-run programs currently in operation. Repeals authority for continued direct funding of the six district-operated programs.
4. Requires the SPI, by October 31, 2015, to develop an allocation formula to determine the allocation amounts for which the COE or consortium of county offices may be eligible. Requires the SPI, within 30 days of developing the allocation formula, to submit the allocation formula to the appropriate policy and fiscal committees of the Legislature and the Department of Finance for review. Requires the Department of Finance to approve the allocation formula within 30 days of submission by the SPI. Authorizes the allocation formula to be revised annually upon submission to the appropriate policy and fiscal committees of the Legislature and approval by the Department of Finance within 30 days of submission by the SPI. Authorizes the SPI to include additional criteria in the allocation formula, but requires at a minimum the following criteria to be applied to the allocation formula: the number of students in foster care in the county, and the number of school districts in the county.
5. Requires the SPI, upon approval from the Department of Finance, to use up to 5 percent of funding allocated for the FYSC program to contract with an LEA to administer the FYSC program, including providing technical assistance to county offices of education or consortiums of county offices of education in the implementation of the FYSC program.
6. Extends program eligibility to all foster youth, including those placed in kinship care, by aligning the definition of foster youth with the definition used in the Local Control Funding Formula (LCFF).

7. Requires that priority be given to foster youth who are living in and out of home placements.
8. Requires, beginning with the 2015-16 fiscal year, a COE or consortium of county offices of education to coordinate with school districts within its jurisdiction and ensure those districts are providing services to foster youth as specified in the county's foster youth services coordinating plan.
9. Requires a COE, or a consortium of county offices of education receiving FYCS funds and the school districts within the county to coordinate services to ensure that for the 2015-16 and 2016-17 fiscal years, the level of direct services is not less than what was provided in the 2014-15 fiscal year through the prior FYS program.
10. Requires each COE with a FYSC program to develop and enter into an agreement with the county child welfare agency to leverage federal Title IV-E funds and any other funds that may be used to specifically address the educational needs of students in foster care, or explain annually in writing why an agreement is not practical or feasible.
11. Requires FYCS programs to develop and implement a foster youth services coordinating plan. The plan must include establishment of on-going collaboration with LEAs, county child welfare agencies, and county probation departments to determine the proper educational placement of the foster youth.
12. Authorizes a school district, if it certifies that it is unable to provide services that are established as needed and identified by the school district, to enter into a temporary agreement with the FYSC program to provide those services.
13. States that the primary goal of the collaboration is to minimize changes in school placement by supporting the placement of foster youth in regular public schools.
14. Requires the FYSC program, if it is in the best interests of a foster youth, to support LEAs in implementing existing statutes, such as ensuring transfers are done at an educationally appropriate time, educational records are quickly transferred, appropriate partial credits are awarded, and the foster youth is quickly enrolled in appropriate classes.
15. Requires a county office of education to establish policies and procedures to ensure educational placement for a foster youth is not delayed, including facilitating the establishment of an individualized education program if applicable, and the transfer of records, transcripts and other relevant educational information.
16. Requires LEAs, county welfare agencies, and county probation departments to consult with specified individuals in determining the appropriate educational placement.
17. Authorizes a FYSC program to pay for transportation to allow foster youth to remain in their schools of origin.
18. Requires each FYSC program to establish a local interagency Executive Advisory Council, and authorize the council to include representatives from the county child welfare agency, the county probation department, LEAs, local postsecondary educational institutions, and community organizations. Makes the foster youth

educational services coordinator a permanent member of the council. Authorizes the Executive Advisory Council to include, if possible, foster youth, caregivers, educational rights holders, dependency attorneys, court representatives, court-appointed special advocates, and other interested stakeholders.

19. Requires the Executive Advisory Council to regularly review the recommendations of the FYSC program plan, and authorizes a member of the Council or the foster youth educational services coordinator to request the SPI to mediate a solution in the event of a disagreement.
20. Encourages a FYSC program to first provide services to students in foster care who reside in a group home, institutional setting, or other placement with students with high academic needs, as determined by the local Executive Advisory Council.
21. Deletes the existing requirement that the SPI form an advisory committee to make recommendations regarding the allocation of funding to school districts.
22. Makes changes to the FYSC bi-annual report to the Legislature.
23. Clarifies that charter schools are included in the definition of "local educational agency" for the purposes of the FYSC program.

AB 915 (Holden)—Chapter 58/Statutes of 2015: Public education employees: industrial accident or illness leaves of absence: travel restriction

Repeals the prohibition on out-of-state travel for school and community college employees who are receiving industrial injury leave benefits.

