

Student Advisory Board on Education



2020

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P R E F A C E

The first Student Advisory Board on Education took place in 1963, and was established as an avenue for the California State Board of Education to receive feedback from the main stakeholders of the education system, students. Additionally, students at SABE are tasked with the election of the top six semi-finalists for the position of Student Board Member on the State Board of Education. As such, students at SABE have served as representatives for the needs and perspectives of California students for the last fifty-seven years.

The 2020 Student Advisory Board on Education (SABE) took place virtually from October 31st through November 2nd. The delegation was composed of 72 high school students, from all grades, representing all regions of California. At SABE, delegates discussed the issues in the California education system that they, as students, identified as most pertinent. Delegates then researched and developed proposals for the Board of Education on how to best address these issues.

Topics addressed this year and their respective proposals include:

- Student Representation
 - Increasing the voice of students through appointments to LEA committees, the creation of a standardized set of student committee members' rights, and the creation of a SBE Student Board Member advisory committee.
- Civic Engagement
 - The creation of a Student Civic Learning Handbook outlining the avenues and opportunities available to students to participate in the decision making process.
- Racial Equity
 - The creation of a blueprint of model practices that provide comfortable and accessible ways for students to report racially charged incidents at school.
- School Safety
 - The development of guidelines for LEAs to establish methods for students to communicate school safety concerns regarding staff misconduct, instances of sexual harassment, possession of dangerous substances, and weapons to local administration.

- Mental Health
 - The implementation of informative posters in schools that identify the signs of declining mental health and include safe plans in the event of a mental health crisis, positive coping mechanisms, and the identification of available school-based services.
- Distance Learning
 - The creation of a distance learning task force composed of students, admin, teachers, and parents dedicated to improving distance learning and its transition into traditional learning models.
- Environmental Sustainability
 - The development of LEA Green District Advisory Councils, consisting of students, district staff, and community members, in charge of leading sustainable initiatives to be implemented at the district level.

The proposals outlined in this packet are the direct result of the work of students. Over three days, students brainstormed and conducted thorough research to create effective and informed proposals to make tangible change in their communities and statewide. We commend the delegation and their extraordinary initiative.

It must also be noted that this year's conference was directly reflective of the times. Due to the ongoing Covid-19 pandemic, the Student Advisory Board was transitioned to an online platform, utilizing the technology and software employed by schools nationwide following the shift to distance learning. The digital ecosystem has become instrumental in the facilitation of learning as well as advocacy on behalf of the underrepresented.

The Student Advisory Board of Education

Thursday, November 5, 2020, Item #1

Student Representation

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I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified that district and school administration do not feel that student voice is necessary to running a successful district which has resulted in student voice, especially the voices of historically underrepresented minorities, being overlooked and underrepresented in the education system.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education suggests that the State Board of Education:

1. Recommend the governing board of district boards of education to appoint to their committees (including Local Control and Accountability Plan and Curriculum Committees) within 60 days one or more pupil members with preferential voting rights if pupils submit a petition of 10% of the student body or 500 pupils (whichever is fewer) to the governing board.
2. Create a standard baseline of the rights of student committee members.
3. Create a State Student Board Member Student Advisory Board.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

1. The California State Board of Education recommends to local Governing Boards and District Administration that they appoint at least one pupil member to each board and district committee. Including, but not limited to Local Control and Accountability Plan and Curriculum committees.
 - Pupil shall be appointed to committee within 60 days of receiving a qualified petition
 - The petition shall contain the signatures of either (A) not less than 500 pupils regularly enrolled in high schools of the school district, or (B) not less than 10

percent of the number of pupils regularly enrolled in high schools of the school district, whichever is less.

- Pupil Criteria
 - Any pupil selected to serve as a member of a board or district committee shall be enrolled in a high school of the school district, may be less than 18 years of age.
 - Appointment or election
 - The governance board of district administration may appoint more than one student per committee
 - The pupil shall be elected or appointed in a manner decided by the governance board or district administration. The term of a pupil member shall be one year commencing on July 1 of each year.
 - Pupil members shall not be considered members of a legislative body of a local agency for purposes of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Part 1 of Division 2 of Title 5 of the Government Code).
2. The California State Board of Education creates recommended baseline standards pertaining to the rights and duties of pupil committee members serving on board committees and subcommittees. We recommend that the following rights be given to all pupil members:
- Each pupil member shall have the right to attend each and all meetings of the committee.
 - Each pupil member shall be made aware of the time commitment required to participate in committee meetings and work.
 - A pupil member shall be seated with the members of the committee and shall be recognized as a member of the committee, which includes the following:
 - receiving all open meeting materials presented to the committee members at the same time the materials are presented to the board members
 - being invited to staff briefings of committee members or being provided a separate staff briefing within the same timeframe as the staff briefing of committee members
 - being invited to attend other functions of the committee, such as forums, meetings with pupils and parents, and other general assemblies.
3. The California State Board of Education recommends the formation of a State Student Board Member Student Advisory Board. We recommend that the Student Advisory Board adhere to the following guidelines:
- All district student board members in California are eligible to apply to be on the Student Advisory Board.
 - Application process will vary based upon the general level of interest expressed by district student board members.
 - The Student Advisory Board should have regular and recurring meetings, at least six times per year (in preparation for each of the six California State Board of Education meetings)
 - Representation from each CASC Region is encouraged to include diverse voices
 - The State Student Board Member may be responsible for reaching out to district student board members in underrepresented regions

IV. KEY ISSUES

Pupils are unaware of opportunities to speak out and/or are discouraged from participating in student representation and leadership opportunities.

- In Palo Alto Unified School District and Oakland Unified School District, superintendent student advisory councils and other student leadership groups have been cancelled due to COVID-19 without considering the viable options of hosting virtual meetings.
- Students who are enrolled in districts in lower socio-economic areas have lower GPAs compared to students who are enrolled in districts in higher socio-economic areas. This correlates with a decrease in student participation and representation among the students within this district who have the lowest GPAs in extracurricular activities including leadership roles within their district because they feel discouraged to take on these roles due to their level of academic success.
- In Palo Alto Unified School District, student board members who wanted a voice on distance-learning bell schedule changes were ignored for months; a survey with responses from over 800 students and parents were recorded and more than 80% of responses vocalized that they wanted schedule changes. The district board did not implement these changes.
- CSBMA (California Student Board Member Association) includes only 40 student board members across California when there are around one thousand school boards across California.

Even when pupil representation is present in decision-making, pupil opinions are often overlooked or ignored.

- School buses were defunded (before schools moved online) in Sweetwater Union High School District despite student protests and the disproportionately detrimental effects on students of lower socioeconomic status. This administration decision shows how student opinions are overlooked when making vital decisions that affect their daily life.
- In Turlock Unified School District the two student members on the Board of Education were not given the opportunity to represent the student population during two virtual school board meetings and were not able to give student insight on issues within their district or provide the board with an update on student involvement within the district. This has since been addressed and the representatives have been given the opportunity to speak at the meetings without being forgotten about but no further action was taken to ensure that this issue would not occur again in the future and to increase accountability on part of the board.

Pupils belonging to underrepresented minority groups are also underrepresented within their district.

- Despite making up 21% of the Palo Alto High School student population, no students belonging to historically underrepresented minority groups are represented on ASB, School Site Council, District Board, or the LCAP Committee.
- The cost to attend this SABE conference amounts to \$162 without scholarship. Students from lower SE groups¹ encounter financial obstacles such as these when looking to get involved with club sports, leadership roles, community service, and other extracurricular activities essential to personal development and success.

