

**AMERICAN LEGION AUXILIARY  
CALIFORNIA GIRLS STATE LEGISLATURE  
Assembly and Senate Bill Digest  
2021 Virtual Session**



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**AMERICAN LEGION AUXILIARY  
CALIFORNIA GIRLS STATE LEGISLATURE**

2021 Regular Session

**ASSEMBLY BILL DIGEST**

June 28<sup>th</sup>, 2021 - July 1<sup>st</sup>, 2021  
VIRTUAL SESSION



Note: Official record of roll call votes; all amendments considered by the Assembly on this day are on file with the Chief Clerk and available on request. A list of all measures amended and on which amendments were offered is shown on the final page of this session's Assembly digest.

~ **PROCEEDINGS OF THE ASSEMBLY** ~

IN ASSEMBLY

Virtual Session – All over the state of California  
June 28<sup>th</sup>, 2021 - July 1<sup>st</sup>, 2021

The Assembly met on June 28<sup>th</sup>, 2021 - July 1<sup>st</sup>, 2021  
Hon. Anika Mukker, Speaker of the Assembly Presiding  
Diamy - Foltz, Chief Clerk at the desk.  
Linda - Connolly and Ellie - Ride, Assistant Clerks.

ROLL CALL

The following were placed upon a session roll call:

|            |   |
|------------|---|
| Asawa      | Vanessa Anaya, Hollis Carey, and Mercer Janssen           |
| Bass       | Acacia Tripplett, Emma Alizadeh, and Emma Azhan           |
| Connolly   | Ashmita Kumar, Amita Grewal, and Evelyn Baldwin           |
| Earhart    | Abby Kwon, Evelyn Howard, and Hilary Wong                 |
| Foltz      | Yeji J, Roni G, and Alice L                               |
| Gilbreth   | Isa Helton, Celine Shafee, and Anika Mukker               |
| Hoyt       | Hannah Beaumont, Grace Xia, and Camille Cypher            |
| Marks      | Darby Creegan, Jeanette Ciudad-Real, and Orma Jean Forest |
| Mason      | Adriana C., Deanna C., Elaine K.                          |
| Pleasant   | Kaia Roede and Ashley Madera                              |
| Ride       | Sofia Biagio, Sarah Dent, and Summer Drake                |
| Saubel     | Eliana Cordova, Kira Logan, and Kawehilani Mark           |
| Somerville | Laura Everett, Daniela Gomez, and Temmy Oluwasesin        |
| Soto       | Lucy Newlin, Kawthar Aljanabi, and Tristen Jackowiak      |
| Tape       | Anna Li, Samantha Parr, and Sabrina Woo                   |
| Temple     | Elyse A, Klarissa P, and Ava H                            |

Quorum present.

AB 1

Introduced by Earhart

JUNE 29, 2021

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Referred to the Assembly  
Referred to Health and Safety Committee

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INTRODUCED BY: Isabela Franco

TITLE:

An act to add to Section 50219 (of) the HSC Code, relating to homelessness.

SHORT TITLE: This act shall be known as the “Homeless Relief Act.”

PURPOSE:

The purpose of this bill is to end the homeless crisis occurring in California. The bill is meant to house homeless people for six months. During this time they must apply for jobs and do their best to get back on their feet to become a productive member of society once more. The intended effect is a decrease in the number of homeless, cleaner and less crowded public areas (sidewalks, parks, etc.), a better economy, and a more productive workforce.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1.

The legislature find and declares all of the following:

- (a) The homeless population is increasing and the help offered is not stopping the issue so things must be changed.
- (b) Currently existing homeless shelters will remain, but in order to stay in one, homeless individuals must apply for jobs and convey their willingness to improve their situations.
- (c) Jobs must be created so that there are employees working at the homeless shelters to aid the homeless with job interviews and track their progress.
- (d) Individuals have between six to twelve months to stay at the shelters and receive help.
  - (i) If an individual is not keeping up with the timeline, then they are at risk of being kicked out.
  - (ii) Individuals who are doing well and have a strong streak are allowed to stay longer than one year if they are trying to buy a house, car, or another expensive object.

SECTION 2. Section 50219 of the HSC Code is amended to read:

- (a) Donated clothing for the homeless must be kept in good condition.
  - (i) Individuals staying here must wash their own clothing to display responsibility and ability to take care of oneself.
  - (ii) Fancy clothing will be reserved for job interviews. This ensures that these struggling individuals make a good impression on the interviewer.
  - (iii) Employees working at these shelters should help the homeless with their interviews, including preparing them for possible interview questions, dressing, etc.
- (b) Employees at these shelters must track the progress of those individuals seeking help at the shelters. The homeless will be sheltered without any fees so that they may save money to buy their own property and shelter.
  - (i) Each week the tenants must submit a form conveying their current status.
  - (ii) Weekly room revisions will be made to ensure a sanitary living environment and responsibly kept living space.
  - c: Employees must help tenants in addiction recovery through all feasible means

SECTION 3. Behavior

a. Those living in the shelters must be respectful to themselves, employees, and others seeking help.

(i) There will be a three strike policy. This encourages individuals to follow rules and maintain a good attitude.

(ii) If there are any individuals who cannot follow rules, they must be released from the program.

b. Reckless behavior is not tolerated.

(i): this includes the consumption of alcohol or drugs after proper addiction recovery has taken place

(ii) Warnings shall be given but after the third time the individual will be released from the program.

Section 4. This bill shall go into effect on March 1, 2022. This gives enough time to collect clothing for the homeless seeking help, advertising to both the homeless and individuals wishing to work here, and training employees.

Section 5. All laws in conflict with this legislation are hereby declared null and void.

AB 2

Introduced by Pleasant

JUNE 29, 2021

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Referred to the Assembly  
Referred to Education Committee

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INTRODUCED BY: Kaia Roede

TITLE: An act to amend Section 35292.6 of the Education Code and add to Division 3 of the Employment Standards Code, relating to menstrual products.

SHORT TITLE: This act shall be known as the “Menstrual Product Availability Act of 2021”.

PURPOSE:

Existing law mandates that California public schools including any combination of grades 6-12 supply free menstrual products in 50% of restrooms if the school meets or exceeds a 40% student poverty threshold. By the recently passed Menstrual Equity for All Act of 2021, public schools must offer free menstrual products to students grades 6 to 12. Section 35292.6 was added to Bill AB-367, stating that as of the 2022-2023 school year, women's, all-gender, and at least one men's restroom must be stocked with menstrual products if the school is public, a county office of education, charter, and/or operated by a school district.

The Menstrual Product Availability Act of 2021 requires all places of public, charter, and private education as well as places of professional business and government office to supply all students and/or employees with free menstrual products in bathrooms.

The Menstrual Product Availability Act of 2021 amends Section 35292.6 of the Education Code to include private schools. In addition, the Menstrual Product Availability Act mandates that the terms of the Menstrual Equity Act of 2021 apply to all California local and state government offices as well as professional places of business and work through Division 3 of the Employment Standards Code. All California students and employees shall have access to free menstrual products, namely pads and tampons, in their place of school and/or work.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1.

The legislature finds and declares all of the following:

- (a) Menstrual products are a basic human right given that menstruation is a basic human function.
- (b) Not all those who menstruate identify as women, and products must be available to all menstruators including transgender males, non-binary persons, etc.
- (c) Menstrual product availability is necessary for the hygiene, efficiency, and safety of all people.
- (d) When menstrual products are available, employees and students are able to work more productively and be more focused.
- (e) As stated in Section 1 of the Menstrual Equity for All Act of 2021, “Expanding student access to menstrual products can result in increased attendance rates. After the City of New York passed a law providing free menstrual products to students, participating schools saw a 2.4 percent increase in attendance.”
- (f) The expanded access of menstrual products would also be cost effective due to increasing overall student/employee attendance.
- (g) California promotes the inclusivity of all people regardless of sex or identity, and should act in its power to expand menstrual equity to all menstruators.

SECTION 2. Section 35292.6 of the Education Code after the edits of the Menstrual Equity for all Act of 2021 is amended to read:

- (a) A public school, including a school operated by a school district, county office of education, private school, or charter school, maintaining any combination of classes from grades 6 to 12, inclusive, shall stock all women’s, all-gender, and at least one men’s restroom with menstrual products.

- (b) All schools described in subdivision (a) shall not charge for any menstrual products provided to pupils.
- (c) California universities and colleges must also stock at least one central location with menstrual products so that all menstruators of the university or college can have access to such products.

These terms will also be added to the Employment Standards Code in order to supply all California employees with menstrual products as well. As of now, there are no such requirements in places of work. The word “pupil” or “student” in Section 35292.6 of the Education Code can be altered to “employee” in order to apply to governmental offices and business workplaces.

SECTION 3. Section 3 shall be added to Division 3 Employment Standards Code and the business of employee/employer relationships to read:

- (a) All professional offices, workplaces, and government and company facilities must stock women’s, all-gender, and at least one men’s bathroom with an adequate amount of menstrual products.
- (b) All facilities described in subdivision (a) will not charge for the menstrual products described.
- (c) Each business must allocate part of its budget to supply its employees with menstrual products in the same manner toilet paper and soap is already provided.

#### SECTION 4. Definitions

- a. “Menstrual Products”: Menstrual pads and tampons used in relation to the menstrual cycle.

SECTION 4. If passed, this bill shall go into effect on July 1, 2022.