AB 949 (Gonzalez)—Chapter 564/Statutes of 2015: Physical education

Requires the California Interscholastic Federation to develop guidelines, procedures, and safety standards to classify competition cheer as an interscholastic sport.

AB 963 (Bonilla)—Chapter 782/Statutes of 2015: Teachers' Retirement Law

Clarifies the definition of service that can be reported to the California State Teachers' Retirement System (CalSTRS) and remedies membership issues for individuals in classified positions who were erroneously reported to CalSTRS. This enactment also revises the definition of "compensation earnable" for outgrowth activities.

1. Reorganizes the definition of "creditable service" and creditable service "activities" in the Defined Benefit (DB) and Cash Balance (CB) Benefit programs to clarify the certification qualifications, minimum standards and

other requirements that need to be met in order to perform creditable service for prekindergarten through grade 12, community colleges, and charter school employers.

2. Specifies that activities connected with the enforcement of laws relating to compulsory education and child welfare activities, and mentoring, including program support advisors and coaches working in teacher and administrator preparation programs, as specified, are creditable in CalSTRS.
3. Clarifies that a prekindergarten through grade 12 employer may include the state.
4. Clarifies that outgrowth activities do not require a credential and are only creditable when they are performed for the same employer for which the member is performing creditable service.
5. Specifies that the work of community college presidents and chancellors is creditable service along with the work of superintendents currently in statute if the work is listed as a creditable activity.
6. Ensures that the work of consulting teachers participating in the Peer Assistance and Review Program for Teachers is considered creditable service if that work is listed as a creditable activity.
7. Allows individuals performing service in a partial certificated full-time position (e.g., a superintendent who also acts as a budget director) on a part-time basis to have their service entirely creditable in CalSTRS.
8. Provides that the service of individuals whose employers have erroneously reported their service to CalSTRS is creditable to the DB Program if the service was performed on or before December 31, 2015, and reported to CalSTRS as creditable service.
9. Requires employers, upon request from CalSTRS, to provide information regarding the requirements that need to be met in order to perform creditable service.
10. Allows individuals whose employers have erroneously reported their service to CalSTRS, whose service is deemed creditable, including those who retired on or before December 31, 2015, to elect to have that service covered by a different public retirement system.
11. Specifies that if a CalSTRS member elects to have service moved to a different public retirement system, any member contributions, credited interest and employer contributions, less amounts already paid to the individual, shall be returned to the employer. Any amounts due to CalSTRS must be collected from the individual before he or she can be covered by another public retirement system.
12. Allows individuals who had service removed from CalSTRS and reported to a different public retirement system, at the direction of CalSTRS, including those receiving a benefit on or before December 31, 2015, to elect to have that service covered by the DB Program, as specified. Individuals making this election become CalSTRS members and have all rights of a member, including electing to stay in CalSTRS if he or she is hired into a position that requires membership in a different public retirement system as specified in current statute.

13. Provides that all individuals who make such an election as outlined above, maintain their current status pursuant to the California Public Employees' Pension Reform Act of 2013 (PEPRA).
14. Specifies that the election made by an individual who performs service deemed creditable, as specified, is irrevocable and must be made in writing on a form prescribed by CalSTRS on or before June 30, 2016, as specified.
15. Specifies that CalSTRS is under no obligation to identify, locate, or notify individuals who may have had service erroneously reported by their employers to CalSTRS.
16. Makes other technical and conforming changes and mirrors amendments also included in AB 991(Public Employees, Retirement and Social Security Committee), Chapter 123, Statutes of 2015, CalSTRS annual housekeeping bill.

AB 982 (Eggman)—Chapter 567/Statutes of 2015: Child care and development: eligibility: homeless children

Enhances the process for identifying homeless youth for subsidized child care services.

1. Adds LEA liaisons for homeless children and youths, as specified, Head Start programs, and emergency and transitional shelters are added to the list of entities that may identify a child, and thereby confer eligibility, for subsidized child development services.
2. Adds "being homeless" as a criterion for which a child may be identified as eligible for subsidized child care services by specified entities.

AB 1012 (Jones-Sawyer)—Chapter 703/Statutes of 2015: Pupil instruction: course periods without educational content

Defines "courses without educational content," prohibits a school district serving any grades 9-12 from assigning students to a course without educational content for more than one week in any semester, and prohibits the assignment of any student to a course that the student has previously completed and received a satisfactory grade, unless specified conditions are met.