- Students from lower socioeconomic areas are less likely to be active participants in their community compared to students from higher socioeconomic areas. For example, Del Norte Unified School District, which is located in the lowest poverty area in California, has a lower chronic absenteeism percentage than Los Angeles Unified School District, which is located in the highest poverty area in California. Students from lower socioeconomic areas are faced with more outside factors, such as familial responsibilities and financial obstacles, that can prevent them from attending school and furthermore representing their community.

V. PROVEN RESULTS

- SoundOut, a nonprofit dedicated to engaging student voice in the education system, has partnered with the US Department of Education, New York State Student Support Services Center, and other organizations - has numerous articles regarding studies, research summaries, and examples of student engagement in the education system, which has shown that with student members in Boards of Education, there's been an improvement/increase in academic achievement, civic engagement, better teaching, effective school improvement, school culture, etc.
- A study by Dr. Ulrika Bergmark - a professor and researcher in Communication and Education - on the Swedish education explored student participation in education: "The findings revealed that the students have diverse understandings of student participation and that the degree of participation is dependent on students' [...] expectations and responsibility. Student teachers also connected student participation to their learning and future profession as teachers, beyond measurable outcomes as, for example, grades and completion of degree."
- San Francisco Unified School District has an esteemed Student Advisory Council and two extremely well respected student representatives on the Board of Education that are consistently consulted and given a space to advocate for students by their fellow adult peers; this same district has shown great performance in graduation rate and college/career readiness even when over half the student population is socioeconomically disadvantaged.

VI. FISCAL ANALYSIS

No SBE funds are required.

- Up to \$5000 impact of updating legislative documents and informing community members via email/text will be covered at the local level but will not increase net expenditure because resources are already allocated towards emails, texts, and website updates.
- Possible overtime pay for staff working to promote student representation and leadership
- Low to moderate cost for the Student Advisory Board to the State Student Board Member.

VII. RATIONALE

Student Representation; General

- Fosters communication/connection between students and administration.
 - Research shows that the students most likely to feel college ready are the ones who have built a mentor-like relationship with adults in their communities
- Students offer a unique perspective because they have experiential knowledge.
 - Students are directly impacted by the success and failure of education policy and observe the effects of legislation.
- More accessible leadership resources and opportunities will encourage students to take advantage of those opportunities.
- Student representatives do not hinder the work nor do they detract from opinions or ideas of regular board members. Hearing student voice only provides further information for consideration and a primary source perspective of local policy.

Student Representation; Examples

- California School Boards Association (CSBA) has a student representative on their legislative committee
- “The Pennsylvania State Board of Education changed its bylaws in 2008 to require one high school junior and one high school senior to sit on both the Council for Basic Education and Council of Higher Education for their SBOE.”
- Denver, Colorado has a Denver Student Board of Education that has conducted many projects throughout their district including creating a curriculum that’s been used in their high schools’ leadership classes.

Student Representation; State Student Board Member Student Advisory Board

- The State Student Board Member needs other perspectives in order to accurately represent all students in California; it is difficult for one voice to speak for 6.5 million students.

VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

1. Previous State Board of Education Recommendations
 - The California State Board of Education has added both a student member to the board itself and the Instructional Quality Commission. This promotes youth voice and shows the viability of the addition of students to committees and commissions at the local level.
2. Previous Legislative Action
 - California Education Code 52060 Section 8 G states that pupils are among those consulted when drafting a district’s Local Control and Accountability Plan.

- AB 1204 encourages the State Board of Education to add a pupil member to the Instructional Quality Commission.
 - SB 532 outlines the ability of and the procedures for a pupil member to be added to local governance boards
3. Current Implementation of Student Commissions
- San Francisco Youth Commission enacted by a 1995 San Francisco Charter Amendment. The Youth Commission is a body of 17 youth from San Francisco between the ages of 12 and 23. Created by the voters under a 1995 amendment to the City Charter, the commission is responsible for advising the Board of Supervisors and the Mayor on policies and laws related to young people. The Youth Commission is also charged with providing comment and recommendation on all proposed laws that would primarily affect youth before the Board takes final action.
 - Pioneers on local San Francisco Proposition G, which would let 16 and 17 year olds to vote on local candidates and ballot measures.

The Student Advisory Board of Education

Thursday, November 5, 2020, Item #2

Civic Engagement

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I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified that civic learning and engagement among youth is not a priority in K-12 education, thereby denying students in California the opportunity to leverage their knowledge on democracy into real governmental action.

II. RECOMMENDED SBE ACTION

The Student Advisory Board of Education urges the State Board of Education to facilitate the creation of a Student Civic Learning (SCL) Handbook, which would detail the ways in which a student could engage civically as well as any background knowledge and skills they would need in order to become active participants within their communities, with the goal of promoting civic engagement among youth.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

1. The SCL Handbook would be created by the California Department of Education and includes details on the importance of student civic engagement as well as essential knowledge needed to become a civically engaged member of society, including but not limited to:
 - a. Information and guides on key voting processes such as how to preregister to vote, where to find local polling places, etc...
 - b. Essential legislative knowledge including how to understand policy language, how to find and contact local legislators, and how to research legislation, among other basic political knowledge.

- c. The skills required to facilitate a productive discussion surround contentious political topics. Such skills would include the use of nonpartisan language, bias media training, news authentication, etc...
 - d. Opportunities for students to become civic leaders through local organizations, service projects, and a list of recognition/awards receivable pertinent to civic engagement such as the California State Seal of Civic Engagement.
 - e. Knowledge essential to their understanding of and engagement in educational policy pertinent to their role as the primary stakeholders of the education system such as the LCAP, LCFF, the Student Board Member Position, and other basics of education policy.
 - f. Summaries and key points of past legislative actions that significantly impacts their learning environment. Examples include AB 261, AB 24, etc...
2. The state-issued SCL Handbook would then serve as a model for local education agencies to use in the adaption of their own, localized SCL Handbook, which would be facilitated by a committee consisting of students, parents, teachers, school/district administrators, and other pertinent community members.
 3. The finalized, district specific SCL Handbook would be distributed and made accessible to all students online in multiple languages and would be further publicized by school staff to their students

IV. KEY ISSUES

- Young people are not equipped with the civics training required to properly engage in discussion surrounding contentious, modern-day issues with the skills needed to effectively listen, speak, and persuade in the public realm.
- Students from lower income families have less access to high-quality civic learning opportunities than students from more affluent backgrounds. In California, 58 percent of K-12 students are eligible to receive free or subsidized lunches, which is an indicator for low socio-economic status, therefore the civics “opportunity gap” affects at least 6 in 10 of California students.
- Latino and African American youth, who make up 59 percent of California’s K-12 students, receive fewer high quality civic learning opportunities than their white peers. This leads to an underrepresentation of minority voices in key policy decision making processes.
- Students are not given guidance on how to navigate 21st century political discourse and need to be able to differentiate fact from fiction, especially online. Teaching students how to address controversial issues and how to create a safe, civil, and respectful environment is essential to learning a variety of perspectives.
- Schools are an ideal place for students to learn how to have civic and political discussions with people who have different opinions from their own as they are often more diverse than other settings in which youth spend time; however, this opportunity for civic learning is not being properly utilized.

- Students are not aware of the opportunities for civic participation available to them. In many school districts, students and teachers are generally unaware that opportunities for civic engagement such as a student board member even exist.
- Student voices are not taken seriously by those in power because young people lack the civic education to properly express their opinions in a professional setting.

