



STUDENT ADVISORY BOARD ON EDUCATION

PROPOSALS

2023

California
Association of
Student Councils

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P R E F A C E

The first Student Advisory Board on Education (SABE) 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 60 years.

The 2023 Student Advisory Board on Education took place from November 5th through November 8th. The delegation was composed of 75 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.

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.

COMMENDATIONS

The Student Advisory Board on Education, a program of the California Association of Student Councils, is honored to extend the following commendations:

The Student Advisory Board on Education commends Anya Ayyappan, student member of the California State Board of Education, for her commitment to speaking up thoughtfully on behalf of the students of California and for serving as a valuable resource for the duration of the Student Advisory Board on Education conference.

The Student Advisory Board on Education commends the Honorable Tony Thurmond, State Superintendent of Public Instruction, for supporting student voice and for addressing the Student Advisory Board delegation this year.

The Student Advisory Board on Education commends the California State Board of Education for its dedication to enhancing the quality of public education in California and for its encouragement of student input in decision-making processes, especially by considering the proposals of the Student Advisory Board on Education.

The Student Advisory Board on Education commends the staff of the California State Board of Education for sharing their extensive expertise and providing generous help in arranging for the Student Advisory Board to present proposals before the Board every year.

STAFF MEMBERS

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DEDICATION

Dedicated to Emily Brantley 1984-2023

Emily's decades of unwavering support of the Student Advisory Board on Education process at the district and state levels enriched the lives of countless participants and aided them in formulating proposals with lasting impact.



The Student Advisory Board on Education

Wednesday, November 8, 2023, Item #1

STUDENT WELLBEING AND MENTAL HEALTH

Speaker: Leonardo Ding (Miramonte High School, Orinda)
Writer: Mia Golden (Rio Americano High School, Sacramento)
Research: Janhtoipan Howa (Rodriguez High School, Fairfield)
Facilitator: Maria Gonzalez (Bakersfield College, Bakersfield)
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I. PRIORITY

The Student Advisory Board on Education delegation has identified a lack of prioritization regarding the implementation of mental health and wellbeing resources in schools, as well as a lack of promotion of existing resources. Mental health has become an increasingly prevalent issue within schools, exacerbated by a combination of academic, social, and risk factors (including but not limited to parental pressure, bullying, financial concerns, and disconnection from previous supports).

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education delegation proposes that the State Board of Education: Implement a metric for “social and emotional wellness” under the “School Climate” priority of the Local Control and Accountability Plan, which would ensure that Local Education Agencies assess the mental health and well-being of their students and allocate appropriate funding to address their specific mental health needs and resource disparities. Amending the LCAP would incentivize Local Educational Agencies to recognize and address social and emotional wellness in a way that is relevant to local needs.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

- The California State Board of Education implements an additional metric to Priority 6 in the Local Control and Accountability Plan to incentivize the implementation and promotion of social and emotional wellbeing resources at the local level.
- The SBE could track progress of the initiative through data provided by existing school climate surveys, either controlled by LEAs themselves, or administered through the statewide California Healthy Kids Survey, as recommended by the CDE
- Local Education Agencies retain decision making power in regards to how they allocate the funds to satisfy the additional metric.

- LEAs divert funds toward implementing and promoting mental health and wellness resources based on local needs, including but not limited to:
 - Hiring on-campus mental health professionals
 - Training teachers to recognize mental health warning signs and providing avenues for them to connect students to accessible, existing resources
 - Improving school climate surveys to identify areas that need attention
 - Hiring more counselors to improve student-to-counselor ratios
 - Creating wellness centers
 - Translating existing mental health materials into relevant languages, depending on commonly spoken languages in the community
 - Promoting the use of existing resources in schools, so students are aware of the supports they can access on campus
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IV. KEY ISSUES

- Students lack access to quality on-site resources and professionals to talk to with applicable and appropriate training
 - At Rio Americano High School, students do not have access to a wellness center or mental health professional on campus
 - Academic counselors are often the only guidance professionals on site
 - Teachers aren't equipped with the right knowledge of protocol to respond to student mental health issues in a compassionate and responsive manner
 - Many students lack access to mental health resources outside of school due to socioeconomic disparities, so having on-campus counseling will make mental health help more accessible
- Academic and extracurricular success is prioritized over student mental health
 - Students at Lowell High School face academic pressure, but do not receive adequate emotional support from teachers and staff
 - Familial pressures, academic competition, and the normalization of stress among students increases mental health issues
- Schools have a reactive approach in regards to mental health issues, sometimes failing to address them entirely
 - Following student suicides, some schools fail to spread awareness or implement preventative solutions in the wake of tragedy
 - When students at certain high schools have mental health issues, the police become involved, and the students may be questioned aggressively
 - Existing resources aren't adequately utilized or promoted
 - Students face social stigma for accessing existing resources
 - Existing resources (such as counseling and wellness centers) aren't easily accessible for students, and the process to direct students to those existing resources should be streamlined
 - Teachers prevent students from accessing mental health resources during class
 - 83% of students did not experience a change in access to wellness services, despite more services being implemented

- Students may not be aware of the resources that are available on their campus due to a lack of promotion
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V. PROVEN RESULTS

- San Francisco Wellness Initiative is a school-based program that implemented wellness centers staffed by licensed professionals in 19 San Francisco high schools to help students cope with stress, depression, substance abuse, and more in a confidential setting
 - According to the National Library of Medicine, studies on *Habilidades para la Vida*, a Chile-based mental health program, have shown that students whose wellness increased between the first and third grade made more academic progress than students whose wellness did not improve.
 - The California Student Mental Health and Wellness Project was a collaboration between the California Department of Education, the University of California Santa Barbara, and WestEd and disseminates statewide data related to students' mental health and wellness, as well as resources to help practitioners maximize student well-being
 - The CDE was awarded a new federal grant to implement Project Cal-Well in Northern California in their second cohort of grants from SAMHSA
 - The California Healthy Kids Survey (CHKS) is an anonymous, confidential survey of school climate and safety that provides valid indicators to promote student engagement and achievement, safety, positive development, health, and overall well being. The CDE encourages schools and districts serving in 5-12 grades to administer the CHKS to provide data metrics for their Local Control and Accountability Plan and School Plan for Student Achievement.
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VI. FISCAL ANALYSIS

No SBE funds are required, but LEAs might need to restructure the allocation of funds to accommodate the new metric.