1. Defines a "course period without educational content" as a course period during which any of the following occurs:
 - A. The student is sent home or released from campus before the conclusion of the designated school day.
 - B. The student is assigned to a service, instructional work experience, or to an otherwise named course in which the student is assigned to assist a certificated employee, but not expected to complete curricular assignments, in a course the certificated employee is teaching during that period and where

the ratio of certificated employees to students assigned to the course for curricular purposes is less than one to one.

- C. The student is not assigned to any course for the relevant course period.
2. Prohibits, commencing with the 2016-17 school year, a school district maintaining grades 9 to 12 from assigning any student to any course period without educational content for more than one week in any semester, unless all of the following requirement are met:
- A. A student is assigned to that course only if the student or, for a student who has not reached the age of majority, the student's parent, guardian, or educational rights holder has consented in writing to the assignment.
 - B. A school official has determined that the student will benefit from being assigned to the course period.
 - C. The principal or assistant principal of the school has stated in a written document maintained at the school that, for the relevant school year, no students are assigned to those classes unless the school has met the conditions specified in (A) and (B) above.
3. Prohibits, commencing with the 2016-17 school year, a school district maintaining grades 9 to 12 from assigning any student to a course that the student has previously completed and received a grade sufficient to satisfy the requirements and prerequisites for admission to the California public institutions of postsecondary education and the minimum requirements for receiving a diploma of graduation from high school, unless:
- A. The course has been designed to be taken more than once because students are exposed to a new curriculum from year-to-year and are therefore expected to derive educational value from taking the course again.
 - B. For any course that has not been designed to be taken more than once, all of the following conditions are satisfied:
 - (1) A student is assigned to the course only if the student or, for a student who has not reached the age of majority, the student's parent, guardian, or educational rights holder has consented in writing to the assignment for the purpose of improving a lower grade.
 - (2) A school official has determined that the student will benefit from being assigned to the course period.
 - (3) The principal or assistant principal of the school has stated in a written document to be maintained at the school that, for the relevant school year, no students are assigned to those classes unless the school has met the conditions specified in a) and b) above.

4. Clarifies a school district is not prohibited from establishing and offering evening high school classes, independent study, courses of work-based learning or work experience, or distance learning if the program otherwise meets all of the requirements of law governing that program.
5. Excludes students enrolled in an alternative school, a community day school, a continuation high school or an opportunity school from provisions of this bill.
6. Makes these requirements subject to the Uniform Complaint Procedures (UCP), requires the CDE to respond to appeals within 60 days, and requires that if merit is found in an appeal the LEA to provide a remedy to the affected student.
7. Requires the Superintendent of Public Instruction (SPI) to annually prepare an annual report detailing actions taken regarding related complaints, and requires the SPI, by January 1 of each year, to submit the report to the appropriate fiscal and policy committees of the Legislature.
8. Requires the SPI to develop regulations for adoption by the SBE to establish procedures governing these requirements.

AB 1058 (Baker)—Chapter 748/Statutes of 2015: Pupil safety: child abuse prevention: training

Encourages school districts, COEs and charter schools to participate in child abuse prevention training and to provide all employees receive training in child abuse prevention at least every three years.

AB 1101 (Bonilla)—Chapter 170/Statutes of 2015: Pupil school enrollment: residency requirements: policy on investigations

Requires a school district that elects to undertake an investigation to determine whether a pupil meets residency requirements to adopt a policy regarding the investigation of a pupil before investigating any pupils.

1. Requires the policy to do the following:
 - A. Identify the circumstances upon which the school district may initiate an investigation, which shall, at a minimum, require the school district employee to be able to identify specific, articulable facts supporting the belief that the parent or legal guardian of the pupil has provided false or unreliable evidence of residency.
 - B. Describe the investigatory methods that may be used by the school district in the conduct of the investigation, including whether the district will be employing the services of a private investigator.
 - C. Require the school district to make reasonable efforts to determine whether the pupil resides in the school district before hiring a private investigator.

- D. Prohibit the surreptitious photographing or video-recording of pupils who are being investigated. Defines "surreptitious photographing or video-recording" as the covert collection of photographic or videographic images of person or places subject to an investigation. Specifies that for purposes of this bill, the collection of images is not covert if the technology is used in open and public view.
 - E. Require employees and contractors of the school district engaged in the investigation to identify themselves truthfully as such to individuals contacted or interviewed during the course of the investigation.
 - F. Provide a process whereby the determination of a school district as to whether a pupil meets the residency requirements for school attendance in the school district may be appealed, and specify the basis for that determination. Specifies that if an appeal is made, the burden shall be on the appealing party to show why the decision of the school district should be overruled.
2. Requires the policy to be adopted at a public meeting of the governing board of the school district.

