



Student Advisory Board on Education Proposals 2024

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 2024 Student Advisory Board on Education took place from November 11th through November 13th. The delegation was composed of 61 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 Julia Clauson, 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 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.

STAFF MEMBERS

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The Student Advisory Board on Education

Wednesday, November 13, 2024, Item #1

Speaker: Euri Kim (Arnold O. Beckman High School, Irvine)

Writer: Arifa Omid (Whitney High School, Rocklin)

Group Members: Mandy Zhong (Riverside STEM HS, Riverside), Julia Schams (River City High School, West Sacramento), Amanda Ford (Mountain View High School, Santa Clara County), Brenda Alcaide Navarro (San Juan High School), Aarav Desai (Biomedical Science and Technology Academy at Chino High School, Chino), Rishal Melvani (Monte Vista High School, Danville), Tarun Rajesh (Dublin High School, Dublin), Dylan Reyes (Monte Vista High School, Danville)

Facilitator: Victoria Cho (Troy High School, Fullerton)

Research: David (Shijoon) Bae (Orange County School of the Arts, Santa Ana)

I. PRIORITY

The delegates of the Student Advisory Board on Education, a program of the California Association of Student Councils, have identified special needs students as a community of students who have consistently been underrepresented and excluded in the California education system. In addition to being underrepresented within the California education system, students in the special education program have also experienced bullying, mental health issues, and a lack of equitable opportunities. With the number of special education students increasing on a substantial scale within the past decade, we believe it is especially important to address the needs of this substantial, vulnerable, and essential group of students. This will create a truly inclusive learning environment that addresses the unique needs of students with disabilities and empowers them to reach their full potential.

II. RECOMMENDED SBE ACTION

Given the practical limitations, and on behalf of the Student Advisory Board on Education's delegation, we strongly advise that the State Board of Education recommend that the California Department of Education (CDE) include language under the Special Education subsection of "Services and Resources" as well as the Equity subsection of "Promising Practices" on the California Department of Education website. This language should promote statewide mentorship programs, primarily through a partnership between the CDE and Special Education Local Plan Areas (SELPA).

Through a Memorandum of Understanding, SELPAs would facilitate mentorship by general education students to students in special education across the state, overseen by a supervisor within the respective SELPA. Schools would be invited to participate, with applications promoted internally through student organizations and honor societies. Student mentors would submit applications to be reviewed by the local SELPA, and have the opportunity to participate in programs fostering connection between general and special education students. To connect

special education students with the program, SELPAs could use their existing records to refer suitable candidates.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

1. Advise the SBE to include our peer mentorship program within the Special Education subsection of “Services and Resources” as well as the Equity subsection of “Promising Practices” on the California Department of Education website.
 2. Recommend the SBE to request the creation of a partnership between the CDE and SELPA that will allow a diverse group of eleven SELPA districts to ask the various high schools (and possibly middle schools) within their district to implement a peer mentorship program.
 - a. Each SELPA district would be recommended to be the communication bridge between the respective LEA and the school’s student government which will recruit and recommend students to a peer in special education.
 - i. The Program will include but not be limited to, tutoring and educational opportunities about Special education.
 3. The application process to be a peer mentor should require the students to turn in a letter of recommendation within their school to ensure students with commendable character are chosen.
 4. Through this program, some students may benefit from peer-to-peer tutoring, forming connections, and gaining emotional support. Depending on the needs of each student, SELPAS can “match” students with peer mentors that best suit their situation (utilizing information on each individual student in special education).
 5. Through the collaboration of student government and the student body, we can also implement a way for Students in special education to voice their concerns with the student government and peer mentors.
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IV. PROVEN RESULTS

- A special needs student in Washington Unified School District attending River City High School felt included in their ASB’s events after River City’s ASB made an effort to take her through the event planning process and adapt their rallies to be accessible to her needs.
- Mountain View High School’s *Spartan Buddies* club fosters friendships between students with and without disabilities, embracing the belief that everyone deserves a friend. Members with varying needs, including Autism, Down syndrome, Cerebral Palsy, and more, are paired with peers to promote an inclusive campus. Programs like *Spartan Buddies* should be available statewide, creating networks of support and belonging across California schools. We urge the State Board of Education to endorse buddy systems, helping schools foster acceptance and inclusion for all students.
- Supporting academics through peer mentoring, high school students from VMHS have 43 mentors supporting 31 students during 44 periods in 22 different courses across the campus. Mentors support students in a variety of courses ranging from law enforcement to AFJROTC.
- Unified Sports is an organization that encourages students with and without intellectual and physical disabilities in the same physical education class. It was inspired by a simple principle: training together and playing together is a quick path to friendship and understanding.
- Students with special needs demonstrate significantly higher rates of chronic absenteeism reaching approximately 33%, often due to bullying or a lack of belonging. Through our

mentorship program, feelings of a true community will form and lower the percentage of chronic absenteeism within special education.

V. FISCAL ANALYSIS

This proposal would require minimal fiscal cost on the SBE's part, instead encouraging SELPAs to allocate existing or surplus funds to implement programs in their respective school districts. Some of these funds would be allocated to the salary for the supervisor for the respective SELPA.

VI. RATIONALE

We recommend implementing this peer mentorship program in collaboration with the CDE and SELPA, leveraging existing structures and support from district supervisors and student government directors. With this leverage, it will allow SELPAs to efficiently and effectively find peer mentors who are suitable to the needs of each student. This will ensure an inclusive community, where peer-based education and connection allow all students to thrive and belong. Additionally, the fiscal impact of this proposal is minimal for the CDE, as it only requires SELPAs to allocate existing or surplus funds to implement programs in respective school districts.