SECTION 5. All laws in conflict with this legislation are hereby declared null and void.

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AB 4  
Introduced by Marks  
JUNE 28, 2021

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Referred to the Assembly  
Referred to Public Safety & Judiciary Committee

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INTRODUCED BY: Julie McCaffrey

TITLE:

An act to eliminate Security Housing Units/Solitary Confinement assigned to the Penal Code Section

SHORT TITLE:

This act shall be known as the “The Security Housing Units Act of 2019”

#### PURPOSE

Thousands of California state prisoners have found themselves confined for 22 to 24 hours a day in a small, cramped, windowless cells for decades. The results of this have been medically proven to cause psychological degeneration, post-traumatic stress disorder, and other mental illnesses. The purpose of this proposed bill is to eliminate the usage of Security Housing Units, also known as solitary confinement. Solitary confinement violates the 8th amendment which states “Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted”. Furthermore, Security Housing Units are in violation of Article 1: Mistreatment of Prisoners 2652 which could be found in the Penal Code Section of California State Laws. This article states “It shall be unlawful to use in the prisons, any cruel, corporal or unusual punishment or to inflict any treatment or allow any lack of care whatever which would injure or impair the health of the prisoner, inmate or person confined...” On September 1, 2015, the class action case of *Ashker v. Governor of California* was settled ending indeterminate solitary confinement based on gang affiliations in California. However, in January 2019 the court ruled that constitutional violations continued and added an additional year of monitoring.

The purpose of The Security Housing Units Act of 2019 is meant to eliminate the usage of Security Housing Units for any circumstance within any local detention facility within the state of California. It is essential that the focus of imprisonment shall be shifted towards

restorative justice rather than punitive justice. The future implications of this bill suggest that it would change the present laws which allow extremely prolonged solitary confinement and allow all prisoners their rights to due process. Moreover, this law would eliminate the psychological/mental effects of solitary confinement giving all prisoners a chance at rehabilitation.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1.

The legislature finds and declares all of the following:

- (a) All prisoners found guilty of a Security Housing Units Act offense and are in solitary confinement are set to be released into general population of prison.

SECTION 2.

- (a) Isolation or separation from the general population of prison is limited to no more than 30 days only with the court's permission.
  1. Isolation or separation as used in this section means in a cell for 15 to 20 hours a day, with no interaction with other inmates.
    - a. Inmates are subjected to at least 4 hours out of their cell during isolation/separation periods.
  2. Prolonged isolation and separation passed a consecutive 7 days is prohibited and facilitates who do not adhere to this will face penalties.
    - a. Penalties include a year-long monitoring period for the selected prison. Any other penalties, in addition, are left to the courts.
  3. All isolation cells must have a window of at least 1½ feet by 1½ feet.

SECTION 3.

- (a) Prisoners with a history of more than 25 days in a Security Housing Unit are mandated to receive a psychological evaluation and the opportunity to receive psychological counseling.

SECTION 4. Definitions

- (a) "Solitary confinement": A form of imprisonment distinguished by living in single cells with little or no meaningful contact to other inmates, strict measures to control contraband, and the use of additional security measures and equipment.
- (b) "Security Housing Units": Abbreviation: SHU; Another word for Solitary confinement
- (c) "Due process ": The legal requirement that the state must respect all legal rights that are owed to a person.
- (d) "Indeterminate": Not exactly known, established, or defined.
- (e) "Local Detention Facility": Any city, county, or regional facility used for the confinement of prisoners for more than 24 hours such as county jails, prisons, and other adult correctional facility.

- (f) “Restorative Justice”: A system of criminal justice which focuses on the rehabilitation of offenders through reconciliation with victims and the community at large.
- (g) “Punitive justice”: Also know as Retributive justice; A theory of punishment that when an offender breaks the law, justice requires that he or she suffer in return.

SECTION 5. This bill shall go into effect on July 1, 2019.

SECTION 6. All laws in conflict with this legislation are hereby declared null and void.

AB 4  
Introduced by Asawa  
JUNE 29, 2021

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Referred to the Assembly  
Referred to Education Committee

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Introduced by: Hollis Carey

Title: An act to amend Sections 51282 and 51284.5 of the Education Code, relating to Financial and Civic Literacy Education.

Short Title: This act shall be known as the “Financial Literacy and Civic Guidance Act”

Purpose:

As of 2021, 21 states require coursework in financial literacy within high schools. California is not one of them. Although the California Department of Education provides guidelines for teachers to teach financial literacy, the coursework is not mandated and very few schools offer classes that teach students the basics of the US tax system, saving money, and career guidance. In fact, a 2016 Bank of America report indicated that only 31% of Americans think that their high school education improved their financial literacy. As consumer debt grows and a digital marketplace makes investing more widely available to young people, it is increasingly imperative for students to become financially literate. This isn’t just a hypothesis: the Federal Reserve studied three states with mandated finances curriculum in schools (Georgia, Idaho, and Texas) and found that new graduates developed better credit scores than those in bordering states without required financial literacy coursework. The Financial Literacy and Civic Guidance Act shall incorporate age appropriate financial literacy and civic engagement programs in primary and secondary schools, within the framework of mathematics and elective curriculum. Said material will cover not only financial literacy, but also the basics of civic engagement and civil rights. There is no better investment in human capital than education, and without a robust

background in financial and life literacy, Californian students are going into college and the workforce without the tools for a successful future.

Within the bill, code 51282 and 51284.5 will be amended to mandate financial literacy programs in primary and secondary schools. Instruction in saving money, college loans, civic engagement, state rights, federal rights, credit cards, and career guidance shall be incorporated into mathematics classes in kindergarten through grade eight, and one required semester-long elective mandated for high school graduation. Each public school district and open enrollment charter school will be provided with materials from the California Board of Education and shall provide an elective course to all high school students required for graduation.

The people of the state of California do Enact as Follows:

*The legislature finds and declares the following:*

Section 1. Section 51282 of the Education Code is amended, to read:

- a) It is the intent of the Legislature to enact legislation to establish educational requirements in order to instill in California's youth a sense of importance about lifelong financial and civic planning and preparation
- b) The State Board will establish a curriculum for a half- semester long course in financial and civic literacy for high schools,
- c) Each school district and open enrollment charter school shall implement the literacy curriculum content developed by the state board under subsection (b) of this section.
- d) A student shall be required to complete the mandated semester long elective course in order to graduate from a public high school or open enrollment charter school.

Section 2. Section 51284.5 of the Education Code is amended, to read:

Notwithstanding Section 51284, the State Board shall consider including both of the following when creating financial and civic literacy curriculum

- (a) Age-appropriate information for grade spans on financial and civic literacy that includes, but is not limited to, all of the following:
  - (1) Fundamentals of banking for personal use, including, but not limited to, savings and checking.
  - (2) Principles of budgeting and personal finance.
  - (3) Employment and understanding factors that affect net income.
  - (4) Uses and effects of credit, including the relation of debt and interest to credit.
  - (5) Uses and costs of loans, including student loans.
  - (6) Types and costs of insurance.
  - (7) Forms of governmental taxation.
  - (8) Principles of investing and building wealth.
  - (9) Identity theft and security.
  - (10) Planning and paying for postsecondary education.

- (11) Charitable giving
- (12) Civil Rights, including State and Federal
- (13) Mortgages

Section 4. This bill shall go into effect on August 1st, 2022

Section 5. All laws in conflict with this legislation are hereby declared null and void.

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AB 5  
Introduced by Saubel  
JUNE 29, 2021

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Referred to the Assembly  
Referred to Health and Safety Committee

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INTRODUCED BY: Sydney Lovan

TITLE: An act to amend section 118600 of the Health and Safety Code relating to all-gender bathrooms.

SHORT TITLE: This act shall be known as the “Equal Restroom Availability Act”

PURPOSE: The present law requires all single-user toilet facilities in any business establishment, place of public accommodation, or state or local government agency to be identified as all-gender. With “single-user toilet facility” being defined as a facility with no more than one water closet and one urinal, many institutions remain without an all-gender restroom. This especially affect nonbinary and transgender students who do not feel safe or comfortable using gendered restrooms and remain without an alternative option.

This bill would require all aforementioned institutions to provide at least one all-gender toilet facility in any place where they also offer gendered toilet facilities. Although a single-use restroom offers the safest option, not every establishment has the resources of funds to add or replace an already functioning toilet facility; therefore, if a single-use facility is not available, a multi-use facility can be used.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 118600 of the Health and Safety code is amended to read:

- (a) At least one all-gender toilet facility is required in any business establishment, place of public accommodation, or state or local government agency in any place where there are also gendered toilet facilities available.
- (b) All single-user toilet facilities in any business establishment, place of public accommodation, or state or local government agency shall be identified as all-gender toilet facilities; however, if there are no single-user toilet facilities readily available then a multi-user must be designated as an all-gender toilet facility.
- (c) It shall be identified as an all-gender toilet facility by signage that complies with Title 24 of the California Code of Regulations.
- (d) During any inspection of a business, a place of public accommodation by an inspector, building official, or other local official responsible for code enforcement, the inspector or official may inspect for compliance with this section.

SECTION 2. Definitions

- a. “Single-user toilet facility”: a toilet facility with no more than one water closet and one urinal with a locking mechanism controlled by the user
- b. “Multi-user toilet facility”: a toilet facility with more than one water closet and urinal
- c. “Gendered toilet facility”: a toilet facility identified as usable by either male or female

SECTION 3. This bill shall go into effect on January 1, 2022.