AB 1207 (Lopez)—Chapter 414/Statutes of 2015: Mandated child abuse reporting: child day care personnel: training

Requires a child day care licensee applicant to take training in the duties of mandated reporters under the Child Abuse and Neglect Reporting Act (CANRA) as a condition of licensure and requires child day care administrators and employees to take mandated reporter training on or before March 30, 2018.

AB 1358 (Dababneh)—Chapter 752/Statutes of 2015: School facilities: design-build contracts

Aligns the process for school districts awarding contracts through the design-build method with the design-build process established for state and local agencies.

- 1. Repeals the existing provisions authorizing and governing the design-build procurement process for school districts on July 1, 2016.
- 2. Authorizes a school district, with approval of its governing board, to procure design-build contracts for school construction projects in excess of \$1 million, and award the contract through the low bid or the best value method for bid requests issued on or after July 1, 2016.

AB 1369 (Frazier)—Chapter 647/Statutes of 2015: Special education: dyslexia

Expands the description of psychological processes to include phonological processing, and requires the Superintendent of Public Instruction to develop program guidelines for dyslexia to assist teachers and parents to identify and assess students with dyslexia, and to plan, provide, evaluate and improve educational services for students with dyslexia.

AB 1391 (Gomez)—Chapter 706/Statutes of 2015: Pupil instruction: adopted course of study: elementary school: physical education: complaints

Makes complaints regarding compliance with instructional minute requirements for physical education subject to the Uniform Complaint Procedures (UCP), states that the Legislature finds and declares that neither the original provisions of the applicable section, nor any subsequent amendments to it, were intended to create a private right of action, and takes effect immediately as an urgency statute.

AB 1452 (Hadley)—Chapter 59/Statutes of 2015: Certificated employees: personnel files: expungement: egregious misconduct

Prohibits school districts, COEs and charter schools from expunging from an employee's personnel file credible complaints of, substantiated investigations into, or discipline for, egregious misconduct.

SB 78 (Committee on Budget and Fiscal Review)—Chapter 19/Statutes of 2015: Education finance: local control funding formula budget trailer bill

This bill appropriates \$5,994,417,000 billion for the purpose of the Local Control Funding Formula (LCFF), and repeals and revises numerous provisions of the Education Code to conform to the adoption of the LCFF.

SB 103 (Committee on Budget and Fiscal Review)—Chapter 324/Statutes of 2015: Education finance

Provides statutory changes related to child care, K-12 education, and higher education to enact education-related provisions of the Budget Act of 2015 and specifies that \$490 million in one-time Educator Effectiveness funds be appropriated in an equal amount per full-time equivalent certificated staff and using data counts from the California Longitudinal Pupil Achievement Data System.

SB 111 (Fuller)—Chapter 447/Statutes of 2015: School facilities: military installations

Expresses the intent of the Legislature that assistance be provided to school districts in the 2015-16 Fiscal Year to meet the matching share requirement of a school construction grant made by the Office of Economic Adjustment of the federal Department of Defense (DOD) to construct, renovate, repair, or expand elementary and secondary public schools located on military installations. Requires the Department of Finance (DOF) to explore options on how best to assist school districts in meeting the matching share requirement of the federal school construction grant. Requires the options to include, but not necessarily be limited to, making low-interest loans available to school districts through the California Infrastructure and Economic Development Bank (IBank).

SB 148 (McGuire)—Chapter 448/Statutes of 2015: School districts: reorganization: local control funding formula

Updates the various statutory provisions governing school district reorganization to reflect the change from revenue limit funding to the LCFF.