VII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

- **Individuals with Disabilities Education Act (IDEA)**
 - The Individuals with Disabilities Education Act (IDEA) is a law that mandates the availability of free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children, supports early intervention services for infants and toddlers and their families, and awards competitive discretionary grants.

- **SB 939: Educational equity: school site and community resources: neurodivergent pupils**
 - Existing law requires the Superintendent of Public Instruction to post, and annually update, on the State Department of Education's internet website and provide to each school district a list of statewide resources, including community-based organizations, that provide support to youth, and their families, who have been subjected to school-based discrimination, add the basis of neurodiversity or perceived neurodiversity to that list of resources, and require those resources related to the basis of neurodiversity or perceived neurodiversity.
 - Each local educational agency must additionally ensure that the resources related to neurodiversity developed by the University of California and California State University Collaborative for Neurodiversity and Learning are readily accessible in a prominent location on the local educational agencies' internet website.
 - Requires an online training module to include information about how to support pupils who are bullied for being or being perceived as neurodivergent and include links to the resources related to neurodiversity.

The Student Advisory Board on Education

Wednesday, November 13, 2024, Item #2

Speaker: William Li (University Preparatory School, Redding)

Writer: Jessica Shen (Orange County School of the Arts, Irvine)

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I. PRIORITY

The Student Advisory Board on Education delegation has identified a lack of prioritization and availability of standardized safety education and response measures in schools. Despite the increasing need for safety protocols due to external threats, schools face challenges such as a lack of structured frameworks, and ineffective communication channels between staff, students, administrators, and parents who remain uninformed about essential procedures, impacting both the mental well-being and educational focus among students.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education recommends that the State Board of Education: To create and distribute a universal in-class presentation containing preventative and responsive measures in regard to external school safety threats, while also supplying additional educational resources for students, staff, administrators, and parents.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

- The State Board of Education (SBE) will develop/create universal, accessible safety presentations to be used in schools across California, focusing on both preventive and responsive measures for external safety threats.
 - The SBE will collaborate with safety and educational professionals to ensure that content is clear, relevant, and appropriate for all age groups.
 - Presentations will be designed for in-class delivery by trained school staff, with optional enhancements by local Student Resources Officers (SROs) for real-world context and engagement.
- The California Department of Education will support the SBE by distributing these safety presentation materials to Local Education Agencies (LEAs) and facilitating their implementation across California Schools.
 - LEAs will adopt the presentation material to address the specific safety concerns of their communities, ensuring relevance and clarity

- LEAs will also be responsible for providing the presentations in the primary languages spoken in their communities, improving accessibility for all families.
 - To enhance the engagement among students and realism, LEAs may collaborate with local Student Resource Officers (SROs) to deliver parts of these presentations
 - SROs as trained public safety officials can lead discussions, provide insights on situational awareness, and demonstrate procedures increasing students confidence and knowledge of real-world responses
 - Schools will incorporate the SBE developed safety presentations into their regular schedule as they see fit, ensuring consistent exposure and understanding of essential safety procedures.
 - Presentations will be given during advisory or homeroom periods and can be adapted for large assemblies
 - For additional reinforcement schools may distribute safety summaries as part of student handbooks or newsletters reminding families of available resources and procedures
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IV. PROVEN RESULTS

- On the campus of UCLA in 2016 there was an active shooter. However the university's emergency alert system immediately sent text alerts and emails to students, advising them to shelter in place. UCLA's lockdown protocols, rehearsed through active shooter drills, helped faculty and students secure their locations quickly. The rapid response and clear communication prevented further escalation and kept students safe until the situation was resolved by law enforcement.
 - A fire broke out in a residence hall at San Diego State University, but the school's fire safety protocols including fire alarms, automatic sprinkler system, and regular fire drills allowed for a swift and orderly evacuation. The preplanned evacuation routes helped students exit safely, while the fire departments arrived.
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V. FISCAL ANALYSIS

Due to the nature of this proposal, the State Board of Education may incur costs to hire safety and educational professionals to develop the informative presentation. The Local Educational Agency (LEA) may need to restructure the allocation of funds to present material.

VI. RATIONALE

Without a thorough understanding of emergency procedures, students across California face uncertainty about responding to situations that threaten their safety. This lack of knowledge not only increases the risk of harm during emergencies but also impacts students' mental well-being and ability to focus on their education. Therefore, it is essential to develop a stricter and universal approach to safety education.

The Student Advisory Board on Education recommended implementing safety presentations and resources to promote throughout schools. By ensuring that everyone knows what to do we can then foster a safer school environment, one in which students feel secure, supported, and focused on their learning. When students are confident in their schools' safety protocols, they experience less anxiety, contributing to a more positive mental health environment.

Consistent safety education can increase attendance rates as parents feel more comfortable sending their children to a well-prepared school environment. Students can concentrate on their studies rather than on potential safety risks, and this educational focus can directly contribute to higher academic achievements. Furthermore, well-informed students and staff are more likely to respond appropriately in an emergency, reducing the number of incident rates.