VII. RATIONALE

- The implementation of a new metric in Priority Six of the LCAP would hold LEAs accountable to the SBE, motivating them to improve social and emotional wellbeing through measures that will have the greatest effects at the local level. This executes the purpose of the LCAP: serving the stakeholders, which includes nearly 6 million students. The LCAP standards are flexible based on regional needs, so including the metric as a framework for local action ensures that the funds are used in a way that is responsive to the specific needs of the district. To comply with the metric, existing resources would become more effective, and new resources would fill gaps based on what the district identifies as an area of need.
 - The introduction of new wellness resources, as well as the promotion of existing ones, will build strong communities and create supportive environments on school campuses, thus reducing stigma surrounding mental health. Increasing accountability surrounding mental health resources will ensure that students are supported, which has been shown to improve attendance rates and academic performance. Data is collected through existing annual school climate surveys, which will illustrate to LEAs whether the provisions they implement are effective, allowing them to self-edit their approach to comply with the LCAP metric.
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VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

- California Department of Education Actions
 - Model Youth Suicide Prevention Policy - Meant to serve as a model for LEAs. Following passage of Assembly Bill 2246, LEAs that serve pupils in grades seven to twelve must adopt a policy on pupil suicide prevention, intervention, and postvention before the beginning of the 2017-18 school year.
 - Project Cal-STOP (Student, Teachers, and Officers Preventing) and Project Cal-Well
 - Project Cal-STOP is a violence prevention and mental health training program for students and staff in California schools. Project Cal-Well promotes mental health awareness and wellness among California's kindergarten through twelfth grade students.
- Previous Legislative Action
 - Safe and Supportive Schools Grant - From October 2010 to September 2014, California received an S3 (Safe and Supportive Schools) grant from the U.S. Department of Education to support statewide measurement of school climate, as well as targeted programmatic interventions to improve those conditions.
 - Addressed issues of school safety and bullying, substance abuse, positive relationships, other learning support, and student engagement
 - 95 participating schools, targeted for their lower school culture indexes (SCI), each school was allocated certain monetary funds (\$100,000-175,000) to implement practices
 - Mental Health Services Act - In 2004, Californians voted to pass the MHSA, which utilized an income tax to improve the public mental health system and fund grants to school districts or county offices of education
 - STOP School Violence Act Grant - CDE secured \$1 million and works with Sandy Hook Promise to train district and school staff on responding to mental health crises and expand current youth mental health first aid trainings
 - Education Code 49428 - Required schools to notify parents/guardians at least twice about how to initiate access to available mental health services; allows counties to use funds from the Mental Health Services Act

The Student Advisory Board on Education

Wednesday, November 8, 2023, Item #2

FINANCIAL LITERACY

Speaker: Shijoon Bae (Orange County School of Arts, Santa Ana)
Writer: Julia Wong (El Dorado High School, Placerville)
Research: Willie Yao (Orange County School of Arts, Santa Ana)
Facilitator: Victoria Cho (Troy High School, Fullerton)
Members: Joshua Lee (Sunny Hills High School, Fullerton), Hailey Cho (Orange County School of the Arts, Santa Ana), Mike Vu (Edison High School, Stockton), Oliver Chen (Chino High School, Chino), Muirelle Pham (Valencia High School, Valencia), Jennifer Abdon (Inderkum High School, Sacramento), Katherine Kim (Royal High School, Simi Valley), Travis Hodges (Monte Vista High School, Danville), Maulik Dhakal (Los Altos High School, Los Altos)

I. PRIORITY

The Student Advisory Board on Education has identified that financial literacy—a skill crucial in providing students with the knowledge and skills necessary to navigate the complex world of personal finance—is not introduced in many schools and needs consistent emphasis throughout high school. As a result, students need to be taught the importance of managing finances, such as saving, investing, and making informed financial decisions, which are critical competencies for their future independence and economic stability.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education recommends that the State Board of Education revise the existing high school Economics curriculum framework provided to districts to include thorough financial literacy education, ensuring students receive essential knowledge and skills for present-day financial management. Furthermore, the Student Advisory Board on Education recommends that the State Board of Education adopt experiential financial literacy programs across school districts, emphasizing Fresno County. By strategically utilizing recent legislative grants, these regions can serve as pilot areas for integrating practical financial education into existing curricula, thereby cultivating real-world financial savvy in students.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

- **Statewide Implementation**
 - The California State Board of Education will mandate the Instructional Quality Commission (IQC) of the California Department of Education (CDE) to reassess and enhance the existing Economics curriculum within the current History-Social Science Framework. This update will incorporate comprehensive financial literacy education without altering academic standards.
 - The revised curriculum framework will equip high school students with vital personal finance competencies, including but not limited to:
 - Writing and managing checks

- Filing personal and small business taxes
 - Making informed decisions regarding saving, investing in various assets such as stocks, bonds, and other securities
 - Understanding and planning for retirement and Social Security benefits
 - Managing credit and debt responsibly
 - Identifying and avoiding financial scams and fraud
 - Understanding the implications of inflation and interest rates
 - Assessing the impact of governmental fiscal policies on personal finance
- To ensure the successful statewide implementation of the updated curriculum, the following steps will be taken:
 - Development of teaching materials and resources that align with the revised framework to be distributed to all California Local Educational Agencies (LEAs).
 - Continued provision of professional development programs and materials for Economics teachers to effectively instruct the new financial literacy components. These resources will be available on the CDE’s website and integrated into existing platforms like the Digital Chalkboard.
- To support this initiative, LEAs will be encouraged to utilize the professional development and curriculum resources provided by the CDE, ensuring a consistent and practical approach to financial literacy education across the state.
- **Local Implementation Plan for Fresno County:**
 - Curriculum Integration:
 - As the Fresno County Office of Education (FCOE) revises the mathematics curriculum under AB 185, integrate financial literacy education into the 4-12 math curriculum. This step will not mandate a new financial literacy course but will include financial literacy education within the existing curriculum revision process in a manner that provides a progression of knowledge on the topic starting at a young age.
 - Stakeholder Collaboration:
 - Engage with the CDE, district officials, community members, students, and teachers in Fresno County to ensure the integration of financial literacy aligns with the curriculum enhancements proposed under AB 185.
 - Resource Utilization:
 - Allocate AB 185 funding toward developing financial literacy teaching materials that complement the revised mathematics curriculum, ensuring a cohesive educational experience for students.
 - Educator Support:
 - Provide targeted professional development and support to teachers in Fresno County, enabling them to effectively incorporate financial literacy topics as part of their mathematics instruction.
 - Pilot Study Implementation:
 - Initiate a study alongside the curriculum redevelopment to evaluate the effectiveness of the gradual integration of financial literacy education into grades 4-12 math curriculum, using AB 185 funds, with the goal of creating a scalable model for statewide adoption in both mathematics and economics curricula.

Through this plan, Fresno County will pioneer the integration of financial literacy into the redeveloped mathematics curriculum under AB 185. While not imposing a mandate or any requirement for a Financial Literacy course, this initiative represents a strategic move toward embedding financial literacy within California's broader educational framework, bringing us closer to statewide implementation.

IV. KEY ISSUES

A comprehensive financial literacy curriculum is introduced too late in students' education, which results in a plethora of issues: generational poverty, high levels of gambling addiction, poor credit scores, dependency on government aid, and high levels of crippling debt in young adults. All of these problems are faced by young adults who have just emerged from our education system, and these problems essentially end the lives of these young adults before their life has even begun. It is with the utmost importance that this lack of education on financial literacy, especially with our ever-changing present-day economy and financial situation, be faced with a solution that is practical and feasible.

Students lack basic personal finance skills and concepts crucial to survival today, such as writing checks, filing taxes, and applying for credit cards. Though students are required to take an economics course, they often cannot apply their knowledge.