1. Defines "affected district" to mean a district that has been, or is proposed to be, affected by an action to reorganize or before an action to lapse a district.
2. Defines "original district" to mean a district as it existed prior to an action to reorganize or before an action to lapse a district.
3. Defines "former district" to mean a district that has been wholly included in another district or has had all of its territory made part of two or more other districts through any action to reorganize or through a lapsation.
4. Defines "new district" to mean a district that is formed from all or portions of one or more other districts by an action to reorganize.
5. Defines "acquiring district" to mean a district that has all or portions of one or more other districts transferred into, or lapsed into, its boundaries.
6. Defines "divided district" to mean a district that has had a portion of its territory become part of a new district or transferred into one or more other districts by an action to reorganize.
7. Defines the "reorganized portion of a divided district" to mean the portion of the divided district's territory that becomes part of a new district or is transferred into one or more other districts.
8. Defines the "remaining portion of a divided district" to mean the portion of the divided district's territory that does not become part of a new district or that is not transferred into one or more other districts.
9. Defines "reorganized district" to mean a district that is a "new district," an "acquiring district," or a "divided district."
10. Defines "component district" to mean an elementary school district which is included within a high school district or an elementary school district excluded from an action to unify a high school district but which continues to feed into the high schools of the new unified school district.
11. Replaces references to "base revenue limit" with references to "local control funding formula (LCFF) entitlement."
12. Repeals the procedures for the computation of adjustments for employee salaries and benefits for a newly reorganized district based on revenue limit differences between the former districts.

13. Specifies procedures for making the following calculations for reorganized districts:
- A. The LCFF entitlement;
 - B. The percentage of unduplicated pupils;
 - C. Categorical program funding;
 - D. Economic recovery target;
 - E. Transition funding (from revenue limits to the LCFF) including the calculation of revenue limit funding rates used to determine base funding during transition;
 - F. Prior year funding gap; and
 - G. Necessary small school add-on.

SB 172 (Liu)—Chapter 572/Statutes of 2015: Pupil testing: high school exit exam: suspension

Suspends the administration of the high school exit examination, and the requirement that students pass this exam as a condition of graduation from high school, during the 2015-16 through 2017-18 school years. Requires local educational agencies (LEAs – districts, county offices and charter schools) to grant a diploma to any student who completed grade 12 in the 2003-04 or subsequent school year and met all applicable graduation requirements other than passage of the exit exam.

SB 200 (Lara)—Chapter 174/Statutes of 2015: Pupils: school district residency requirements

Provides that a pupil complies with the residency requirements for school attendance in a school district if the pupil's parent or legal guardian resides outside of the boundaries of that school district but is employed and lives with the pupil at the place of his or her employment within the boundaries of the school district for a minimum of three days during the school week.

SB 210 (Galgiani)—Chapter 652/Statutes of 2015: Special education: deaf and hard-of-hearing children: language developmental milestones

Requires the CDE to select language developmental milestones for use by parents to monitor and track the language acquisition and development of children age birth to five years who are deaf or hard-of-hearing.

SB 222 (Block)—Chapter 78/Statutes of 2015: Local agencies: school bonds: general obligation bonds: statutory lien

Specifies that general obligation (GO) bonds issued and sold by local governments, including school districts, are secured by a statutory lien.

1. Requires all GO bonds issued and sold by or on behalf of a local agency, including a school district, to be secured by a statutory lien on all revenues received, pursuant to the levy and collection of the tax.
2. Requires the lien to automatically arise without any further action or authorization by the local agency or its governing board
3. Requires the lien to be valid and binding from the time the bonds are executed and delivered.
4. Requires the revenue received, pursuant to the levy and collection of the tax, to be immediately subject to the lien and requires the lien to immediately attach to the revenues and be effective, binding, and enforceable against the local agency, its successors, transfers, and creditors, irrespective of whether those parties have notice of the lien and without the need for any physical delivery, recordation, filing or further act.
5. Specifies that this section is not intended to supplement or limit a local agency's power to issue GO bonds conferred by any other law.
6. Defines local agency to mean any city, county, city and county, school district, community college district, authority, or special district.
7. Defines GO bonds to mean bonds, warrants, notes, or other evidence of indebtedness of a local agency payable from the proceeds of ad valorem taxes that may be lived, pursuant to the California Constitution Article XIII A, Section 1(b)(2)(3).

SB 238 (Mitchell)—Chapter 534/Statutes of 2015: Foster care: psychotropic medication

Requires certification and training programs for foster parents, child welfare social workers, group home administrators, public health nurses, dependency court judges and court-appointed counsel to include training on psychotropic medication, trauma, and behavioral health, as specified, for children receiving child welfare services. This bill requires the Judicial Council to amend and adopt rules of court and develop appropriate forms pertaining to the authorization of psychotropic medication for foster youth, on or before July 1, 2016.

SB 276 (Wolk)—Chapter 653/Statutes of 2015: Medi-Cal: local educational agencies

Requires the Department of Health Care Services (DHCS) to seek federal financial participation for covered services that are provided by an LEA to a child who is an eligible Medi-Cal beneficiary, regardless of whether the child has an individualized education plan (IEP) or an individualized family service plan (IFSP), or whether those same services are provided at no charge to the beneficiary or to the community at large, if the LEA takes all reasonable measures to ascertain and pursue claims for payment of covered services against legally liable third parties.