Overall, these efforts contribute to a safer, happier, and more supportive school environment. Confident in their knowledge of safety protocols, students are more at ease, parents feel more secure and teachers can focus on instruction rather than on safety concerns. This initially aligns with students' primary concerns on the topic of campus safety and fulfills a vital need within the school community. By establishing a reliable framework for emergency preparedness, we equip California schools with the tools to ensure the well-being and academic success of their students and future generations

VII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

- ASSEMBLY BILL 1747 IN 2018: “School Safety Plans”- This law further expands the requirements for School Safety Plans. This would mean that School Safety Plans now include an outline for how to deal with Active Shooters on campuses and mandate that schools administer an annual active shooter safety drill.
- California Education Codes 32280-32289.9: “School Safety Plans”- This section of 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.
 - Education Code 32282 mandates that schools update their Safety Plan annually with all mandated information updated and have their plans approved by their district.
 - School site councils are responsible for developing and updating school Safety Plans, however, they may delegate this task to a safety committee. School site councils in California must have a minimum of 10 members consisting of the principal, teachers, parents, and students (student members are only required only for high schools).
- CSSP (Comprehensive School Safety Plan)
 - To begin with, 65% of students are visual learners, and as a result, teachers need to implement audiovisual presentation tools to make the learning material easier to assimilate. More precisely, 75% of students and teachers confirm that audio-visual aids help clarify content under research.
- School Resource Officer Process
 - Need to be 21 Years Old
 - Have a High School Diploma
 - Recommended: Have a Bachelor’s in Criminal Justice
 - Have experience in the Police Force and have gone through the Police Academy
 - Must be certified by the National Association of School Resource Officers
 - Offer several classes including Basic and Advanced Training

The Student Advisory Board on Education

Wednesday, November 13, 2024, Item #3

Speaker: Alisa (Can) Jiang (St. Margaret's Episcopal School, San Juan Capistrano)

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Group Members: Jazmin Garcia (Davis Senior High School, Davis, CA), Golsa Sadrieh (Leland High School, San Jose), Bella (Orange County School of the Arts, Santa Ana), Audrey Lin (Walnut High School, Walnut), Justine Chueh-Griffith (West Campus High School, Sacramento), Katie Pleitez Barahona (Mountain View High School, Mountain View), Diya Thennarasu (Early College High School, Fairfield), Eric Lu (Crean Lutheran High School, Irvine)

Facilitator: Jihoo Yoon (Northwood High School, Irvine)

Research: Daniel Chung-Lee (Portola High School, Irvine)

I. PRIORITY

California's current approach to supporting English Language Learners (ELLs) remains insufficient due to a lack of individualized understanding of each ELL's needs and inadequate accountability measures that fail to incentivize districts to provide robust support. The number of ELL students is closely correlated to the large number of immigrants in California. As of January 1st, 2022, nearly 26% of California's population were immigrants. In the 2022-2023 school year, more than 1.1 million ELLs were enrolled in K-12 schools in our state. Given these numbers, the number of ELLs is expected to grow. However, many districts still have a limited understanding of ELL students' specific linguistic, academic, and cultural needs, resulting in a one-size-fits-all approach that does not address the unique challenges individual students face. Despite assessments like the ELPAC and CAASPP highlighting the significant gap in language proficiency and academic achievement between ELL students and their peers, districts have minimal enforcement or incentive to enhance their programs. As a result, ELL students often fall behind, struggling not only with language barriers but also with broader academic engagement and performance.

II. RECOMMENDED SBE ACTION

The State Board of Education (SBE) is encouraged to approve the proposed pilot program that aims to support English Language Learners (ELLs) in the Fresno Unified, Oakland Unified, and Santa Ana Unified School Districts. This approval will allow the program to launch in districts where ELL students face significant academic challenges, as evidenced by the districts' historically low Local Control and Accountability Plan (LCAP) scores. The program is designed to address the educational gaps caused by language barriers and to provide necessary support through community members and reclassified students, ensuring a more inclusive and equitable learning environment for ELL students. In addition to approving the program's implementation, the SBE should authorize the establishment of comprehensive monitoring and evaluation systems to assess its effectiveness. This will include tracking student progress through regular

assessments, such as the English Language Proficiency Assessments for California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP). By utilizing these assessments, the program can measure improvements in both language proficiency and academic outcomes. Lastly, the SBE should consider the long-term potential of this pilot program. If successful, the program could serve as a scalable model for other school districts across California, particularly those with large ELL populations. By approving the pilot, the SBE would be taking an important step toward addressing the systemic inequities that affect ELL students and ensuring that they have the tools and support necessary to succeed academically. Long-term investment in such programs will help bridge the achievement gap, promote greater educational equity, and provide a roadmap for statewide efforts to support English Language Learners in the future.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

For the local and statewide implementation of the pilot program we will be focusing on: Los Angeles Unified School District (LAUSD), Fresno Unified School District, and San Francisco Unified School District. These districts consistently report some of the lowest performance scores for English Language Learners (ELLs) in California.

- In LAUSD, ELLs make up about 28% of the student population, and the district has faced persistent achievement gaps in English Language Arts (ELA) and mathematics. During the 2022-23 academic year, only about 43% of ELL students in LAUSD met state standards in ELA, and the percentage meeting standards in math was even lower.
- Fresno Unified School District also demonstrates a high need for targeted ELL interventions. Fresno Unified has a significant proportion of ELL students who perform below state proficiency levels in both ELA and math. For instance, fewer than 35% of ELLs met the state ELA standards in recent assessments, underscoring the district's need for additional support structures to improve ELL outcomes (California Department of Education, 2023).
- In San Francisco Unified School District, where approximately 21% of students are ELLs, the district has seen only modest progress in bridging achievement gaps.

To ensure effective oversight, a Program Director will be appointed to monitor the implementation of the pilot program across these three districts. This director will coordinate efforts with local school administrators, manage resources, and oversee program activities to align with district-specific needs. The Program Director will also be responsible for establishing clear performance metrics and tracking the program's progress, including monitoring improvements in ELL performance on assessments like the ELPAC and CAASPP.

IV. PROVEN RESULTS

California Community Schools Partnership Program:

- The California Community Schools Partnership Program (CCSPP) supports schools' efforts to partner with community agencies and local government to align community resources to improve student outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement.

