

Date of Hearing: April 8, 2026

ASSEMBLY COMMITTEE ON EDUCATION
Darshana R. Patel, Chair
AB 2468 (Patel) – As Introduced February 20, 2026

SUBJECT: School accountability: students with disabilities: inclusion

SUMMARY: Establishes in statute the Supporting Innovative Practices (SIP) project at the California Collaborative for Educational Excellence (CCEE) and specifies its responsibilities. Specifically, **this bill:**

- 1) Requires the CCEE, commencing with the 2027–28 fiscal year, through one or two county offices of education (COE) designated by the CCEE, to administer the SIP project and build on its alignment and partnerships with statewide improvement initiatives.
- 2) States that the purposes of this project are to do all of the following:
 - a) Improve student outcomes, as measured by the California School Dashboard, by increasing opportunities for students with disabilities to access education in general education settings, as mandated by the federal Individuals with Disabilities Education Act (IDEA);
 - b) Align and integrate with differentiated assistance (DA), direct technical assistance (DTA), and other initiatives within the statewide system of support (SOS), and with the California Department of Education’s (CDE) Compliance and Improvement Monitoring (CIM) process, and leverage expertise of the project in serving students with disabilities across improvement initiatives housed at the CCEE; and
 - c) Support the educator workforce to serve students with disabilities;
- 3) Requires the CCEE, in administering the project, to align and integrate the project with DA, DTA, and other initiatives within the SOS.
- 4) Requires the SIP project to conduct, at a minimum, all of the following activities:
 - a) Providing technical assistance to local educational agencies (LEAs) and charter schools focused on supporting evidence-based practices to increase access by students with disabilities to education in general education settings, and supporting progress toward a high school diploma;
 - b) Requires this technical assistance to include, but not be limited to, assistance on staffing arrangements that support access by students with disabilities to education in the general education setting, including, but not limited to, co-teaching, with a focus on strategies that support the retention of education specialists in the teaching profession;
 - c) Establishing demonstration sites in each geographic lead agency region of the state that showcase evidence-based practices at different grade levels and with different student populations, and facilitating tours of teams of staff from other LEAs and charter schools to learn from these sites;

- d) Holding inclusion academies, which are innovative professional learning experiences for regional teams designed to support the design and implementation of systemwide inclusive culture, policies, and practices, including collaborating with partners in school districts, COEs, special education local plan areas (SELPAs), and SOS technical assistance providers. Requires the SIP project to also use local data to develop a strategic plan centered in a culture of accountability and meaningful inclusion;
 - e) Working with teacher preparation programs in each major region to establish inclusive placement pipelines, including by the use of demonstration site visits and inclusion academies;
 - f) Working with early childhood-related technical assistance providers, including by providing statewide support for the Inclusive Early Education Expansion Program grant;
 - g) Developing and making resources available to all LEAs and charter schools, including, but not limited to, webinars, social media, podcasts, recorded resources on inclusion topics, and requested professional development;
 - h) Providing support and technical assistance to LEAs and charter schools on alternate pathways to a diploma, using the statewide Individualized Education Program (IEP) template, to support access by students with disabilities to education in general education settings;
 - i) Implementing the activities of the project in a manner that leverages and aligns with existing improvement efforts administered by the CCEE to build LEA and charter school capacity and support systemwide improvement; and
 - j) Coordinating and aligning its work with other statewide initiatives administered by the CDE, including initiatives in literacy, Community Schools, and early learning, to provide coherence across improvement efforts and reduce duplication of technical assistance.
- 5) Requires that the SIP project collaborate with an institution of higher education (IHE) to support evaluation of the project, including the use of evidence-based practices, for the purpose of continuous improvement of the project.
- 6) States that the CDE may contract with the CCEE for the project to provide technical assistance to LEAs and charter schools identified as not meeting State Performance Plan (SPP) indicators pursuant to the IDEA, and consistent with the SOS.
- 7) Requires the CCEE to, for each year in which funding is appropriated for the project, submit a report to the appropriate fiscal and policy committees of the Legislature, the CDE, the State Board of Education (SBE), and the Department of Finance (DOF). Requires each report to include, but not be limited to, all of the following information:
- a) A summary of the activities conducted, including LEA and charter school participation by activity;
 - b) The number of LEAs and charter schools, educators, and students served by the project;