V. PROVEN RESULTS

- When youth engage in discussions of current events and controversial issues, they report greater engagement in school. They also report greater interest in politics, improved communication and critical thinking skills, increased civic knowledge, and a higher chance of participating in civic life as adults (Gould et. al, 2011)
- Civic engagement in adolescence is related to higher life satisfaction, civic participation, and educational attainment, and is related to lower rates of arrest in emerging adulthood (Chan et al. 2015)
- Civic participation is associated with higher rates of leadership development, integration with family, connection to community, identity reflection and emotional regulation among a group of high school students (Hansen et al., 2003).
- Among a group of racially diverse children, those who participated in organized youth activities including volunteering and service activities during adolescence were more likely to participate in civic activities as adults (i.e. volunteering, voting, testifying in court, serving as a peer juror, knowing more about current events) (Obradović & Masten, 2007)

VI. FISCAL ANALYSIS

The creation of the Student Civic Learning Handbook, being a template that would be distributed digitally, would incur little to no costs to the State Board of Education.

VII. RATIONALE

A standardized SCL Handbook made available to all students would create an inclusive and informed culture in which students do not have to spend large amounts of time and money seeking civic engagement opportunities; thereby greatly increasing accessibility and allowing previously marginalized communities to effectively use their voice. Now more than ever, California students seek civic engagement and participate in political discussions on a daily basis.

As the implicit desire in young people to engage in their political realities becomes more and more evident with each passing day, so too do the vast disparities that lie between white, upper/middle class students and their socioeconomically disadvantaged minority counterparts

with respect to the opportunities they receive to become politically engaged and the civic engagement they partake in. Furthermore, in schools such as Chino Hills High, where students repeatedly reported sexual harassment from an adult on campus and no serious action was taken, student voices are not heard and often overlooked by those in power.

It is imperative to recognize the crucial role that civic education plays in the lives of students in California. The current lack of quality civic education has left many students without the tools necessary to properly express and represent themselves. As a result, local educational agencies lack input from their primary stakeholders, students. In 2020, California has seen the positive impact that students can make if they are given the education and platform needed to use their voice through political movements such as Black Lives Matter or the push for ethnic studies.

The creation of a standardized resource for students to learn about the importance of civic engagement and how to participate is not only an essential step towards mitigation of issues such as a lack of accessibility to civic learning across all student subgroups, the ageist stigmatization of youth expression, and the underrepresentation of minority groups, but also imperative for the amplification of the student voice and the positive change that it may bring.

VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

1. [AB 773](#) (Vetoed 2019)- would designate January and September as “high school voter education months,” where the Secretary of State, in coordination with the Superintendent of Public Instruction would develop educational programming to provide voter education to high school seniors. County elections officials would customize the programming to include localized information about their county’s election system. The bill would have an LEA offer pupils the opportunity to register or preregister to vote during a presentation or assembly at the high school campus.
 - The bill was vetoed by Governor Newsom in October of 2019 on the grounds that significant efforts to increase turnout among young voters have already been made
2. [AB 1858](#) (Tabled until 2021) - would create the California Youth Empowerment Act to address the growing need to engage youth directly with policymakers. The bill would establish the California Youth Empowerment Commission consisting of 24 voting commissioners between the ages of 14 and 25 with at least 10 having experienced a physical disability, youth homelessness, foster care, or juvenile incarceration. The commission would be advisory in nature with the purpose of providing previously inaccessible opportunities for civic engagement to improve the quality of life for California’s disconnected and disadvantaged youth. The bill would have the commission make recommendations to the Legislature, the Superintendent of Public Instruction, and the Governor, on various legislative and fiscal issues affecting youth.
3. [AB 1446](#) (Passed 2015) - mandates that the Secretary of State provide every high school, community college, and CSU/UC campus with voter registration forms yearly upon request.
4. [ACA 4](#) (Passed 2020) - authorizes any United States citizen who is 17 years of age, is a resident of California, and who will be at least 18 years of age at the time of the next general election to

vote in any primary or special election that occurs before the next general election in which the citizen would be eligible to vote if at least 18 years of age.

5. [AB 24](#) (Passed 2020) - Requires the Superintendent to recommend to the State Board of Education criteria for awarding a State Seal of Civic Engagement to pupils who have demonstrated excellence in civics education and participation and have demonstrated an understanding of the United States Constitution, the California Constitution, and the democratic system of government
6. [ACA 8](#) - Would reduce the minimum voting age to 17
7. [Education Code 35012](#) (Passed 2017) - A school district must appoint a student board of education member if a petition containing the signatures of either at least 500 high school students or at least 10 percent of the high school student population within the district is submitted to the district. The student board member would be entitled to preferential voting rights

The Student Advisory Board of Education

Thursday, November 5, 2020, Item #3

Racial Equity

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I. PRIORITY

The Student Advisory Board on Education has identified that racially charged incidents in school are normalized, where students do not feel comfortable giving their experiences. This leads to Local Educational Agencies not recognizing BIPOC (Black, Indigenous and People of Color) experiences and no disciplinary action being taken.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education suggests that the California Department of Education and State Superintendent of Public Instruction develop a blueprint of model practices that provide comfortable and accessible ways for students to report racially charged incidents at school. Furthermore, the Task Force on Safe Schools and superintendent encourages its use by Local Educational Agencies along with necessary restorative disciplinary action to be taken.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

The State Superintendent of Public Instruction will employ the existing Task Force on Safe Schools who will consult experts on restorative practices and student members to represent and voice student concerns. The stakeholders will work together to oversee and develop a blueprint of model practices that provides easy and accessible pathways for students to report racially charged incidents and encourages effective processes for responding constructively to said incidents of discrimination, racism, and harassment. This will provide Local Education Agencies with the resources to better their school climates.

The Student Advisory Board on Education recommends that the working groups creating the blueprint takes into consideration the following suggestions:

- Safe and accessible methods for students to report racially charged incidents
 - Anonymous report options - transparency is not required and an alternative method provides a more comfortable environment for students
 - Prioritization of listening to BIPOC voices and experiences
 - Assure and encourage - students are reminded that no micro aggression is too small to report and all reported racially charged incidents are handled in a timely manner
- Students representation - student surveys are conducted to gather insight into student preferences and opinions for the development of the blueprint

The State Superintendent of Public Instruction is to distribute the blueprint to Local Educational Agencies as an addition to the resources already required by AB 9 and will be an available resource that prioritizes the concerns of BIPOC students and any discrimination they may face. The resource allows individual school districts and schools to identify implicit bias and apply restorative justice practices that will provide safety and security to BIPOC students. Following AB 9, the blueprint will be posted on the CDE website and will be encouraged by the Task Force to be posted on district and school websites, and other places that currently display anti-bullying and harassment procedures and resources

IV. KEY ISSUES

- Local Educational Agencies do not have a system in place to properly deal with racially charged incidents which prevents follow through on the issue at hand. The lack of completion to carry out disciplinary action results in less reports from students and therefore lead Local Educational Agencies to believe racism and racially charged incidents are not present on campus.
- Current disciplinary policies show an uneven allotment of suspensions, often due to racial discrimination. In the 2012-13 school year, African American students made up 6.3% of the total public school enrollment but accounted for 16.2% of total suspensions. Nationwide, Black students make up 15% of the student population, but 31% of students who are referred to law enforcement or arrested at school. (Edsource) These disproportionate rates for BIPOC youth have led to a school to prison pipeline. Data show that black and brown youth are far more likely to be suspended from school than their white peers and long-term studies have revealed that students who are suspended for at least 10 days are less likely to graduate and more likely to be arrested and incarcerated by their mid-20s.
- Even though many schools are reporting dramatic drops in overall suspensions, African-American students are still suspended three times as often as their white peers, according to the state data, and studies have found culturally biased judgments influence discipline decisions (Adams, 2015; Gregory, Skiba, & Norguer, 2010; Hashim, Strunk, & Dhaliwal, 2018; Lindsay & Hart, 2017).
- As of 2018, hate crimes on school campuses jumped up 25% and as of 2019 reached an all time high for the last 16 years. according to FBI data.

