

Date of Hearing: July 1, 2026

ASSEMBLY COMMITTEE ON EDUCATION  
Darshana R. Patel, Chair  
SB 1181 (Hurtado) – As Amended June 23, 2026

**SENATE VOTE:** 33-0

**SUBJECT:** Central Valley Violence Prevention, Student Wellness, and School Safety Grant Pilot Program

**SUMMARY:** Requires the California Department of Education (CDE) to establish a grant program, subject to an appropriation, to provide grants to schools, community-based organizations, and local agencies within the Central Valley to address issues of violence prevention, student wellness, chronic absenteeism, and school and community safety.

Specifically, **this bill:**

- 1) Requires the CDE, in consultation with the Office of Emergency Services (CalOES), to establish and administer the Central Valley Violence Prevention, Student Wellness, and School Safety Grant Pilot Program, subject to an appropriation by the Legislature.
- 2) Requires the CDE to award grants to eligible entities located within the Counties of Fresno, Kern, Kings, Madera, Merced, San Joaquin, Stanislaus, and Tulare. Defines eligible applicants as including all of the following:
  - a) Local education agencies (LEAs);
  - b) County offices of education (COEs);
  - c) Community-based organizations;
  - d) Local governments;
  - e) Tribal governments; and
  - f) Partnerships consisting of one or more of the entities identified above.
- 3) Authorizes grant funds to be used for evidence-based violence prevention, student wellness, and public safety initiatives, including but not limited to the following:
  - a) School-based mental health services;
  - b) School counselors, school psychologists, and school social workers;
  - c) Youth mentoring and positive youth development programs;
  - d) Violence interruption and violence intervention programs;
  - e) Behavioral health outreach and support services;
  - f) Restorative justice and conflict resolution programs;

- g) Programs designed to improve school attendance and student engagement;
  - h) Suicide prevention and crisis intervention services;
  - i) Training for educators, behavioral health professionals, and youth-serving personnel;
  - j) Gang prevention and youth diversion programs;
  - k) Community violence reduction initiatives;
  - l) School safety planning and emergency preparedness activities;
  - m) Development of multidisciplinary threat assessment and violence prevention teams;
  - n) Programs that strengthen collaboration between schools, community organizations, behavioral health providers, and local law enforcement agencies; and
  - o) Youth engagement, mentorship, and prevention-focused partnerships involving local law enforcement agencies.
- 4) Requires the CDE, in awarding grants, to prioritize programs that do the following:
- a) Serve communities with demonstrated needs related to youth violence, chronic absenteeism, behavioral health challenges, or public safety concerns;
  - b) Use evidence-based or promising practices;
  - c) Demonstrate collaboration among schools, community organizations, behavioral health providers, and public safety partners; and
  - d) Address the needs of underserved or rural communities.
- 5) Requires the CDE to consult with CalOES, LEAs, county behavioral health departments, community-based organizations, and law enforcement agencies in developing guidelines for the program.
- 6) Requires grant recipients to submit findings to the CDE on the effectiveness of its activities funded by the grant.
- 7) Requires the CDE to submit a report to the Legislature by January 1, 2029, evaluating the effectiveness of the grant program and providing recommendations regarding violence prevention, student wellness, student safety, and behavioral health investments in the Central Valley, including the following:
- a) The number and type of grants awarded;
  - b) The populations served;
  - c) The outcomes achieved;
  - d) Best practices identified; and

- e) Recommendations for future investments in violence prevention, public safety, and student wellness programs.
- 8) Requires the report to be submitted by the CDE to comply with specified requirements and makes the reporting requirement inoperative as of January 1, 2033.
- 9) Expresses findings and declarations that a special statute is necessary because of unique challenges related to youth safety, chronic absenteeism, and emerging digital threats that face the Central Valley, including the Counties of Fresno, Kern, Kings, Tulare, Madera, Merced, San Joaquin, and Stanislaus.