- Dual Language Immersion (DLI) Programs:
 - Dual Language Immersion (DLI) is a language acquisition program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. Education Code Section 306(c)(1).
 - San Francisco Unified School District (SFUSD) Community-driven initiatives:
 - SFUSD’s programs involve volunteers from local communities, including reclassified students, who offer additional academic support to ELLs. These efforts have led to an increase in the district’s reclassification rates and have shown that students who participate in these initiatives experience higher academic achievement compared to their peers without similar support (SFUSD Annual Report, 2021).
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V. FISCAL ANALYSIS

- The proposed pilot program for English Language Learners (ELLs) in Los Angeles Unified, Fresno Unified, and San Francisco Unified School Districts requires a total budget between \$2 to \$10 million over the course of four years, depending on the needs and resources of each district.
 - This funding will cover the costs of a comprehensive training program to ensure that volunteers are adequately equipped to assist ELL students in both language development and academic support.
 - To assess the program’s impact and continuously improve its design, \$300,000 will be allocated for program monitoring and evaluation.
 - This includes regular assessments using the English Language Proficiency Assessments for California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP).
 - The remaining \$250,000 will cover administrative and operational costs.
 - This includes hiring district program directors to manage the implementation of the program across the three districts. These directors will oversee the coordination of volunteers, student assignments, scheduling, and communication across districts, ensuring that all logistical aspects of the program run smoothly.
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VI. RATIONALE

The achievement gap between ELLs and their non-ELL peers is stark: In California, only 43% of ELL students in Los Angeles Unified met state standards in English Language Arts (ELA) in 2022, compared to 78% of non-ELL students (California Department of Education, 2023). In Fresno Unified, fewer than 35% of ELL students met proficiency standards in ELA during the same year (California Department of Education, 2023). This disparity is not only an academic concern but a social justice issue, as these students represent a large and growing portion of the state’s K-12 population. The proposed pilot program is a strategic investment to help bridge these gaps. If the pilot proves successful, the model could be expanded to other districts across California, scaling the approach to serve a growing population of ELLs.

Long-term investment in such programs would help close the achievement gap, enhance educational equity, and provide a blueprint for addressing similar challenges in other states with large ELL populations. Importantly, the program will include robust monitoring and evaluation to measure its impact on student outcomes. By tracking student progress through regular assessments like the English Language Proficiency Assessments for California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP), the program will continuously evaluate its effectiveness, making adjustments as needed to ensure ELL students receive the best possible support. Ultimately, this pilot program offers an opportunity to make a meaningful, lasting impact on the educational experiences of ELL students. With carefully targeted interventions and a strong focus on data-driven decision-making, the program has the potential to improve language proficiency, increase academic achievement, and foster a more inclusive, engaged learning environment. The successful implementation of this program could serve as a model for statewide educational reform, benefiting ELLs and their communities for years to come.

VII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

The State Board of Education (SBE) is urged to approve a pilot program to support English Language Learners (ELLs) in the Fresno Unified, Oakland Unified, and Santa Ana Unified School Districts. This initiative aims to address substantial academic challenges faced by ELL students, highlighted by the districts' low Local Control and Accountability Plan (LCAP) scores. The program focuses on overcoming language barriers by leveraging community support and reclassified students to create a more inclusive learning environment. The SBE should also establish monitoring and evaluation systems to assess the program's effectiveness through regular assessments like the ELPAC and CAASPP, measuring improvements in language proficiency and academic performance. If successful, this pilot could serve as a scalable model for other districts, promoting educational equity and helping to close the achievement gap for ELL students across California.

The Student Advisory Board on Education

Wednesday, November 13, 2024, Item #4

Speaker: Kevin Hur (Sunny Hills High School, Fullerton)

Writer: Siddharth Ganesh (American High School, Fremont)

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Facilitator: Sarah Joo (Lincoln High School, Stockton)

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I. PRIORITY

The Student Advisory Board on Education delegation has identified that school faculties in California often overlook student voices when considering food-related matters, which gives rise to a disconnect between students and staff. As a result, this leads to dissatisfaction from the student body. Students often feel that they don't get the nutrition they need from these meals, which is not detrimental to just their body, but also their mind, leading to a decline in students' academic performance.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education proposes that the State Board of Education (SBE) recommends that the California Department of Education (CDE) implement student representatives in addition to the local education agency (LEA) officials already established in the Healthy, Hunger-Free Kids Act of 2010 by providing resources to incorporate student voices into those existing structures. These resources would be distributed among LEAs to provide them with necessary information on how the meetings would work.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Statewide Implementation:

- The California SBE would recommend the plan to the CDE.
- The CDE would distribute information to the LEAs concerning the addition of student representatives to work on matters of nutrition with the wellness official outlined in the Healthy, Hunger-Free Kids Act of 2010.
 - They would be distributed via email and be added to the CDE website
- Some of these resources include:
 - Information on how to include student representatives in the process.
 - Possible selection process for the student representative
 - Role of student representative

- The topics that could be covered in the meetings, such as:
 - The contents of the school menu
 - What food should be ordered
 - Issues with food waste
- The success of this policy would be evaluated through the Public Involvement information provided in the Local School Wellness Policy (LSWP) Compliance Reports that LEAs are mandated to provide every trimester by the Healthy, Hunger-Free Kids Act of 2010.
- LEAs will be encouraged to include student representation by using the resources provided by the CDE.

Local Implementation:

- Should LEAs follow the plan to implement a student representative:
 - They would have access to the resources shared with them by the CDE and use the resources on the CDE website to implement the representative within their district.