V. PROVEN RESULTS

- The bill AB 9 (2011), also known as Seth’s Law, provided Local Education Agencies with a procedure for handling bullying and discrimination where staff must intervene in incidents that display any acts of harrassment. The State Superintendent of Public Instruction is required to post the bill which can be found in school handbooks, school and district offices and on websites, accessible to student and parent access. Seth’s Law is a precedent that is used to provide guidance for action taken against discriminatory incidents, and has had numerous positive results including a decline in complaints as students became more aware of the consequences of bullying through the prevalence of their LEA’s procedures. Additionally many schools and districts implemented procedures for handling bullying on campus that included; Some schools require that a form be used to report a bullying incident. In some cases the forms are on the school website. In some cases forms are given to parents on the first day of school. Sometimes the forms are located on the district website. Sometimes the forms are available in school offices. Some schools do not use any forms. Most schools do not accept online complaints while some schools allow verbal complaints. Some schools allow anonymous complaints. One school has an “Advice Box” on campus where anonymous complaints can be made. Several schools have an Anonymous Tip Line phone number on their website that can be called. A couple of schools also implemented restorative justice practices such as anti-bullying teams and peer courts, to address the incidents on campus.
- The Oakland Unified School District implemented positive disciplinary practices with a program that is broken down into three tiers. In the first, entire classrooms come together in community-building circles to talk about problems and voice their concerns, which encourages peer-to-peer respect. For specific conflicts, though, smaller groups are used, which bring together the harmed student, the person causing the harm, and a group of their peers or adults. A third tier is reserved for student reintegration following suspension. The program resulted in lower suspension rates.
- **A 2015 report that “the number of suspensions at Metropolitan [High School, Los Angeles] has dropped by two-thirds. It now has a suspension rate of 3 percent. Incidents of physical fights in school have also plummeted, from 40 in 2010 to less than five last year. The graduation rate rose to 90 percent in 2014 from 82 percent in 2012, and college enrollment rose to 70 percent in 2012 from 48 percent in 2010.” All of this was feasible because the school provided therapists for their students.**

VI. FISCAL ANALYSIS

The creation of models for complaint procedures related to racially-targeted incidents will require minimal cost. At most, the proposal would require funding for research and expert opinions from the racial equity field utilized when developing the models. If implemented, the cost is heavily outweighed by the benefits the policy would provide.

VII. RATIONALE

Due to Seth's Law, we have seen trends where schools have utilized resources to create their own procedures and reporting systems, with some being more effective than others. However, even still, schools have failed on numerous occasions to adequately prioritize, address, and identify racism in the curriculum. By developing effective methods for reporting incidents and taking action, school climates will be improved as Local Education Agencies are encouraged to address racial discrimination and harrasment on their campuses. Furthermore, schools will have the ability to create an environment where BIPOC students feel that their experiences are validated and taken seriously. As a result, this will provide a comfortable, safe, and accepting environment that prioritizes anti-racism. Taking restorative disciplinary action will hold students and staff accountable for any racially-motivated incidents, which in turn will decrease suspension and expulsion rates while increasing graduation rates as school environments become a more positive environment for BIPOC students. This process will encourage educators and administration to be effectively equipped with material to handle racially-motivated incidents restoratively and push them to address it positively. In addition, when schools implement the model and it becomes effective in changing the culture in reporting incidents, then many school districts in other areas all across California can follow suit and adopt a similar model for addressing racist incidents. Therefore, the issue of ineffectual discipline and lack of response to incidents will be combated, allowing BIPOC experiences to be recognized and contributing to an anti-racist culture on campuses, which will hopefully diminish as the trend for reporting systems continue.

VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

1. CDE Action- State Superintendent of Public Instruction, Task Force on School Safety.
 - a. There is currently a task force that was created in response to the current social climate that is focused on racial justice and putting a spotlight on implicit bias and institutional racism, in order to make campuses a more safe place.
2. CDE Action- Superintendent Thurmond's "Education to End Hate" Initiative. This is a three prong led process.
3. Sept. 25th Superintendent Thurmond announced **Mini Grants** Available to Provide Anti-Racism and Anti-Bias Educator Training. These grant applications were sent to all superintendents and are worth up to \$20,000.
4. AB 537 "Violence Prevention Act" (2000)- Sought to address school violence and suicide, as well as mitigate the growing rate of hate crimes through several amendments to the California education code. This bill explicitly prohibited discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability in any program or activity conducted by any educational institution or postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.
5. AB 2489 (2016) - Bill analyzes current restorative justice practices in educational institutions to formulate the necessary strategies for restorative justice to be effective. This is done by requiring

the CDE to consult stakeholders of schools and create models/recommendations for schools regarding restorative justice.

6. AB 9 “Seth’s Law” (2011)-This bill made it so that Local Education Agencies are required to prohibit discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics. It also made it mandatory for LEAs to have a procedure for receiving and investigating incidents and for staff to intervene in incidents of discrimination and bullying. It also requires the State Superintendent of Public Instruction to post, and annually update, on his or her Internet Web site, and to provide to each school district, a list of statewide resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying, and their families.

The Student Advisory Board of Education

Thursday, November 5, 2020, Item #4

School Safety – The Importance of Student Voice in School Safety Practices

Speaker: William Hin, Santiago High School, Garden Grove

Writer: Kaitlyn Cui, Northwood High School, Irvine

Research: Emme Engel, C.K. McClatchy High School, Sacramento

Facilitator: Elijah Tsai, Lincoln High School, Stockton

Group Members: Grace F, Amanda Galicia, Otay Ranch Senior High School, San Diego ; Ava Gebhart, Foothill High School, Palo Cedro ; Harper Johnston, C.K. McClatchy High School, Sacramento; Jesse James II, Troy High School, Fullerton ; Kaeli N, Eastlake High School, San Diego ; William Lau, Alameda Science and Technology Institute, Alameda ; Paula Escobar, Evergreen Valley High School, San Jose

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified that Local Educational Agencies (LEAs) lack valuable student perspective in creating and enforcing the guidelines for student safety.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education advises that the State Board of Education recommends and sets guidelines for Local Educational Agencies to establish various methods for students to communicate school safety concerns regarding staff misconduct, instances of sexual harassment, possession of dangerous substances, and weapons to local administration, and that these student voices be taken into account when schools execute campus-wide safety initiatives.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

The State Board of Education recommends that all LEAs implement sufficient systems for student safety concerns to be heard and valued by local administration, with recommendations including but not limited to:

- District-Wide Measures
 - Provide opportunities for students and the general public to speak out about safety concerns at board meetings
 - Each board meeting has an allotted time period for education stakeholders to voice any safety concerns within schools such as staff misconduct or sexual harassment; any courses of action taken to address these issues is up to the board of education.

