

THE 2001 STUDENT ADVISORY BOARD ON EDUCATION
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COMMENDATIONS

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

The Student Advisory Board on Education commends the Honorable Governor Gray Davis for his continued commitment to improving California education and for his increased support of student leadership programs through the California Association of Student Councils.

The Student Advisory Board on Education commends the Honorable Delaine Eastin, California State Superintendent of Public Instruction, for the marked improvement she has achieved for California public education through her excellent leadership of the California Department of Education

The Student Advisory Board on Education commends the California State Board of Education for working endlessly to implement a system of standards, accountability, and assessment that will serve as a stellar model of public education for all states.

The Student Advisory Board on Education commends the Department of Consumer affairs for their commitment to student involvement in solving the problems that our state faces in terms of energy conservation.

The Student Advisory Board on Education commends the California State Board of Education for its continued support of programs like the Student Advisory Board on Education and the opportunities that it affords student leaders to participate in the education policy making process.

The Student Advisory Board on Education furthermore congratulates Erica Gonclaves, Student Member of the California State Board of Education, for her recent appointment and commends her for her enthusiasm for student involvement in the educational process.

California State Board of Education

Issue # _____

Wednesday, November 7, 2001 AGENDA

I. RECOMMENDATION

The Student Advisory Board on Education, a program of the California Association of Student Councils, recommends that the State Board of Education create a statewide committee to formulate a campaign to recruit teachers. This committee should include all stakeholders of California's Public School System, including students, parents, teachers, administrators, community leaders, and media representatives.

II. SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

A. Previous Student Advisory Board on Education Discussion and Action:

- 1969, Abolishment of Teacher Tenure
- 1975, Revision of the Tenure System
- 1977, Additional Standards for Tenured Teachers
- 1977, Teacher Retirement
- 1978, Student Participation in Screening Teacher Candidates
- 1982, Teacher Subject Qualifications
- 1983, Teacher Lay-Off Priorities
- 1985, Future Educators

B. Present Pertinent Regulations and Policy:

- Sec. 44751, Teacher Recruiting Incentive Program
- Sec. 44200, Teacher Credentialing
- Sec. 44700, Classroom-Teacher Instructional Improvement Programs

III. SUMMARY OF KEY ISSUES

The California educational system is overflowing with students while there is a dearth of teachers. The system gains students faster than it can attract teachers to teach them. The poor recruitment and retention of teachers is diminishing the quality of education in California because:

- Unprepared teachers are being placed in classrooms thereby decreasing the quality of education.
- Incoming teachers find that beginning salaries are insufficiently low for California's high standard of living.
- Inadequate use of funds limits a teacher's ability to teach effectively.

IV. FISCAL ANALYSIS

This proposal carries minimal costs likely to include administrative expenses associated with operating the committee. Once the committee has determined the nature of their campaign, there will be additional expenditures required. The California State Legislature will be responsible for these costs.

V. BACKGROUND INFORMATION

A. CRITERIA FOR IMPLEMENTATION

The Student Advisory Board on Education recommends the following steps to aid in the recruiting and retaining of teachers so that California may have an adequate number of certified teachers statewide.

- Establish a statewide recruitment committee to research and assess current recruitment efforts throughout the state; this committee will also create a campaign to promote recruitment and retention in all districts.
- Recommend that the State Board of Education set aside funds specifically for a statewide recruitment committee consisting of students, parents, teachers, administrators, community leaders, and media representatives.

B. FIELD INVOLVEMENT

In order for these steps to produce success, the Student Advisory Board on Education recommends:

- Each California school district submits nominations for each stakeholder position (i.e. students, teachers, administrators, parents, community leaders, and media representatives).
- The State Board of Education will recommend methods for nomination process in each district.

C. ALTERNATIVES

In the event that the State Board of Education is unable to implement this committee, the following alternatives are recommended:

- The State Board of Education shall conduct surveys amongst former teachers as to why they moved out of the teaching industry.
- The State Board of Education shall recommend that the legislature offer tax reductions for teachers.
- The State Board of Education shall host a conference that addresses the issue of recruitment and retention of teachers, which is attended by students, teachers, parents, administrators, community leaders, and media representatives.