- c) A summary of outcome data of LEAs and charter schools receiving DTA, including, but not limited to, performance on SPP indicators, indicators used on the California School Dashboard, and the Desired Results Developmental Profile (DRDP);
 - d) How the project has worked with other initiatives housed at the CCEE; and
 - e) Recommendations for improving state-level activities or policies.
- 8) Requires the CCEE, when carrying out these activities, to adhere to, and inform LEAs and charter schools with which it works of, the requirements of Education Code section 56040.6, pertaining to students who are deaf, hard of hearing (DHH), or deaf-blind.
- 9) States that this section shall not be construed as modifying or otherwise affecting the right of students with disabilities, including students who are DHH, or deaf-blind, to a free and appropriate public education (FAPE) pursuant to the federal IDEA, the development of an IEP, or the IEP team's determination of placement, aids to ensure effective communication, or the continuum of program options required to be made available.
- 10) States that the implementation of the measure is contingent upon an appropriation for its purposes in the annual Budget Act or another statute. States the intent of the Legislature that a minimum \$30 million over five years be appropriated for this purpose.

EXISTING LAW:

- 1) Through federal law, requires that a FAPE be available to individuals with exceptional needs. (20 U.S.C. 1400)
- 2) Requires that every individual with exceptional needs who is eligible to receive special education instruction and related services receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her. (20 U.S.C. 1400)
- 3) Requires that, in accordance with federal law, each public agency ensure the following to address the least restrictive environment (LRE) for individuals with exceptional, needs such that:
 - a) To the maximum extent appropriate, individuals with exceptional needs, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
 - b) Special classes, separate schooling, or other removal of individuals with exceptional needs from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (20 U.S.C. 1400)
- 4) Establishes the Inclusive Early Education Expansion Program for the purpose of increasing access to inclusive early care and education programs. Authorizes competitive grants to increase access to subsidized inclusive early care and education programs for children up to five years of age, including those defined as "children with exceptional needs" in low-income and high-need communities. (Education Code (EC) 8337)

FISCAL EFFECT: This bill has been keyed as a possible state-mandated local program by the Office of Legislative Counsel.

COMMENTS:

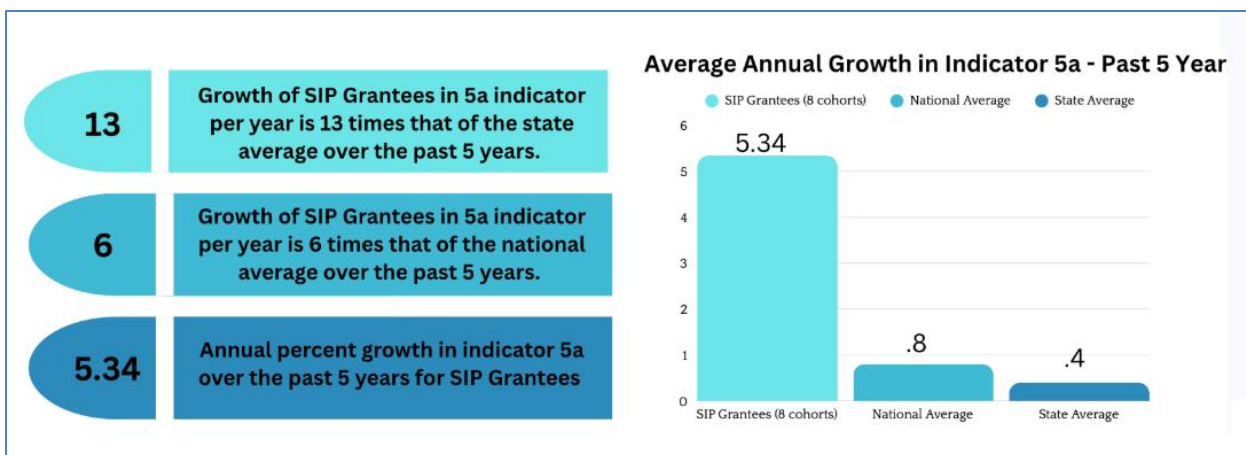
Need for the bill. The author states, “Research over many decades has found that inclusion offers a host of academic, behavioral, and social benefits for students with disabilities, as well as for their peers. In spite of these benefits, California has lagged behind most other states in the rate of inclusion of students with disabilities for many years.