SECTION 4. All laws in conflict with this legislation are hereby declared null and void.

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AB 6  
Introduced by Mason  
JUNE 30, 2021

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Referred to the Assembly  
Referred to Education Committee

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INTRODUCED BY: Nikita Mankad

TITLE: An act to amend Section 48205 of the Education Code relating to K-12 excused absences

SHORT TITLE: This act shall be known as the *Mental Health Excuse Act*

PURPOSE: According to the World Health Organization, depression is “one of the leading causes of illnesses in the world” on a global scale. Not addressing this statistic or the deteriorating mental health of students around the world can lead to detrimental effects in their adult lives. Currently, in the state of California, K-12 students are not formally allowed to take mental health days and have those absences from school be excused. These students, being the demographic for this new pandemic of mental illness, are therefore unable to take formal mental health days to treat their illnesses and practice self-care. This bill will add mental health days to the section of the California education code pertaining to what constitutes an “excused absence” in a K-12 public school. This bill will lead to increased awareness of mental illness in schools as well as destigmatization of these diseases. It will also allow more room in the students’ lives to treat and better themselves, boosting performance in school and in life.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1:

This legislation finds and declares all of the following:

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

- (1) Due to the pupil’s illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of the pupil’s immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.

(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

(9) For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

(10) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

(11) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

## SECTION 2:

Section 48205 of the California education is amended to read as follows:

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:

(12) For pupil's mental health and/or behavioral disability.

(i) If the absence exceeds 2 days, a note from a sociologist or other relevant medical professional is required

SECTION 3:

- (a) “Immediate family”, as used in this section, refers to parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
- (b) “Mental health”, as used in this section, refers to an increase in psychological distress a pupil might be experiencing.

SECTION 4:

This law shall go into effect on January 1, 2022

SECTION 5:

All laws in conflict with this legislation are hereby declared null and void.

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AB 7  
Introduced by Soto  
JUNE 30, 2021

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Referred to the Assembly  
Referred to the Public Safety and Judiciary Committee

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INTRODUCED BY: Lucy Newlin

TITLE: An act to amend Section A of the Penal Code 264 PC, relating to rape.

SHORT TITLE: This act shall be known as the “Extension of Rape Punishment Act.”

PURPOSE:

Every 68 seconds, an American is sexually assaulted, and an overwhelming 1 out of every 6 American women has been the victim of an attempted or completed **rape**<sub>a</sub>. Rape, like other

felonies, can change the course of its victims' lives: 81% of women and 35% of men report significant short-term or long-term impacts such as PTSD.

Currently, the maximum prison sentence for a convicted rapist is only 8 years under California law, with the addition of up to five years for "great bodily injury" or rape of a minor. This allows rapists to be released less than a decade after their offense. Additionally, 60% of rapists are rearrested within their first three years back in society, whether it be for rape or other crimes. By extending the sentence in prison for rapists, the state would avoid these recurring arrests for the same individuals, while also providing a sense of security to the victims of rape that their rapist is not walking free.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. The legislature finds and declares all of the following:

- (a) Those who are convicted with the felony of rape, with sufficient evidence to corroborate the claim, may serve up to a 20 year sentence in prison. Rape is a felony and should be treated as such in sentence length and severity. To earn these higher sentences, the convicted may have exhibited a lack of remorse, feeling of pleasure or satisfaction, or use of extreme violence in the act.

SECTION 2. Section A of Penal Code 264 PC is amended to read:

- (a) Except as provided in subdivision (c), rape, as defined in **Section** 261 or 262, is punishable by imprisonment in the state prison for three, six, eight, 15, or 20 years.

SECTION 3. Definitions

- a. "rape": the crime where people use force, threats of force, or fraud as a means of having non-consensual sexual intercourse with someone who is not their spouse
- b. "spousal/marital rape": the crime where people have unlawful sexual intercourse with their spouse and do so without their spouses' consent

SECTION 4. If passed, this bill shall go into effect before April 1st, 2022, the first day of sexual assault awareness month.

SECTION 5. All laws in conflict with this legislation are hereby declared null and void.

AB 9

Introduced by Bass

JUNE 30, 2021

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Referred to the Assembly  
Referred to Government Committee

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INTRODUCED BY: Emma Alizadeh and Acacia Tripplett

An act to amend Section 1031 of the Government Code, relating to peace officers and Section 13519.10 of the Penal Code, relating to Peace Officer training requirements

*“Peace Officer Training and Development Act”*

The purpose of this bill is to further the education and age requirements for all peace officers to ensure complete maturity and knowledge of the justice system to fully comprehend the responsibility behind the badge. This bill highlights the necessity of comprehensive training for peace officers. This bill would propose that California police officers are required to have an equal number of hours in de-escalation and mental health training, as they do in firearms training. Through surveys of peace officers around the nation, it is noted that upon entering a crime scene, many are under the psychological strain of the situation. Training on how to nonviolently handle different situations, would decrease the psychological strain of peace officers. They would receive training in different ways to neutralize a situation based on the science of active bystandership and the history of police brutality. The amendment to the bill would highlight de-escalation training for peace officers. It would require every active and incoming peace officer to complete an updated program on training, with the emphasis on de-escalation, every two years. This bill would be a state mandated training program that would cover the costs. The California Constitution would require a reimbursement from the local police agencies that would be established by Statutory provisions.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1.

The legislature finds and declares all of the following:

- (a) This bill increases the minimum age requirement of peace officers from 18 years of age to 25 years of age.
- (b) This bill will require a bachelor's degree or higher from an accredited college of university for qualification of employment as a peace officer.
- (c) This bill will also increase the education requirement for peace officer recruits in the POST program from 664 hours to 6,240 hours.
- (d) President Obama's Task Force on 21st Century Policing found that teaching police peer intervention has a powerful influence on encouraging and supporting officers to intervene and prevent their colleagues from committing acts of serious misconduct and criminal behavior.
- (e) Police intervention and peer intervention training in law enforcement is seldom offered to law enforcement officers.
- (f) The Active Bystandership for Law Enforcement (ABLE) (registered trademark) program was developed by Georgetown University Law Center to catalyze cultural shifts in how law enforcement officers proactively intervene to reduce the likelihood of harm to community members and officers.
- (g) This police intervention and peer intervention training is rooted in the studies of multiple experts, including Dr. Ervin Staub, a holocaust survivor who has studied the psychology of violence and the psychology of passive bystandership for decades.
- (h) Doctor Staub identified passive bystanders as failing to take action where circumstances would seem to require action, and has worked to develop training to advance active bystandership.
- (i) Psychologists have identified common inhibitors to active bystandership that impact all professions and people of all cultures. The common inhibitors include pluralistic ignorance, diffusion of responsibility, ambiguity as to whether help is needed, perceived costs of providing assistance, concern about negative reactions to intervention, devaluation of the individuals needing assistance, and feelings that people are best able to take care of themselves.
- (j) When the application of active bystandership training was examined in the airline industry, researchers found that subordinate crew members found it very difficult,

particularly if they were still in their new-hire, probationary period, to challenge or suggest that a captain was making mistakes.

- (k) This led safety advocates to call for the adoption of a four-step solution called “Probe, Alert, Challenge, and Emergency” (P.A.C.E.). ABLE (registered trademark) uses a similar program for law enforcement called “Probe, Alert, Challenge, and Take Action” (PACT).
- (l) Through the history of police brutality and discrimination based on race, the emphasis for training of cultural competency and implicit bias is needed.
- (m) Whereas law enforcement officers are in need of ongoing training to combat the inhibitors of passive bystanders and to promote a culture where officers intervene to prevent other officers from violating the constitutional and statutory rights of others.
- (n) It is the intent of the Legislature to direct the Commission on Peace Officer Standards and Training to study and adopt ABLE (registered trademark) or a training program that is at least as rigorous and as focused on cultural change as the ABLE (registered trademark) program.

SECTION 2. Section 1031 of the Government Code is amended to read:

- (a) The need for raising the age requirement by seven years is due to the research published by Journal of Adolescent Health, included in the US National Library of Medicine National Institutes of Health. The neuromaturation and maturity of judgment has been proven to be connected. The frontal lobe and prefrontal cortex are not fully developed until the age of 25. The frontal lobe of the brain and prefrontal cortex are responsible for executive functions like planning, working memory, and impulse control. All of these cognitive skills are needed to properly take stock of a situation, access options, plan, and execute the plan. From the age of 18-24, this portion of the brain is still considered underdeveloped neurologically, and therefore can lead to poor judgment and decision making as a peace officer. All officers must be able to exhaust all options before resorting to the use of force; without developed impulse control, we cannot expect all officers under 25 will perform to the degree necessary.
- (b) Research has found that the impact of a college education on officer behavior affects arrest and the use of force. Members of the Assembly Public Safety Committee have confirmed the peace officer job is complex and difficult and an increase in education requirements could prevent many accidents.
  - (i) A 2010 study found college-educated police officers in two cities were less likely to use force in encounters with suspects.