SB 277 (Pan)—Chapter 35/Statutes of 2015: Public health: vaccinations

Eliminates the personal belief exemption from the requirement that children receive vaccines for certain infectious diseases prior to being admitted to any public or private elementary or secondary school or day care center.

1. Deletes the exemption for personal beliefs from the existing immunization requirement for children in child care and public and private schools. Deletes related law requiring a form to accompany a personal belief exemption (PBE).
2. Exempts home-based private schools or students enrolled in an independent study program from the existing immunization requirement.
3. Permits DPH to add diseases to the immunization requirements (described in #2 of existing law above) only if exemptions are allowed for both medical reasons and personal beliefs.
4. Requires a pupil who, prior to January 1, 2016, submitted a letter or affidavit on file at a private or public elementary or secondary school, child day care center, day nursery, nursery school, family day care home, or development center stating beliefs opposed to immunization to be allowed enrollment to any private or public elementary or secondary school, child day care center, day nursery, nursery school, family day care home, or development center until the pupil enrolls in the next grade span.
5. Defines "grade span" as:
 - (A) Birth to preschool;
 - (B) Kindergarten (including transitional kindergarten) to grade 6; or
 - (C) Grades 7 to 12.
6. Prohibits a school's governing authority from otherwise unconditionally admitting to any of those institutions specified in #4 above for the first time, or admit or advance any pupil to 7th grade level, unless the pupil has been immunized for his or her age as required by this bill.

7. Specifies that the above provisions do not prohibit a pupil who qualifies for an individualized education program from accessing any special education and related services required by his or her individualized education program.

SB 287 (Hueso)—Chapter 449/Statutes of 2015: Automated external defibrillators

Requires certain buildings with capacities of 200 persons or greater, as specified, constructed on or after January 1, 2017, to have an automated external defibrillator (AED) on the premises.

1. Requires the following occupied structures that are constructed on or after January 1, 2017, to have an AED on the premises subject to the existing requirements listed in the Health and Safety Code related to training and maintenance:
 - A. Assembly buildings, as defined, with an occupancy of greater than 300;
 - B. Business buildings, educational buildings, factory buildings, institutional buildings, and mercantile buildings, as each of these buildings are defined, and if they have occupancies of 200 or more; and
 - C. Residential buildings with occupancy of 200 or more, excluding single-family and multi-family dwelling units.
2. Provides immunity from civil liability for a person or entity that acquires an AED pursuant to this bill, as specified in existing provisions of law that condition immunity on meeting certain requirements related to training and maintenance of the AEDs.
3. Excludes structures owned or operated by any local government entity, storage buildings, as defined, high-hazard buildings, as defined, and health facilities, as specified, from the provisions of this bill.

SB 359 (Mitchell)—Chapter 508/Statutes of 2015: California Mathematics Placement Act of 2015

Requires each LEA that serves students entering grade 9 to develop and adopt a fair, objective, and transparent mathematics placement policy for those students.

1. Requires, before the beginning of the 2016-17 school year, the governing board or body of each LEA that serves students entering grade 9 to develop and adopt a fair, objective, and transparent mathematics placement policy for students entering grade 9 that does all of the following:
 - A. Systematically takes into consideration multiple objective academic measures of student performance, as defined (see #7).
 - B. Includes at least one placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual pupil progress.

- C. Requires examination of aggregate student placement data annually to ensure students who are qualified to progress in mathematics courses based on their performance on objective academic measures are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background.
 - D. Requires the LEA to report the aggregate results of this examination to the LEA's governing board and post the examination results on the LEA's website.
 - E. Offers clear and timely recourse for each student and his or her parent who questions the student's placement.
 - F. For non-unified school districts, addresses the consistency of mathematics placement policies between elementary and high school districts.
- 2. Authorizes governing boards or bodies of LEAs serving students who are transitioning between elementary and middle school or elementary and junior high school to develop and implement a mathematics placement policy for these students.
 - 3. Requires the governing boards of each LEA to adopt the mathematics placement policy in a regularly scheduled public meeting.
 - 4. Requires each LEA to ensure that its mathematics placement policy is posted on the LEA's website.
 - 5. Clarifies that this bill applies only to LEAs that do not have a mathematics placement policy as described by this bill as of January 1, 2016.
 - 6. Defines "local educational agency" as a county office of education, school district, state special school, or charter school.
 - 7. Defines "objective academic measures" to mean measures, such as statewide mathematics assessments, including interim and summative assessments, placement tests that are aligned to state-adopted content standards in mathematics, classroom assignment and grades, and report cards.