- While the current Economics framework outlines the structure and content for history and social science instruction, it is essential to note that this does not necessarily include a dedicated financial literacy curriculum.
 - **Statistics (Taken from The Financial Literacy Crisis in America: 2023 Report)**
 - Currently, only 27% of California high school students have access to a personal finance course elective, compared to 70% of high school students nationally
 - 8 in 10 U.S. adults agreed they would've had a better start with money if they'd learned more about personal finance in high school.
 - 72% of U.S. adults said they would be "further ahead with their money today if they had a personal finance class in high school."
 - Only 17% of U.S. adults said they took a personal finance class in high school.
 - U.S. adults who took a personal finance class are five times more likely to say they graduated high school fully prepared for handling money in the real world.
 - **Personal Observations:**
 - At Edison High School, students who are employed often resort to using paid services to file taxes, potentially fostering a dependency that might adversely affect their financial independence in the long term.
 - Students from El Dorado High School lack knowledge in filing taxes, investing, and understanding banking processes.
 - Students from Valencia High School spend not only their parents' money irresponsibly, but also their high school job pay irresponsibly because of the lack of education on financial literacy guiding them to make more responsible financial decisions.
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V. PROVEN RESULTS

The proven success of financial literacy programs in Arizona and Virginia provides a compelling precedent for California. Arizona's integration of financial education within the Economics course, initiated by SB-1184 in 2019, demonstrates a practical model that has been adopted statewide, ensuring that students leave high school with essential financial skills. This approach is complemented by comprehensive resources and support from the Arizona Council on Economic Education, which has been instrumental in the program's success.

Virginia's model is equally instructive, with a mandatory one-credit course in Economics & Personal Finance for high school students that has entrenched financial literacy in the state's education system. Virginia further supports educators with a variety of resources tailored to this curriculum, illustrating a commitment to both mandate and resource financial education effectively.

Both states underscore the positive impact of such programs, with Arizona's initiative contributing to the development of financially astute adults and Virginia's model ensuring high school graduates are well-versed in personal finance. These examples serve as a blueprint for California's efforts to adopt a comprehensive and inclusive financial literacy curriculum, aiming to replicate the successful outcomes seen in these states and better prepare California students for financial independence.

VI. FISCAL ANALYSIS

The fiscal feasibility of enhancing financial literacy within California's high school curriculum is supported by prudent budget considerations and the strategic allocation of existing funds. Statewide, the integration of financial education into the Economics curriculum is expected to incur minimal additional costs. By leveraging current instructional materials from established financial organizations and utilizing the expertise of existing Economics teachers, the need for additional expenditures is significantly reduced.

At the local level, specifically within Fresno County, the implementation of financial literacy education will be facilitated by the funding provided through AB 185. The bill's allocation for educational enhancement in key subjects provides an opportunity to embed financial literacy within the revised mathematics curriculum. Professional development costs are expected to be covered by the bill's provisions, which have already set aside funds for this purpose. Local Education Agencies (LEAs) may encounter minimal costs in adapting their instructional plans; however, these costs are anticipated to be modest and manageable within their existing budget allocations.

VII. RATIONALE

The compelling need for financial literacy education in California's high schools is underscored by the current educational gap that leaves students ill-prepared for fiscal responsibilities. The Student Advisory Board on Education proposes that integrating financial literacy within the existing Economics curriculum is an essential step towards bridging this gap. This integration will empower students with practical financial skills and knowledge, positioning them for personal

and economic success post-graduation. The proposal presents a proactive response to the changing dynamics of the modern financial landscape, ensuring that students are equipped to handle tasks ranging from daily financial operations to long-term investment planning. Additionally, the pilot program in Fresno County, strategically utilizing legislative grants, represents a targeted approach that can lay the groundwork for broader implementation. It's a pivotal step in the right direction, promising to validate the program's effectiveness and scalability and set a precedent for statewide curriculum enhancement. By adopting this comprehensive approach, the State Board of Education will provide students with the tools necessary to navigate financial complexities, fostering a future generation that is financially astute and capable of contributing to California's economic vitality.

VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

- Previous Legislation Promoting Financial Literacy Education
 - AB-984 (2022): sought to mandate a full-year course in personal finance for high school students but has not been enacted, indicating a gap between legislative proposals and actual policy changes.
 - SB-342 (2022): aimed to integrate financial literacy into the K-12 curriculum, illustrates the challenges of moving such initiatives through the legislative process.
 - AB-1081 (2023): An act to add Section 51284.7 to the Education Code relating to pupil instruction would require the State Department of Education to develop, compile, and share curriculum, materials, and resources related to financial topics, including financial literacy, for students.
 - AB-185 Chapter 571 (2022): Allocated \$85 million from the California State Budget for the 2022–23 fiscal year to support professional development and family engagement in mathematics, science, and computer science education for preschoolers through 12th grade. Out of this, \$35 million is designated for the Fresno County Office of Education to enhance early education (preschool to 3rd grade) in these subjects and to improve family and community engagement.

The Student Advisory Board on Education

Wednesday, November 8, 2023, Item #3

SOCIOECONOMIC EQUITY

Speaker: Rishal Melvani, Monte Vista High School, Danville
Writer: Sharan Bir, Centennial High School, Corona
Research: Lelia Cottin-Rack, Lincoln High School, Stockton
Facilitator: Lavani Madadi, Angelo Rodriguez High School, Fairfield
Members: Kathleen Li (Troy High School, Fullerton); Genie Tang (Valencia High School, Placentia); Sodongoo Sodtuya (University High School, Irvine); Allison Cho (John A. Rowland High School, Rowland Heights); Venkata Siva Ramisetty (Fremont High School, Sunnyvale); Amanda Liu (Valencia High School, Placentia)

I. PRIORITY

The Student Advisory Board of Education, a program of the California Association of Student Councils, recognises the lack of widespread socioeconomic equity opportunities as undermining a student's ability to attain academic achievement and success. In order to ensure student voice is equitably represented in school districts, we strongly advocate for the adoption of the following socioeconomic equity guidelines in California.

II. RECOMMENDED SBE ACTION

The Student Advisory Board of Education recommends that the State Board of Education provide:

- Online simplified summaries of the LCAP in diction relevant to students and parents with varying levels of English language understanding, created by LCAP advisory committees.
 - Anonymous online feedback submission available to the public on each district's website, to be considered at LCAP advisory committees meetings.
 - Posted meeting agendas from LCAP Committee meetings.
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III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

- The Local Control and Accountability Plan (LCAP) advisory committees of LEAs would revisit and update existing LCAP summaries every three years, during the process of creating and revising updated LCAPs.
- The LCAP committees of LEAs will design and integrate an online comment submission form.
 - This form will be optionally anonymous.
 - The responses to the form will not be available to the public as to not introduce a bias upon the community.
- LCAP committee meeting agendas will be posted on the district websites, alongside district agendas.
- Elements of publicization efforts may include:
 - Outreach to teachers and counselors
 - Newsletters sent (from Districts, CDE, SBE, School newspapers etc)

IV. KEY ISSUES

There is a lack of awareness and accessibility of the LCAP among high school students.

- In a survey of 75 delegates at the Student Advisory Board of Education, only 18% reported knowing of the LCAP prior to their engagement with the California Association of Student Councils (CASC).
- LCAPs are lengthy (upwards of 130 pages) and use legal and financial terminology that students are unfamiliar with.
- Students across the state observed a social divide between socioeconomic classes, illustrated by lack of equitable participation in activities that require a monetary contribution (such as AP and IB tests, tutoring, etc.)
 - At Centennial High School, students are limited in the number of college credit AP tests they can take, due to high AP test fees. Few students qualify for the 95% discount, and therefore low-income students are left with academic inequities.
- During a district Student Advisory Council meeting, students from Silverado High School voiced that they did not have a campus nurse or nurse's office, due to a lack of allocated funds from the school district
- At Monte Vista High School, a lack of technological resources led a student to not be able to take the PSAT (insufficient chromebooks)

The inability for students to voice their concerns imposes a detrimental effect upon students' quality of education.