- (ii) The National Police Foundation found college-educated peace officers use less force often with less complaints against them.
- (c) The quantity and quality of peace officer training needs to be increased. Peace officer training in California is fewer than half the hours needed to receive a cosmetology or barbers license- averaging about 3,000 hours. The job of a peace officer is to protect the justice and peace in our communities, a lack of training will only lessen the chances of upholding this duty. 6,240 hours is equivalent to three years of a full time job (averaging 40 hours per week). There are only 40 individual learning domains making up the POST California curriculum. Similarly to the course path of a lawyer, there are many laws to memorize and different situations requiring mastery; 664 hours is not enough time to achieve mastery or gain enough experience.
  - (i) This bill proposes an extended curriculum with more in depth study of each of the 40 individual learning domains. This can be achieved through working with local police chiefs and the CPOA.
  - (ii) The Attorney General, Department of Justice (special agents/investigators) will oversee the modification of the curriculum because they are peace officers themselves. Having local police chiefs involved will ensure that all the changes being made are understood by not only the higher government, but also those who will be teaching these courses.
- (d) The funding for this extended education program will come from law enforcement agencies. The cost of training extra hours is the difference between safety or deathly consequences.
  - (i) About 40% of the State of Policy in Law Enforcement respondents were able to obtain a grant to conduct supplemental training. Although grants are a short-term solution, the California government must ensure the proper training to protect our communities.

*The requirements in paragraph (a-b) shall not apply to an individual 18 to 24 years of age who is already employed as a peace officer as of the effective date of the act that added this paragraph.*

a) (1) The diverse and culturally-representative commission shall implement a mandatory course or courses of instruction for the regular and periodic training of law enforcement officers in the use of force and shall also develop uniform, minimum guidelines for adoption and promulgation by California law enforcement agencies for use of force. The guidelines and course of instruction shall stress that the use of force by law enforcement personnel is of important concern to the community and law enforcement and that law enforcement should safeguard life, dignity, and liberty of all persons, without prejudice to anyone. These guidelines shall be a resource for each agency executive to use in the creation of the use of force policy that the agency is required to

adopt and promulgate pursuant to Section 7286 of the Government Code, and that reflects the needs of the agency, the jurisdiction it serves, and the law.

(2) As used in this section, “law enforcement officer” includes any peace officer of a local police or sheriff’s department or the California Highway Patrol, or of any other law enforcement agency authorized by law to use force to effectuate an arrest.

(a) California Peace Officers should implement components of procedural justice when interacting with the Public. These components include slowing the situation down, taking inventory of personal bias, fairness in process and transparency and accountability in actions.

(b) The course or courses of the regular basic course for law enforcement officers and the guidelines shall include all of the following:

(1) Legal standards for use of force.

(2) (A) Duty to intercede. The commission shall develop training on the duty to intercede training module which shall include, but not be limited to, all of the following elements:

(i) A robust discussion of the science of active bystandership, including an exploration of social science experiments that help explain the inhibitors to intervention.

(ii) Interactive facilitated discussions of the inhibitors to intervention, with a special focus on inhibitors at play in a hierarchical organizational structure.

(iii) Interactive discussions of where, how, and why deliberate intervention training has worked in other professions.

(iv) Multiple practical skills and tactics targeted at increasing the frequency and effectiveness of interventions, including actual practice using those skills and tactics.

(v) Interactive discussions of how intervention tactics can be used in a variety of settings, including to prevent misconduct, prevent mistakes, and promote officer health and wellness.

(vi) Meaningful live, facilitated scenario-based role plays.

(vii) The mental health and wellness risks of nonintervention.

(viii) The legal and practical risks of nonintervention.

(ix) The impact of nonintervention on communities and individual community members.

(x) A focus on the importance of developing a law enforcement culture in which intervention is not only encouraged, but expected, among members of a law enforcement organization regardless of the risk of the intervenor or the individual being intervened upon.

(xi) At least eight hours of both classroom instruction and extensive simulator-based training or live scenario-based training.

(Xii) The emphasis on positive police presence in the community. This includes but is not limited to, events that build trust at local schools, police presence in non crime related events and a representative police force of the community, overall transparency and accountability.

(B) The training required pursuant to paragraph (A) shall be required for all law enforcement officers .

(3) The use of objectively reasonable force.

(4) Supervisory responsibilities.

(5) Use of force review and analysis.

(6) Guidelines for the use of deadly force.

(7) State required reporting.

(8) Increase the hours of Deescalation and interpersonal communication training, including tactical methods that use time, distance, cover, and concealment, to avoid escalating situations that lead to violence. De-escalation training hours should be equal to the number of firearms training hours.

(9) Interactive Implicit and explicit bias and cultural competency training must include a diverse group of participants. Cultural competency with people who are similar has shown to be ineffective.

(10) Skills including de-escalation techniques to effectively, safely, and respectfully interact with people with disabilities or behavioral health issues.

(11) Use of force scenario training including simulations of low-frequency, high-risk situations and calls for service, shoot-or-don't-shoot situations, and real-time force option decision making.

(12) Alternatives to the use of deadly force and physical force, so that de-escalation tactics and less lethal alternatives are, where reasonably feasible, part of the decision making process leading up to the consideration of deadly force.

(13) Mental health and policing, including bias and stigma.

(14) Using public service, including the rendering of first aid, to provide a positive point of contact between law enforcement officers and community members to increase trust and reduce conflicts.

(c) Law enforcement agencies are encouraged to include, as part of their advanced officer training program, regular updates and training on use of force. The commission shall assist where possible.

(d) (1) The course or courses of instruction, the learning and performance objectives, the standards for the training, and the guidelines shall be developed by the commission in consultation with appropriate groups and individuals having an interest and expertise in the field on use of force. The groups and individuals must include, but not be limited to, law enforcement agencies, police academy instructors, subject matter experts, and members of the public.

(2) The commission, in consultation with these groups and individuals, shall review existing training programs to determine the ways in which use of force training may be included as part of ongoing programs.

(e) (1) It is the intent of the Legislature that each law enforcement agency adopt, promulgate, and require regular and periodic training consistent with an agency's specific use of force policy that, at a minimum, complies with the guidelines developed under subdivisions (a) and (b).

(2) Every ~~law enforcement officer~~ *peace officer, as defined in Section 830.1 or in subdivision (a), (b), or (c) of Section 830.2*, shall complete an updated course of instruction on the duty to intercede as described in paragraph (2) of subdivision (b) every two years.

### SECTION 3. Definitions

- a. "Neuromaturation:" Functional development of the central nervous system (CNS). It is by its very nature a dynamic process, a continuous interaction between the genome and first the intrauterine environment, then the extrauterine environment.
- b. "CPOA:" California Peace Officers' Association
- c. "POST:" Commission on Peace Officer Standards and Training

SECTION 4. This bill shall go into effect on January 1, 2022.

SECTION 5. All laws in conflict with this legislation are hereby declared null and void.

AB 10  
Introduced by Marks  
JUNE 30, 2021

Referred to the Assembly  
Referred to the Ways and Means Committee

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INTRODUCED BY: Aryanna Pulido

TITLE:

An act to amend Section 28220 of the Penal Code, relating to firearm owner requirements.

SHORT TITLE:

This act shall be known as the “*Firearm Safety Act*”

PURPOSE

The *Firearm Safety Act* shall decrease the percentage of hazard, violence, and fatalities caused by firearms by ensuring that all citizens who possess a firearm are properly evaluated annually. This act will require all citizens who possess any type of firearm to undergo a thorough mental and moral examination that will determine if one is fit to continue owning a firearm. This will be a reoccurring exam every year. Those deemed unfit to continue carrying a firearm shall be stripped of their firearm license and have their firearms confiscated. The *Firearm Safety Act* will be added as an additional requirement to be completed for all citizens who possess a firearm under Section 28220 of the Penal Code.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1.

The legislature finds and declares all of the following:

- (a) All citizens who possess a firearm are required to be thoroughly evaluated mentally and morally annually in order to determine if they are fit to continue owning a firearm.
- (b) Citizens who fail to pass the evaluation or fail to participate in the evaluation will be notified, stripped of their firearm license, and have their firearms confiscated.
- (c) Citizens who fail to pass the required evaluation and are deemed unfit to possess a firearm will not be given another opportunity to take the evaluation nor will they be able to gain their firearm license or firearms back. Those who choose to not participate in the evaluation will be given two weeks to decide if they would rather participate. If one fails

to complete the evaluation within the two week grace period, then they will lose their firearms license and firearms until they decide to take the evaluation.

SECTION 2. Section 28220 of the Penal Code is amended to read:

(a) Upon submission of firearm purchaser information, the Department of Justice shall examine its records, as well as those records that it is authorized to request from the State Department of State Hospitals pursuant to Section 8104 of the Welfare and Institutions Code, in order to determine if the purchaser is a person described in subdivision (a) of Section 27535, or is prohibited by state or federal law from possessing, receiving, owning, or purchasing a firearm.

(b) The Department of Justice shall participate in the National Instant Criminal Background Check System (NICS), as described in subsection (t) of Section 922 of Title 18 of the United States Code, and shall notify the dealer and the chief of the police department of the city or city and county in which the sale was made, or if the sale was made in a district in which there is no municipal police department, the sheriff of the county in which the sale was made, that the purchaser is a person prohibited from acquiring a firearm under federal law.

(c) If the department determines that the purchaser is prohibited by state or federal law from possessing, receiving, owning, or purchasing a firearm or is a person described in subdivision (a) of Section 27535, it shall immediately notify the dealer and the chief of the police department of the city or city and county in which the sale was made, or if the sale was made in a district in which there is no municipal police department, the sheriff of the county in which the sale was made, of that fact.