**EXISTING LAW:**

- 1) Requires each school district or COE to be responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 through 12. (Education Code (EC) 32281)
- 2) Requires the schoolsite council or a school safety planning committee to be responsible for developing the comprehensive school safety plan in consultation with representatives from law enforcement agencies, fire departments, and other first responder entities, and requires that the comprehensive school safety plan be shared with law enforcement, the fire department, and other first responder entities. (EC 32281)
- 3) Specifies that the comprehensive school safety plan must include:
  - a) An assessment of the current status of school crime committed on school campuses and at school-related functions;
  - b) Identification of appropriate strategies and programs to provide or maintain a high level of school safety;
  - c) Child abuse reporting procedures;
  - d) Disaster procedures, including adaptations for pupils with disabilities;
  - e) An earthquake emergency procedure system;
  - f) Accommodations related to relevant federal disability laws; a requirement that the annual evaluation of plans ensure appropriate adaptations; and allow parents and others to bring a concern about a student's safety to the principal;
  - g) Policies regarding pupils who commit specified acts that would lead to suspension or expulsion;
  - h) Procedures to notify teachers of dangerous pupils;
  - i) A discrimination and harassment policy;
  - j) Any schoolwide dress code;

- k) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;
  - l) A safe and orderly environment conducive to learning;
  - m) Rules and procedures on school discipline;
  - n) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions;
  - o) Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school;
  - p) Accommodations for students with special needs in case of emergency;
  - q) Procedures related to severe fires, including a communication, refuge, and evacuation plan;
  - r) Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds; and
  - s) A protocol for responding to a student suffering from an opioid overdose. (EC 32282)
- 4) Encourages that, as school safety plans are reviewed, plans be updated to include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses if the school district uses these people. (EC 32282.1)
- 5) Requires the CDE, by June 1, 2024, to develop evidence-based best practices for restorative justice practice implementation on a school campus and make these available on the department website for use by LEAs to implement restorative justice practices as part of efforts to improve campus culture and climate. Requires the CDE to consult with school-based restorative justice practitioners, public school educators, students, community partners, and nonprofit and public entities in developing the best practices, and to the extent feasible take into account other programs and resources, including, but not limited to, the Scaling Up Multi-Tiered System of Support (MTSS) Statewide SUMS Initiative, the California Community Schools Partnership Program, and resources developed by the department in support of social-emotional learning (SEL). (EC 49055)
- 6) Expresses the intent of the Legislature to support LEAs in conducting evidence-based activities to address chronic absenteeism and loss of attendance due to emergency events, including but not limited to:
- a) Establishing a community school model;

- b) Implementing activities or programs to improve attendance and reduce chronic absenteeism, including, but not limited to, early warning systems or early intervention programs;
  - c) Implementing restorative practices, restorative justice models, or other programs to improve retention rates, reduce suspensions and other school removals, and reduce the referral of pupils to law enforcement agencies;
  - d) Implementing activities that advance SEL, positive behavioral interventions and supports (PBIS), culturally responsive practices, and trauma-informed strategies;
  - e) Establishing partnerships with community-based organizations or other relevant entities to support the implementation of evidence-based, nonpunitive approaches to further the goals of the program; and
  - f) Adding or increasing staff within an LEA whose primary purpose is to address ongoing chronic attendance problems, including, but not necessarily limited to, conducting outreach to families and children currently, or at risk of becoming, chronically truant. (EC 46210)
- 7) Establishes the California Community Schools Partnership Act, to provide integrated pupil supports, community partnerships, and expanded learning opportunities to help address the trauma and loss of learning that have resulted from the COVID-19 pandemic. Statewide investment in community schools, supported by local networks designed to coordinate services and resources, is critical to realize whole-child education. (EC 8900 et seq.)
- 8) Requires the CDE to develop model referral protocols for addressing student mental health concerns, in consultation with specified agencies and stakeholders, and authorizes these protocols to be used on a voluntary basis by schools. (EC 49428.1)
- 9) Requires the governing boards or bodies of LEAs, by January 31, 2026, to adopt at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns of students in grades 7 to 12. (EC 49428.2)
- 10) Requires the CDE, by January 1, 2023, to recommend best practices and identify evidence-based and evidence-informed training programs for schools to address youth behavioral health, including staff and student training, contingent upon an appropriation for this purpose. (EC 49428.15)
- 11) Requires LEAs to certify to the CDE by July 1, 2029, that 100% of certificated employees and 40% of classified employees who have direct contact with students in grades 7 to 12 have received youth behavioral health training at least once, as specified. (EC 49428.2)
- 12) Requires governing boards or bodies of LEAs, in consultation with school and community stakeholders, the county mental health plan, school-employed mental health professionals, and suicide prevention experts, to adopt a policy on pupil suicide prevention for pupils in grades K-12. (EC 215)
- 13) Establishes the Children and Youth Behavioral Health Initiative (CYBHI) and requires the Department of Health Care Services (DHCS) to develop and maintain a school-linked