D. RATIONALE

The population of students in California is increasing at a fast pace and our educational system needs to change to fit the needs of society. The cost of living in California is also increasing each day, and teachers are finding it harder to support themselves. Also, there is a greater potential for comfortable living in other employment opportunities. A larger percentage of teachers are nearing retirement age and we need to accommodate for both the loss of retiring teachers as well as the increased amount of students in California. Finally, qualified teachers are needed throughout the state, particularly in underprivileged and low-performing schools.

California State Board of Education

Issue # _____

Wednesday, November 7, 2001 AGENDA

I. RECOMMENDATION

The Student Advisory Board on Education, a program of the California Association of Student Councils, recommends that the State Board of Education establish programs that will have a positive influence on the success of all students in low performing schools.

II. SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

A. Previous Student Advisory Board on Education Discussion and Action:

- This is the first year that the Student Advisory Board on Education has addressed this issue.

B. Present Pertinent Regulations and Policy:

- Public Schools Accountability Act of 1999
- AB 961 (Sec. 52055.6-52055.655), High Priority School Grant Program for Low Performing Schools

III. SUMMARY OF KEY ISSUES

The need for improved programs in low performing schools is most apparent in the following areas:

- Teachers are not providing for the specific needs of each individual student.
- ESL students are being expected to perform at a similar level as English-fluent students.
- Students are passing grade levels without fulfilling all state requirements, especially in elementary students.
- Preparing students for standardized tests is seen as a higher priority than teaching basic school curriculum. This leads teachers to spend less time teaching fundamental requirements.

IV. FISCAL ANALYSIS

To establish and maintain the programs for low performing schools, the State Board of Education will bear certain additional costs. The costs for setting up and running programs that improve low performing schools will include equipment costs for an informational hotline and material incentives to encourage student improvement. Additional costs will include funds for the training of mentors, advertising of programs, and materials for mentors.

V. BACKGROUND INFORMATION**A. CRITERIA FOR IMPLEMENTATION**

The Student Advisory Board on Education recommends that these changes be implemented for the improvement of low performing schools.

- The State Board will begin to solicit corporations to become involved with schools.
- The State Board will allow teachers-in-training to receive credentials for work in low performing schools.
- The State Board will offer incentives to encourage the involvement of community members and corporations in schools.
- The State Board will publicize programs that offer credits for students who mentor peers.
- The State Board will formulate standard curricula for classes that deal with careers, guaranteeing that the students will be receiving the information needed to increase the knowledge of students in the areas they are interested.
- The State Board will create pamphlets and distribute them to local school districts in order to recruit mentors and set up mentor programs.

B. FIELD INVOLVEMENT

In order for our proposal to flourish, the following will occur:

- Local districts and administration will give credits to those students who are mentors in mentor programs.
- Local districts will distribute pamphlets given to them by the State Board of Education for schools' use in gaining corporate partnerships.
- The Department of Education will distribute pamphlets for schools' use in offering mentor programs.
- Districts provide incentives for community members involved with schools.

C. ALTERNATIVES

In the event that the above recommendations are not accepted, the Student Advisory Board on Education proposes that, at the last, the following will occur:

- The State Board shall send pamphlets to all schools suggesting that, if not already implemented, they establish centers that would contain information on colleges and set up programs that will have college representatives speak to students.
- The State Board shall suggest to all schools that they initiate an annual "Career Day" and implement programs that provide students with opportunities to have internships with businesses.
- The State Board shall recommend that each school set up an information hotline for parents regarding school announcements and activities.
- The State Board shall encourage districts to recognize students who significantly improved their GPA.

D. RATIONALE

Many obstacles prevent low performing schools from achieving appropriate performance levels. There is a lack of attention towards the future of students with regard to college and higher education. Many low performing schools do not motivate students to reach for their dreams and goals. Mentoring programs exist and are known to be effective, but there aren't enough programs to support all low performing schools. Communities and parents are less involved in schools and the educational process because of barriers such as time restraints and difference of language. All of these problems are working against students in low performing schools and can be discouraging for students as well as their schools. Without changes, these schools will continue on their downward spiral, negatively affecting their students' futures. With the changes the Student Advisory Board on Education has suggested, low performing schools will accomplish their goal of rising above the standards of the state.

California State Board of Education

Issue # _____

Wednesday, November 7, 2001 AGENDA

I. RECOMMENDATION

The Student Advisory Board on Education, a program of the California Association of Student Councils, recommends that the State Board of Education allow student representation on, and the expansion of, the Coordinated Compliance Review (CCR). In addition, a panel of students should be chosen through necessary means to help the CCR in the process of auditing resources, not only in low performance schools, but also in all schools throughout California.

II. SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

A. Previous Student Advisory Board on Education Discussion and Action:

- 1967, Instructional Material Selection Committee
- 1969, Re-evaluation of State Provisions for Educational Funds
- 1969, Student Representation on Local District Boards
- 1971, Student Participation in Personal Screening
- 1974, Student Participation in Evaluation of Certified Personnel
- 1974, Student Representation on Local Boards of Education
- 1975, Student Evaluation of Certified Personnel
- 1975, Student Participation in Personnel Screening
- 1987, Student Representation on State Committees
- 1988, Student Representation on District Committees

B. Present Pertinent Regulations and Policy:

- Sec. 52050, Public Schools Accountability Act of 1999
- Sec. 52050.5, Findings and Intent for Public Schools Accountability Act of 1999
- Sec. 52053, Under-performing Schools Program
- Sec. 52056, High Achieving/Improving Schools Program

III. SUMMARY OF KEY ISSUES

Students are not equipped with the resources they need to successfully guide them through their educational career. The need for improvement is most apparent in these areas:

- The lack of communication and misinterpretation between state and district levels with regards to the implementation of current policies concerning resource allocation.
- Students have no opportunity to give input in decisions about what resources are needed.
- Available resources are not optimized.

IV. FISCAL ANALYSIS

This program calls for the creation and collaboration of various committees on both the state and district levels. The creation of the CCR Student Panel would have costs similar to that of the Western Association of Schools and Colleges (WASC). These costs and processes would include application fees, the selection process, a training program for chosen students, and the reimbursement of travel and accommodations of students during the auditing process. Funds would come from CCR, State Board of Education, Title One funding, grants, and schools.

V. BACKGROUND INFORMATION**A. CRITERIA FOR IMPLEMENTATION**

The Student Advisory Board on Education recommends the following changes in order to best support this program:

- The State Board of Education ought to support legislation to expand the Coordinated Compliance Review's (CCR) audit to include all schools.
- The CCR needs to set up process for student training and qualifications.
- Students should be incorporated into the auditing process.
- The State Board of Education should evaluate the success or failure of the new CCR auditing process within four years of the program's implementation.
- After the nomination of students, CASC will select final students to be recommended to CCR.
- The format of selection for students mirrors that of WASC.

B. FIELD INVOLVEMENT

In order for our proposal to succeed the following needs to occur:

- CCR and CASC need to participate in the student selection process.
- Local districts needs to agree to the auditing process.
- CCR must provide a training program for students.
- Students must commit to their duties if selected.
- Schools must acknowledge the responsibilities of students on the CCR Student Panel.

C. ALTERNATIVES

The State Board of Education may consider the following alternatives, in addition, to the above recommendations:

- Recommend that the legislature expand auditing to include all schools statewide of the resources.
- Suggest that schools approve specific minimum standards for instructional supplies in schools.

D. RATIONALE

While funds are allocated for resources in California, many schools are left without sufficient, updated instructional materials. Without such materials, the value of education deteriorates, and consequently undermines the ability of students to achieve their full potential.

It is the lack of successful communication between the state and district levels that inhibits current policies from being implemented effectively. Students, who are first hand consumers of California public education, offer a realistic perspective on the status of current instructional policies. Therefore, including a student in the auditing process would allow a more robust view of what resources are needed in the classroom. Finally, by implementing this program, we will insure that the students of California reap the maximum benefits of their education.

California State Board of Education

Issue # _____

Wednesday, November 7, 2001 AGENDA

I. RECOMMENDATION

The Student Advisory Board on Education, a program of the California Association of Student Councils, recommends that the State Board of Education revise or reverse its current state law on electronic signaling devices and allow the usage of communicative electronic devices on all K-12 campuses in California.

II. SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

A. Previous Student Advisory Board on Education Discussion and Action:

- This is the first year that the Student Advisory Board on Education has addressed this issue.

B. Present Pertinent Regulations and Policy:

- Sec. 48901.5 of Ed. Code (1998): Ban on electronic signaling devices using radio waves on school campuses, except for those licensed by physicians, being vital to the health of the ascribed individual.