50 years after the passage of the Individuals with Disabilities Education Act (IDEA), California schools still struggle to realize the vision that all students with disabilities experience meaningful inclusion and belonging in the academic and social life of school communities. Research consistently shows that schools need sustained, practice-embedded support and a systemwide, proactive approach to achieve meaningful gains in inclusive education.

Recent research from Policy Analysis for California Education shows that districts participating in the Supporting Innovative Practices project have increased inclusion at a rate significantly higher than the state average. Over five years, SIP districts experienced 13 times the growth compared to the state average. Districts required to participate by the California Department of Education because of low rates of inclusion experienced growth 6 times the state average.

AB 2468 will ensure that SIP is able to continue and expand its successful work, as well as align and integrate it with the other improvement initiatives.”

Research shows significant increases in inclusion with support from SIP. The SIP project is administered by the Special Education Division of the California Department of Education (CDE), and operated through two COEs. The project aims to help LEAs strengthen inclusive practices through tiered technical assistance and support. It has been operating for ten years but is not established in statute.



Source: SIP, 2026

According to a 2026 policy brief by Policy Analysis for California Education (PACE), *Advancing Inclusive Education in California Schools*, SIP serves a combination of LEAs referred through CDE’s Compliance and Improvement Monitoring (CIM) process when data indicate persistent, systemic patterns related to LRE.

LEAs may also receive support from SIP when they express interest in strengthening inclusive practices. SIP currently includes 96 grantees who voluntarily participate and 10 assigned by the CDE Special Education Division. Nearly all required participants (98% over 10 years) ask to continue engagement with SIP as voluntary grantees once CIM support ends.

As shown in the graphic above, data regarding growth in inclusion for districts participating in SIP, as measured by SPP indicator 5a (students included in general education at least 80% of the day) indicate that:

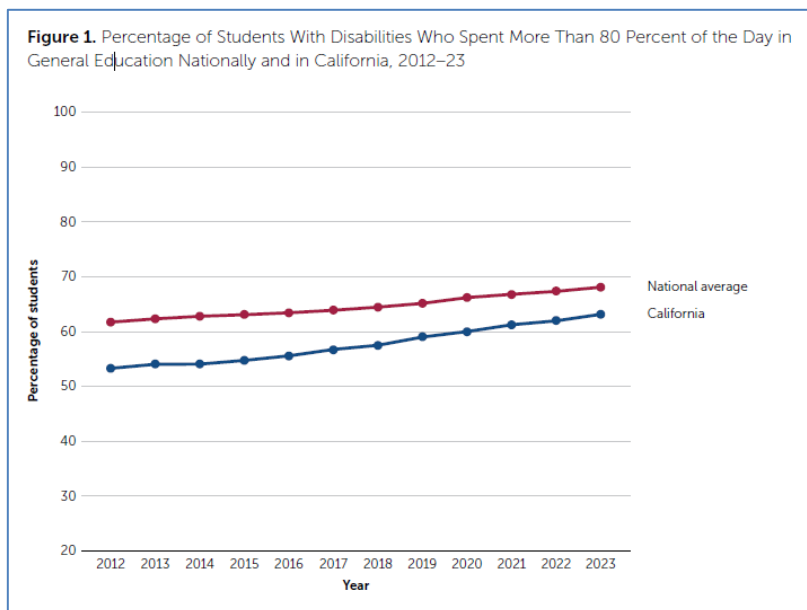
- Growth in the percentage of students included in general education was 13 times the state average over five years;
- Growth in the percentage of students included in general education was 6 times the national average over five years; and
- Growth among CIM districts per year was 3 times the state average between 2022 and 2024.

According to the PACE report:

- Districts entering SIP with the lowest baseline rates have made the largest gains, while higher baseline cohorts showed smaller but still positive gains.
- SIP grantees also reduced the use of more restrictive placements. Across cohorts, use of separate schools (SPP Indicator 5c) declined in six of seven cohorts, with reductions of up to 11.7 percentage points, and three cohorts met the state’s separate-school target of 2.6 percent or lower.
- There were meaningful gains among LEAs that were required to participate through the CDE’s CIM process. CIM districts achieved 4.16% of growth in the 2021–21 cohort and 6.20% in the 2021–22 cohort.