statewide fee schedule for outpatient mental health or substance use disorder treatment provided to a student 25 years or younger at a school site, beginning January 1, 2024. (Welfare and Institutions Code (WIC) 5961.4)

- 14) Requires the DHCS to award competitive grants for school-linked behavioral health partnership grants to eligible entities, including counties, city mental health, tribal entities, LEAs, higher education institutions, publicly funded early childhood education providers, health care service plans, community-based organizations, and behavioral health providers. (WIC 5961.2)
- 15) Establishes, through the passage of Proposition 1 at the March 5, 2024, election, the Behavioral Health Services Fund in the State Treasury to provide mental health and substance use disorder treatment services, including to fund the programs, services, and related activities of the No Place Like Home Program. Funds are distributed to counties with the requirement that 20% be used for prevention and early intervention, 5% for innovative programs, and the balance for services to persons with severe mental illnesses, for the children's system of care, and for the adult and older adult system of care. (WIC 5890)

**FISCAL EFFECT:** Unknown

**COMMENTS:**

*Need for the bill.* According to the author, “The Central Valley experiences some of the highest rates of poverty, violence, chronic absenteeism, and unmet behavioral health needs in California. Students cannot succeed academically if they do not feel safe, connected, and supported at school. While California has made historic investments in youth behavioral health and violence prevention, many schools in the Central Valley continue to face significant challenges related to chronic absenteeism, student disengagement, mental health, and school safety.

Central Valley schools serve large numbers of socioeconomically disadvantaged students who face persistent barriers to accessing prevention resources. According to the California School Dashboard, chronic absenteeism rates in many Central Valley districts remain above statewide averages, and schools continue to report growing concerns related to student mental health, bullying, social media facilitated conflicts, and violence prevention.

Research consistently shows that students who feel connected to their school are more likely to attend class, achieve academically, and avoid risky behaviors. Yet many schools lack the dedicated resources necessary to implement evidence-based violence prevention and school climate programs tailored to the needs of their communities

SB 1181 helps address this gap by providing schools with resources to implement locally driven, evidence-based violence prevention strategies that strengthen school climate, improve student engagement, and support safer learning environments. By investing in prevention before a crisis occurs, California can help ensure that students throughout the Central Valley have the opportunity to learn, grow, and succeed in safe and supportive schools.”

*Multiple current state initiatives are aimed at whole child support.* This bill proposes to create a grant program to address issues of violence prevention, student wellness, chronic absenteeism,

and student safety. In recent years, California has enacted numerous initiatives, including significant investments, to address these issues including but not limited to:

- 1) ***Community schools.*** The state has invested over \$4 Billion in the establishment and expansion of community schools. A community school is a public school that serves prekindergarten through grade twelve and has community partnerships that support improved academic outcomes, whole-child engagement, and family development. Community school partnership strategies include integrated support services, extended learning time, and collaborative leadership and practices for educators and administrators. Community schools can increase equitable student learning outcomes by addressing the conditions for teaching and learning. Community schools support the needs of the whole child by strengthening family and community foundations through approaches that sustain mental and behavioral health including healing-centered practices, SEL, and restorative justice. The Governor's 2026 May Revise proposes an additional \$1 billion in annual investments to further expand and sustain community schools.
- 2) ***Multi-Tiered Systems of Support (MTSS).*** California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for LEAs that aligns academic, behavioral, and SEL in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students.