IV. PROVEN RESULTS

According to a 2013 Perry Udem survey on students:

- 69% of students would eat school meals if it tasted better
- 64% of students would eat school meals if it had greater variety
- The signified dissatisfaction can be solved through student input because students will be able to order a larger variety of foods

According to a 2011 study from the Journal of Child Nutrition and & Management on meal Offer-versus-Serve (OVS) methods compared to Serve Only (SO) methods:

- Elementary school students who had chosen a certain food were far less likely to waste the food than students who were served a set meal plate.
 - OVS methods are also known as offer-versus-serve methods, where students have choices about the food that they eat.
 - SO methods are serve-only methods, in which students must take the foods served to them by school staff.
- With OVS methods compared to SO methods, food waste was significantly decreased
- Overall, when students have more input and choice on their meals, it is beneficial for both students and the school

V. FISCAL ANALYSIS

Utilizing the previously existing laws requiring at least one LEA official to make nutritional decisions, as well as permitting parents, students, and staff to participate in these decisions, the solution will incur little to no cost to implement. The only possible cost would be the organization and uploading of resources for the use of LEAs, which would be minimal.

VI. RATIONALE

The introduction of a student representation to the decision-making process of nutrition in school can highly increase student satisfaction with their food. If given a say in formulating their choice of food, schools can provide meals that more effectively meet diverse dietary needs. Such inclusiveness conveys a notion of respect for the tastes and preferences of students and engages them in taking an active part within their school community. As students feel that their voices are recognized and valued, they acquire a stronger sense of belonging to the school setting, helping bridge the divide between students and staff. Working in this way allows the groups to realize each other's point of view, which builds mutual respect and a more harmonious school climate. This aligns with the values of the SBE because when students are listened to and actually represented, their needs are better met, furthering the progress of their education.

In addition, involving students in such decisions might have practical benefits, like reducing food wastage. Food wastage is often a significant source of financial pressure on schools. However, when students are given some chance to determine their input, they will be more inclined to enjoy and participate in whatever is being offered. This will decrease the level of waste; instead, money can be saved and used in other categories. Well-fed students have more energy and therefore will perform better in academics and also feel more positive about where they are learning. This way, student representation in nutrition choices is not only good for individual students but also for the satisfaction and efficiency of the school in general.

VII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

- SB-1080 Pupil Nutrition: school meals: halal and kosher food options:
 - Mandates LEAs to offer one or more kosher or halal food options if over 5% of their district would prefer one of those options.
- SB-348 Pupil Meals:
 - Mandates LEA's to make nutritionally adequate meals free for students
 - They must be given these meals, no matter their socioeconomic status
- Healthy, Hunger-Free Kids Act of 2010
 - Mandates that every LEA must have at least one representative qualified under the USDA(United States Department of Agriculture) guidelines, to make pertinent decisions related to the overall wellness of students in schools
 - Allows but does not recommend or encourage students, parents, and other faculty to have an active role in the development, implementation, and periodic review and update of the wellness policy
- Section 49533 of the California Education Code
 - A Child Nutrition Advisory Council shall be appointed by the State Superintendent of Public Instruction to recommend plans and guidelines for school and child care meal service and nutrition education programs.
 - A secondary high school pupil will be appointed onto the council in addition to the twelve other members of the Child Nutrition Advisory Council

The Student Advisory Board on Education

Wednesday, November 13, 2024, Item #5

Speaker: Ryan Lin (Irvine High School, Irvine)

Writer: Luke Wilson (El Cerrito High School, El Cerrito)

Group Members: Katherine Kim (Royal High School, Simi Valley), Karen Adal (Cupertino High School, Cupertino), Etan Suvunnaph (Los Osos High School, Rancho Cucamonga), Eduardo Abascal (Saddleback High School, Santa Ana), Lennon Coffin (Irvine High School, Irvine), Yun An Tuang (Walnut High School, Walnut), Adamari Maay Bautista (Mountain View High School)

Facilitator: Claire Lee (Westlake High School, Thousand Oaks)

Research: Ivy Kim (California School of the Arts San Gabriel Valley, Duarte)

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified that students are not taught life balance and time management skills. Additionally, the lack of mental health education inadequately prepares students for high school's academic and social stresses, exacerbating the issues of growing student depression and anxiety.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education delegation urges the State Board of Education to recommend that the California Department of Education promote a best-practice program connecting upper-grade high school students with incoming students. This program, held during lunch or free periods, would help guide younger students through secondary school, providing mentorship in mental health and time management skills to support a smoother transition and greater well-being.

- The program would include the following features:
 - Peer mentorship: Upper-grade high-schoolers (juniors/seniors) can be mentors for younger secondary school students (7th/8th graders or freshmen/sophomores).
 - Check-ins: Mentors can guide students by helping organize their schedules to promote better time management, thus improving their mental health.
 - Resources: Mentors can provide input on their own high school experiences and offer tips and resources on time management and mental health.
 - Q&A sessions: Mentees can ask mentors about questions regarding how to achieve academic and social success in high school.
 - Leadership development: Mentors can be motivated to help students in order to develop their own leadership skills and earn service hours for their participation.
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III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Statewide Implementation Details:

- The program will be promoted as a “Best Practice” program on the CDE website for all Local Education Agencies (LEAs) to look at.
 - The program can be found under the “Mental Health Section” of the “Learning Support Other Topics” dropdown menu under “School Based Health Programs”.

Local Implementation Details:

- The localized approach of the program, guided by district-specific needs, will ensure that the program adapts well to each community’s wishes and improves life balance, time management, and mental health education as needed.
- The frequency of these meetings should be left to the discretion of each LEA to meet the unique needs of each district.
- Local school districts will decide whether to integrate these skills in middle or high school based on school campus configurations i.e. choosing to mentor middle school if the high school campus is connected.
- Schools can offer a screening process for high school students interested in leading these initiatives to ensure safety of all students involved.
- Schools and districts can decide whether to provide service hours or leadership credits for mentor involvement.
- LEAs can provide training for student mentors from school counselors.
- High school students will need a short period of training to ensure the safety and emotional regulation of the students they will be working with, ensuring only appropriate topics and behavior are included during the allotted time.