The PACE report noted that SIP findings suggest that the most significant and durable gains occurred when districts engaged over multiple years, across multiple systems, and with consistent support that allowed time for learning, adaptation, and institutionalization.

The report noted, “Policies that prioritize coherence, coaching, leadership development, flexible resourcing, and clear expectations are most likely to succeed when they are designed to support continuous improvement over time



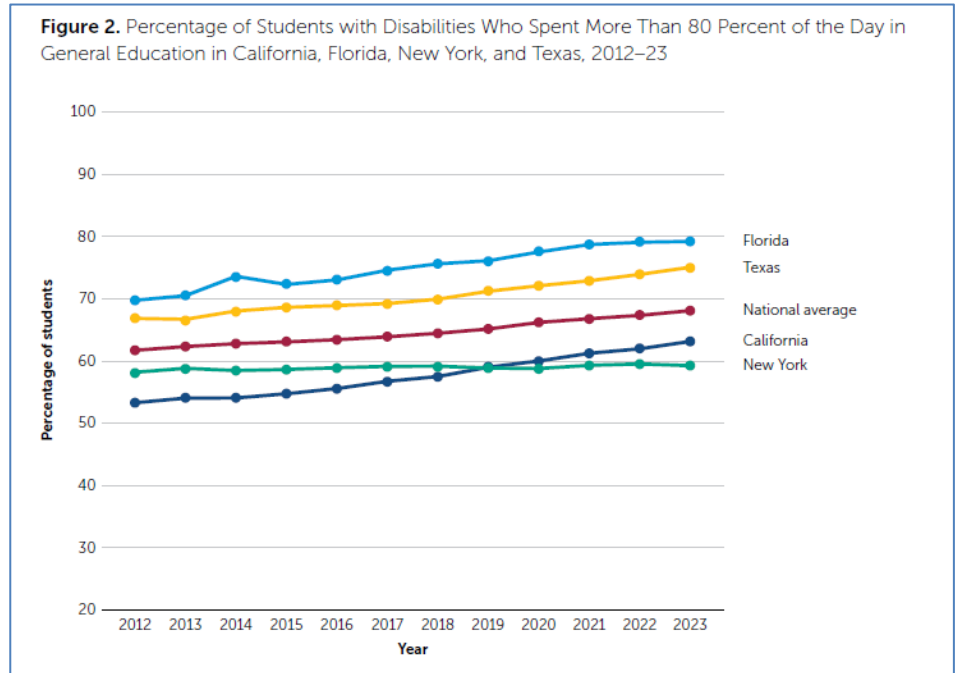
Source: PACE, 2026

rather than when they are episodic interventions tied solely to compliance triggers.”

California lags behind other states in inclusion of students with disabilities. According to the PACE report, California places a smaller proportion of students with disabilities in general education settings for most of the school day than the national average. Figure 1 on the preceding page shows trends over time in the percentage of students ages 6–21 with disabilities who were educated in general education settings for 80% or more of the school day in California compared with the national average. Both California and the nation exhibit steady improvement over the past decade, but California consistently remains below the national average.

California’s rate of improvement on inclusion also lags behind the national average. According to the PACE report, California’s rate of improvement on this indicator has also lagged national trends.

Over the past 5 years, the national percentage of students with disabilities in general education 80% or more of the time increased by approximately four percentage points, while California’s growth over the same period was just over two percentage points.