(d) If the department determines that the copies of the register submitted to it pursuant to subdivision (d) of Section 28210 contain any blank spaces or inaccurate, illegible, or incomplete information, preventing identification of the purchaser or the handgun or other firearm to be purchased, or if any fee required pursuant to Section 28225 is not submitted by the dealer in conjunction with submission of copies of the register, the department may notify the dealer of that fact. Upon notification by the department, the dealer shall submit corrected copies of the register to the department, or shall submit any fee required pursuant to Section 28225, or both, as appropriate and, if notification by the department is received by the dealer at any time prior to

delivery of the firearm to be purchased, the dealer shall withhold delivery until the conclusion of the waiting period described in Sections 26815 and 27540.

(e) If the department determines that the information transmitted to it pursuant to Section 28215 contains inaccurate or incomplete information preventing identification of the purchaser or the handgun or other firearm to be purchased, or if the fee required pursuant to Section 28225 is not transmitted by the dealer in conjunction with transmission of the electronic or telephonic record, the department may notify the dealer of that fact. Upon notification by the department, the dealer shall transmit corrections to the record of electronic or telephonic transfer to the department, or shall transmit any fee required pursuant to Section 28225, or both, as appropriate, and if notification by the department is received by the dealer at any time prior to delivery of the firearm to be purchased, the dealer shall withhold delivery until the conclusion of the waiting period described in Sections 26815 and 27540.

f) All citizens who possess a firearm are required to be thoroughly evaluated mentally and morally annually in order to determine if they are fit to continue owning a firearm.

g) Citizens who fail to pass the evaluation or fail to participate in the evaluation will be notified, stripped of their firearm license, and have their firearms confiscated.

h) Citizens who fail to pass the required evaluation and are deemed unfit to possess a firearm will not be given another opportunity to take the evaluation nor will they be able to gain their firearm license or firearms back. Those who choose to not participate in the evaluation will be given two weeks to decide if they would rather participate. If one fails to complete the evaluation within the two week grace period, then they will lose their firearms license and firearms until they decide to take the evaluation.

(i) (1) (A) The department shall immediately notify the dealer to delay the transfer of the firearm to the purchaser if the records of the department, or the records available to the department in the National Instant Criminal Background Check System, indicate one of the following:

j) The purchaser has been taken into custody and placed in a facility for mental health treatment or evaluation and may be a person described in Section 8100 or 8103 of the Welfare and Institutions Code and the department is unable to ascertain whether the purchaser is a person

who is prohibited from possessing, receiving, owning, or purchasing a firearm, pursuant to Section 8100 or 8103 of the Welfare and Institutions Code, prior to the conclusion of the waiting period described in Sections 26815 and 27540.

(jj) The purchaser has been arrested for, or charged with, a crime that would make him or her, if convicted, a person who is prohibited by state or federal law from possessing, receiving, owning, or purchasing a firearm, and the department is unable to ascertain whether the purchaser was convicted of that offense prior to the conclusion of the waiting period described in Sections 26815 and 27540.

(jjj) The purchaser may be a person described in subdivision (a) of Section 27535, and the department is unable to ascertain whether the purchaser, in fact, is a person described in subdivision (a) of Section 27535, prior to the conclusion of the waiting period described in Sections 26815 and 27540.

(B) The dealer shall provide the purchaser with information about the manner in which he or she may contact the department regarding the delay described in subparagraph (A).

(2) The department shall notify the purchaser by mail regarding the delay and explain the process by which the purchaser may obtain a copy of the criminal or mental health record the department has on file for the purchaser. Upon receipt of that criminal or mental health record, the purchaser shall report any inaccuracies or incompleteness to the department on an approved form.

(3) If the department ascertains the final disposition of the arrest or criminal charge, or the outcome of the mental health treatment or evaluation, or the purchaser's eligibility to purchase a firearm, as described in paragraph (1), after the waiting period described in Sections 26815 and 27540, but within 30 days of the dealer's original submission of the purchaser information to the department pursuant to this section, the department shall do the following:

(A) If the purchaser is not a person described in subdivision (a) of Section 27535, and is not prohibited by state or federal law, including, but not limited to, Section 8100 or 8103 of the Welfare and Institutions Code, from possessing, receiving, owning, or purchasing a firearm, the department shall immediately notify the dealer of that fact and the dealer may then immediately transfer the firearm to the purchaser, upon the dealer's recording on the register or record of

electronic transfer the date that the firearm is transferred, the dealer signing the register or record of electronic transfer indicating delivery of the firearm to that purchaser, and the purchaser signing the register or record of electronic transfer acknowledging the receipt of the firearm on the date that the firearm is delivered to him or her.

(B) If the purchaser is a person described in subdivision (a) of Section 27535, or is prohibited by state or federal law, including, but not limited to, Section 8100 or 8103 of the Welfare and Institutions Code, from possessing, receiving, owning, or purchasing a firearm, the department shall immediately notify the dealer and the chief of the police department in the city or city and county in which the sale was made, or if the sale was made in a district in which there is no municipal police department, the sheriff of the county in which the sale was made, of that fact in compliance with subdivision (c) of Section 28220.

(4) If the department is unable to ascertain the final disposition of the arrest or criminal charge, or the outcome of the mental health treatment or evaluation, or the purchaser's eligibility to purchase a firearm, as described in paragraph (1), within 30 days of the dealer's original submission of purchaser information to the department pursuant to this section, the department shall immediately notify the dealer and the dealer may then immediately transfer the firearm to the purchaser, upon the dealer's recording on the register or record of electronic transfer the date that the firearm is transferred, the dealer signing the register or record of electronic transfer indicating delivery of the firearm to that purchaser, and the purchaser signing the register or record of electronic transfer acknowledging the receipt of the firearm on the date that the firearm is delivered to him or her.

(g) Commencing July 1, 2017, upon receipt of information demonstrating that a person is prohibited from possessing a firearm pursuant to federal or state law, the department shall submit the name, date of birth, and physical description of the person to the National Instant Criminal Background Check System Index, Denied Persons Files. The information provided shall remain privileged and confidential, and shall not be disclosed, except for the purpose of enforcing federal or state firearms laws.

SECTION 4. This bill shall go into effect on January 1, 2022.

SECTION 5. All laws in conflict with this legislation are hereby declared null and void.

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AB 11  
Introduced by Foltz  
JUNE 30, 2021

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Referred to the Assembly  
Referred to the Public Safety and Judiciary Committee

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INTRODUCED BY: Alice Lei

TITLE:

An act to address and combat violence targeting Asian communities in this country.

SHORT TITLE: This act shall be known as the Anti-Asian Violence Act

PURPOSE

Currently, no legislation exists that fully addresses the scope of anti-Asian violence as a historical and structural problem (e.g. the West’s history of imperialism in Asia and domestic discrimination and marginalization). The recently passed COVID-19 Hate Crimes Act is a misleading PR measure that weaponizes anti-Asian violence to harm other BIPOC communities, especially those affected the most by increased policing and the carceral system. From Lark Yan: “The [COVID-19 Hate Crimes Act] facilitates the review process of hate crimes, but it fails to dismantle structural conditions that subject minoritized communities to prejudice and violence in the first place... It increases reliance on law enforcement to protect AAPI members, but it fails to consider how law enforcement itself is an integral gear that keeps systemic racism churning in America, further alienating AAPI individuals from Black and brown allies and their related works, like calls to defund the police.” An act must be passed that directly aids Asian communities (especially those most impacted — migrants, low-income, elderly, LGBTQIA+, and undocumented Asians, Asian women, and Asian sex workers), while acknowledging white supremacy and the fact that most perpetrators of these racist attacks are white.

*THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:*

SECTION 1.

The legislature finds and declares all of the following:

- (a) The COVID-19 Hate Crimes Act is ineffective in supporting Asian communities in this country
  - (i) Rather than creating systemic change, this act will only increase crime statistics collection
  - (ii) Furthermore, these statistics do not change the structural conditions that lead to violence against marginalized communities
- (b) Almost 90% of the perpetrators of anti-Asian harassment and statements in the past year have been white
- (c) Anti-Asian hate has always existed in America; the pandemic merely exposed it to the mainstream
- (d) The Anti-Asian Violence Act will not be solely sufficient; more systemic, granular change must occur beyond this act
- (e) Politicians in this country have exacerbated racism against Asian people
  - (i) According to statistics collected by The Virulent Hate + Reports, white politicians were responsible for 95.28% of the statements, images, policies, and proposals that stigmatized Asian and Asian American people
- (f) Increased policing is not a solution as it further oppresses and incarcerates Black and Brown lives
  - (i) According to The Xin Sheng Project, “...policing does nothing to stop the Sinophobic political rhetoric and imperial actions of the American government that enabled the rise of anti-Asian hate in the first place. Furthermore, policing does nothing to address the combined racial and economic violence at the root of anti-Asian violence” and
  - (ii) “Many of these vulnerable Asian Americans who experience violence choose not to call the police when they are in danger because they don’t speak English, hold precarious immigration status, and/or have seen the police harming instead of protecting their community”

## SECTION 2.

- (g) Shift funding from law enforcement to communities
  - (i) Rather, funds will be used for community-based interventions and non-carceral alternatives to address and intervene on violence. This will initiate the end of community policing and a greater dependence on social services that provide aid to marginalized communities
  - (ii) Resource distribution and emergency relief will not be reliant on criminalization, threats of punishment, fines
- (h) Oppose proposals — like over-policing — to combat anti-Asian bias that are inherently anti-Black, anti-immigrant, and harmful for the most marginalized in Asian communities. Policing and punishment are not solutions

