

Student Advisory Board on Legislation in Education (SABLE)  
*Proposals Developed February 22<sup>nd</sup>-24<sup>th</sup>, 2010*

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***The California Association of Student Councils (CASC)***

Executive Director: Dr. June Thompson <[cascmail@aol.com](mailto:cascmail@aol.com)>

President: Diana Li, Mira Loma H.S. [diana.li@casc.net](mailto:diana.li@casc.net)

1212 Preservation Parkway Oakland, CA 94612

Phone: 510-834-2272 | Fax: 510-834-2275

[www.casc.net](http://www.casc.net) | [CASCmail@aol.com](mailto:CASCmail@aol.com)

**2009-2010 Student Advisory Board Director:**

James Pollack, Burlingame High

Director, Education Policy, CASC [James.Pollack@casc.net](mailto:James.Pollack@casc.net)

## COMMENDATIONS

The Student Advisory Board on Legislation in Education commends the Senate Committee on Education for allocating a significant portion of your agenda to dialogue with the students of California each year since the inception of the SABLE program.

The Student Advisory Board on Legislation in Education commends Senator Gloria Romero for your career-long commitment to youth development, for your personal support of the California Association of Student Councils, and for the example you have set as a leader in the California legislature.

The Student Advisory Board on Legislation in Education commends Senator Dede Alpert for establishing the SABLE program presentation as an agenda item for the Senate Committee on Education and for your active support of state funding for the California Association of Student Council programs.

The Student Advisory Board on Legislation in Education commends Rick Pratt, Executive Director of Governmental Relations California School Board Association, for his invaluable knowledge, speaking to the delegation to better inform the delegation in an ever changing political climate, and continued support of the California Association of Student Councils and the Student Advisory Board.

The Student Advisory Board on Legislation in Education commends Danny Alvarez, consultant for the Senate Committee on Education, for your enthusiasm, guidance, and initiative in expanding the impact of the SABLE program.

## STAFF MEMBERS

*Director:* James Pollack, Burlingame High

*Adult on Site:* Selena Williams

*Gamma (Counselor Trainer):* Tiffany Cheng

*Research Team Lead:* Diana Li, Mira Loma High

*Administrative Team (A-Team):* Andrew Bustos, Paloma Valley High School; Jenny Mith, California Academy of Math and Science

*Counselors:* Kendall Archer, San Benito High; Marissa Wong, High Tech High; Menelik Tafari, Soka University; Natalya Subbotina, South Pasadena High

*Research Team (ResTeam):* Michael Adkins, Modesto High, Donald Tan, Mira Loma High



## **CASC 2020**

Presenters: Diana Li, Mira Loma High, Sacramento; James Pollack, Burlingame High, Burlingame; Michael Adkins, Modesto High, Modesto

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### **I. PRIORITY**

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, establishes (a) development of effective student councils, (b) student evaluation of teachers, (c) student members on every district school board, and (d) education on updates of students' rights to all stakeholders as priorities.

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### **II. RECOMMENDED LEGISLATIVE ACTION**

The Student Advisory Board recommends that the legislature:

1. Development of Effective Student Councils
  - a. Mandate that the State Board of Education create curriculum for Leadership/ASB/Student Government classes that includes standards for leadership skills.
2. Student Evaluation of Teachers
  - a. Permit school districts to establish a committee of teachers and students for the purpose of providing student feedback to teachers. Information from this survey is confidential and only released to the teacher in question.
  - b. Administrators would be able to see averaged results by department, and each department chair would be able to see the averaged results of their respective departments.
  - c. Align the Student Evaluation of Teachers such that the program can be used to earn points towards Race to the Top Funding.
3. Student Members on Every District School Board
  - a. Require that district school boards respond to a student petition for a student board member within 30 days.
  - b. Publicize any openings to the student board member position that becomes open within the term of the position within 30 days.
4. Education on Updates of Student Rights
  - a. Mandate that the State Board of Education add student rights curriculum into the standards.
  - b. Endorse a state-wide Student Bill of Rights
5. Endorse the CASC 2020 proposal as a priority goal for all schools

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### III. PROVEN RESULTS AND RATIONALE

#### **Effective Student Councils**

- Leadership training curriculum will not only prove beneficial for individual student and student councils but will also work towards the ends of the Race to the Top program's criteria on employment readiness upon graduation.