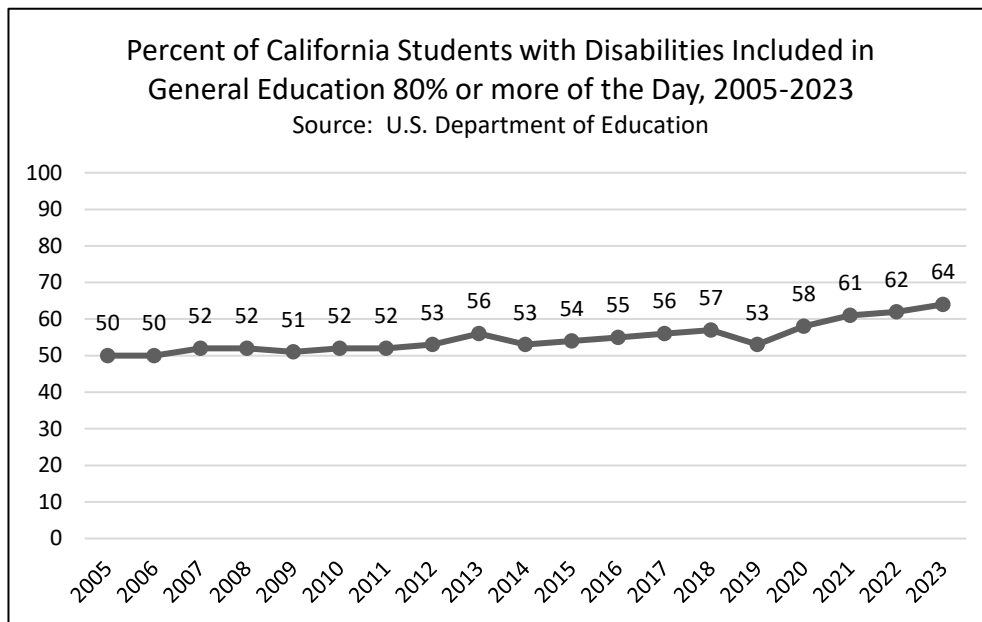


Source: PACE, 2026

California set ambitious inclusion targets to reach by 2025. The IDEA requires each state to develop a SPP and an Annual Performance Report (APR) that evaluates the state’s efforts to comply with federal law, and how the state will improve its implementation. The APR reports on improvement measured by 17 indicators. One of the indicators (5a) is LRE, defined as the percentage of students with disabilities, ages six to twenty-two, served inside the regular class 80% or more of the day.

The SBE adopted revised SPP targets in January, 2022. The state’s target for LRE (Indicator 5a) increased from 53% in 2019 to 70% in 2025. As of 2023, the most recent year for which data is available, the percentage had reached 64%.

As shown in the chart below, California’s growth in inclusion of students with disabilities 80% or more of the day has improved only modestly in recent years, rising from 50% in 2005 to 64% in 2023, or an average of 0.8% per year over the last 18 years.



How SIP works to improve inclusion. The 2015 report by the Statewide Special Education Task Force on Special Education, jointly published by the SBE, the Commission on Teacher Credentialing (CTC), and the CDE, titled *One System: Reforming Education to Serve All Students*, noted that “a structural, institutional, philosophical, and habitual divide currently exists in California between general and special education, even though special education has always been defined as part of general education. This divide obstructs the state’s ability to create [an] effective, coordinated, coherent system of education.”

According to the PACE report, SIP is designed to help districts move beyond compliance-oriented placement decisions towards coherent systems that support inclusive classrooms. To do so, SIP integrates support for cultural and organizational change, practice-based tools, and differentiated technical assistance. These practices include addressing:

- Underlying structures that enable inclusive education;
- Leadership mindset and culture;
- Data-driven planning and continuous improvement; and
- Cross-role collaboration and shared leadership.

SIP delivers support through a tiered system in which all LEAs have access to foundational resources (Tier 1), a cohort of voluntary grantees receives tailored technical assistance (Tier 2), and LEAs identified through CIM receive intensive, individualized support (Tier 3).

SIP’s work is guided by its Blueprint for Inclusion, a roadmap that organizes district improvement efforts across sequential stages—from envisioning and building inclusive systems to implementing, scaling, and sustaining inclusive practice. The Blueprint helps leaders identify their current stage of development and follow clear steps to shape organizational culture and advance inclusive practices over time.

According to the PACE report, SIP articulates a set of Blueprint-aligned practices that define high-quality inclusive education as both placement in general education and the instructional, organizational, and cultural conditions that support student participation and learning. These practices are reinforced through applied professional learning offerings, leadership consultation,

demonstration sites, self-assessment tools, and facilitated planning processes that support districts with translating vision into sustained practice.

According to PACE:

Taken as a group, the cross-case findings reinforce what decades of school-improvement and system-change research have already shown: Sustainable change in educational organizations depends on a clearly articulated and widely shared vision, relational trust and strong social networks, and coherence between local routines and system goals.

These elements are foundational for LEAs seeking to redesign teaching and learning at scale, and the four district case studies reflect these basic tenets. Although these are not novel concepts, it is important to acknowledge the degree to which inclusive education relies on the same system-change fundamentals that drive improvements in other areas of schooling.