- (i) As outlined by Reappropriate, “Designate bias violence as a public health issue so that public policy interventions can be based on non-criminal legal research and prevention efforts. This means no partnerships, contracts, and arrangements between law enforcement and other entities, including data-sharing agreements.”
- (j) Increase education and awareness that combats racism in America
  - (i) Implementation of efforts to address racism at schools from both students and staff (e.g. furthering of the model minority myth)
  - (ii) Educational curricula that teaches the long history of anti-Asian violence in this country as well as the contributions of Asian/Asian American people (e.g. Chinese railroad workers) and the existence of important events (e.g. the Asian American Movement)

### SECTION 3. Definitions

- (a) “COVID-19 Hate Crimes Act”: an act “to facilitate the expedited review of COVID-19 hate crimes, and for other purposes” (Congress.gov)
- (b) “Funding”: a minimum cut of 20% to police spending in each city
- (c) “Community based interventions and non-carceral alternatives”: may include investing in resources such as non-coercive mental healthcare infrastructures, neighborhood-based trauma centers, community food banks, and more

### SECTION 4. This bill shall go into effect on December 15, 2021

### SECTION 5. All laws in conflict with this legislation are here

JR 1

JUNE 29, 2021

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Referred to the Joint Senate and Assembly

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INTRODUCED BY: Anika Mukker, Speaker of the Assembly; Jayna Wadhwa, President Pro Tempore of the Senate

TITLE: “ A resolution of appreciation”

Whereas the American Legion Auxiliary celebrates its 78th year of success in this outstanding conference known as ALA California Girls State

Whereas the ladies of the ALA raised money for us, interviewed us, and sent us to experience this most amazing week

Whereas our counselors and staff volunteered a week of their time to give an experience most would not think to give

Whereas our Chief Counselor, Dr. Kimberly MacKinney, Director, Allyn Kau, and Chairperson Tammy Solazo have made this incredible opportunity possible

Therefore, be it resolved that the Assembly and Senate of 2021 ALA California Girls State, on behalf of our constituents and ourselves, would like to extend the warmest thank you to the staff and volunteers who made this memorable week possible--

To the Legislative Staffers, including our amazing clerks, we could not have survived this session without your work and energy.

To all the citizens who drafted bills, your ideas set the foundation for the progress we all made.

To our fellow Girls State citizens, we have all had our lives changed for the better with this program and we hope that you pass it on.

**AMERICAN LEGION AUXILIARY  
CALIFORNIA GIRLS STATE LEGISLATURE**

2021 Regular Session

**SENATE BILL DIGEST**

June 28<sup>th</sup>, 2021 - July 1<sup>st</sup>, 2021  
VIRTUAL SESSION



Note: Official record of roll call votes; all amendments considered by the Senate on this day are on file with the Chief Clerk and available on request. A list of all measures amended and on which amendments were offered is shown on the final page of this session's Senate digest.

**~ PROCEEDINGS OF THE SENATE ~**

IN SENATE

Virtual Session – All over the state of California  
June 28<sup>th</sup>, 2021 - July 1<sup>st</sup>, 2021

The Senate met on June 28<sup>th</sup>, 2021 - July 1<sup>st</sup>, 2021  
Hon. Jayna Wadhwa, President Pro Tempore Presiding  
Caitlyn - Bass, Chief Clerk at the desk.  
Ayantu - Earhart and Maylene - Hoyt, Assistant Clerks.

ROLL CALL

The following were placed upon a session roll call:

|            |                                      |
|------------|--------------------------------------|
| Asawa      | Kiera Pender and Isabella Feng       |
| Bass       | Caroline Kelleher and Mina Lee       |
| Connolly   | Grace Lorey and Jessica Nyugen       |
| Earhart    | Sarah Steele and Tasha Laberge       |
| Foltz      | Juhi Y and Phoebe B                  |
| Gilbreth   | Nithya Medam and Annika Dengel       |
| Hoyt       | Michelle Chen and Dagny Streit       |
| Marks      | Brooke Brogan and Aryanna Pulido     |
| Mason      | Julia M and Coletta Q                |
| Pleasant   | Yasmine Parsi and Helena Zhou        |
| Ride       | Taylor Barnes and Soo-Ahn Kim        |
| Saubel     | Jordan Johnson and Annelise Quintero |
| Somerville | Jayna Wadhwa and Nicole Chavez       |
| Soto       | Rose Liu and Emma Lee                |
| Tape       | Adrienne Park and Natalia Genetti    |
| Temple     | Malini S and Nicole T                |

Quorum present.

SB 1  
Introduced by Foltz  
JUNE 29, 2021

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Referred to the Senate  
Referred to Public Resources Committee

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Introduced by Euna Lee

An act to amend Section 42270 of Part 3 of Division 30 of the Public Resources Code, relating to plastic waste regulation.

This act shall be known as “Plastic Food Service Ware Upon Request”

For two years now, the existing law prohibits full-service restaurants from automatically providing plastic straws unless requested by the customers. Especially with the given COVID-19 pandemic, the public health crisis has increased takeout and food delivery. However, the use of plastic forks, spoons, knives, and other disposable food accessories led to the rise of single-use plastic waste. Plastic waste is a global threat to our marine life, natural resources, and human public health. Therefore, this complementary bill seeks to reduce the plastic pollution further by expanding beyond plastic straws and including other plastic food service wares. Not only that, the bill requires food delivery platforms to customize their options to only provide single-use food accessories upon request. Health care facilities, residential care facilities, and public and private school cafeterias are excluded from the bill.

*THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:*

**Section 1:** Definitions

- a. “Single-use” means designed to be used only once and then be discarded.
- b. “Single-use plastic food service ware” means all of the following single-use plastic items provided with ready-to-eat food
  - i. Utensils
  - ii. Condiment cups and packets
  - iii. Stirrers

**Section 2:** Section 42271 of the Public Resources Code is amended to read:

- a. A food facility or a food delivery platform shall not provide a single-use food service ware unless requested by the consumer.
- b. A food facility may ask a drive-through consumer if the consumer needs a single-use food service ware if necessary to safely transport or prevent spills of ready-to-eat food.
- c. A food delivery platform shall require each of its vendors to customize its menu on the food-ordering platform with a list of the single-food service wares. Only those single-use food service wares selected by the consumer shall be provided. If the consumer does not choose the option to have any single-use food service ware, no plastic service ware shall be given.

**Section 3:** This bill shall go into effect on January 1, 2022.

**Subsection 1:** City, county, or city and county shall authorize an enforcement agency.

**Subsection 2:** Any violation shall result in a notice of violation. Any subsequent violation shall result in a fine of \$25 against the business for each day in violation.

**Subsection 3:** This bill does not apply to the following: health care facilities, residential care facilities, and public and private school cafeterias.

**Section 4:** All laws in conflict with this legislation are hereby declared null and void.

SB 4

Introduced by Gilbreth

JUNE 29, 2021

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Referred to the Senate  
Referred to Education Committee

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INTRODUCED BY: Nithya Medam

TITLE:

An act to amend Section 51225.3 of Article 3 of Chapter 2 of Part 28 of Division 4 of Title 2 of the Education Code, relating to pupil instruction

SHORT TITLE: This act shall be known as the “Personal Finance Literacy Act.”

PURPOSE

Pupils ought to be given the necessary instructional materials to be able to manage basic financial matters in their lives, especially after entering adulthood. To exercise good citizenship, pupils should be financially literate, as it relates to making decisions which can drastically impact their financial well-being. With California having some of the lowest rates of personal finance literacy, this is a serious concern as many individuals are forced to live paycheck to paycheck while relying on credit cards, only adding to their pool of debt and their dissolving sense of hope. Making personal finance literacy a requirement for graduation would cultivate a better generation of citizens who can make proper financial decisions across multiple, and critical, early adult-life money decisions, laying the foundation for their remainder of their adulthood. This would include, but is not limited to, managing budgets for postsecondary education, understanding grants and financial aid, government and privately granted student loans, and credit card debt.

This bill would add the completion of a one-semester course in personal finance education to the high school graduation requirements, addressing all specified needs for instruction. This requirement would also be extended to pupils enrolled in charter schools. The bill would authorize and provide materials to support personal finance instruction in all secondary education facilities. This bill would require all students attending secondary schools to complete and pass a separate semester course focused solely on basic economics and personal finance content. This is

provided that the state Board of Education shall prescribe the method and procedure for providing the required course; and provided that the Department of Education and local school boards support the creation of standardized curriculum content and teacher training, as appropriate.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

#### SECTION 1. Definitions

- a. “Personal finance curriculum”: A course of study that shall cover, but is not limited to, savings and investments, budgeting, banking, insurance, mortgages, retirement planning, tax and estate planning, income and careers, spending and credit.