IV. KEY ISSUES

- According to the Youth Truth Student Survey conducted in 2018, only 59% of students feel safe at school in general, and 31% of all surveyed students feel they must be ready to fight to defend themselves at least somewhat often.
- Bullying has a major influence on the mental and emotional health of students. Students aged 12-18 have experienced bullying in their academic career (20%) in 2017. Along with 28.9% of LGBTQ Students being physically bullied and 70.2% have been verbally harassed, which has hindered their academic performance.
- According to a CDC report in 2013, 21% of high-school students have mentioned they reported missing school because of safety concerns from digital or physical bullying. In 2016 roughly 18.5% of students said they missed school because of bullying on campus and 10.5% of students missed school because of cyberbullying.
- A study published by the National Criminal Justice Reference Service in 2017 found that 83% of school employees and students they interviewed were unable to identify a policy at their district specific to school employee sexual misconduct, said the district did not have a policy in place, or omitted policies from their definition. This illustrates a lack of emphasis placed on education pertaining to current sexual harassment policies, which has a detrimental effect on school safety.
- In 2018, the U.S. Department of Education received 135,600 cases of bullying or harassment from school children in the 2015-16 academic year. Forty-one percent were bullied or harassed on the basis of sex, 22 percent on race, 16 percent on sexual orientation, 11 percent on disability and 8 percent on religion.
- Research indicates that students who believe they have a voice in school are seven times more likely to be academically motivated than students who do not believe they have a voice (Quaglia Institute for School Voice and Aspirations, 2016). According to this 239 school, 14 state study, student voice leads to an increased likelihood that students will experience self-worth, engagement, and purpose in school.
- According to a 2016 study conducted by the Quaglia Institute for School Voice and Aspirations, students are 7x times more likely to be academically motivated if they feel like their voice is being heard than those who don't.

V. PROVEN RESULTS

There is limited publicly available statistical evidence regarding the success of incorporating student voices in school safety measures. However, every member of our delegation has agreed that the following methods are beneficial in fostering a safe learning environment:

- San Francisco Unified School District has had a partnership with San Francisco Peer Resources since 1979. In this program they train students to engage, tutor, train, and advocate for other young people successfully.
- At Santiago High School in Garden Grove, Orange County, students were able to utilize an anonymous tip line, accessed through a number on every student ID card and on the school website, to report safety concerns to the school administration. This tip line was

checked daily, in which the administration followed up on reports with the parties involved in order to ensure that it was serious and needed to be resolved or addressed. By being anonymous, students felt more inclined and comfortable to submit questionable or concerning safety concerns that they had experienced. Most of the students utilized this platform seriously in order to report pressing safety concerns.

- Los Angeles Unified opened a phone hotline to help students and families ease the anxiety, fear, and other challenges from the current pandemic. It was staffed by mental health professionals and counselors. It is open on weekdays from 6am-6pm.
- At Alameda Unified, normal board meetings consisted of the President of the Board, members of the board, the superintendent, and other chief officers, who are in charge of running the meeting. Then, anyone from the public was given a 3 minute time limit to state their concerns to the board. Emails were also sent anonymously to a member of the board, which then was read out during the meeting.
- At C.K. McClatchy High School students were able to participate in Red Ribbon Week through a multitude of ways. During this week they had the opportunity to attend anti-drug seminars, sign a promise to ‘say no to drugs’, and have open class discussions about the effects of drugs on youth.

VI. FISCAL ANALYSIS

Creating and enforcing the guidelines for student safety will incur minimal cost. The only expenditure would be staff time from the State Board of Education or the California Department of Education.

VII. RATIONALE

Our recommended courses of action offer students a straightforward way of communicating their concerns with their local educational legislative body. Students have direct experience within the school system that other stakeholders lack and are most greatly impacted by the policies LEAs implement, making them the most valuable voice in regards to school safety. Amplifying student voices will ensure changes made to safety procedures accurately address urgent concerns we students have in the most efficient way possible. Student submissions through our proposed methods will not be restricted to only address one aspect of school safety, meaning that these opinions can be used to improve policies concerning many different topics, including but not limited to bullying to staff misconduct. Additionally, increasing communication of student safety concerns within schools will contribute to a greater sense of security, empathy, and unity in the student body. Providing youth such accessible opportunities to express their thoughts and actively create change increases their satisfaction with the methods schools use to handle safety concerns. This contributes to a positive learning environment where individuals have a heightened sense of self-importance as well as higher levels of learning engagement and motivation.

VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

- a. California Education Codes 32280-32289.9: “School Safety Plans”- This section of the California lists the requirements for School Safety Plans. This includes standards on how to prepare students and staff on how to properly execute disaster protocol and train staff on how to properly handle emergencies.
- b. AB 493 in 2019: “Safe and Supportive Schools Act of 2019”- This act requires teachers and school personnel receive an annual training regarding LGBTQ School Resources. As well, teachers and school personnel are trained on how to maintain confidentiality and better support LGBTQ students.
- c. Education Code 32282 mandates that schools update their Safety Plan annually with all mandated information.
- d. Education Code Section 234.1: lays out the requirements to ensure that school districts are working to reduce discrimination, harassment, violence, intimidation and bullying, thereby increasing school safety for all students. Under this law, every school district must: Adopt a policy that prohibits discrimination, harassment, intimidation, and bullying based on your actual or perceived characteristics set forth in Section 422.55.
- e. California Sex Equity in Education Act, California Education Code sections 221.5-231.5. Requires that any educational institution in the State of California is required to have a written policy on sexual harassment.
- f. HR-59: House resolution to make October 23, 2019, to October 31, 2019 and October 23, 2020, to October 31, 2020 California Red Ribbon Week. “Resolved, That the Assembly encourages all Californians to help build drug-free communities and to participate in drug prevention activities by making a visible statement that we are firmly committed to healthy, productive, and drug-free lifestyles.”

The Student Advisory Board of Education

Thursday, November 5, 2020, Item #5

Mental Health in Education

Speaker: Karina Pan, Temple City High School, Temple City
Writer: Kristina Lopez, Ramona High School, Riverside
Research: Audrey Mallah, Albany High School, Albany
Facilitator: Isaiah Colmenero, New York University, New York
Group Members: Aaron Jin, Crean Lutheran High School, Irvine; Claire Lee, Crean Lutheran High School, Irvine; Kylie Sullivan, Ann Sobrato High School, Morgan Hill; Meera Chakradeo, Northgate High School, Walnut Creek; Megan Cai, Santiago High School, Corona; Michelle Kim, Portola High School, Irvine; Sanya Dhama, Santiago High School, Corona; Wismick Saint-Jean, Arnold O. Beckman High School, Irvine; Yvonne Seung, Arnold O. Beckman High School, Irvine

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified that there is an inadequate foundation within state policy that does not provide accessible resources to educate students on how to identify mental health decline and general school site social and emotional resources. Posters would inform and prepare students on how to approach specific mental health crises carefully and appropriately in and out of school.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education suggests that the State Board of Education strongly recommends all California school districts to implement informative posters and transparent materials that identify the signs of declining mental health. These posters shall include safe plans in the event of a mental health crisis, positive coping mechanisms, and the identification of school-based services that students utilize for social-emotional support.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

The State Board of Education will recommend the implementation of mental health posters to all school districts. These posters should recognize behaviors, safe plans in the event of a mental health crisis, positive coping mechanisms, general social-emotional support services, including ones specific to the district, and information on widespread mental illnesses.

The purpose of these identifiable posters is to make available resources more transparent for students and to enable the identification of mental illness and appropriate peer response and support.

- Each educational institution in the State of California shall adopt content standards in

accordance with the SBE that is specified in the curriculum area of health education. Due to the declining mental health within our youth, there must be a prioritization of mental health education to provide support and promote awareness.