- All council group members observed that the only way for a student to voice their concerns about an educational issue is to attend school board meetings. However, such meetings are inequitable as they are often inaccessible to students and parents who cannot miss work, find transportation, or have young children looked after.
 - At Fremont High School, a student was unable to participate in school extracurriculars for which transportation was not provided by district funds.

V. PROVEN RESULTS

Victor Valley Union High School District has an existing model of an online comment form that can be replicated by other LEAs throughout the state in order to achieve our goal of inclusivity and increased accessibility within lower income students.

VI. FISCAL ANALYSIS

Utilizing the existing local LCAP advisory committees, this solution will incur minimal to no cost to implement. Volunteer committee members will be responsible for creating LCAP summaries, and submission forums will be posted on district websites that are already existing and accessible to students and parents.

VII. RATIONALE

Without means of representation and voice within communities, low income students are not able to express their concerns to their school boards. Consequently, this lack of representation allows

issues of socioeconomic inequity to be perpetuated – the stories and voices of economically marginalized groups are not heard, and therefore their issues are not being addressed and solved. As such, it is imperative that a solution is found to allow for all socioeconomic classes to be heard and have an impact on their communities.

The Student Advisory Board on Education hereby proposes our recommended SBE action to increase accessibility and inclusivity within the LCAP. Providing summaries of the LCAP document for each district will allow individuals without a legislative education to completely understand the changes taking place in their communities. Additionally, by increasing the accessibility of such information, students and parents will have a greater incentive and more motivation to read it, as it will be more comprehensible. The Student Advisory Board on Education also proposes an online comment section where participants will be able to voice their concerns directly to their LEA's LCAP committee. Following the receipt of a comment or concern, the LCAP committee will address it at their next committee meeting. Therefore, all socioeconomic classes will have the ability to make a difference in their community and legislature and better all students' experience, whether or not individuals have the capacity to serve on an LCAP advisory committee or simply would rather voice their concerns anonymously.

VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

- Federal Law requires the state to serve disadvantaged students, and gives funding to states to back these requirements. The state is then responsible for holding local educational agencies accountable for usage of these funds.
- NCLB: No Child Left Behind: rigid requirements for every state to support students that need extra support through tutoring, allocation of funds for other programs, etc.
- ESSA: Every Student Succeeds Act, replacement of NCLB by Obama administration. Grants more flexibility to states in exchange for comprehensive action plans about usage of ESSA funds.
- ESEA: Elementary and Secondary Education Act: 1965 ESEA offered new grants to districts serving low-income students, federal grants for textbooks and library books, funding for special education centers, and scholarships for low-income college students. Additionally, the law provided federal grants to state educational agencies to improve the quality of elementary and secondary education.
- Student involvement in their local school legislature has been increasing as a result of laws signed recently.
- SB 997: guarantees students a seat at the advisory table in the process of approving district LCAPs; enforced beginning July 2024, signed into law on September 30, 2022.
- The Brown Act allows the public to comment on any matter within the subject matter jurisdiction of the legislative body, as well as any agenda item.
- AB 130, in 2021, added requirements to Section 52070 of the SBE LCAP template. The LCAP details district specific actions for English learners, as well as goals for specific school(s) and student group(s), where required. Districts must demonstrate the degree of improvement in services is sufficient to improve services in proportion to the increase of funds apportioned for unduplicated under-served students groups (ie low income, ELL, and foster youth)

The Student Advisory Board on Education

Wednesday, November 8, 2023, Item #4

RESTORATIVE JUSTICE

Speaker: Hau Lam Lung (Monte Vista High School, Danville)
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Facilitator: Rebecca Cuadra-Parra (Smith College, Northampton)
Researcher: Eunchan Kim (Biomedical Science and Technology Academy at Chino High School)
Members: Kieon Miller (South San Francisco High School, South San Francisco), Haley Whittington (Shasta High School, Redding), Alicia Del Toro (St. Francis High School, Sacramento), Anika Yu (Dublin High School, Dublin), Julia Clauson (Bella Vista High School, Fair Oaks), Esther Yin, (Arcadia High School, Arcadia), Vanessa Yang, (Troy High School, Fullerton); Bashar Kabbarah (Monte Vista High School, Danville), Alina Ceja Delgado (Napa High School, Napa)

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has recognized that the current lack of widespread restorative justice models and guidelines has undermined students' ability to improve upon and resolve infractions. To prevent the deterioration of both academic performance and social behavior, we strongly advocate for the adoption and implementation of restorative justice guidelines in all California schools.

II. RECOMMENDED SBE ACTION

As advised by Section 49055 of the California Education Code, the Student Advisory Board on Education strongly urges that the State Board of Education recommend to the California Department of Education to implement the following restorative justice frameworks and guidelines. These guidelines will prioritize student well-being after infractions, ensuring the betterment of their academic performance and social behavior.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

- Restorative Justice: A set of principles and practices that focuses on the rehabilitation of offenders through reconciliation with victims and the community at large.
- The California Department of Education (CDE) amends and implements the following guidelines and frameworks in Section 49055 of the California Education Code. Under this section, the CDE will consult with students from K-12 public schools in the development of “evidence-based best practices for restorative justice practice implementation on a school campus.” SABE suggests that these best practices can include but are not limited to:
 - The State Board of Education should recommend to the CDE that all students regardless of identity should be given equal liberty to defend themselves in the case of punishment.

School districts should hold the responsibility of informing students of these rights in such cases.

- The State Board of Education should recommend to the CDE the incorporation of a restorative justice section in existing teacher training programs. California high schools with the highest suspension rates should take first priority in receiving these training programs.
 - The State Board of Education should recommend to the CDE the establishment of a student task force to evaluate and recommend individualized restorative justice practices to school administrations on the local level.
 - The State Board of Education should recommend to the CDE that school administrations publish all disciplinary processes imposed on their students to uphold accountability.
 - Governing boards of districts may oversee the establishment of peer courts to ensure a diversity of student perspectives and to fairly determine a just course of action to take on a student's infractions. A peer court shall be defined as a council of students who determine the specific restorative justice practices for relatively minor infractions. To uphold a student's right to confidentiality, school districts the use of peer courts should be left up to the student's discretion.
 - Restorative justice is used in California's 75 peer courts, also called teen courts or youth courts. Students can be sentenced to engage in community service, write letters of apology, and take part in programs such as counseling or alcohol treatment.
 - Governing boards of districts should implement reevaluation of discipline processes every five years to uphold the accountability of school districts to restorative justice best practices.
 - Finally, the Student Advisory Board on Education further recommends that the State Board of Education refer to organizations focusing on restorative justice such as the International Institute of Restorative Practices (IIRP) as an existing framework for effective restorative justice guidelines.
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IV. KEY ISSUES

- There is a lack of widespread usage of existing restorative justice guidelines, leading to repeated infractions, the ostracization of students, and the perpetuation of existing racial and socioeconomic disparities in school suspensions. Disciplinary measures can be inconsistent across a student's race, academic performance, and socioeconomic background.
 - At Napa High School in Napa County, a group of white and Hispanic girls were caught vaping in the school bathroom. While the white students were told to return to class, the Hispanic students underwent suspension and expulsion.
 - At Bella Vista High School in Sacramento, a student initiated a physical conflict with another student. After suspension, the student returned and continued to target the same student.
 - At St. Charles Borromeo School in Sacramento, a student was expelled for substance abuse but received no education regarding substance abuse afterward.
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V. PROVEN RESULTS