#### SECTION 2.

The legislature finds and declares all of the following:

- (a) Personal finance literacy introduced and mandated in secondary schooling is crucial in helping pupils make better financial decisions in their later life.
- (b) Research conducted by economists Carly Urban and Christiana Stoddard indicates that state-mandated financial education in secondary schools cultivates more responsible student loan borrowers, increases applications for aid and the likelihood of obtaining grants and scholarships.
- (c) Having personal financial literacy allows pupils to efficiently finance their postsecondary education, creating a sturdy financial foundation for their adulthood.
- (d) According to a study published in Next Gen Personal Finance, a state-mandated financial literacy curriculum is required to address the inequity in education standards: 11.9% of students are required to take a stand-alone personal finance course, while only 7.8% of students with low income backgrounds and 7.4% of black or brown students are required to take the course.
- (e) NFCC’s 2019 Consumer Financial Literacy Survey revealed fewer than one in five U.S. adults feel confident about their saving habits.
- (f) Young adults who completed state-mandated personal finance courses in secondary schools are less likely to borrow high-interest loans than those who did not take the courses.
- (g) The savings rate among “boomers” continues to drop, while their cumulative debt continues to rise.
- (h) A 2011 Junior Achievement and Allstate Foundation survey revealed nearly 50 percent of American teenagers do not know the proper usage of credit cards, yet 24 percent believe students should get their first credit card during high school age or younger.

- (i) According to Forbes, student loan debt reached a record high of \$1.56 trillion in 2020 while more than 54% of Millennials expressed concern when asked about their ability to repay, as noted by the Global Financial Literacy Excellence Center.
- (j) In an ever-expansive free market system, it is imperative that students are taught and required to learn the basics of managing personal finance.

SECTION 3. Section 51225.3 of the Education Code is amended to read:

**51225.3.** (a) A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school:

(1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

- (A) Three courses in English.
- (B) Two courses in mathematics. If the governing board of a school district requires more than two courses in mathematics for graduation, the governing board of the school district may award a pupil up to one mathematics course credit pursuant to Section 51225.35.
- (C) Two courses in science, including biological and physical sciences.
- (D) Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics.
- (E) One-semester course in personal finance education, with a standard curriculum determined by the governing Board of Education. The curriculum should include, but is not limited to:
  - (i) Fundamentals of banking for personal use, including, but not limited to, savings and checking.
  - (ii) Principles of budgeting and personal finance.
  - (iii) Employment and understanding factors that affect net income.
  - (iv) Uses and effects of credit, including the relation of debt and interest to credit.
  - (v) Uses and costs of loans, including student loans.
  - (vi) Types and costs of insurance.
  - (vii) Forms of governmental taxation.
  - (viii) Principles of investing and building wealth.
  - (ix) Identity theft and security.
  - (x) Planning and paying for postsecondary education.
  - (xi) Charitable giving.
- (F) One course in visual or performing arts, world language, or, commencing with the 2012–13 school year, career technical education.
  - (i) For purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in world language.

(ii) For purposes of this subparagraph, “a course in career technical education” means a course in a district-operated career technical education program that is aligned to the career technical model curriculum standards and framework adopted by the state board, including courses through a regional occupational center or program operated by a county superintendent of schools or pursuant to a joint powers agreement.

(iii) This subparagraph does not require a school or school district that currently does not offer career technical education courses to start new career technical education programs for purposes of this section.

(iv) If a school district or county office of education elects to allow a career technical education course to satisfy the requirement imposed by this subparagraph, the governing board of the school district or county office of education, before offering that alternative to pupils, shall notify parents, teachers, pupils, and the public at a regularly scheduled meeting of the governing board of all of the following:

(I) The intent to offer career technical education courses to fulfill the graduation requirement specified in this subparagraph.

(II) The impact that offering career technical education courses, pursuant to this subparagraph, will have on the availability of courses that meet the eligibility requirements for admission to the California State University and the University of California, and whether the career technical education courses to be offered pursuant to this subparagraph are approved to satisfy those eligibility requirements. If a school district elects to allow a career technical education course to satisfy the requirement imposed by this subparagraph, the school district shall comply with subdivision (m) of Section 48980.

(III) The distinction, if any, between the high school graduation requirements of the school district or county office of education, and the eligibility requirements for admission to the California State University and the University of California.

(G) Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of this code.

(2) Other coursework requirements adopted by the governing board of the school district.

(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

(c) On or before July 1, 2017, the department shall submit a comprehensive report to the appropriate policy committees of the Legislature on the addition of career technical education

courses to satisfy the requirement specified in subparagraph (E) of paragraph (1) of subdivision (a), including, but not limited to, the following information:

(1) A comparison of the pupil enrollment in career technical education courses, world language courses, and visual and performing arts courses for the 2005–06 to 2011–12 school years, inclusive, to the pupil enrollment in career technical education courses, world language courses, and visual and performing arts courses for the 2012–13 to 2016–17 school years, inclusive.

(2) The reasons, reported by school districts, that pupils give for choosing to enroll in a career technical education course to satisfy the requirement specified in subparagraph (E) of paragraph (1) of subdivision (a).

(3) The type and number of career technical education courses that were conducted for the 2005–06 to 2011–12 school years, inclusive, compared to the type and number of career technical education courses that were conducted for the 2012–13 to 2016–17 school years, inclusive.

(4) The number of career technical education courses that satisfied the subject matter requirements for admission to the University of California or the California State University.

(5) The extent to which the career technical education courses chosen by pupils are aligned with the California Career Technical Education Model Curriculum Standards, and prepare pupils for employment, advanced training, and postsecondary education.

(6) The number of career technical education courses that also satisfy the visual and performing arts requirement, and the number of career technical education courses that also satisfy the world language requirement.

(7) Annual pupil dropout and graduation rates for the 2011–12 to 2014–15 school years, inclusive.

(d) For purposes of completing the report described in subdivision (c), the Superintendent may use existing state resources and federal funds. If state or federal funds are not available or sufficient, the Superintendent may apply for and accept grants, and receive donations and other financial support from public or private sources for purposes of this section.

(e) For purposes of completing the report described in subdivision (c), the Superintendent may accept support, including, but not limited to, financial and technical support, from high school reform advocates, teachers, chamber organizations, industry representatives, research centers, parents, and pupils.

(f) This section shall become inoperative on the earlier of the following two dates:

(1) On July 1, immediately following the first fiscal year after the enactment of the act that adds this paragraph in which the number of career technical education courses that, as determined by the department, satisfy the world language requirement for admission to the California State University and the University of California is at least twice the number of career technical education courses that meet these admission requirements as of January 1, 2012. This section shall be repealed on the following January 1, unless a later enacted statute, that becomes

operative on or before that date, deletes or extends the dates on which it becomes inoperative and is repealed. It is the intent of the Legislature that new career technical education courses that satisfy the world language requirement for admission to the California State University and the University of California focus on world languages aligned with career preparation, emphasizing real-world application and technical content in related career and technical education courses.

(2) On July 1, 2022, and, as of January 1, 2023, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2023, deletes or extends the dates on which it becomes inoperative and is repealed.

(g) The amendments made to this section by the act adding this subdivision shall become operative upon an appropriation of funds by the Legislature for purposes of these amendments in the annual Budget Act or another statute.

**51225.3.** (a) A pupil shall complete all of the following while in grades 9 to 12, inclusive, in order to receive a diploma of graduation from high school:

(1) At least the following numbers of courses in the subjects specified, each course having a duration of one year, unless otherwise specified:

(A) Three courses in English.

(B) Two courses in mathematics. If the governing board of a school district requires more than two courses in mathematics for graduation, the governing board of the school district may award a pupil up to one mathematics course credit pursuant to Section 51225.35.

(C) Two courses in science, including biological and physical sciences.

(D) Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics.

(E) Commencing with pupils graduating in the 2029–30 school year, including for pupils enrolled in a charter school, a one-semester course in personal finance education. Commencing with the 2025–26 school year, a local educational agency, including a charter school, with pupils in grades 9 to 12, inclusive, shall offer at least a one-semester course in personal finance education, with a standard curriculum determined by the governing Board of Education.

(F) One course in visual or performing arts or world language. For purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in world language.

(G) Two courses in physical education, unless the pupil has been exempted pursuant to the provisions of this code.

(2) Other coursework requirements adopted by the governing board of the school district.

(b) The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study that

may include practical demonstration of skills and competencies, supervised work experience or other outside school experience, career technical education classes offered in high schools, courses offered by regional occupational centers or programs, interdisciplinary study, independent study, and credit earned at a postsecondary educational institution. Requirements for graduation and specified alternative modes for completing the prescribed course of study shall be made available to pupils, parents, and the public.

(c) If a pupil completed a career technical education course that met the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of Section 51225.3, as amended by the act adding this section, before the inoperative date of that section, that course shall be deemed to fulfill the requirements of subparagraph (E) of paragraph (1) of subdivision (a) of this section.

(d) This section shall become operative upon the date that Section 51225.3, as amended by the act adding this section, becomes inoperative.

(e) The amendments made to this section by the act adding this subdivision shall become operative only upon an appropriation of funds by the Legislature for purposes of these amendments in the annual Budget Act or another statute.

#### SECTION 4.

This bill shall go into effect on January 1, 2025.

- a. This bill for receiving a diploma of graduation with the personal finance education requirement shall go into effect with pupils graduating in the 2029–30 school year. This bill requiring local secondary education agencies, including charter schools, to offer a personal finance literacy course shall commence with the 2025–26 school year.

#### SECTION 5.

All laws in conflict with this legislation are hereby declared null and void.

SB 5

Introduced by Saubel

JUNE 29, 2021

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Referred to the Senate  
Referred to Education Committee

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INTRODUCED BY: Delaney Thau

TITLE:

An act to amend Section 44932 of the California Education Code, relating to teacher tenure.