- Provide “how-to’s” on taking action concerning those with mental health struggles:
 - Approach and provide steps in guidance to help those dealing with mental health issues
 - Identify those dealing with mental health crises (derealization episodes, bipolar episodes, schizophrenic episodes, emotional dysregulation, etc.)
 - Contact peers (e.g. students, school administrators, or parents) for help
- Resources for students to utilize:
 - Positive coping strategies to use
 - Negative coping strategies to avoid
 - Suicide prevention hotlines and crisis text lines
 - Non-law enforcement mental crisis contact information
 - Campus specific resources (e.g. counselors, wellness centers, peer counselors)
 - QR codes linked to easily navigable information on different mental health issues and additional resources from the CDE and the Diagnostic and Statistical Manual of Mental Disorders 5th edition (and other publications deemed reputable)
- With COVID-19 challenges:
 - Schools and school districts send out periodic communications through emails/newsletters with “how-to’s” and resources for students and staff to utilize.
 - School site platforms shall promote and post these flyers to provide necessary reminders upon mechanisms to help themselves through social media, websites, portals, and learning platforms.

The Student Advisory Board on Education recognizes that the State Board of Education has implemented multiple programs specifically addressing mental health, but there are still insufficient resources and a lack of information provided given the current state of students’ mental health. For high-schoolers, the current information available lacks breadth in addressing the variation and nuances of mental health struggle. These informational posters will allow for wide-spread awareness of multiple mental health illnesses. In addition, these posters will be sought to be distributed once in-person school starts. Due to the limited physical connections amidst COVID-19, the Student Advisory Board of Education recognizes that it is necessary for the posters to be created in various forms. This includes digital flyers, resources, and important information regarding mental health.

IV. KEY ISSUES

- Due to adverse childhood experiences (ACEs), a widespread decline in the youth’s mental health has risen. ACEs are traumatic events occurring before age 18. Additionally, ACEs encompass parental substance use, mental illness, incarceration, and domestic violence. The Centers for Disease Control and Prevention mentions that adverse childhood experiences are linked to chronic health problems, mental illness, and

substance misuse in adulthood. COVID-19 is now one of the most prominent forms of ACE's in all youth. It is vital to recognize youth issues.

- The California Healthy Kids Survey (CHKS) found that LGBTQ+ youth receive substantially less social support from teachers and school peers than their non-LGBTQ+ peers. Reports of suicide ideation indicate that high schoolers who identify as non-trans have identified those impacted at a percent of 16. On the contrary, 53 percent of high school students who identify as transgender and 44 who prefer to not identify themselves experience suicidal ideation at higher rates. As a result, LGBTQ+ youth are disproportionately affected by mental health issues.
 - In a 2016-2017 survey from HRC, 28 percent of LGBTQ youth — including 40 percent of transgender youth — said they felt depressed most or all of the time during the previous 30 days, compared to only 12 percent of non-LGBTQ youth (HRC Foundation 2017).
- Students often lack the tools or knowledge to recognize signs of declining mental health within themselves and others. School psychologists and mental health counselors often individualize plans per student and academic interventions to address any mental health services and issues students may have.
- The Centers for Disease Control and Prevention reports that approximately 4,600 lives are lost each year due to mental health struggles and fatal suicide attempts—and that suicide among teens and young adults has nearly tripled since the 1940s.

V. PROVEN RESULTS

- A decline in our mental health leads to increased dropout rates. In order to mitigate this issue, the State Board of Education must address the needs of our mental health. Dropout rates can increase the chances of students becoming financially troubled or committing a crime.
- According to the National Association of School Psychologists: Longitudinal research employing the California Healthy Kids Survey indicated that an increasing decline in our mental health among students was related to subsequent declines in test scores; yet, student reports of relationships through empathy and social-emotional connection were related to increases in test scores.
- According to the National Alliance on Mental Illness (NAMI): Suicide is the 2nd most leading cause of death in those of the ages 10-34 in the U.S. With symptoms of depression high school students are more than twice as likely to drop out compared to their peers. Of all youth in the U.S. 16.5% ages, 6-17 experienced a mental health disorder in 2016 (7.7 million people). This further emphasizes the importance to recognize the symptoms of our mental health and address student needs.

VI. FISCAL ANALYSIS

While recommending that school districts post mental health posters within each specific school site, the implementation would require the State Board of Education to uphold no costs. The state would assume minimal costs and allow for each school district within the state to provide resources.

VII. RATIONALE

In promoting resources through the posters, students will be enabled to seek help through an accessible platform. Students have the necessary information to recognize signs of declining mental health in themselves and their peers, which may promote early and positive intervention. will provide an opportunity for students who have mental health issues to be encouraged to reach out for help. Also, it will help students identify mental health decline. Posters are most engaging and as 65% percent of people are visual learners, children and youth are more likely to absorb information from them than a long lecture or speech. Due to great accessibility to many students, at once, and can create a larger impact in a shorter amount of time, The Student Advisory Board on Education trusts that the State Board of Education will aid students in engaging with experts and will develop posters that will be as accurate and effective as possible.

VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

A. Past Education Code Implementations:

- Section 51210.8 (2005-2006) - Mandates that the SBE will adopt the content standards in the curriculum area of health education and the content standards shall provide a framework for instruction that a school may offer in the curriculum area of health education. Currently in effect.
- Section 41533 (2013) - This authorizes school districts to use a portion of their Professional Development Block Grant funding to pay specifically for suicide prevention training. Currently in effect.
- Section 215 (2015-2016) - Mandates that the governing board of any local educational Agencies (LEA's) that serves students in grades seven to twelve adopts a policy on pupil suicide prevention, intervention, and postvention. Currently in effect.

B. Previous State Legislation:

- Assembly Bill 2639 - requires schools that serve students in grades seven through twelve to review policies on pupil suicide prevention every five years and update the policy, if necessary. This also permits local educational agencies to update the policy more frequently. The bill requires that specific local implementation is geared towards at-risk students and that LEA approve the criteria for identifying

appropriate services and how to refer them to students and their families.
Currently in effect.

- Assembly Bill 543 (2019-2020) - Requires that each educational site in California must ensure to display sexual harassment policies through posters that notifies individuals of that policy. This is authorized to be displayed in each restroom and locker site on school campuses.
- Senate Bill 972 (2018) - This bill increases awareness of services available to students by requiring public schools, private schools, and public and private institutions of higher education to issue pupil identification cards to include the telephone number for a suicide prevention hotline or the Crisis Text Line.
Currently in effect.

The Student Advisory Board of Education

Thursday, November 5, 2020, Item #6

Distance Learning

Speaker: David Kim, Lincoln High School, Stockton
Writer: Emma Lee, Fullerton Union High School, Fullerton
Research: Alvin Lee, Mission San Jose High School, Fremont
Facilitator: Kelsey Perlman, UCLA, Los Angeles
Group Members: Deanna Diane Escarises, Sweetwater High School, San Diego; Eliana Morris, Newbury Park High School, Newbury Park; Kaylin Chung, Arnold O. Beckman High School, Irvine; Leah Perez, Shasta High School, Redding; Lily Gebhart, Shasta High School, Redding; Simi Shetty, California High School, San Ramon; Trinh Vo, Lincoln High School, Stockton

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified a lack of communication and input, regarding distance learning, between students, parents, administration, teachers, and school boards. Lacking exposure to the pertinent needs of participating members in distance learning models, school districts have brought forth solutions that are not beneficial to student learning during COVID-19.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education proposes that the State Board of Education or the California Department of Education convene a distance learning task force composed of students, admin, teachers, and parents dedicated to improving distance learning and its transition into traditional learning models. The task force could then recommend participating members to disseminate best practices to local-district administration, allowing the student body's opinion to be heard and adapted to their respective districts.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

The task force created on the state level would meet to discuss:

- School schedule - As requirements, learning models, and the priorities of stakeholders evolve, there needs to be a continuous discussion on what schedules are conducive to student's success.
- Feedback from students at the local level - Every month the task force will be required to send out a survey to students in the school district with the hope that at least five percent would fill it out per school district per month.