The Orange County Department of Education and the Butte COE partnered with the University of California, Los Angeles (UCLA) Center for the Transformation of Schools to expand the state's MTSS framework. They developed evidence-based tools and training for educators and school systems. Their work expands restorative justice, bullying prevention, and positive behavior interventions and minimizes the use of emergency interventions. Their joint effort also established a pilot program to help LEAs to promote positive school climates by improving student-teacher relationships, increasing student engagement, and promoting alternative discipline practices.

- 3) ***Positive behavior interventions and support (PBIS).*** Schoolwide strategies employed by school districts to improve school climate and reduce exclusionary discipline include PBIS, a schoolwide approach to discipline intended to create safe, predictable, and positive school environments. When PBIS is implemented with fidelity, schools see fewer students with serious behavior problems and an overall improvement in school climate. Implementation of PBIS follows a multi-tiered response to intervention model.
- 4) ***Restorative practices.*** The use of restorative practices in schools offers a respectful and equitable approach to discipline, as well as a proactive strategy to create a connected, inclusive school culture. Inspired by indigenous values, restorative justice is a philosophy and a theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities and to heal the harm to relationships as much as possible. These practices are an alternative to zero-tolerance policies that mandate suspension or expulsion of students from school for a wide variety of misbehaviors that are not necessarily violent or dangerous. AB 2598 (Akilah Weber), Chapter 914, Statutes of 2022 requires the CDE, by June 1, 2024, to develop evidence-

based practices for restorative justice practice implementation on a school campus as part of efforts to improve campus culture and climate.

- 5) ***California Youth Behavioral Health Initiative (CYBHI) designed to support mental health services in schools.*** The CYBHI, a \$4.6 billion investment, is one component of the transformation of California's mental health system to meet the mental health needs of children and youth. As part of the CYBHI, the Department of Health Care Services (DHCS), in collaboration with the Department of Managed Health Care, developed and maintains a multi-payer, school-linked statewide fee schedule for outpatient mental health or substance use disorder services provided to a student 25 years of age or younger at or near a school site. As of March 2026, approximately 700 LEAs and public institutions of higher education (IHEs) have enrolled in the CYBHI fee schedule program, representing over 3.6 million students.
- 6) ***Youth behavioral health training and support.*** Current law requires LEAs, by July 1, 2029, to certify to the CDE that 100% of its certificated employees and 40% of its classified employees, who have direct contact with students in any of grades 7 to 12, have received youth behavioral health training at least one-time.

***Central Valley needs versus other areas of the state.*** This bill asserts that the Central Valley faces unique challenges related to youth safety, chronic absenteeism, and emerging digital threats and thus should be prioritized for a grant program to address these issues. The author provided limited evidence to support this claim, including the following:

- The San Joaquin Valley experienced the highest violent crime rate in 2024, with 603 incidents per 100,000 residents, versus the counties with the lowest rate of 331 incidents per 100,000 residents in Imperial, Orange, San Diego, and Ventura Counties (Public Policy Institute of California (PPIC), February 2026); and
- A study of the Sierra San Joaquin Jobs Initiative by the Urban Institute noted that the Central San Joaquin region (defined as Fresno, Kings, Madera, and Tulare counties) experiences deep inequities and disinvestment. (Urban Institute, 2024)

Information provided by the author points to continuing high rates of school violence, suspension and expulsion rates for violent incidents, and chronic absenteeism, statewide and nationally; however, no data was provided to suggest that these issues are more acute in the schools in the Central Valley. ***The Committee may wish to consider*** whether there is sufficient justification to limit the proposed grant program to the Central Valley.

***Lack of focus in the proposed grant program.*** The proposed grant program to be established in this bill are intended to fund a very wide array of initiatives, including but not limited to, school-based mental health services, employment of mental health professionals in schools, youth mentoring, violence intervention programs, behavioral health outreach and support, restorative justice programs, school attendance improvement, student engagement, suicide prevention, crisis response, gang prevention, community violence reduction, school safety, emergency preparedness, multi-disciplinary threat assessment teams, and collaboration with law enforcement agencies.