Integration of SIP in the Statewide System of Support. This bill proposes to shift the administration of SIP from the CDE to the CCEE, with the goal of achieving better coherence and alignment across the state’s improvement initiatives, all of which involve students with disabilities.

The CCEE acts as a key state agency within the SOS, focusing on building the capacity of LEAs to improve student outcomes. The CCEE advises and assists LEAs and charter schools, emphasizing equity, local control, and continuous improvement, particularly through technical assistance and resource development.

Moving SIP to the CCEE would better align support for inclusion within the SOS, and demonstrate that inclusion is not a special education initiative, but a project belonging to the system as a whole. ***The Committee may wish to consider that*** this bill also permits the CDE to contract with the CCEE to enlist the SIP project to assist with LEAs in CIM, thereby allowing the project to continue its work with LEAs needing intensive support to improve rates of LRE.

The PACE report recommended that the state strengthen coherence and shared accountability within the SOS, noting that data from SIP indicate that cross-role and cross-agency collaboration is a foundational condition for inclusive education. The report notes:

State policy could support this work further by formalizing shared planning structures, common improvement tools, and joint accountability across SSOS partners—including COEs, SELPAs, the California Collaborative for Educational Excellence, and the CDE. Clarifying roles, aligning technical assistance, and establishing shared expectations for inclusive practice within differentiated assistance and CIM supports would potentially reduce fragmentation and ensure that inclusive education is embedded within broader efforts to improve schools rather than treated as a separate initiative.

Research on the benefits of inclusion for students with and without disabilities. Research over the last thirty years has found numerous benefits for students with disabilities and students without disabilities (National Council on Disability, 2018). When students are included, they have more access to the general curriculum and effective instruction, and as a result they achieve:

- Higher rates of academic performance in language arts and mathematics;

- Fewer absences from school;
- Fewer referrals for disruptive behavior;
- Higher likelihood of attending college;
- Better employment and independent living outcomes after high school;
- Improved communication;
- Improved expressive language and literacy skills;
- More satisfying and diverse friendships;
- Higher levels of social engagement with peers without disabilities;
- Less disruptive behavior; and
- More social competence.

Although students with extensive support needs (i.e., students with intellectual disabilities, multiple disabilities, and some on the autism spectrum) have higher rates of segregated schooling, research shows that these students actually accrue more academic benefits when included in general education instruction, particularly increases in literacy skills.

Research has found that the inclusion of students with disabilities has either a positive effect or no negative effect on the academic, social, and personal development of students without disabilities when they are educated with peers who have intellectual, learning, or other disabilities. Research has found that inclusion benefits students without disabilities, through:

- Positive effect, or no negative effect, on academic, social, and personal development;
- Reduced fear of human differences;
- Increased comfort and awareness of differences;
- Growth in social cognition;
- Improvements in self concept; and
- Growth of ethical principles.

History of efforts to include students with disabilities in general education. Efforts to include students with disabilities in the general education system has a long history, with the following notable milestones:

- ***Exclusion from public education, institutionalization.*** According to the NCD, as late as the 1960's it was common for students with disabilities to be completely excluded from the public education system. In the 1974-75 school year, the U.S. Bureau for the Education of the Handicapped reported that of the 8 million students with disabilities, 2.5 million were receiving an inappropriate education, and 1.75 million were receiving no education at all. According to the NCD, "many states had laws excluding certain students, including those who were blind, deaf, or labeled "emotionally disturbed" or "mentally retarded." According to the United States Department of Education (USDOE), "inaccurate tests led to inappropriately labeling and ineffectively educating most children with disabilities. Further, most families were not afforded the opportunity to be involved in planning or placement decisions regarding their child, and resources were not available to enable children with significant disabilities to live at home and receive an education at neighborhood schools in their community." According to the NCD, "almost 200,000 school-age children with mental retardation or emotional disabilities were institutionalized. The likelihood of exclusion was greater for children with disabilities living in low-income, ethnic and racial minority, or rural communities." Many institutional settings provided only minimal food,

clothing, and shelter, and children could be subjected to abuse, experimentation, and severe neglect.