- Since the early 2000s, states have adopted restorative justice practices in the form of test runs. Overall, outcomes have proved to be positive in California.
 - Staff surveys in Oakland, California demonstrated a generally positive perception of the restorative initiative with almost 70% of respondents reporting that restorative practices helped improve school climate. Moreover, 80% of respondents supported continuing the initiative. Oakland evaluators have also found that graduation rates for schools that implemented restorative practices rose 60%, relative to 7% in comparison schools.
 - Disturbed by the suspension, expulsion, and arrest trends in LAUSD and throughout the nation, BSS created The School Climate Bill of Rights, which lists the rights every student in LAUSD should be guaranteed, namely “the right to safe and healthy school environments that minimize the involvement of law enforcement, probation, and the juvenile and criminal justice system.” The Bill of Rights (B.O.R.) includes school-wide positive behavior intervention and support; restorative justice approaches to resolve conflict; the availability of school-based arrest and citation data; and a system to file a complaint if rights are violated. The results were noteworthy. Suspensions in the district decreased by 76% between the 2011-12 and 2017-18 school years, according to state data. Turner notes that graduation rates increased by 13% because more students were allowed to stay in class to learn than were pushed out of class to be penalized.
- In fact, precedent from other states has spoken for the effectiveness of restorative justice guidelines.
 - In West Philadelphia High School, once deemed one of the state’s most “Persistently Dangerous Schools”, violent acts and serious incidents dropped by 52% in the first year of restorative practice implementation, followed by a 40% drop in the second year. This was largely due to the incorporation of the International Institute of Restorative Practices (IIRP) regarding a one-day conference on restorative practices.
 - Pittsburgh had high suspension rates metered out predominantly to black students. School climate needed a change, so Pittsburgh got a \$3 million grant from the US Department of Justice to try a restorative justice approach. 22 schools were randomly assigned to try restorative justice practices, while 22 other schools were not. The two groups were compared over the following two years, 2015-2016 and 2016-2017, and 12.6% of students were suspended at least once in restorative justice practice schools, compared to 14.6% in other schools by the second year of the program.
 - Pittsburgh RCT showed that teachers in restorative initiative schools considered their schools to have better working conditions and a climate more conducive to learning than compared schools. Two-thirds of surveyed staff in restorative schools have said that the initiative improved their relationships with students

VI. FISCAL ANALYSIS

Depending on the guidelines chosen by the State Board of Education, the creation of restorative justice guidelines can incur expenses on the California State Board of Education in the form of the reallocation of funds from other programs and the cost of restorative justice staff training. However, investment in restorative justice drastically increases student enrollment and attendance, which ultimately offsets this initial cost for California schools, as is evidenced by

Fremont High in East Oakland whose enrollment jumped 20% after the implementation of restorative justice programs.

VII. RATIONALE

The current lack of restorative justice guidelines has led to recurring infractions among students, leading to regressive student behavior and a worsened school climate. The importance of restorative justice over punitive punishment becomes especially amplified as marginalized students with infractions experience higher dropout rates and worsened academic performance. Moreover, in an attempt to maintain a school's overall academic performance, the focus of administration has unfortunately veered away from disadvantaged students, disproportionately concentrating on those who already possess academic and socioeconomic advantages.

Thus, the Student Advisory Board on Education believes that the recommendation of restorative justice guidelines presents a potential opportunity for students with infractions to rehabilitate rather than fall into a perpetual cycle of their mistakes. It allows these students, particularly those who are underprivileged, to seek help and progress throughout their high school years. Furthermore, these aforementioned guidelines would ensure that a student is not being unfairly punished due to preexisting stigmas around their socioeconomic standing. Specifically, the establishment of peer courts works to diversify the decision-making processes and restorative justice training programs will offer unbiased, on-campus support to all struggling students.

Providing school administrations and local governing boards with restorative justice guidelines to follow will make a meaningful impact on the social, academic, and emotional welfare of all California students. It serves to assist them in breaking the cycle of constant infractions and in constructing a more promising future.

VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

- AB 420: Pupil discipline: suspensions and expulsions: willful defiance
 - This bill eliminates the authority to suspend a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, and the authority to recommend for expulsion for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties.
 - This bill also provides that if a superintendent of the school district or the principal of the school has determined that the pupil has committed an act of
 - Causing, attempting, or threatening to cause physical injury to another person
 - Unlawfully possess, sell, furnish, or be under the influence of a controlled substance, alcoholic beverage, or intoxicant
 - Committed or attempted to commit robbery or extortion
 - Attempted to or committed an act of damage or robbery of school property
 - Committed obscene acts, or engaged in habitual profanity or vulgarity
- SB 419: Pupil discipline: suspensions: willful defiance
 - Commencing July 1, 2020, this bill prohibits the suspension of a pupil enrolled in grades 4 and 5 for disrupting school activities or otherwise willfully defying the valid authority.

- Commencing from July 1, 2020, to July 1, 2025, this bill would prohibit the suspension of a pupil enrolled in a school district in any of grades 6 to 8 for defying valid authority.
- AB 982: Pupils: homework assignments for suspended pupils
 - This bill would require that during suspension procedures, a teacher would be required to provide pupils in any grades 1 to 12, inclusive, who have been suspended from school for 2 or more school days, the homework the pupil would have otherwise been assigned.
 - This bill will also require, that if a homework assignment that has been assigned and turned in to the teacher by the pupil either upon the pupil's return to school or within the originally scheduled timeframe, is not graded before the end of the academic term, the assignment is to not be included in the calculation of the overall grade
- EDC Section 48900(w)(1): This bill emphasizes that the intent of the Legislature states that alternatives to suspension and expulsion shall be used in the case of a pupil being truant, tardy, or otherwise absent from school activities; suspending a student for missing school is not allowed.
- EdC Section 48900(v): For a pupil that is subject to discipline, a superintendent or principal of the school district is encouraged to provide alternatives to suspension or expulsion, using research-based frameworks that are tailored to the student's needs.
- EdC Section 48900(w): The Multi-Tiered System of Supports (MTSS), which includes restorative justice practices, trauma-informed practices, social and emotional learning, and positive behavior interventions and support shall be used to assist in understanding pupil actions thoroughly, and respond accordingly.
- EdC Section 49055: On or before June 1, 2024, the department shall develop evidence-based best practices for restorative justice by making best practices available on the department's internet website for use by LEAs.
- Section 49055 of the California Education Code:
 - In the process of developing the best practices, the department shall consult with:
 - School-based restorative justice practitioners
 - Educators from public schools serving kindergarten and grades 1 to 12, inclusive
 - Pupils from public schools serving kindergarten and grades 1 to 12, inclusive
 - Community partners or community members
 - Nonprofit and public entities
 - Scaling Up MTSS Statewide (SUMS) Initiative, California Community Schools Partnership Program, and resources developed by the department in support of social-emotional learning should be used

The Student Advisory Board on Education

Wednesday, November 8, 2023, Item #5

COLLEGE AND CAREER READINESS

Speaker: Garrett Xu (Sacramento Country Day, Sacramento)
Writer: Emerson Lyons (University Preparatory School, Redding)
Research: Casey Kim (John Marshall High School, Los Angeles)
Facilitator: Sarah Joo (Lincoln High School, Stockton)
Members: Na Young Kim (Royal High School, Simi Valley); Leo Xu (Rowland High School, Rowland Heights); Timothy Jan (Troy High School, Fullerton); Atticus Chan (Lincoln High School, Stockton); Selena Sun (University Preparatory School, Redding); Calla Garrett (Miramonte High School, Orinda); Fengqian Li (Rowland High School, Rowland Heights); Claire Lee (Westlake High School, Thousand Oaks); Dana Lee (Sunny Hills High School, Fullerton); Alejandra Ramirez-Peralta (Academy of the Redwoods, Eureka)

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified that information regarding important extracurricular activities, career opportunities, Career and Technical Education (CTE) classes, and college applications given to students throughout their high school careers is not equally distributed throughout the state, leading to many high school students falling behind in career and college readiness.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education delegation urges the State Board of Education to suggest that school districts hold semesterly seminars to inform students about extracurricular activities, Career Technical Education (CTE), and college and career opportunities. The information about and from these seminars should be readily accessible to students and parents through methods such as emails.

