

ONE VOICE

for students

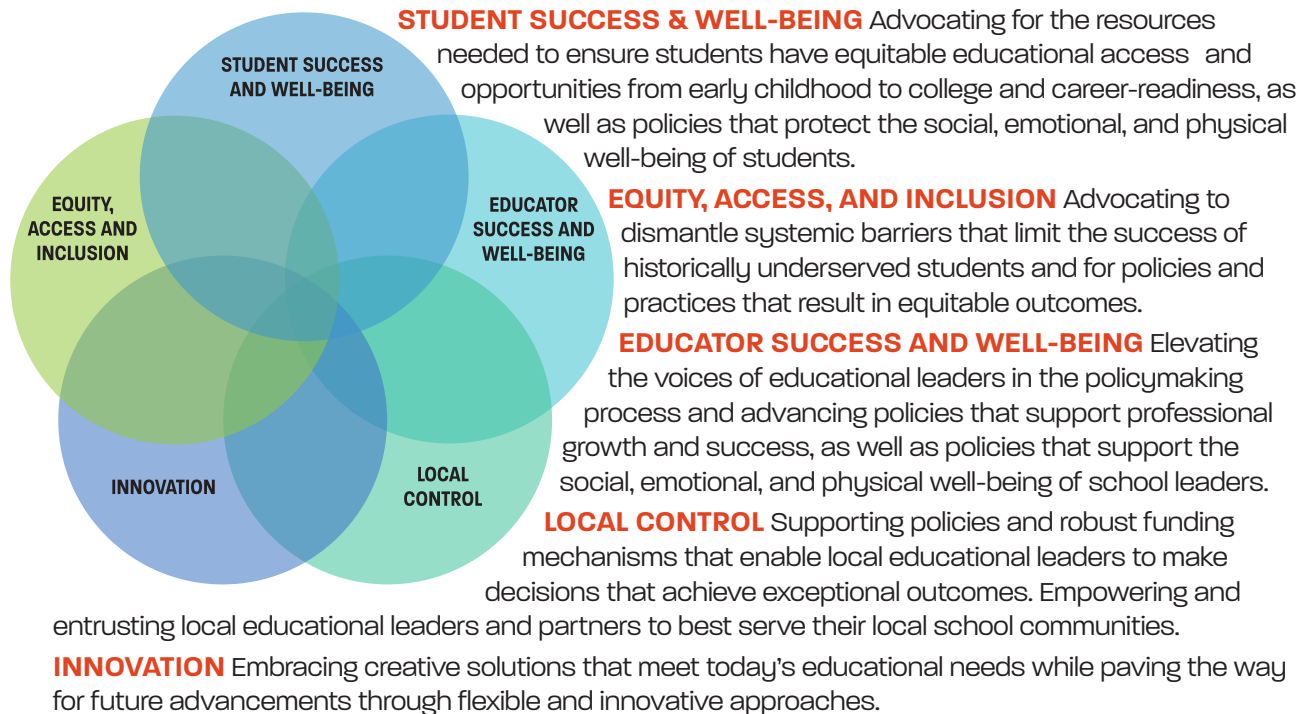
Association of California School Administrators Legislative Platform 2025-26

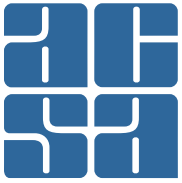
INTRODUCTION

The mission of the Association of California School Administrators (ACSA) is to advocate in the best interest of students and to develop, empower, and inspire equity-minded educational leaders. ACSA strives to be the driving force for an equitable, world-class education system that meets the diverse needs of all California children and adult education students, building trust in public education as an institution essential for individual advancement, statewide prosperity, and as the cornerstone of democracy.

ACSA's One Voice for Students Legislative Platform plays a pivotal role in prioritizing the work of the Governmental Relations team and ACSA's grassroots advocacy efforts. The Legislative Platform is informed by broad member input, developed by the Legislative Policy Committee, ratified by the Leadership Assembly, and ultimately adopted by the Board of Directors every two-year legislative session, with a mid-session update. While the Legislative Platform identifies key advocacy priorities, the Governmental Relations staff will advocate on additional policy areas that arise throughout the legislative session that promote the organization's mission and vision.

GUIDING PRINCIPLES





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PRIORITY POLICY AREAS

EDUCATIONAL AND COMMUNITY-BASED EQUITY

ACSA is unwavering in its commitment to supporting policies that advance equity, access, diversity, belonging, and inclusion. ACSA will continue advocating for equity-centered policies that empower underserved and underrepresented groups with additional resources, as well as policies that support all student groups in realizing their highest potential.