SB 416 (Huff)—Chapter 538/Statutes of 2015: Public schools: elementary and secondary education

Repeals numerous provisions of the Education Code for categorical programs that are considered obsolete or unnecessary in light of the passage of recent Local Control Funding Formula (LCFF) legislation.

SB 445 (Liu)—Chapter 289/Statutes of 2015: Pupil instruction and services: homeless children: foster children

Extends the right to remain in the school of origin to homeless students, which is currently provided to students who are in foster care.

1. Requires the LEA serving the homeless child to allow the homeless child to continue his or her education in the school of origin, at the point of any change or any subsequent change in residence once a child becomes homeless, through the duration of homelessness.
2. Requires, if the homeless child's status changes (is no longer homeless) before the end of the academic year, either of the following to apply:
 - A. The LEA to allow the formerly homeless child to continue his or her education in the school of origin through graduation, if the child is in high school.
 - B. The LEA to allow the formerly homeless child to continue his or her education in the school of origin through the duration of the academic school year, if the child is in kindergarten or grades 1-8.
3. Requires the following to apply, to ensure that the homeless child has the benefit of matriculating with his or her peers in accordance with the established feeder patterns of school districts:
 - A. The LEA must allow the homeless child to continue in the school district of origin in the same attendance area if the homeless child is transitioning between school grade levels.
 - B. The LEA must allow the homeless child to continue to the school designated for matriculation if the homeless child is transitioning to a middle or high school and the school designated for matriculation is in another school district.
 - C. The new school must immediately enroll the homeless child even if the child has outstanding fees, fines, textbooks, or other items or money due to the school last attended or is unable to produce clothing or records normally required for enrollment, such as previous academic records, medical records (including records or other proof of immunization history), proof of residency, other documentation, or school uniforms.
4. Requires the federal McKinney-Vento Act to govern the procedures for transportation and dispute resolution with respect to homeless children and school of origin.
5. Provides that this bill does not require a school district to provide transportation to a former homeless child who has an individualized education program (IEP) that does not require transportation as a related service and who changes residence but remains in his or her school of origin, unless the IEP team determines that transportation is a necessary related service, or the federal McKinney-Vento Act requires transportation to be provided.

6. Provides that this bill does not require a school district to provide transportation services to allow a homeless child to attend a school or school district, unless otherwise required under the federal McKinney-Vento Act or other federal law. This bill authorizes a school district, at its discretion, to provide transportation services to allow a homeless child to attend a school or school district.
7. Defines:
 - A. "Homeless child" as is defined by the federal McKinney-Vento Act (see Background).
 - B. "School of origin" as the school that the homeless child attended when permanently housed or the school in which the homeless child was last enrolled. If the school the homeless child attended when permanently housed is different from the school of last attendance, or if there is some other school that the homeless child attended with which the homeless child is connected and that the child attended within the immediately preceding 15 months, the educational liaison, with the agreement of the homeless child and person holding educational rights, is to determine the school that is to be deemed the school of origin.
8. Modifies the definition of "local educational agency," relative to existing provisions for the education of foster youth, to include all charter schools, rather than only charter schools that participate as a member of a special education local plan area.
9. States legislative intent that this bill not supersede or exceed other laws governing special education services for eligible homeless children.

SB 451 (Lara)—Chapter 539/Statutes of 2015: Pupil instruction and services: educational counseling

Revises requirements for school counseling programs in school districts which have chosen to provide comprehensive educational counseling programs.

1. Expands the definition of academic counseling to include counseling in understanding the relationship between academic achievement and career success, the value of career technical education and career readiness, and postsecondary options.
2. States that educational counseling may also include:
 - A. Individualized review of the academic and deportment records, and the academic and career goals and opportunities, of a student.
 - B. The opportunity for a counselor to meet with each student and his or her parents or guardians to discuss the academic and deportment records of the student, and his or her educational and career options.
 - C. Identifying students who are at risk of not graduating or having sufficient training to allow them to fully engage in their chosen career.