IV. PROVEN RESULTS

A CDC survey in 2023 found that 4 in 10 students (40%) had persistent feelings of sadness or hopelessness while 2 in 10 (20%) students seriously considered attempting suicide. Nearly 1 in 10 (9%) attempted suicide.

On the other hand, studies show that teaching teens time management and life balance skills can significantly improve mental health. For example, a study by the American Psychological Association found that teens who practiced effective time management skills reported 20% lower levels of stress and anxiety compared to peers who didn’t. Another study published in the Journal of Youth and Adolescence showed that teens who regularly practiced life balance had a 15% improvement in mood and a 10% increase in reported happiness.

- Link Crew, a similar program implemented in some schools across California pairs up seniors and juniors with incoming freshmen, with the majority of schools reporting great success in seeing increased rates in freshmen attendance, reductions in freshmen disciplinary referrals, and a decrease in the number of freshmen tardies. Our proposal includes incoming students from all grade levels and occurs through the whole school year.

- Big Brothers Big Sisters is a similar nonprofit organization that implemented a program in some schools across California that pairs adult mentors with 6-18 year olds facing adversities. The program focuses on providing a reliable adult role model and lacks the peer-to-peer aspect that our “Best Practice” program emphasizes.

V. FISCAL ANALYSIS

Given our recommendation that the mentorship program take place during lunchtimes or free periods, there would be low additional costs for the implementation of our program. Individual districts could choose to appoint an advisor to oversee the mentorship meetings and serve as an adult on site for all proceedings.

By leaving the program as a best practice that districts could implement, individual LEAs and schools can decide expenditures for the program based on their unique situations.

VI. RATIONALE

This mentorship program offers valuable benefits for both mentors and mentees, helping address the gaps in life balance, time management, and mental health education identified by the Student Advisory Board on Education. Further, students generally come to a consensus that listening to another student and having peer-to-peer interactions are much more convincing than listening to an adult. Due to the smaller generation gap, high school mentors are potentially more persuasive than adult counselors. We also wanted to emphasize the importance of introducing mental health at an earlier age to reduce the stigma surrounding mental health, but old enough that students can understand the significance of discussing the topic.

For younger students, having a mentor provides guidance in handling academic and social pressures, helping them build essential skills that are often overlooked, such as managing their time or balancing schoolwork with personal well-being. This support can alleviate feelings of isolation or anxiety, fostering a smoother transition into secondary school. For older students, serving as a mentor enhances their leadership and empathy skills, allowing them to take pride in making a positive impact on their school community. Additionally, these connections can lead to long-lasting friendships, creating a more inclusive and supportive school environment. There may be less disconnect between students in different grade levels, promoting improved school morale. This program ultimately equips students on both sides with skills and relationships that can positively influence their secondary school experience and beyond.

VII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

California has taken steps to address youth mental health needs through various legislative efforts, acknowledging the growing mental health crisis among students.

SB-224 requires age-appropriate mental health education for students from grades 1 to 12, ensuring inclusivity across race, gender, sexual orientation, ethnicity, cultural backgrounds, disabilities, and English learners.

SB-14 mandates that mental health absences are treated as excused absences, just like physical health, and provides training for school employees and 10th to 12th-grade students on recognizing behavioral health issues.

AB-309 develops voluntary model referral protocols for timely intervention in students' mental health issues, posted on the California Department of Education (CDE) website, with appropriate and evidence-based methods for educators.

AB-114 includes mental health provisions in the Education Omnibus Budget Trailer Bill, while AB-2411 mandates that each community mental health service establish a local youth mental health board with members aged 15-23, half of whom are either receiving mental health services or closely related to those who have. These boards will assess local mental health systems and advise local governing bodies on youth mental health services.

The Children and Youth Behavioral Health Initiative includes 10 million dollars in grants to initiate peer-to-peer mental and behavioral health systems.

These legislative actions demonstrate California's response to urgent mental health needs by creating supportive educational policies, enhancing resources, and involving youth in evaluating mental health systems.

The Student Advisory Board on Education

Wednesday, November 13, 2024, Item #6

Speaker: Fia Nicolaescu (Bella Vista High School, Fair Oaks)

Writer: Ethan Chen (Enterprise High School, Redding)

Group Members: Kaitlyn Byer (Orange County School of the Arts, Orange County), Harshitha Sheshala (Folsom High School, Folsom), Joaquin Garcia Bueno (Mountain View High School, Mountain View), Jorge Josué Espinoza Jr (Middle College High School, San Pablo), Xariyah White (De Anza High School, Richmond), Raul Carrera (Mountain View High School, Mountain View), Samuel Morrison (Stockton Collegiate International Secondary, Stockton), Divyansh Agrawal (Dublin High School, Dublin)

Facilitator: Jason Jiang (University of California Los Angeles, Los Angeles)

Research: Eliot Waldvogel (Lincoln High School, Stockton)

I. PRIORITY

The Student Advisory Board on Education (SABE), a program of the California Association of Student Councils, has identified a critical gap in career pathway education across California high schools. This gap has contributed to the development of "fixed mindsets" among students who often view college as the only viable post-secondary path. Additionally, students who do not see themselves as college-bound are frequently excluded altogether because of a lack of exposure to non-college post-high school opportunities. As students consider their career pathway later in high school, many are stressed about their future and are often limited in their decision-making.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education recommends that the State Board of Education encourage local education agencies (LEAs) to host career pathway exploration events for K-8 students at a minimum of 2 times per academic year. The local education agencies (LEAs) would use already established resources in the community to conduct the career pathway exploration events. Such an approach supports the development of adaptable, future-ready individuals by embedding career awareness early. This allows students to enter high school with an open mind and have flexibility in their approach to their academic and career decisions.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

To facilitate the successful implementation and reduce the fiscal costs for LEAs in the establishment of career pathway exploration events for K-8 students across California, the Student Advisory Board on Education recommends the following resources:

Partnerships with Career Organizations: Collaborate with local businesses, non-profits, and industry groups, such as local labor unions, to bring career insights and resources.