SHORT TITLE:

This act shall be known as the “*Teacher Tenure Revision Act of 2021*”

PURPOSE:

A major problem in California education is the law regarding tenure for teachers. This law gives teachers career-long security of their jobs after only two years of obtaining their first job. This is one of the only occupations in California that gives employees complete security and guarantee of their jobs, for such a long period of time. Thus, the consequences of tenure encourages teachers to become progressively less dedicated and less motivated to perform well in their jobs. The Teacher Tenure Revision Act of 2021 purpose is to revise the current Education Code so that teachers who receive tenure must be reevaluated every five years and reapply for teacher tenure. This act will motivate teachers to be more effective with their students and staff, while making jobs more competitive. Overall this will benefit the California education system entirely.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 44932 of the Education Code is amended to read:

(a) No teacher signed to a tenure contract shall be dismissed except for one or more of the following causes:

- (1) Immoral or unprofessional conduct.
- (2) Commission, aiding, or advocating the commission of acts of criminal syndicalism, as prohibited by Chapter 188 of the Statutes of 1919, or in any amendment thereof.
- (3) Dishonesty.
- (4) Unsatisfactory performance.
- (5) Evident unfitness for service.
- (6) Physical or mental condition unfitting him or her to instruct or associate with children.
- (7) Persistent violation of or refusal to obey the school laws of the state or reasonable regulations prescribed for the government of the public schools by the

State Board of Education or by the governing board of the school district employing him or her.

(8) Conviction of a felony or of any crime involving moral turpitude.

(9) Violation of Section 51530 or conduct specified in Section 1028 of the Government Code, added by Chapter 1418 of the Statutes of 1947.

(10) Knowing membership by the employee in the Communist Party.

(11) Alcoholism or other drug abuse which makes the employee unfit to instruct or associate with children.

(12) The five year contract limit expires.

#### SECTION 2. Definitions

- a. "Teacher Tenure" is to be defined as a five year job security that is renewable under due evaluation.

SECTION 3. This bill shall go into effect on July, 1, 2021.

SECTION 4. All laws in conflict with this legislation are hereby declared null and void.

SB 7

Introduced by Asawa

JUNE 29, 2021

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Referred to the Senate  
Referred to Revenue and Taxation Committee

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INTRODUCED BY: Keira Pender

TITLE:

An act to amend Section 6363.10 of the Revenue And Taxation Code, relating to taxation of menstrual products.

SHORT TITLE: This act shall be known as the "Menstrual Hygiene Taxation Act"

PURPOSE

This bill would establish a similar exemption for the sale of, or the storage, use, or other consumption of, menstrual hygiene products. The bill would provide that the Department of Finance is required to calculate, and the Controller is required to transfer, the total dollar amount of revenue prior to January 1, 2022, 2024, that would have been credited to the Local Revenue Fund 2011 if not otherwise exempted under the sales and use tax with respect to menstrual hygiene products, as specified.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1.

The legislature finds and declares all of the following:

- (a) Menstrual products are the only sex-specific items in California's tax laws.
- (b) California has an interest in promoting gender equity, not only for women and girls, but also for transgender men, nonbinary, and gender nonconforming people who may also menstruate and experience inequities resulting from an additional tax.
- (c) The goal of exempting tampons, pads, and menstrual cups from the sales and use tax laws is to bring gender equity to California's tax laws.
- (d) Each year, Californians pay over \$20 million in taxes on menstrual products. That money, paid as taxes, belongs in the pockets of Californians.

SECTION 2. Section 6363.10 of the Revenue And Taxation Code is amended to read:

- (a) On and after July 1 2023, there are exempted from the taxes imposed by this part the gross receipts from the sale in this state of, and the storage, use, or other consumption in this state of, menstrual hygiene products.
- (b) For purposes of this section, "menstrual hygiene products" shall only include the following:
  - (1) Tampons.
  - (2) Sanitary napkins primarily designed and labeled for menstrual hygiene use.
  - (3) Menstrual sponges.
  - (4) Menstrual cups.

SECTION 3. Definitions

- a. menstrual hygiene products: Tampons, Sanitary napkins, Menstrual sponges, Menstrual cups

SECTION 4. This bill shall go into effect on JULY, 1, 2023.

SECTION 5. All laws in conflict with this legislation are hereby declared null and void.

SB 9

Introduced by Temple

JUNE 29, 2021

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Referred to the Senate  
Referred to Food and Drug Committee

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TITLE:

An act to amend Section 3(A)(4) of Annex 4 in the Food and Drugs Code, relating to the labeling of foods for the contamination of allergens.

SHORT TITLE: This act shall be known as the “Labeling Contamination in Prepared Food Act of 2021”

PURPOSE

32 million U.S. citizens have food allergies,\* yet many people don’t understand the severity of allergens. My sister has a nut allergy and, on multiple occasions, servers have misunderstood how allergies work, causing her to have an allergic reaction. Once, after already having been informed of the allergy, a server brought us our food. When my sister took a bite, her throat became itchy and everything began to swell. We asked if there were nuts present in the dish, to which the server replied, “Only a teaspoon”. Innocent misunderstandings about how allergies work can be life-threatening and unsafe for customers.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1.

Section 3(A)(4) of Annex 4 of the Food Code is amended to read:

- (a) All menus in restaurants, food vendors, food trucks, and establishments with prepared food are required to list allergen contamination in each of their dishes.
1. This can be listed through words, images, or symbols.
    - a. A key must be available and placed on the menu where it can clearly be seen.
  2. Other allergens may be listed as well, but the 8 most common are required under each food item (milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, and soy)

(b) All restaurants and food establishments are required to maintain and update a list of all ingredients and allergens in all dishes that is accessible to customers at all times.

SECTION 3. This bill shall go into effect on DECEMBER, 09, 2021

SECTION 4. All laws in conflict with this legislation are hereby declared null and void.

SB 10  
Introduced by Tape  
JUNE 29, 2021

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Referred to the Senate  
Referred to Education Committee

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INTRODUCED BY: Natalia Genetti

TITLE: An Act to amend chapter 5.6 of the California Healthy Youth Act, relating to pupil instruction.

SHORT TITLE: Sexual Health Curriculum

PURPOSE: The purpose of these amendments is to acknowledge feminine health inclusion in sexual education curriculum and redefine the term “age appropriate” on a parental judgement basis with continuance of disease knowledge and prevention measure inclusion.

**CHAPTER 5.6. California Healthy Youth Act**

**SEC. 1.** Section 51930 of the Education Code is amended to read:

**51930.** (a) This chapter shall be known, and may be cited, as the California Healthy Youth Act.

(b) The purposes of this chapter are as follows:

(1) To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.

(2) To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.

(3) To promote understanding of sexuality as a normal part of human development.

(4) To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.

(5) To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

(6) To provide necessary knowledge of feminine health and menstrual health as a normal part of development.

**SEC. 2.** Section 51931 of the Education Code is amended to read:

**51931.** For the purposes of this chapter, the following definitions apply:

(a) “Age appropriate” refers to topics and messages suitable for targeted age audiences as defined by an individual's parents through an opt-in process.

(b) “Comprehensive sexual health education” means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections.

(c) “HIV prevention education” means instruction on the nature of human immunodeficiency virus (HIV) and AIDS, methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS. Inclusion of personal identification will be enacted.

(d) “Instructors trained in the appropriate courses” means instructors with knowledge of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections.

(e) “Medically accurate” means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists.

**SEC. 3.** Section 51938 of the Education Code is amended to read:

**51938.** (a) A parent or guardian of a pupil has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. A school district shall not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education.

(b) At the beginning of each school year, or, for a pupil who enrolls in a school after the beginning of the school year, at the time of that pupil’s enrollment, each school district shall notify the parent or guardian of each pupil about instruction in comprehensive sexual health education and HIV prevention education and research on pupil health behaviors and risks planned for the coming year. The notice shall do all of the following:

(1) Advise the parent or guardian that written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection.

(2) Include information explaining the parent’s or guardian’s right to request a copy of this chapter.

(3) Advise the parent or guardian that the parent or guardian has the right to excuse their child from comprehensive sexual health education and HIV prevention education and that in order to excuse their child they must state their request in writing to the school district.

JR 1

JUNE 29, 2021

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Referred to the Joint Senate and Assembly

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INTRODUCED BY: Anika Mukker, Speaker of the Assembly; Jayna Wadhwa, President Pro Tempore of the Senate

TITLE: “ A resolution of appreciation”

Whereas the American Legion Auxilliary celebrates its 78th year of success in this outstanding conference known as ALA California Girls State

Whereas the ladies of the ALA raised money for us, interviewed us, and sent us to experience this most amazing week

Whereas our counselors and staff volunteered a week of their time to give an experience most would not think to give

Whereas our Chief Counselor, Dr. Kimberly MacKinney, Director, Allyn Kau, and Chairperson Tammy Solazo have made this incredible opportunity possible

Therefore, be it resolved that the Assembly and Senate of 2021 ALA California Girls State, on behalf of our constituents and ourselves, would like to extend the warmest thank you to the staff and volunteers who made this memorable week possible--

To the Legislative Staffers, including our amazing clerks, we could not have survived this session without your work and energy.

To all the citizens who drafted bills, your ideas set the foundation for the progress we all made.

To our fellow Girls State citizens, we have all had our lives changed for the better with this program and we hope that you pass it on.