- D. Developing a list of course work and experience necessary to assist middle and high school students to meet academic goals such as passage of the high school exit exam or its successor, graduation requirements, and higher education admission requirements, and a list for students for continuing education for students who fail to meet graduation requirements.
 - E. Informing each student who has failed to pass one or both parts of the high school exit examination, or its successor, of the option of intensive instruction and services.
 - F. Offering an individual conference with each 10th and 12th grade student who is not meeting academic targets or career goals and providing the student and his or her parent or guardian: information on programs, courses, and career technical education options; information on the academic progress of the student; information on remediation strategies, high school courses, and alternative education options available to the student; and information on postsecondary education and training and the availability of financial aid.
3. Requires ongoing professional development related to career and vocational counseling to include strategies for students pursuing postsecondary, career technical education, multiple pathway, college, and global career opportunities.

SB 532 (Leyva)—Chapter 317/Statutes of 2015: Governing boards of school districts: nonvoting and preferential voting pupil members

Requires that a school district governing board act on a request for pupil representation on the board within 60 days of receipt of the request, and requires a majority vote of all voting members of the board in order to eliminate a student representative from the board, subject to the motion to do so being noticed as a public item on the board's agenda prior to the vote.

SB 597 (Huff)—Chapter 421/Statutes of 2015: Pupil attendance: interdistrict transfers

Extends, for one year, the sunset and repeal dates of statute that allows the governing board of a school district to permit the enrollment of pupils who reside in another district by declaring to be a District of Choice (DOC).

SB 695 (De Leon)—Chapter 424/Statutes of 2015: School curriculum: health education: sexual harassment and violence instruction

Requires school districts that require completion of a course in health education as a condition of high school graduation to include instruction in sexual harassment and violence, and requires the Instructional Quality Commission (IQC), during the next revision of the health framework, to consider including comprehensive information for grades 9-12 on sexual harassment and violence.

SB 707 (Wolk)—Chapter 766/Statutes of 2015: Firearms: gun-free school zone

Makes changes to the law pertaining to the carrying of concealed firearms near a school.

1. Allows a person holding a valid license to carry a concealed firearm to carry a firearm in an area that is within 1,000 feet of, but not on the grounds of, a public or private school providing instruction in kindergarten or grades 1 to 12.
2. Deletes the exemption that allows a person holding a valid license to carry a concealed firearm to possess a firearm on the campus of a university or college.
3. Exempts reserve officers, active and retired, from the prohibition on carrying a firearm on school grounds.
4. Deletes the exemption that allows a person to carry ammunition or reloaded ammunition onto school grounds if the person is licensed to carry a concealed firearm.
5. Specifies exceptions to the prohibition on carrying ammunition on school grounds, including an exception to that prohibition by authorizing a person to carry ammunition or reloaded ammunition onto school grounds if it is in a motor vehicle at all times and is within a locked container or within the locked trunk of the vehicle.

SB 725 (Hancock)—Chapter 225/Statutes of 2015: Pupil testing: high school exit exam: exemption

This urgency measure exempts from the requirement to pass the California High School Exit Examination students in the Class of 2015 who have met all other high school graduation requirements.

SB 750 (Mendoza)—Chapter 660/Statutes of 2015: English language education: English learners

Modifies the definitions of a "long-term English learner" and an "English learner at risk of becoming a long-term English learner" and expands the notification requirements of the CDE regarding these students.

1. Expands the definition of a "long-term English learner." More specifically, it:
 - A. Includes students who have been enrolled in school for six years or more (rather than more than six years).
 - B. Includes students who have regressed to a lower English language proficiency level, if these students also score far below basic or below basic on the state adopted English language arts standards-based achievement test, and authorizes the SPI to determine the appropriate scores on any successor English language proficiency and English language arts standards based achievement tests for this purpose.

-
2. Expands the definition of an "English learner at risk of becoming a long-term English learner." More specifically, it:
 - A. Expands the grade level of students who could be so classified from grades 5-11 to grades 3-12.
 - B. Expands the number of years of U.S. school enrollment from four to five years.
 - C. Authorizes the SPI to determine the appropriate scores on any successor English language proficiency and English language arts standards based achievement tests for the purpose of identifying of "an English learner at risk of becoming a long-term English learner."
 3. Prohibits the exclusion of students from the report of "long-term English learners" or "English learners at risk of becoming a long-term English learners" based upon an absence of English language standards test results.
 4. Encourages the SPI to revisit the determined successor test scores for these purposes after three years of assessment data on the successor test.
 5. Expands the CDE notice requirements to include the posting of the statewide number of "long-term English learners" and "English learners at risk of becoming long-term" on the department's Internet website.