As noted above, numerous initiatives have been funded and are underway to address many of these issues. *The Committee may wish to consider* whether the proposed goals are so broad as to minimize the potential impact of any funding provided for the program.

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

- 1) Remove Section 1 of the bill.
- 2) Shift findings and declarations in Section 2 to an uncodified section.
- 3) Remove references to Senate District 16 and shift to a competitive grant program.
- 4) Limit eligible applicants to LEAs and encourage LEAs to partner with CBOs, local governments, and tribal governments.
- 5) Narrow the focus of the allowable uses of the funds to school-based initiatives and remove references to other uses.
- 6) Remove language on the need to limit the provisions to the Central Valley.

***Arguments in opposition.*** ACLU California Action writes, “While we appreciate the general purpose of the bill and the author’s recent amendments, SB 1181 continues to raise concerns by potentially diverting additional resources and funding to law enforcement, which will harm our state’s most marginalized youth.

The lack of guardrails around who is eligible for this funding has the potential to substantially increase law enforcement presence and entanglement in schools, which does not make students feel safer and creates a more hostile school climate. This hostile environment impacts the most marginalized, as students of color and students with disabilities are nationally two times more likely to be referred to police and arrested in schools than other students. Law enforcement does not make schools safer; in fact, it does the opposite. Thus, programs that involve them should not be considered as solutions to improving student well-being.

Additionally, ACLU California Action is concerned that SB 1181 would provide a stream of funding to develop threat assessment teams. Threat assessment teams in schools are a group of people, often composed of educators, mental health professionals, and law enforcement, who assess if students or staff pose a threat to the community. The goal of these teams is identifying and monitoring which individuals pose a threat to the school and provide “early” intervention to mitigate harm to themselves or others. However, there is lack of evidence to support that these teams can accurately predict or prevent school violence, and the increased interactions between students and law enforcement raise the same concerns described above. Further, threat assessment teams can have negative impacts on the student population which include social stigmatization, perpetuating harmful biases, and contribute to significant civil rights and liberties violations such as a lack of due process or infringement on a student’s privacy rights. Supporting the development of threat assessment teams is incompatible with creating a safer and healthier environment for students.

California should be investing in solutions that have already been proven to address school safety, absenteeism, and student mental health such as increasing access to counselors. We hope

that SB 1181 will focus on these supportive and evidence-based resources and exclude any potential funding to law enforcement.”

**Related legislation.** AB 1851 (Gipson) of the 2025-26 Session, requires the CDE, by July 1, 2027, to enter into a contract with one or more LEAs with the capacity and established expertise in providing resources, technical assistance, and training to LEAs, to serve as lead entities in providing support for the implementation of integrated, universal SEL, behavioral health, and restorative practices for pupils in kindergarten and grades 1 to 12.

SB 671 (Portantino) Chapter 626, Statutes of 2023, requires an LEA, COE, and charter school safety plans to include procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

SB 1241 (Padilla) of the 2023-24 Session, would have required the CDE to develop and post resources related to suicide awareness and prevention, safety training, violence prevention, and social inclusion on its website. It would also have required LEAs to contract with an anonymous reporting system, as specified. This bill was held in the Senate Appropriations Committee.

AB 1919 (Weber) of the 2023-24 Session, would have required school districts to document any alternative means of correction used prior to the suspension of a student and, upon appropriation, an LEA, beginning July 1, 2026, to adopt at least one of the best practices for restorative justice practice implementation as identified by the CDE. This bill was vetoed by the Governor, who stated:

I respect the author's commitment to expanding restorative justice practices in our schools. Providing students with alternative conflict resolution methods is an important strategy for improving the academic achievement and school environment for all students. Unfortunately, while contingent upon budget appropriation, this bill adds tens of millions in ongoing cost pressures to future budgets.

In partnership with the Legislature this year, my Administration has enacted a balanced budget that avoids deep program cuts to vital services and protected investments in education, health care, climate, public safety, housing, and social service programs that millions of Californians rely on. It is important to remain disciplined when considering bills with significant fiscal implications that are not included in the budget, such as this measure.