Parents and Guardians: Encourage parent participation in career pathways events through PTAs to provide diverse real-world perspectives and foster a supportive community.

Experiential learning: Offer internship opportunities and volunteering experiential learning through these programs for high school students/students pursuing career ambitions.

CTE Student Volunteers: Involve high school CTE students as volunteers for events and relatable role models for younger students.

ASBs: Work with ASBs to organize and promote events, tailoring them to student interests.

Student Volunteer Committees: Promote volunteer committees in which a network of high school and college students engages with K-8.

California Careers Resource Network (CalCRN): Provides resources and organizes guest speakers who can be invited to the career pathway exploration events.

To fulfill the intended goals of the proposal, the Student Advisory Board on Education recommends the following objectives to be met in the planning of a career pathway exploration event:

Diverse Range of Presenters: Include presenters from various backgrounds, not limited to college graduates, to showcase multiple career paths.

Student Volunteers: Invite high school volunteers to foster a sense of community and gather more relevant perspectives for peers.

Interactive Experiences: Provide hands-on activities to give students deeper insight into various fields.

Networking Opportunities: Allow students to connect with professionals for questions and further exposure to specific fields of interest.

Virtual Events: Allow students from low-resource areas to ensure equal access to career exploration resources.

We would like to implement the career pathways events by the **fall of 2027**.

IV. PROVEN RESULTS

- Research has shown that students who interact with CTE programs have a statistically significant improvement in academic achievement, employability skills, and college readiness. [Career & Technical Education](#).
- **San Pablo Youth Commission (SPYC)** is a student-led commission that offers [grant applications](#) for up to \$1,000 to neighboring K-12 schools, with the end goal of promoting career exploration and opportunities to K-12 students.
- "The three components of a high-quality CTE offering include **work-based learning in the form of internships or apprenticeships**, student organizations, and clubs that allow students to test their skills against peers, and an integrated, standards-aligned curriculum." [Not All Career and Technical Education Programs Are Created Equal](#)
- **US Department of Education Experiential Learning Study:** A study conducted by the US Department of Education in 2020 finds that experiential learning for high school

students prepares students for future employment, improves skill development, and provides experience in the chosen field leading to success in future employment.

- “CTE has statistically significant positive impacts on several high school outcomes, such as student’s academic achievement, high school completion, employability skills, and college readiness... compared to similar students who do not take CTE, those who do are more likely to enroll in 2-year colleges but are equally likely to enroll in 4-year college or progress in college.” [What We Know About the Impact of Career and Technical Education: A Systematic Review of the Research](#)
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V. FISCAL ANALYSIS

By encouraging local education agencies to collaborate with community organizations, industry professionals, and nonprofits, districts can tap into existing local resources and expertise to host and fund these events, thus reducing the financial burden of not only the State Board of Education but also the LEAs. Additionally, college and career education is an existing priority in the LCFF, meaning districts can utilize pre-existing allocated funds to further the support of these communities’ organizations. As outlined in the “Summary of Previous Discussion and Action” section, state funding has already been put toward CTE programs and the availability of post-high school opportunities, including numerous grants.

VI. RATIONALE

The Student Advisory Board on Education believes that implementing career pathway exploration events for K-8 students has the potential to create long-lasting positive effects on students’ academic and professional futures. By providing early exposure to a wide range of careers, these events would foster a growth mindset in students from a young age, thus inspiring them to view their futures with curiosity and open-mindedness. Addressing the root of the fixed mindset early on in life, the career pathways exploration events will open students’ eyes to options beyond traditional college-centered career paths, thus leading to greater socioeconomic mobility.

According to PubMed Central, 4-to-12-year-old age groups have been shown to learn implicit skills the best; after the age of 12, this learning capacity diminishes considerably. Thus, introducing career awareness at the most impressionable age of K-8 is both cost-effective and impactful, creating a lasting change without overwhelming students. This initiative works within the existing curriculum, making it a natural and sustainable part of students’ educational experience. It utilizes community resources, ensuring consistency and providing memorable experiences for students that have a lasting impact. The involvement of diverse groups in the community can also result in numerous positive impacts. Inviting CTE, high school, and college students as volunteers fosters a cycle of leadership, with tomorrow’s leaders investing in the next generation’s success. By exposing younger students to a broad range of career possibilities and providing high school students with leadership opportunities, this initiative sparks social and emotional intelligence among all age groups. With local organizations participating in career pathway exploration events, the size and strength of community networks are enhanced, increasing opportunities for collaboration and reinvestment all while encouraging students to consider diverse career options. Combined, these groups can create a ripple effect that will build a tight-knit community and a more adaptable, motivated, and confident student body, better prepared to pursue their future careers.

VII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

AB 86 (2013) - Provided one-time grant funding to create career pathways programs through connections with businesses, schools, and community colleges.

AB 132 (2021) - Established the California Cradle-to-Career Data System, which makes available to students data essential to the pipeline from education to higher education, skill training, and employment.

College and Career Access Pathways (CCAP) Grant - The CCAP provides grants to LEAs, incentivizing them to partner with community colleges and allow high school students to engage with college-level coursework.

Career Technical Education Incentive Grant - Allocated \$150 million to 341 schools and education agencies in 2020-2021 for K-12 CTE programs.

California College Guidance Initiative - The CDE funds the CCGI, a nonprofit that runs the state's official platform for college and career planning, californiacolleges.edu. The website offers resources pertaining to college, careers, and financial aid, including trackers.