Policy recommendations may include, but are not limited to:

- a. Enhancing educational opportunities for all students, especially those historically underrepresented, underserved, and under-resourced;
- b. Supporting the protection of LGBTQIA+ individuals and prohibiting discriminatory behavior against them;
- c. Ensuring safe and secure learning environments for undocumented students and mixed-status families;
- d. Supporting students with disabilities by ensuring equitable access to resources, creating inclusive environments, and collaborating with families and providers;
- e. Increasing diversity in the educator workforce.

ROBUST AND STABLE SCHOOL FUNDING

ACSA calls on the state and federal governments to provide robust funding and empower local decision-making, in order for schools to provide innovative and high-quality education and career exploration to all students. Full and stable funding is critical to ensure the success of key state programs, including Transitional Kindergarten (TK) and Expanded Learning Opportunities (ELO-P).

Policy recommendations may include, but are not limited to:

- a. Fully funding Proposition 98;
- b. Increasing LCFF base grant funding;
- c. Fully funding all educational programs outside of LCFF, including but not limited to Special Education, Transitional Kindergarten, Adult Education, and Universal Meals;
- d. Mitigating the fiscal impact of declining enrollment, rising fixed costs, and unexpected fluctuations in attendance due to external factors;
- e. Increasing federal funding to support education, including but not limited to reauthorization of and increased funding for the federal Individuals with Disabilities Education Act;
- f. Mitigating the impact of liability claims against schools and the increasingly large settlements and judgments that result.

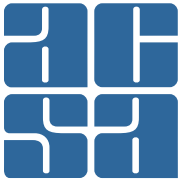
STAFF SHORTAGE: RECRUITMENT AND RETENTION

Statewide, schools continue to face severe shortages in classified, certificated, designated subjects, and administrator positions. ACSA supports streamlined reciprocity, multiple pathways to the education profession, and diverse representation from caring, high-quality educators at all levels of the school system. ACSA urges the state to support innovative, research-proven methods that recruit and retain education professionals.

Policy recommendations may include, but are not limited to:

- a. Enhancing, sustaining, and streamlining successful state financial incentives that recruit and retain diverse classified, certificated, and administrator positions;
- b. Seeking multiple methods to demonstrate professional competency that reduce barriers to recruitment and career advancement;
- c. Supporting affordable and expedited credentialing programs that are embedded within existing degree programs and removing eligibility obstacles that hinder out-of-state reciprocity;
- d. Protecting public employee pension and health benefits by opposing threats to the CalPERS and CalSTRS funding statuses.





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STREAMLINED ACCOUNTABILITY

Educators' time and energy must be focused on purposeful student instruction and supports, and the implementation of strategic plans, including Local Control Accountability Plans (LCAP). Instead, educators are grappling with extensive plan development and fragmented reporting requirements, which disproportionately impact small school districts that have limited staff and resources. ACSA supports the successful implementation of a streamlined accountability system that measures student progress with consideration of local learning conditions.

Policy recommendations may include, but are not limited to:

- a. Minimizing the number of reports across all educational disciplines by consolidating and aligning state and federal requirements while also maintaining local control, and removing any duplicative information and forms at the state level;
- b. Pursuing continued improvement and efficiency of the state accountability system, including the refinement of the state and local performance indicators on the California School Dashboard and streamlining of the Local Control and Accountability Plan (LCAP);
- c. Developing an accountability process for alternative education that recognizes student growth and alternative education's unique context.

STUDENT AND EDUCATOR WELLNESS AND BEHAVIORAL HEALTH

Schools are grappling with intensified behavioral health needs for both students and staff. ACSA members report that rates of student anxiety, depression, trauma, and suicide are at all-time highs. Furthermore, educators are experiencing burnout and need additional behavioral health support. Responding to these needs, and ensuring students and staff feel safe and supported at school requires broad, coordinated, and sustained effort. ACSA will continue to promote policies and cross-sector solutions that ensure all students and educators have access to social and emotional support and care.

Policy recommendations may include, but are not limited to:

- a. Increasing coordination among schools, state agencies, and community providers, with a focus on providing school-based services;
- b. Seeking innovative ways to increase the amount of trained mental health and behavioral professionals in schools and early childhood settings;
- c. Providing schools access to sustainable, non-Prop. 98 funding, including Medicaid/Medi-Cal and Behavioral Health Services Act (Proposition 1) funds, to expand access to behavioral health services.