III. SUMMARY OF KEY ISSUES

While there is a ban on electronic signaling devices, currently, no statewide standard regulation for the usage and allowance of communicative electronic devices on California school campuses exists. A statewide standard is necessary for the following reasons:

- Communicative electronic devices are useful for safety and during emergency situations.
- Communicative electronic devices are useful for students who must walk home after dark or through dangerous neighborhoods.
- Students are able to communicate with their parents/guardians regarding unexpected schedule changes (i.e. cancellation of after-school practice).
- Providing an electronic link between parents and students.
- Conflicting district and school policies on communicative electronic devices in classrooms, their usages, and their definitions.
- In this age of technology, students will be able to use communicative electronic devices to their advantage.
- Communicative electronic devices compliment education, letting students for example, take notes and organize their schedules in accordance with homework.

IV. FISCAL ANALYSIS

The Student Advisory Board on Education acknowledges that costs will be needed to enable this recommendation. These costs include printing booklets that will be distributed to all schools for all students, teachers, administrators, and other critical stakeholders in the California educational system. These costs also include creating a task force to oversee the implementation of this recommendation.

V. BACKGROUND INFORMATION**A. CRITERIA FOR IMPLEMENTATION**

The Student Advisory Board on Education recommends that the following criteria be implemented to reach the goal of the statewide standard for communicating electronic devices within California public K-12 schools:

- The Department of Education forms a task force consisting of students, teachers, administration, and school officials to administer and oversee the implementation of this policy.
- The Department of Education designates the aforementioned task force (Part IV. Fiscal Analysis) or another at their discretion to create a booklet that contains but is not limited to the elements of our vision, stating:
 - That students are allowed to use communicative electronic devices to help their education and organization.
 - That there will be no consequences for students who use their communicative electronic devices and abide by the rules set forth pertaining to their use.
 - That students use communicative electronic devices appropriately and so that the device does not disturb class.
 - That a statewide standard allowing communicative electronic devices on California campuses be implemented and enforced.
- The definition of communicative electronic devices is any electronic device that uses but is not limited to radio, infrared, and hard-wired signals. These devices may be used not only for communication, both voice and text, but also for word processing, organizational, and related programs designed for or beneficial to educational purposes. Examples of such include cellular phones, personal digital assistants (PDA), and laptop computers.
- Communicative electronic devices are allowed to be used during instructional time only if they benefit the student's education.
- All California school districts create their own disciplinary policies for violation of the elements of the aforementioned booklet according to their own set of disciplinary policies.
- All schools include the contents of the aforementioned booklet in their own student handbook on rules and regulations.
- A contract consisting of statewide standards and each district's own disciplinary policy is to be signed by the student and their parent/guardian.

B. FIELD INVOLVEMENT

- School district officials implement the policies stated in the aforementioned booklet.
- Both students and their parents must sign the aforementioned contract for communicative electronic devices to be used.
- School boards recommend that the school districts enact our recommendation.
- School officials agree to and enforce their disciplinary policies.

C. ALTERNATIVES

In the event that certain aspects of this proposal are not accepted, the Student Advisory Board on Education suggests the following solutions:

- Recommend that communicative electronic devices be allowed on campus only to be used before and after school hours.
- Recommend more payphones be installed on campuses at cheaper rates.
- Recommend that phones be installed in all instructional classrooms.
- Recommend that school districts enact lenient policies on the use of communicative electronic devices.

D. RATIONALE

The world that we live in today has changed dramatically over the last fifteen years. Communicative electronic devices are significantly different from the electronic signaling devices of 1988. Today's technology incorporates several helpful functions into one diverse machine.

Some other state's electronic policies do not condone the usage of these devices, which we find outdated in this new age of technology. These policies do not allow students to fully utilize electronic aides in their education, leaving them at a disadvantage.

We acknowledge that these electronics are not a necessity but a privilege and life can go on as it did fifty years ago. These devices do, however, provide added safety nets for today's students as well as helping them with their schoolwork and schedules. We can use this excelling technology today, tomorrow, and for the rest of our lives.

California State Board Education

Issue # _____

Wednesday, November 7, 2001 AGENDA

I. RECOMMENDATION

The Student Advisory Board on Education (SABE), a program of the California Association of Student Councils (CASC), recommends that the State Board of Education implement measures to better inform students and parents of the purpose and content of standardized tests being administered in California. An informational packet should be sent annually from the State Department of Education to the households of students enrolled in grades 2-12 for the purpose of informing their parents about the content and importance of each of the tests administered in California.

II. SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

A. Previous Student Advisory Board on Education Discussion and Action:

- 1987 SABE proposal advocated student feedback to teachers
- 1988 SABE proposal advocated providing a process for eliciting student feedback to teachers
- 1988 SABE proposal suggested that local districts establish evaluation programs
- 2000 SABE proposal advocated student evaluation of teacher performance

B. Present Pertinent Regulations and Policy:

- Sec. 44662, Evaluation of teachers

III. SUMMARY OF KEY ISSUES

Standardized tests are used as the primary indicator of a school's performance under California's accountability system. Scores obtained through standardized testing are used to direct the flow of support money to schools in need of improvement. Therefore, it is important that all schools are fairly represented by the testing results. If this system is to provide accurate information to the state and act as a catalyst for change towards a standardized curriculum, students and parents need to be made aware of the purpose of the test. Currently:

- It is the responsibility of the individual school districts to inform students and parents about the content and purpose of standardized tests. This leads to a disparity in the amount of information being received by students, as some districts do not have the resources or the will to run awareness campaigns.
- Parents are not informed about the impact that the test can have on their child's education.

- Students are not motivated to do well on standardized tests because they don't know what the purpose of these tests are, and what effects they have on their education.
- Not all parents are aware that their children have the opportunity to take higher-level tests such as Golden State Exams (GSE), Advanced Placement (AP) Tests, and International Baccalaureate (IB) Tests.

IV. FISCAL ANALYSIS

The State Board of Education would be responsible for allocating money to support an informational campaign for the purpose of informing parents and students about standardized testing. These funds would be used for the creation and distribution of a packet describing standardized test programs.

V. BACKGROUND INFORMATION

A. CRITERIA FOR IMPLEMENTATION

The Student Advisory Board on Education recommends that the following steps be taken to implement the informational packet:

- The State Board of Education shall support the process of disseminating information concerning standardized testing directly to parents.
- The State Board of Education shall annually allocate funding for the creation, reproduction, and distribution of a packet containing information about all standardized tests used in California.

B. FIELD INVOLVEMENT

- The State Legislature may be asked to allocate additional funds for use by the State Board of Education for the purpose of producing the packets.
- The Department of Education would be responsible for the logistics of producing the packets and distributing them to parents.
- An agency or company may be contracted to design a packet that presents information about tests such as the SAT-9, STAR, GSE, AP, IB, and California High School Exit Exam. This packet should be both informative and attractive.
- Individual school districts would need to be prepared to provide supplemental information to parents and students as appropriate.

C. ALTERNATIVES

The Board may wish to consider the following alternatives in addition to the above recommendations:

- The State Department of Education shall develop material explaining standardized testing using a rhetoric that is understandable to both parents and students. This material shall be sent to school districts with a strong recommendation that it be reproduced and distributed to parents.

- The State Board of Education shall recommend that some class time be used to familiarize students with the test format and content.
- An easily accessible website shall be created that describes to parents and students the purposes and consequences of standardized testing in California.

D. RATIONALE

The Student Advisory Board on Education recognizes and supports the idea of standardized testing as a method of obtaining information about the current state of the education system in California. Ideally all students and parents should understand why students must take the tests and what effect these tests have on their schools. The situation at present is, however, far from ideal and there is substantial evidence that the parents and students of California are not adequately informed about standardized tests, especially in low performing areas.

Currently, information regarding standardized tests is given to local school boards by the state and it is left up to them to decide which information, if any, to pass on to students. In many districts students and parents receive no information about the test and this leads to anxiety and animosity towards the concept of standardized testing. This ignorance about the reasons for testing also leads to poor performance because students do not try when taking the exams and parents are not actively involved in ensuring that their children's' curricula are aligned with state standards.

The release of scores is also an issue because most students and parents are uninformed about how to interpret the results of the test. Information needs to be given to parents on how to properly approach their students' scores and on what they can do to ensure that students are properly prepared for the test.

In addition, parents and teachers need to be educated about the existence of GSE, AP, and IB programs in their schools. These programs, if available, serve to increase the overall quality of a student's education by allowing the student to exceed the standards of the mandated California curriculum. For districts where a large AP program is not in place, increasing parental awareness may stimulate greater interest in implementing a more comprehensive advanced placement program.