AB 1479 (Garcia) of the 2023-24 Session would have established the Pupil Social-Emotional, Behavioral, and Mental Health Program, to be administered by the CDE, to make available grants to LEAs to provide Tier 1 mental health supports to pupils and families, subject to an appropriation for this purpose. This bill was vetoed by the Governor, who stated:

Unfortunately, this specific proposal creates additional significant ongoing Proposition 98 General Fund cost pressures up to tens of millions of dollars that are not accounted for in the state budget plan and may be duplicative of other investments made in prior budgets. The 2021 Budget Act provided \$50 million to support the Scale Up Multi-Tiered System of Support (MTSS) Statewide Initiative, which provides grants to support schools in implementing services or practices aligned to the MTSS framework. Additionally, the

Children and Youth Behavioral Health Initiative is a \$4.7 billion investment towards ensuring that every Californian aged 0-25 has increased access to behavioral health supports.

AB 1165 (McCarty), Chapter 22, Statutes of 2023, encourages LEAs to refer both the victim and perpetrator of an incident of racist bullying, harassment, or intimidation to a restorative justice program that suits the needs of both the victim and the perpetrator.

AB 2598 (Weber), Chapter 914, Statutes of 2022, requires the CDE to develop and post on its website by June 1, 2024, evidence-based best practices for restorative justice practices for LEAs to implement to improve campus culture and climate.

AB 130 (Committee on Budget) Chapter 44, Statutes of 2021, establishes the California Community Schools Partnership Act to provide grants to LEAs with 50% or more unduplicated pupils, a higher than state average dropout rate, rate of suspension or expulsion, rate of child homelessness, foster youth, or justice-involved youth. Defines “community school” as a public school serving Pre-K to 12<sup>th</sup> grade with strong and intentional community partnerships ensuring pupil learning and whole child and family development, and specifically includes the following: (1) Integrated supports services, including the coordination of trauma-informed health, mental health, and social services that ensure coordination and support with county and LEA resources and nongovernmental organizations, and early screening and intervention for learning and other needs; (2) Family and community engagement, which may include home visits, home-school collaboration, culturally responsive community partnerships to strengthen family well-being and stability, and school climate surveys; (3) Collaborative leadership and practices for educators and administrators, including professional development to transform school culture and climate, that centers on pupil learning and supports mental and behavioral health, trauma-informed care, social-emotional learning, restorative justice, and other key areas relating to pupil learning and whole child and family development; and (4) Extended learning time and opportunities, including before and after school care and summer programs.

SB 98 (Committee on Budget and Fiscal Review) Chapter 24, Statutes of 2020, establishes the California Community Schools Partnership Program to provide grants on a competitive basis to LEAs to support and expand existing community schools.

AB 99 (Irwin) of the 2021-22 Session, would have required the governing board of a school district, on or before August 1, 2023, to adopt policies for the establishment of a crisis intervention and targeted violence prevention program that assists in the identification and assessment of individuals who may be experiencing a crisis or whose behavior may indicate a threat to the health and safety of themselves, pupils, school staff, or other community members, and that provides referrals to appropriate services. This bill was held on the Senate floor.

SB 1396 (Hancock) of the 2013-14 Session would have apportioned funds, contingent upon available funding, to a designated COE to establish a multi-tiered intervention and support program that includes, but is not limited to, the Schoolwide PBIS program and restorative practices. This bill was held in the Assembly Appropriations Committee.

AB 1271 (Bonta) Chapter 794, Statutes of 2014, encourages the guidelines in a school safety plan for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses to include protocols to address the mental health care of pupils who have witnessed a

violent act at any time, including, but not limited to, any of the following: while on school grounds; while going to or coming from school; during a lunch period whether on or off campus; and, during, or while going to or coming from, a school-sponsored activity.

AB 549 (Jones-Sawyer) Chapter 422, Statutes of 2013, encourages all school safety plans, to the extent that resources are available, to include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campus, if the school district uses these people.

**REGISTERED SUPPORT / OPPOSITION:**

**Support**

None on file

**Opposition**

AAPIs For Civic Empowerment  
ACLU California Action  
CA Healthy Nail Salon Collaborative

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