California Career Readiness Initiative (2015) - Outlines 17 objectives for the CDE to focus on to support, sustain, and strengthen CTE.

Freedom to Succeed Executive Order - Gov. Newsom's 2023 Executive Order requests the leaders of various state agencies to develop a Master Plan on career education, outlining ways to leverage existing resources to strengthen career pathways, hands-on learning, and universal access to career education. It states "*WHEREAS to further and build on these historically successful policies...*" Our proposal utilizes and follows through these pre-existing funds and programs to further the support of communities throughout all of California.

Additional fiscal precedents are outlined on [pages 1 and 2](#) of the Freedom to Succeed Executive Order.

The Student Advisory Board on Education

Wednesday, November 13, 2024, Item #7

Speaker: Shijoon Bae (Orange County School of Arts, Santa Ana)

Writers: Akshaya Aalla (Whitney High School, Rocklin); Shijoon Bae (Orange County School of Arts, Santa Ana); Lawrence Kim, (Biomedical Science and Technology Academy at Chino High School, Chino Hills)

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. Students who feel they have a voice in class are seven times more likely to feel motivated to be civically engaged than those who do not. Giving students a voice and increasing their feelings of belonging in their education system is pivotal for equity and encouragement of all learners. Therefore, it is imperative that students of all backgrounds can provide input in their education; 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 envisions creating increased opportunities for student voices to be heard within our education systems. This serves as a model for meaningful youth engagement and ensures that the voices of students truly represent the diverse population of 6 million students in California. Therefore, the State Council recommends that the State Board of Education (SBE) add one student representative to the California Workforce Pathways Joint Advisory Committee to provide valuable advisory input. Additionally, it suggests using the existing process for appointing the student board member of the Instructional Quality Commission to the California Workforce Pathways Joint Advisory Committee.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

- The CDE implements a student voting member on the CA Workforce Pathways Joint Advisory Committee in accordance with already established processes of placing a student voting member in the Instructional Quality Commission.
 - **Education Code Section 33530:** (d)(1) It is the intent of the Legislature to encourage the state board to consider appointing a pupil to the commission, using the current

appointment process. (2) Notwithstanding Section 1020 of the Government Code, if the state board elects to appoint a pupil to the commission, the pupil shall meet both of the following criteria: (A) The pupil has been enrolled in a California high school for a minimum of two consecutive years. (B) The pupil is in good standing.

- **Application:** The application will be available on the CDE “Available Applications” page. The application process would be identical to the IQC Commission
 - Other logistics are to be in the discretion of the CA Workforce Pathways Joint Advisory Committee’s discretion

IV. PROVEN RESULTS

- **Policies**
 - **SB691 (2023):** Sought to require the Governor to appoint 2 additional student members to the State Board of Education with preferential voting rights, for a total sum of 3 student members. In addition, the State Board of Education would present all final candidates selected by the California Association of Student Councils.
 - **AB104 (2015):** Amended Section 33530 of Education Code to encourage State Board of Education to consider appointing a student to the Instructional Quality Commission.
 - **AB1204 (1983):** Amended the Education Code to include a Student Board Member on the State Board of Education will full participation, including closed sessions, and voting rights.
 - **Every Student Succeeds Act (2015):** Federal legislation mandating meaningful engagement of stakeholders, including students, in planning state accountability systems, requiring student input on assessments and accountability.
 - **AB261 (2019):** Enabled school districts in California to appoint a student representative on their governing boards to provide input on district-level decisions. Student representatives could attend board meetings and present student perspectives on policies affecting their education.
- **State Board of Education Student Board Member Accomplishments**
 - Collaborate with the National Association of State Boards of Education (NASBE) to learn from other state SBMs
 - Serve on NASBE council to innovate high school systems
 - Serve on Statewide Coordinating Curriculum Council to develop Native American Studies, Cambodian American Studies, Hmong History, Vietnamese American experiences model curricula
 - Speak with the governor and first partner regarding policy
 - Engage with local SBMs across the state (in person and virtually)
 - Use social media to engage with students and make policy more accessible

V. FISCAL ANALYSIS

Due to the nature of this proposal, the State Board of Education may incur costs related to transporting the Student Members to and from meetings, as seen through the Student Members on the State Board of Education and Instructional Quality Commission.

VI. RATIONALE

The existing student members on the State Board of Education, Instructional Quality Commission, and the Advisory Commission on Special Education all represent the importance of student voice in K-12 policy and decision making. However, despite the increased role students have in state governing bodies, student voice and perspective continues to be limited in terms of Career and Technical Education (CTE), including the California State Plan for Career Technical Education and state alignment policies. The addition of a student member to the California Workforce Pathways Joint Advisory Committee will allow students to provide input in career pathways, policy alignment, and state investments. Considering that students are the greatest, most impacted stakeholder within the K-12 education system, an opportunity is warranted that allows students to provide feedback and practical advice in how the State of California creates policies for career pathways. Students will be able to provide unique perspectives in ensuring that policies are workable in real educational and life settings. With a system currently in place for students to apply for Student Board Member positions on the State Board of Education and the Instructional Quality Commission, the State Board of Education can adapt a similar or identical process in selecting one student to serve on the Advisory Committee.

VII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

Students drive California's education system, yet few high school districts offer formal channels for student input on policies. Fostering student voice and belonging is vital for equity and motivation. The State Council of the California Association of Student Councils (CASC) seeks to expand student representation, ensuring all 6 million California students are heard. It recommends that the State Board of Education (SBE) add a student representative to the California Workforce Pathways Joint Advisory Committee, using the existing election process for the student board member to select this representative. This step will strengthen student engagement and provide valuable input in education.