- The seminars presented by students and counselors would include the following procedures:
 - Students would apply to present for the seminars about extracurricular opportunities that they participate in within their communities. By having students present to other fellow students, we seek to use "near peers", or individuals who are slightly more experienced in a similar path.
 - School or college counselors would contribute outside research about other local opportunities for students to explore.
 - Information and slideshows presented at the seminar would be sent out to student bodies and parents or guardians through email.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

- Students will collaborate with school counselors to compile information about community colleges, career paths, internship opportunities, and other extracurricular activities to present to students during these semesterly seminars.

- Separate seminars will be given for freshman and sophomore students, and for junior and senior students.
 - Seminars for freshman and sophomore students will be focused on getting students engaged with extracurricular activities to help them find topics they are passionate about.
 - Seminars for junior and senior students will include information on school and community extracurricular activities while also giving information on colleges and the application processes.
- These seminars would be held after school, in the months of September and January. There would be one seminar per school district, in which all high school students in the district would have access to.
- To ensure the information provided in the seminars is readily available, we recommend the information is sent out through emails to increase accessibility.
- Students who are involved in enrichment opportunities are invited to make short presentations about their involvements.
 - When near-peers are incorporated, students will be more inspired to get involved.
 - This is also a good opportunity to allow students to gain presentation skills by showing opportunities to their peers.
- We recommend that individual school districts choose counselors and students to present seminars to attending students.
 - SBE can suggest individual schools to create, at their own discretion, sign-up platforms (e.g. Google Forms or physical sign-up sheets) where students can apply to present their extracurricular activities.
 - Individual school districts have jurisdiction regarding the details of the seminar.
 - Districts would decide the number of presenters and the length of each seminar session.
 - Districts would decide the location of the seminar and would be responsible for sending out the information covered in the seminar to all students in the district through email after the seminar is completed.
 - Counselors can supervise students and contribute to the seminar with opportunities from the local community.

IV. KEY ISSUES

- Many students are not engaged in activities that will help them discover their passion, prepare them for a career/higher education, and lift the stress of making a post high school plan during junior and senior year.
 - In California, according to the California School Dashboard, only 44% of students leaving high school are considered prepared on the college/career indicator.
 - A student at Rowland High School states that though there is a college and career center, it is not promoted, leading to students not knowing how to take advantage of the opportunity.

- At University Preparatory School, while there is a counselor who assists seniors, students in earlier grades are not given assistance, and therefore not involved in their future early.
- Students are not provided with resources and information that help them find extra curricular activities in their interest area and guide them in the college application process.
 - A student at Rowland High School was not given personalized guidance on researching different colleges and therefore felt lost about applying to unknown colleges.
 - A student at Rowland High School was not aware of scholarships that were available when applying for colleges and thus was discouraged from applying to private colleges they wanted to attend, leading to them not pursuing their dream schools.

V. PROVEN RESULTS

- A study done by the National Center for Education Statistics shows that “participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out.” This increased engagement and decreased rate of dropping out means that students will be more likely to be successful in their post high school endeavors (NCES 1995).
 - Separate research done by Nikki Wilson and Claudette Christison, shows similar results of increased academic achievement from participation in extracurriculars. (Nikki Wilson 2009)(Claudette Christison 2013)
- In a research study by Elizabeth Stearns from the University of North Carolina, the question of whether the availability of extracurriculars actually relates to better academic performance is raised. The reason for this is because though these opportunities may exist, unless students are shown their opportunities, then they cannot take advantage of them. (Elizabeth Stearns 2010)
- Many high schools across California have already taken steps to help students be prepared for college or careers.
 - Lincoln High School in Stockton hosts an annual College and Career Night with presentations from the military, UC/CSU representatives, trade schools, local community colleges, and other undergraduate universities. There are also representatives from the school’s CTE and dual-enrollment programs. Both students and parents are able to attend the College and Career Night.
 - In Redding, University Preparatory School’s high school college/career counselor hosts weekly classes for seniors that range from explaining the college application process, to describing other post high school options, to teaching important skills for life beyond high school. These classes are instrumental in ensuring that students are making the best decisions in their most important year of high school.
 - Academy of the Redwoods in Eureka provides students with opportunities for extracurricular activities through daily announcements sent through email to students/parents and posted on their website. Additionally, college and career

readiness classes are offered during freshman, junior, and senior year. It will also host the North Coast College & Career Expo in partnership with College of the Redwoods.

VI. FISCAL ANALYSIS

With the recommendation of these seminars taking place after school hours, this would incur no additional cost because it is not taking away from any of the allocated instructional time for the year. The near-peer volunteers and adults heading extracurricular opportunities would be asked to discuss their programs and experiences with students. The compilation of local and statewide resources is cost efficient, with the CDE website and additional websites already having established resource hubs for career exploration available for the use of districts. The hope is that districts would be able to sustain the low costs of seminars, the largest expense most likely being general maintenance of facilities or physical materials districts might choose to distribute at seminars like flyers. Similarly, implementation of scheduled emails would be low to no cost for schools.

VII. RATIONALE

We recognize that the SBE does not have the jurisdiction to mandate seminars, however, for the following reasons, we implore the board to consider this proposal to give a pathway for all schools to gain the benefits of an increased flow of information. First, it would improve students' stress levels by providing information earlier in their high school careers, thus resulting in students entering their senior year confident, ready, and holding the knowledge they need to be successful after graduation. The semesterly seminars of this proposal will give a pathway that will lead students through high school to get involved, discover their passions, and prepare for college. Second, this proposal will bring college and career information to students that ordinarily would not have access to it. This includes students that might be disengaged from their schools due to socioeconomic disadvantages or other reasons. Third, by using near peers to present opportunities to their fellow students, students attending the seminars will be inspired to follow a similar route. When a student sees another peer taking advantage of opportunities, they can feel empowered to become involved themselves. Finally, and most importantly, the implementation of this proposal will give students the chance to take advantage of the opportunities and resources that are available to them to plan a successful future for themselves after high school, whether they are pursuing secondary education, vocational schools, or entering the workforce.