- ***Brown vs. Board of Education.*** In 1954, the U.S. Supreme Court issued the landmark civil rights decision *Brown v. Board of Education of Topeka, Kansas*, in which it found that segregation on the basis of race in public education was a violation of the equal protection clause of the U.S. Constitution. The Court wrote, “The opportunity of an education...where the state has undertaken to provide it, is a right that must be made available to all on equal terms.” The decision in *Brown*, as well as the Civil Rights Act of 1964, provided the legal foundation for efforts to end the exclusion and segregation of students with disabilities in public education as discriminatory under the Constitution.
- ***PARC and Mills court decisions.*** Two 1971 court decisions established the rights of students to be educated in public schools. In the *Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania* ruling, and the *Mills v. Board of Education of the District of Columbia* cases, the courts found that the exclusion from public education was a violation of the equal protection clause of the Constitution.
- ***Education for All Handicapped Children Act.*** Following years of activism, litigation, a Congressional investigation, and media attention on deplorable conditions in a state children’s institution, in 1975, the Education for All Handicapped Children Act (EHA) was enacted. This law entitled every student with a disability to a FAPE in the LRE, designed to meet their unique needs. The law sought to ensure that the rights of children were protected, and also authorized some funding to states. The law was amended in 1976 to expand requirements to serve children from birth to 3 years of age, and in 1990 to require an individualized plan for the transition to post-secondary life.
- ***Individuals with Disabilities Education Act (IDEA).*** In 1997, Congress reauthorized the EHA as the IDEA and made further changes in 2004. The 1997 amendments emphasized providing all students with access to the same curriculum, and the 2004 amendments emphasized for early intervention for students, greater accountability and improved educational outcomes, and raised the standards for instructors who teach special education classes. It also required states to demand that local school districts shift up to 15% of their special education funds toward general education if it were determined that a disproportionate number of students from minority groups were placed in special education for reasons other than disability.
- ***Case law sets standards for LRE.*** In numerous decisions since the enactment of the EHA, federal courts have attempted to set standards for compliance with the requirement to provide instruction to students with disabilities in the LRE. In one case, *Sacramento City Unified School District vs. Rachel H.*, (1994), the court set a three part standard for LRE decisions, ruling that 1) in determining the appropriate placement the educational benefits of the general education classroom with supplemental aids and services must be compared to the educational benefits of the special classroom, 2) the nonacademic benefits of interaction with nondisabled students also must be considered, and 3) the effect of the student's presence on the teacher and on other students must be evaluated.

Recommended Committee amendments. Staff recommends that this bill be amended to:

- 1) Align the goals of SIP to the SPP indicators related to LRE, including in preschool, and student academic achievement.
- 2) Remove a reference to the alternate pathways to a diploma.
- 3) Require that SIP ensure that it provides access to its support to all regions of the state.
- 4) Clarifies that CDE's may contract with SIP to provide technical assistance to LEAs and charter schools identified for intensive intervention through the CDE's CIM.
- 5) Requires SIP to additionally prioritize support, as directed by the CCEE through agreement with the department, to LEAs and charter schools which have been identified both for DA or DTA related to outcomes for students with disabilities and for intensive intervention through the CDE's compliance monitoring system.
- 6) Change the name of SIP to Supporting Inclusive Practices.

Arguments in support. Disability Rights California writes, "Students with disabilities consistently achieve stronger academic and long-term outcomes when they are educated in inclusive settings alongside their nondisabled peers. Inclusive environments improve access to grade-level curriculum, reduce disciplinary referrals, and increase opportunities for post-secondary success including employment and independent living.

However, too many students in California remain in unnecessarily restrictive placements. This gap is not due to a lack of evidence, but a lack of consistent systems training and support to implement inclusive practices effectively. AB 2468 (Patel) addresses this challenge by codifying and expanding the SIP project, a model that provides targeted technical assistance to school districts. Districts participating in SIP have significantly increased inclusive placements compared to the statewide average demonstrating the effectiveness of sustained, practice-based support.

AB 2468 (Patel) strengthens this approach by: providing technical assistance to local educational agencies and charter schools, establishing demonstration sites across regions, supporting professional learning through inclusion academies, and expanding inclusive practices through teacher preparation and early childhood systems.

