

Fourth District PTA Advocacy Communicator



FOURTH DISTRICT PTA ADVOCACY TEAM

MAY 2025

Bills supported by California State PTA

The following are some of the bills that California State PTA is supporting. For a complete list of bills supported or opposed by State PTA go to capta.org.

- **AB 279 (Patel)** Calls for revisions to the standards for school library services every eight years, as recommended by a group of experts to the Instructional Quality Commission.
- **AB 1194 (Muratsuchi)** Requires the California Department of Education to identify and post on its website a list of in-service professional development programs for effective means of teaching literacy that may be used by school districts, county offices of education, and charter schools for training teachers.
- **AB 1099 (Bryan)** Focuses on the initial intake and assessment process for foster youth believed to have developmental disabilities. Provides guidelines for timely assessments for foster children; removes some documentation requirements and sets guidelines for annual reporting.
- **AB 382 (Berman)** Lowers the presumed speed limit in school zones to 20 mph when children are present or during specified hours and allows local authorities to set a 15 mph limit in residential school zones with 30 mph or slower posted speeds.
- **AB 453 (Muratsuchi)** Requires the Superintendent of Public Instruction to convene a statewide workgroup to review existing comprehensive school safety plans and submit a report on the workgroup recommendations to the Department of Finance and appropriate fiscal and policy committees of the Legislature.

If you are aware a bill that you think California State PTA should support or oppose, send an email with the information to the Director of Legislation at legislation@capta.org. PTA is a grassroots organization that welcomes the participation of all members.

- **AB 322 (Ward)** Increases local educational participation in programs that offer reimbursement for school-based health and mental health services, helping schools draw down crucial funds to cover the cost of student health and mental health services.
- **AB 228 (Sanchez)** Replaces the term "epinephrine auto-injectors" with "epinephrine delivery systems" and mandates schools to provide at least one type approved by the FDA.
- **AB 310 (Alanis)** Requires youth sports organizations to ensure their athletes have access to an automated external defibrillator (AED) during practices or matches by January 1, 2027. Coaches must be certified to perform CPR and operate an AED.
- **AB 1122 (Bryan)** Requires a local educational agency serving high school pupils that does not have an existing dual enrollment program to establish one.
- **SB 334 (Reyes)** Requires the Department of Education to make available specific training materials related to sexual harassment on a designated website. It also requires that the Instructional Quality Commission should consider adding content regarding Title IX, complaint procedures, and what a pupil should do if they believe another pupil has been subjected to sexual abuse, sexual assault, sexual harassment, or retaliation.
- **SB 4 (Cervantes)** Establishes a Missing and Murdered Indigenous Persons Justice Program within the Department of Justice to improve collaboration and communication between tribal victims' families, tribal governments, and law enforcement agencies.

National PTA issues priorities for the 119th Congress

National PTA has developed its public policy priorities for the 119th Congress (2025 – 2027).

PTA urges Congress and the Administration to protect the safety and well-being of all children, to champion policies and funding that support all families, and to safeguard federal investments that support our nation's schools.

Read the complete statement [here](#).

Lead levels in school drinking water

There is no controversy regarding the dangers of lead in drinking water. In children, lead can cause behavior and learning problems, lower IQ, hyperactivity, slowed growth, hearing problems, and anemia. Lead in the water system of a school is a serious problem.

California law requires schools to take action if lead levels in their drinking water exceed 15 parts per billion.

EdSource has an interactive [data base](#) that allows you to see the lead levels in your child's school.

What does a California State PTA legislative advocate do?

By Donna Artukovic, former CAPTA Legislative Advocate

The California State PTA has a volunteer legislative team that includes, among others, six state advocates. The legislative advocate is an appointed position, ratified by the State PTA Board of Managers. Each advocate is responsible for a specific area of legislation: education, family engagement, health, and community concerns.

Beginning in December, when legislators begin writing and submitting bills, the advocates search an online computer bill service daily and mark every bill that covers their area. Depending on the year, each advocate could mark between 80 and 120 bills submitted by legislators before the bill deadline in February.

The next task is to read the bills and decide which ones meet the following criteria:

1. Is it within the scope of PTA concern? (Check PTA legislative platforms and planks.)
2. Does it have a significant impact on children or families?
3. Does it have statewide significance?
4. Do we have the authority to take a position? (Check convention resolutions, legislative platform and policies, position statements, purposes of the PTA.)
5. Does it fit within the specific goals of the commission? (Education, Family Engagement, Health, Community Concerns)
6. Is it consistent with recorded PTA positions?

The bills that meet the criteria are scrutinized more carefully. The advocate may contact the office of the author of the bill and request additional information, including a Fact Sheet describing the problem the bill addresses and the proposed solution. Research is conducted to discover if there is a sponsor for the bill. (Often organizations such as the California School Boards Association or California Teachers Association will sponsor a bill.) Additional research may include contacting organizations which support or oppose the bill.

Advocates then choose one to eight bills for each Legislation Action Committee Meeting. Before the meeting, the advocate consults with the appropriate PTA Commission to discuss the bills, research appropriate authorities and decide on a recommended position. Positions include Support, Oppose, Oppose Unless Amended, Support if Amended, Seek Amendments, Approve, or Watch.

The Legislation Action Committee (LAC) includes the president, president-elect, director of legislation, advocates, two district presidents, the vice-president and one other member of each commission. The LAC, on behalf of the State PTA Board of Managers, meets several times a year to discuss the bills and vote on a position. After the committee meets, a Legislation Action Report is

prepared and distributed.

The advocates are responsible for further actions once a position has been adopted. They communicate the position to the legislators and their staff. They write letters, testify in front of committees, write articles and urge PTA members to engage in an advocacy campaign if the matter is of high priority. In addition, the advocates prepare and give reports on pending legislation and legislative issues to their commission and the Board of Managers.

The work of the state advocates is significant. Our support or opposition has helped pass or defeat numerous bills which have had a significant effect on the education and welfare of the children of our state.

For further information, subscribe to Sacramento Update, Legislation Action Report, and/or Legislation Information Alerts at www.capta.org.

First phase of Cradle-to-Career Data System is now available online

The first phase of California's new [Cradle-to-Career Data System](#) (CCDS) is now available online.

[Student Pathways](#) dashboard shows how many high school graduates go to college, whether they complete a degree, how long it takes for them to graduate, whether they work while in college, and how much they earn in a subsequent career. The information can be accessed by school district, legislative district, or type of student.

The CCDS is a longitudinal database designed to track California youngsters from early childhood into their working careers. By combining information from 16 state agencies and education institutions, it will allow educators, researchers, parents and the public to determine which programs and strategies are the most effective in assuring student success over the long term. It will also allow state lawmakers to make more informed budget and policy decisions. The system will track students over time, but individual information will be kept private.

Future dashboards will deal with early education, primary school, college and career readiness, transfer outcomes, financial aid, employment outcomes, and teacher training and retention.

The CCDS is available to the public. Parents and students will have access to analytical tools, summaries of key student and employment outcomes, and a research library. Students and their families can use these features to assist them with college and career planning, college-eligibility monitoring, electronic transcripts, and access to financial aid and other services.

The CCDS is expected to be fully functional by the 2025-26 school year.