The Student Advisory Board on Education

Wednesday, November 8, 2023, Item #6

CURRENT AND GLOBAL AFFAIRS

Speaker: George Balan (Miramonte High School, Orinda)
Writer: Sean Lee (Sunny Hills High School, Fullerton)
Research: Tiana Zhang (Valencia High School, Placentia)
Facilitator: Amira Hutcherson (Shasta High School, Redding)
Members: Andrew Lieu (Overfelt High School, San Jose), Carter McKinzie (Laguna Beach High School, Laguna Beach), Damaris Diaz (Riverbank High School, Riverbank), Hannah Cho (Northwood High School, Irvine), Jihoo Yoon (Northwood High School, Irvine), Macksyn Peterson (Benicia High School, Benicia), Michelle Lee (Sunny Hills High School, Fullerton), Samuel Morrison, (Stockton Collegiate International Schools, Stockton), Zac Davini (Angelo Rodriguez High School, Fairfield)

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified that the study of global affairs is a crucial factor in developing a deep knowledge of global politics, international relations, and diplomacy. However, as this study of global affairs is not mandated in schools and lacks unbiased sources of information, it is of utmost importance to push for the implementation of this content in high schools in California.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education strongly recommends the State Board of Education amend the current history framework to include aspects of global affairs throughout the History-Social Science curriculum.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

- Definitions
 - Global affairs: events and activities that involve the governments, politics, economics, etc., of different countries, their citizens, and their interactions.
 - Current affairs: recent news, especially in-depth analysis of ongoing issues and events.
- The State Board of Education will amend the History-Social Science Framework for grades 9-12 to include content regarding global affairs.
 - The California Department of Education (CDE) will build upon the existing framework regarding history-social science to create a comprehensible guide.
 - This amended framework will include the implementation of the learning goals of global and current Affairs.
- Local Education Agencies (LEAs) will be held responsible for the implementation, and formulation of curriculum, as well as for determining the course(s) of action(s) in which Global and current affairs-related issues are taught in the classroom.
- Dissemination of knowledge of current affairs should be expanded upon by school staff through:
 - Assignments regarding global affairs, such as written current event assignments

- Seminars discussing global affairs with connections to the content being taught in class.
 - Projects where students have the opportunity to individually research current global affairs to come to their conclusions.
 - Brief education on how to identify and use credible and reliable sources.
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IV. KEY ISSUES

- Information on global affairs is not discussed amongst students at school, therefore resulting in members of school communities having limited and skewed perspectives on global affairs issues.
 - Students have a lack of interest in global affairs, stemming from the lack of publicization of these subjects and knowledge of global affairs.
 - Students are not taught to critically approach media biases by comparing sources and evaluating the credibility and accuracy of media materials.
 - As most global affair-related issues are constantly changing, the decision of whether to implement them is entirely upon the LEAs. Furthermore, it is left to the LEA's discretion to share certain information about global affairs.
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V. PROVEN RESULTS

- At Sunny Hills High School, Fullerton Joint Union High School District, current global affairs events and issues are a section within the monthly newsletter publications. This not only allows the students who receive the newsletter to read about different perspectives on current issues, but it also allows the students who write the articles to critically think and form opinions through thorough research.
 - At Riverbank High School, Riverbank Unified High School District, students are required to research global affairs issues in their elective classes, such as Health Services, Sports Medicine, and Medical Technology. This allows them to be aware of the world around them, as well as helping them develop critical thinking skills and knowledge of current events.
 - At Northwood High School, Irvine Unified High School District, students in the 11th grade are assigned to write a "Current Event Journal" once a month in which they connect literary themes they have discussed in class to a news article of their choice. Also, students in the humanities program are assigned a current events project where students can connect the topics learned in history to a current event issue of the student's choice. These projects further promote students to develop their critical thinking skills by connecting global issues with the content learned at school.
 - At Overfelt High School, East Side Union High School District, the school district provides \$1000 scholarships to students who participate in Global Glimpse, a non-profit organization that encourages students from disadvantaged backgrounds to travel to developing countries in Latin America to develop leadership skills. Approximately 80% of students who participated in Global Glimpse have written about their experiences in their college applications.
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VI. FISCAL ANALYSIS

The introduction of global affair content in the curriculum through learning goals will be placed under an existing resource(s) created by the California Department of Education. Therefore our proposal will incur minimal to no cost to the State Board of Education. Instead, local education agencies may incur costs through teacher training. Due to the polarization that the State of

California faces, teacher training is a necessity to combat the biased views that teachers may carry in their instructions. The decision to incur such costs will be solely determined by the inclination of local education agencies.

VII. RATIONALE

Without a basic conception of international affairs, students may develop biased, narrow perspectives about global affairs. Furthermore, without exposure to global events, students may have a limited understanding of various global issues, cultures, and events. In turn, this can lead to members of schools disregarding the importance of the effects of global affairs within their community and the communities around them. Due to this, it is of utmost importance to find a solution for such a prevalent problem among the members of school communities around the state of California.

The Student Advisory Board on Education advocates and presents our recommended State Board of Education action to amend the History-Social Science framework to mandate the inclusion of aspects of global affairs in the curriculum. Through this implementation of this in the curriculum, students will reap a multitude of benefits including an understanding of the complex development of the world around them. Also, an increase in their ability to make informed decisions, self-awareness, critical thinking, and collaboration can be experienced.

The modification in the History-Social Science framework for grades 9-12 ensures that Local Education Agencies all over the state of California can implement this subject into their daily activities, which allows students to explore both global and local events and develop into civically engaged and educationally sensitive leaders.

VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

- Previous Legislation Promoting Global Studies
 - AB-101 (2021): Mandated a minimum of a 1-semester Ethnic Studies course as a high school graduation requirement. Passed in the 2021 legislative cycle, this assembly bill will take effect in the 2029-2030 academic year. An Ethnic Studies model curriculum was adopted by the SBE in 2021.
- Previous Legislation Promoting Media Literacy
 - SB-873 (2018): Set forth optional media literacy guidelines.
 - AB-787 (2023): Required State Superintendent of Public Instruction Tony Thurmond to survey schools and gauge the current state of media literacy education in California. It would also devise a model program to implement statewide.
- Previous Legislation for supplementary content advised to pre-existing framework
 - AB-285 (2023): Places an emphasis on climate change content including its causes and effects, methods to decrease, and adaptive measures to the courses of study in the subject of science for grades 1 to 6 and grades 7 to 12. Requires appropriate coursework to be offered to students by the 2024-2025 school year.

The Student Advisory Board on Education

Wednesday, November 8, 2023, Item #7

AVENUES FOR STUDENT VOICE

Speaker: Kristie To (Northwood High School, Irvine)

Writers: Kristie To (Northwood High School, Irvine); Lavani Madadi (Angelo Rodriguez High School, Fairfield); Sue Oh (Sunny Hills High School, Fullerton)

I. PRIORITY

Students are the driving force behind education; every part of California's education system is tailored to identify and meet the evolving needs of its students. In the 2020 election, only 57%% of youth 18-34 in California voted, highlighting just how civically unengaged California's youth are. This was the lowest percentage of all age ranges. Moreover, few high school districts provide formal opportunities for students to propose changes to policies. Therefore, it is imperative that students of all backgrounds can access platforms to engage with diverse, like minded peers, integrate student voice into the heart of governance, and be given the opportunity to speak, to dream, and to inspire.