- Technological barriers - Students' abilities to stay engaged and absorb curriculum have now become contingent on connectivity and the presence of technological resources. These barriers have exacerbated the achievement gap, as students who do not have access to necessary resources fall behind.
- Students' mental health - Students have lost motivation with distance learning as they are constantly using technological devices with little to no in-person interaction. Students are isolated from their peers, heightening the mental health crisis plaguing our generation.
- Adaptation of curriculum - The abrupt shift to online learning has led to unprecedented alterations in modes of learning. It is critical that the curriculum continues to be assessed and revised in order to ensure the success of all students.
- Student accountability and academic success- Students are experiencing extreme levels of stress due to the abrupt transition to distance learning. Therefore, it is essential that students receive sufficient, accessible support to ensure students are reaching their full academic potential.

The survey distributed on the local level would lead to results on:

- Student input
 - Mental health - A lack of interaction has left students feeling isolated, taking a toll on their mental health. This highlights the importance of students' ability to share their first-hand experiences and provide their input in their education.
 - Rigor of classes - The inability to adjust the volume of content, typically designated for in-person instruction, to limited online class time has left students overwhelmed with a workload that is not realistic for distance learning models. It is vital that students be able to voice their concerns for the sake of their content understanding and physical/mental wellbeing.
 - What modes of teaching are/aren't working - Students have first-hand experience and ultimately determine if a mode of teaching is effective or ineffective.
 - Attendance and student participation - Students are suspected that if they have their cameras off, they are not participating. Students deal with the vulnerability of showing their homes on screen and even if they are actively participating, they are deemed not to if the instructor cannot see it.
 - Access to counseling - During this unprecedented time, students must have adequate access to counselors to discuss mental health, course work, college, etc.

IV. KEY ISSUES

- Students are experiencing a lack of motivation as a result of the insufficient accountability provided through distance learning.
 - In Shasta Union High School District (hybrid learning model), a record number of deficiencies (D's and F's) were given out in the first quarter.
- Teachers are not able to assert their opinion and express their needs.
 - In Fullerton Joint Union High School District (online learning model), the teachers union contested for schedule changes that better suit both themselves

and their students. The schedule failed to be revised, showing the pressing need for a task-force and system that ensures teacher and student voices are heard in the decision-making process.

- Students are experiencing detrimental effects to their mental health.
 - At Bear Creek High School (online learning model) and University City High School (online learning model), there was an increase in death by suicide due to isolation and lack of motivation.

V. PROVEN RESULTS

- San Diego Unified School District:
 - Created a community engagement group that received over 70,461 community responses. The resulting responses were used to create strong, community guidelines for SDUSD in their reopening plans, distance learning, and efforts on closing the digital divide
 - It also led to the equitable distribution of internet connectivity devices, hitting 75,000 devices as of August 31st, 2020
 - Internet connectivity reached to almost 1900 families
- Task force success in updating the Education Technology Plan
 - On March 17, 2012, State Superintendent of Public Instruction Tom Torlakson appointed 48 volunteers to become members of his Education Technology Task Force. Gathering advice from the Task Force is the first step in the State Superintendent's effort to update the Education Technology Plan approved by the State Board of Education in 2005.
 - In August 2012, Task Force members presented their findings in the form of a memo to the State Superintendent.
- Miami-Dade Distance Learning Success Story:
 - One distance learning success story that researchers and education leaders have pointed to are the Miami-Dade County Public Schools of Florida.
 - After reaching out to families of students who didn't initially log in, the district of more than 300,000 students reported a 99% participation rate.

VI. FISCAL ANALYSIS

The appointment of members on the identified task force incurs minimal cost due to the accessibility and flexibility of an online platform. Therefore, the actions of the task force may produce a financial dependency; however, the task force itself will not.

VII. RATIONALE

- A task force allows all stakeholders to voice their opinion - Seeing as all stakeholders are affected by the decisions made, they should be able to provide input for the best plan of action.
- Students have first-hand experience with distance learning - Ultimately, the experience of students dictates how effective distance learning methods are, making their input extremely important.
- School districts are able to communicate what has worked - Considering the unprecedented times, there are many plans, schedules, and learning models being tested across California. Providing a way for districts to communicate and share what has worked well enables the maximum amount of success across districts.
- Allows school districts to address local distance learning issues - The regional specialization aspect of our solution allows districts to take the plan of action that best suits them.
- Ensures diversity of opinion - The task force can consider the issues and successes of schools and districts from varied backgrounds.
- More centralized data - Several task forces have already been instituted; therefore, these forces will have the ability to share and compare data while working closely together.

VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

- Closing the Digital Divide Task Force:
 - Helps facilitate donations, creates more publicity, and casts a larger spotlight on partners who could help.
 - Holds public hearings where internet service providers are called upon to testify on their efforts to improve internet access during the pandemic.
 - Created the Closing the Digital Divide Fund; aims to raise 500 million dollars for increasing broadband access and tablet and device access
 - Asks the leaders of major internet service providers to provide free guest access to all of California's students.
 - Works with cross-sector partners to strengthen distance learning efforts and close technology gaps for millions of students.
- Based on the input of the Former State Superintendent Tom Torlakson's Education Technology Task Force: the *Blueprint for California Education Technology* was developed. It was carefully designed to support four California education transformation initiatives:
 - The implementation of the Common Core State Standards.
 - The development and deployment of new assessments as a governing state in the Smarter Balanced Assessment Consortium.

- The implementation of a statewide collaboration with the Partnership for 21st Century Schools.
- The implementation of Superintendent Torlakson's "No Child Left Off-line" vision of one-to-one computing for every student and educator.
- SB 98
 - Previously, the typical minimum number of instructional minutes per day was: 200 minutes for kindergarten, 280 minutes for grades 1 to 3, 300 minutes for grades 4 to 8, and 360 minutes for high school. For the 2020-21 school year, the daily requirements have dropped to 180 minutes for kindergarten, 230 minutes for grades 1 to 3, and 240 minutes for grades 4 to 12. However, the state is not currently setting requirements as to how many minutes should be “synchronous,” or live, versus “asynchronous,” or delivered via online platforms or pre-recorded lectures.
- AB-77
 - Requires teachers to confirm that students have the necessary technology at home to participate in distance learning.
 - The bill also instructs teachers to communicate with parents about student learning progress.

The Student Advisory Board of Education

Thursday, November 5, 2020, Item #7

Environmental Sustainability

Speaker: Adalia Luo, Newbury Park High School, Newbury Park
Writer: Neela Mohanpuhr, The College Preparatory School, Oakland
Research: Heidi Andrade, San Benito High School, San Benito
Facilitator: Kenneth Kim, University of Southern California, Los Angeles
Group Members: Kennedy Delaney, Shasta High, Redding; Talia Schwartz, Analy High, Sebastopol; Dhilan Patel, Newbury Park High School, Newbury Park; Julia Cristiano, Oak Park High School, Oak Park; Batya Bimstein, Bonita Vista High School, Chula Vista; Anish Patel, Woodbridge High School, Irvine; Yun Seo Lee, Northwood High School, Irvine; Alexander Fan, Centennial High School, Bakersfield; Sydney Sutton, Foothill High School, Palo Cedro

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified that there is an insufficient number of statewide regulations for environmental sustainability that are enforced equitably on all local educational agencies.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education recommends that the State Board of Education encourage California districts to develop district-wide Green District Advisory Councils consisting of students, district staff, and community members. The Green Advisory Councils will be in charge of leading sustainable initiatives to be implemented at the district level.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

A member of a Green District Advisory Council must dedicate time to attending monthly meetings, providing recommendations on new building projects, vocalizing insight, and ensuring stakeholder representation as well as testimonials. Within these monthly meetings, we suggest the agenda to consider: implementation of certified eco-friendly cleaning products, hand dryers, hydration stations, low-flow toilets, tri-bin systems, water aerators, solar panels, and other types of renewable energy.