From a disability rights perspective, AB 2468 (Patel) is critical to advancing the principles of equity, access, and inclusion that are central to both federal and state law, including the Individuals with Disabilities Education Act (IDEA). Under IDEA, students with disabilities have a legal right to be educated in the least restrictive environment, yet too often that right is not fully realized in practice. This bill helps bridge the gap between legal mandate and lived reality by investing in the systems and supports necessary to make inclusion meaningful and sustainable. By investing in systems that make inclusion achievable at scale, this bill moves California closer to fulfilling that promise."

Related legislation. SB 354 (Ochoa Bogh) of the 2023-24 Session would have required the CTC to revise its administrative services credential standards and performance expectations with a focus on inclusive learning environments, and required the CDE, in consultation with the CTC,

to develop and disseminate guidance on the ways in which inclusive classrooms may be staffed. This bill was vetoed by the Governor, who stated:

Serving students with disabilities in inclusive settings is an essential strategy for improving the academic achievement of these and all students, and one that my Administration, like the author, is committed to advancing. However, this bill is substantially similar to SB 1113 of 2022, which I vetoed, and several of the same concerns remain. In particular, portions of this bill are subject to an appropriation and should be considered as part of the annual budget process.

In partnership with the Legislature, we enacted a budget that closed a shortfall of more than \$30 billion through balanced solutions that avoided deep program cuts and protected education, health care, climate, public safety, and social service programs that are relied on by millions of Californians. This year, however, the Legislature sent me bills outside of this budget process that, if all enacted, would add nearly \$19 billion of unaccounted costs in the budget, of which \$11 billion would be ongoing.

With our state facing continuing economic risk and revenue uncertainty, it is important to remain disciplined when considering bills with significant fiscal implications, such as this measure.

SB 1113 (Ochoa Bogh) of the 2021-2022 Session was substantially similar to SB 354 of the 2023-24 Session. The bill was vetoed by the Governor, who stated:

I commend the author's dedication to supporting inclusion for all students. Serving students with disabilities in inclusive settings is an essential strategy for improving the academic achievement of these and all students, and one that my administration is committed to advancing. In fact, working with legislative partners we have provided \$32 million over the past few years to directly support educators in implementing inclusive practices through a number of systemic investments, including recent investments to expand the Supporting Inclusive Practices Project.

Portions of this bill are either subject to an appropriation or are duplicative of other efforts, and therefore add unnecessary cost pressures to future budgets. However, the concept related to the administrative services credential has merit. I encourage the author to work with the Commission on Teacher Credentialing to consider incorporating Universal Design for Learning during its next comprehensive update of the administrative services credential.”

SB 692 (Cortese), Chapter 919, Statutes of 2022, requires that the CDE publish LEA data related to federal measures of LRE students with disabilities on its website, and include it as a resource on the Dashboard.

AB 1914 (O'Donnell) of the 2019-20 Session would have established the Supporting Inclusive Practices project, to be administered by the CDE; required the CDE and the CTC to issue guidance on clarifying the ways in which inclusive classrooms and placements may be staffed under current law; required that one member of the Instructional Quality Commission (IQC) have expertise in UDL, and required the CDE to issue guidance clarifying the ways in which early education inclusive placements may be established and expanded under current law. This bill was held in the Assembly Education Committee.

REGISTERED SUPPORT / OPPOSITION:**Support**

Alameda County Office of Education
Amador County Unified School District
Antelope Valley Union High School District
Association of Regional Center Agencies
Burlingame School District
Butte County SELPA
California Association for Bilingual Education
California Autism Professional Training and Information Network
California Catholic Conference
California Charter Schools Association
California County Superintendents
California State PTA
Chico Unified School District
Disability Rights California
DJ B Diamond
El Dorado County Office of Education
El Dorado County SELPA
Eureka City Schools
Hesperia Unified School District
Imperial County SELPA
Katie Novak Education Consulting
Kern County Office of Education
Liberty Union High School District
Los Angeles County Office of Education
Manteca Unified School District
Merced County Office of Education
Merced County SELPA
Mod Squad 4 Access
Monterey County Office of Education
North Monterey County Unified School District
Office of the Riverside County Superintendent of Schools
Organized Binder
Sacramento County Office of Education
Sacramento County SELPA
San Lorenzo Valley Unified School District
Santa Barbara County Education Office
Santa Clara County Office of Education
Seeds of Partnership
Soquel Union Elementary School District

Opposition

None on file

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