II. RECOMMENDED SBE ACTION

As the governing body of CASC, the State Council's vision is to institutionalize programs like SABE at the school, district, regional and state level, as a model for a meaningful process for youth engagement and student voice, and to ensure that they are truly representative of the diverse 6 million students in CA. You can help by taking the simple, and free step of including our programs in your "promising practices" in the CDE's public resources related to LCAP Priority 5: Pupil Engagement. In the framework that the State Board of Education provides to school districts on the Local Control and Accountability Plan, it is provided as an example under Priority #5: Pupil Engagement, for district funds to be allocated towards sponsoring underrepresented students to attend advocacy programs such as those provided by the California Association of Student Councils.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

The LCAP provides an opportunity for LEAs (county offices of education [COE], school districts and charter schools) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2023–2024 LCAP year must be posted as one document assembled in the following order:

- LCFF Budget Overview for Parents
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Action Tables
- Instructions

When the California State Board of Education distributes the framework to school districts on the LCAP, this framework includes examples of how districts can allocate funds in each one of these eight categories.

The California Department of Education has identified ten state priorities, being Basic Conditions of Learning, State Standards, Parental Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, Other Pupil Outcomes, Expelled Pupils, and Foster Youth. The fifth state priority created by the California Department of Education is Pupil Engagement, in which related resources are provided as framework and suggestions for school districts to implement these state priorities. Currently, the suggested related resources for Pupil Engagement include tools on how to foster a healthy school culture and climate to motivate students to learn in a healthy and positive environment, and have all students experience equally supportive learning environments and opportunities that help them learn and thrive, as well as tools ensuring that equity in education is a necessary component in narrowing the achievement gap.

The purpose of the California Association of Student Councils (CASC) is to improve the quality of life in the world by developing skilled, ethical, and sensitive leaders of diverse backgrounds and cultures.

The California Association of Student Councils provides unique leadership development for elementary, middle, and high school students and their advisors in California and across the world through peer training. CASC programs emphasize authenticity, ethics, and collaborative decision-making which enhance learning outside of the classroom by fostering self-esteem and civic engagement. CASC advocates for the youth, provides an avenue for the expression of student views and empowers young people.

The California Association of Student Councils forges the power of youth to change the world, the acceptance of youth from all backgrounds, the fostering of respect, empowerment, and the encouragement of California's students, the belief that students can continuously develop and change, the power of each individual student, and the ripple effect that all students have on those around them, their communities, their educations, and the world around them.

Student Advisory Board on Education (SABE)

- At SABE, students are divided into small groups where they identify and discuss specific problems in the state's education system. For four days students work long hours, evaluating the issues and creating solutions. On the last day, each group presents its developed proposal to the California State Board of Education. SABE delegates have the honor and responsibility of representing the 6.3 million public school students in California in the only formal student presentation to a State Board of Education in the nation.

Student Advisory Board on Legislation in Education (SABLE)

- At SABLE, students are divided into small groups, where they identify and discuss specific problems in the state's education system. For three days students work long hours, expanding on these issues and brainstorming solutions. On the last day, each group incorporates the solutions they have developed into a proposal and presents it to the California Senate and Assembly Joint Education Committee.

Youth Action Summit of California (YASC)

- YASC gives students an opportunity to represent their school and community on an international level. This is their time to bolster and develop leadership skills, explore social issues and create solutions, partake in thought-provoking discussions, and leave

legacies as champions for social justice. All delegates leave YASC with a comprehensive skill set and a detailed action plan to implement their project for their desired social change.

Regional Student Advocacy Conferences (SAC)

- At Regional SACs, delegates have the opportunity to build a proposal in order to solve an issue from a topic they are passionate about such as environmental sustainability or mental health. In just one day, delegates present their proposals to a panel of principals, superintendents, and local elected officials. These proposals are then taken by the regional government affairs committees of CASC to push them locally within each region's committee.

IV. KEY ISSUES

It is imperative that students of all backgrounds can access platforms to engage with diverse, like minded peers, integrate student voice into the heart of governance, and be given the opportunity to speak, to dream, and to inspire, a pillar of CASC's mission. We strongly support the SBE's dedication of an LCAP priority to Pupil Engagement and the related tools and practices you have published. However, the suggested related resources for Pupil Engagement should include more student input and advocacy related resources. We propose that, within these "promising practices," it is included that school districts may advance the state priority of Pupil Engagement by sponsoring unduplicated pupils to the Student Advisory Board on Education, its legislative counterpart, the Student Advisory Board on Legislation in Education, as well as the CASC's local-level advocacy programs.

V. PROVEN RESULTS

Legislation stemming from the California Association of Student Councils' Student Advisory Board on Education and Student Advisory Board on Legislation in Education proposals have served to maintain avenues for student participation in educational governance:

- **AB-46 (L. Rivas, 2021)** - Creates California's first Youth Empowerment Commission to advise the Governor.
- **AB-261 (Thurmond, 2017)** - Grants student members serving on their district board preferential voting rights.
- **SB-532 (Leyva, 2015)** - Requires district boards to appoint a student board member when petitioned for by the student body.
- **AB-1204 (Chau, 2015)** - Encourages the State Board of Education to appoint a student member to the Instructional Quality Commission.
- **SB-1422 (Romero, 2010)** - Permits student governments to draft a survey by which students provide feedback to teachers.
- **AB-367 (Garcia, 2021)** - Requires all CA schools to provide free menstrual products to students in grades 6-12 in all female restrooms, one men's restroom, and every all-gender restroom by the 2022-2023 school year.

VI. FISCAL ANALYSIS

Due to the nature of this proposal, no costs will be incurred by the state to implement the suggestion of having school districts sponsor underserved students to CASC programs. School districts will allocate funds in order to sponsor such students to CASC programs.

VI. RATIONALE

The California Association of Student Councils (CASC) has the experience and skills needed to coordinate the proposed training. CASC was founded in 1947 in order to provide an opportunity for students to participate in school decision-making so that they would be civically engaged as adults. Since 1963 the organization has conducted The Student Advisory Board on Education, which provides an opportunity for students across the state to propose policy changes to the State Board of Education. In 1999 CASC instituted the Student Advisory Board of Legislation in Education to bring student proposals for legislation to the Assembly and Senate Education committees. CASC has developed guidelines for student forums in the schools and is prepared to train local school officials and student leaders. We seek to expand the grassroots involvement of students so that proposals reaching state decision-makers are more representative of the demographics of the state.

Granting underrepresented students with the opportunity to participate in advocacy programs from the California Association of Student Councils will provide them with the platform necessary to amplify their student voice—the compass that guides tailored learning, where each student’s unique strengths and passions are celebrated, the bridge that connects teachers and students, and the tool that empowers students to shape their world. Increasing civic engagement in students’ experiences in the public education system enables them to become well-equipped and informed citizens as they enter adulthood. Empowering underrepresented students with the opportunity to engage in advocacy programs through the California Association of Student Councils serves as a beacon of hope, guiding them to discover their unique strengths and passions. With their voices amplified, these students become architects of their own educational journeys, forging connections with their teachers and building a brighter future. Through this engagement, they are not just students; they are the empowered architects of change, shaping the world into a more inclusive and informed society as they step into adulthood.

VII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

For 60 years, CASC has enabled students to bring proposals via the Student Advisory Board on Education. Unfortunately, programs like this remain primarily accessed by students with the privilege to seek them out or be informed of them by their networks, and then face the barrier of sponsoring their attendance. The SBE must work with CASC to ensure every student, especially Black, Latinx, indigenous, and system-impacted youth, who are unfortunately underrepresented in CASC, have opportunities made known to them, and encourage districts to partake. Empowering underserved students with the opportunity to engage in advocacy programs through the California Association of Student Councils serves as a beacon of hope, guiding them to discover their unique strengths and passions.