For the initial creation of the Green District Advisory Council, each district board must conduct a selection process to chair a total nine members, five being General Representatives and four being

students. General and student members must meet district-specific requirements for consideration. Each representative will then answer set questions to further the selection process.

A General Representative, an individual graduated from high school, should satisfy district-specific requirements to qualify for these Green District Advisory Councils. Recommended fittings include: work experience in government land management agencies (federal, state, and local), work experience with park staffing, community service promoting positive environmental impacts, history of impactful environmental advocacy, and college accredited environmental courses.

Each student will provide a list of personal qualifications such as, community service regarding positive environmental impacts and history of impactful environmental advocacy.

IV. KEY ISSUES

- Students and faculty are uninformed about climate change and sustainable practices.
- Penn State and the National Center for Science Education conducted a study that included 1,500 public school teachers and science teachers from 50 states. 70% of middle school science teachers and 87% of biology teachers reported only briefly addressing the subject. Therefore, students only get minimal exposure to climate change, and high school students only hear about it once in their four years. This is an insufficient amount of time for students to comprehend the speed and severe consequences of climate change and learn how they can help prevent climate change in their daily lives and on a larger scale.
- Some districts are disproportionately affected by climate change and each district has their own individual set of issues to deal with besides climate change.
- Inner cities will be subject to the “heat island” effect because of heightened temperatures due to large amounts of asphalt and concrete. A study supported by The U.S. Environmental Protection Agency found that high heat leads to increased heat stroke rates, heat stress, and premature death. These districts need immediate action and will require their own specific set of conditions to be implemented in order to support their students and help the environment.
- There are also different concerns in different districts. For example, recently, the Sacramento City Unified School District and the Sacramento City Teachers Association were negotiating over curriculum, testing, and special education. At the same time, the Los Angeles Unified School District(LAUSD) struggles with a low completion rate. Around three quarters through the school year in 2019, only 49% of LAUSD students were on track to be eligible to attend California's public universities.
- Lack of authorization of protocols to deal with sustained methods of environmentalism.

V. PROVEN RESULTS

- The Culver City Unified School District (CCUD) created an Environmental Sustainability Committee (ESC). The ESC has been able to offer free environmental training for kids. They also made sure that their district went back to renewable energy with the Clean Power Alliance.
 - [Environmental Committee for CCUD District](#)
 - [Meeting minutes Listing Accomplishments](#)
- At Greenacres Elementary school, the PTA began implementing multiple environmental initiatives to teach students about environmental stewardship. For example, they introduced compost bins to their school and began composting food scraps. The school also implemented compostable serve ware during lunch. They saved around 10,000 lbs, per year, of compostable materials from going into landfills through these simple steps.
 - [PTA with an Environmental Committee subsection](#)
- The British School in the Netherlands established an environmental committee in 2009. In just five short years, the school achieved the Eco-Schools' Green Flag, the highest achievement in environmental sustainability for an international school. To accomplish this, a school must, among other projects, maintain an eco-garden, organize Green Days, eliminate paper cups, and introduce water bottles.
 - [Environmental Committee with achievements meriting a special award](#)
- The creation of a sustainability program in the Oak Park Unified School District has led to many improvements in environmental awareness and sustainability. A straightforward step they have taken through the program has been to stop using toxic cleaning products and instead only use those that are labeled eco-safe by GreenGuard. Also, every student in the school district is taught environmental literacy through their next-generation science instruction.
 - [Environmental Awareness Committee with several notable achievements, first district to receive Green Ribbon in CA](#)

VI. FISCAL ANALYSIS

The implementation of a council requires no additional cost to the California State Board of Education. The advisory council would be financially independent from the CDE and would allocate funds from individual school districts. In addition, the sustainable initiatives designed by these councils will be funds allocated from individual districts, with socioeconomic status considered as to the implementation of specific initiatives.

VII. RATIONALE

The Green Advisory Council must be implemented to bring drastic improvement in several aspects of the education system. The Green Advisory Council proposed would allow for local students with a passion for climate change to have the opportunity to voice their opinions while holding their respective school districts accountable for sustainable choices and contracts. The advisory council would be able to enforce and regulate senate bills on the school districts such as SB 743, making contractors comply with the California Environmental Quality Act standards prior to designing models.

Being able to proclaim the issue on a district level allows for each districts' specific environmental concerns to be addressed and acted upon accordingly, taking into account variables such as other pressing issues and funds. This readdresses the education system's priorities to include climate change as one of California's most pressing issues in a non-partisan manner. Through the Green Advisory Council, an unified initiative would be developed across the state to deliver consistency and continuity in the matter of addressing and acting upon climate change.

VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

- SB 373 (2001)
 - Requires the State Board of Education to revise curriculum standards on environmental education, including but not limited to energy conservation, water conservation and pollution, and pest management.
 - Encourages school districts to reduce waste, divert solid waste from landfills to transformation facilities such as recycling centers.
 - Distributes grants for the above purposes
- SB 908 (2008)
 - Amendment adding climate change to the list of environmental education topics that shall be included in the revision of the science framework, teachers have to acknowledge climate change.
- SB 100 (2018)
 - Declares that renewable energy resources and zero-carbon resources will supply 100% of California's energy needs by 2045.
- SB 720 (2018)
 - Approved California's Environmental Principles and Concepts (EP&Cs), which were adopted by the State Board of Education. It intends for the Superintendent of Public Instruction (SPI) to provide leadership to further goals of environmental literacy, encourages the governing boards of school districts to take action to promote instruction in environmental literacy for grades 1-12, and provides that the EP&Cs may be updated every 4 years in cooperation with the SPI, the SBE, the California Environmental Protection Agency, and the Natural Resources Agency.

- SB 743 (2019) - Prohibits a contractor or subcontractor from moving beyond the design phase of the contract unless the school district issues a notice that the building complies with the California Environmental Quality Act (CEQA)
- AB 2536 (2020) - Lead agencies must be prepared to certify the completion of an environmental impact report on a project that would have a significant effect on the environment.
- Education Code 33308.5
 - Environmental Literacy guidelines issued by the State Department of Education are designed to serve as, with written notification, merely an example, without enforcement, must be reviewed by the Superintendent of Public institution for all program guidelines, prior to issue of local education agencies. Approval of proposed guidelines will only occur under the conditions of guideline necessity, department has authority of issuance, and the guidelines are clear, appropriately referenced to, and consistent with existing statutes and regulations.
- Education Code 32372
 - Encourages and authorizes schools to recycle paper.
- Education Code 17077.30
 - Distributes funds for school modernization projects. Allocation of funds is contingent on submission of energy report from the applicant school district.
- Education Code 8722
 - Establishes that the Conservation Education Service has the power and duty to assist school districts, community college districts, and county superintendents of schools in preparing teachers to present concepts of conservation, the effects of pollution and major land alterations on ecological systems, and the factors affecting the quality of the environment.
- Education Code 8700
 - Legislature finds and declares growing public awareness of beliefs surrounding the areas of a healthy environment and economy, citizens of California expect educational institutions of this state to provide students with educational materials that are balanced and objective in their coverage of the current scientific and economic research on environmental and ecological issues, enabling students to assess environmental issues as we enter the 21st century.
- Executive Order S-20-04
 - Requires all new and renovated state buildings to meet the Silver LEED standard, at a minimum.