#### **Student Evaluation of Teachers**

- San Mateo High School currently uses a voluntary student-to-teacher feedback program that has, since its inception, led to an improvement in student-teacher relationships and allowed teachers to better meet the needs of students.

#### **Student Members on Every District School Board**

- Students from the Los Angeles Unified School District petitioned their school board with well over one thousand signatures to create a student board member position. However, the board had not responded to the request over three months later. This proposed bill would ensure that every student interested in serving on a school board has the opportunity to do so.

#### **Education on Updates of Student Rights**

- Students' rights curriculum will require both students and teachers to be cognizant of the rights and responsibilities of all stakeholders simultaneously in a manner by which all stakeholders have the same level of understanding of each other's rights and responsibilities. This will also serve to fulfill the requirements of the Race to the Top program under the first priority of the eligibility requirements.

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### IV. KEY ISSUES

#### **Development of Effective Student Councils**

- Emphasis of student councils has shifted from leadership development and representation of the student body to the planning of events on campus.
- Student councils do not have adequate monetary, informational, and networking resources to effectively perform the role of student council

#### **Student Evaluation of Teachers**

- In most schools, there is no safe pathway for students to give any sort of feedback to their teachers in a systematic fashion.
- There is no system for the feedback to be compiled and displayed in a useful manner.

#### **Student Members on Every District School Board**

- Student petitions for a student board member have been ignored by some school districts.
- Vacancies to the student board member position are left vacant for months because some school districts have made no effort to publicize the vacancy.

### **Education on Student Rights**

- Students are not required to learn their rights and responsibilities as a part of their standards and curriculum.
- Teachers and administrators are not required to understand student rights and responsibilities as a part of their training.
- Changes to student rights are not publicized effectively or promptly.

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## **V. FISCAL ANALYSIS**

- *What will cost money?*
  - Mandating the SBE to create leadership student rights curriculum will require moderate funding and the training of teachers/students to teach the curriculum will require moderate to substantial funding.
  - Creation of a data analysis system for student evaluation of teachers will require moderate funding.
  - Creation of the student evaluation program will require minimal funding.
- *How can we pay for it creatively?*
  - Many of the guidelines in question (student governments/leadership and students rights) have already been created by and are currently being implemented by the California Association of Student Councils.
  - The data analysis system for the student evaluation of teachers will be created voluntarily by Aaron Feuer off of a forthcoming fellowship from Yale University. His program is to be tested in LAUSD and then implemented statewide.
- *What will not cost money?*
  - The bill requiring districts to respond to student board member petitions and publicize those positions will not cost anything.
  - Adoption of a Student Bill of Rights would not have any cost.

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## **VI. PREVIOUS ACTION**

- *Current Relevant Legislation*
  - EDUCATION CODE SECTION 44681-44689 Administrator Training and Evaluation
- *Legislative action*
  - AB 1897 Student Board Member (SABLE 2004) —vetoed by the governor
  - AB 2370 Teacher Evaluation (SABLE 2004) —vetoed by the governor
  - SB 161 Youth Access to Information Act (SABLE 2006)—vetoed by the governor
  - AB 1007 Required Response to Student Petition (SABLE 2009)—vetoed by the governor
  - SB 688 Teacher evaluation by students (SABLE 2009)—died in committee
- *Student/CASC action*
  - “District Student Board Members” (SABE 2009)—Place a student member on every local school board.

- “Integrated Evaluation of Teacher Quality” (SABE 2006)—Students participate in the evaluation of teachers.
  - “Campus Culture and Environment” (SABE 2009) Inform students of their rights.
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## **VII. BIBLIOGRAPHY**

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<http://www.eric.ed.gov:80/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp>.
- August, Boyer. *A handbook on student rights and responsibilities with an emphasis on California law*. 24th ed. San Mateo, 1975. Print.



## **Student Health**

Presenters: Lauren Barrera, Liberty High School, Bakersfield; Allison Wisialowski, Mira Costa High School, Manhattan Beach; Sarah Walker, Golden Sierra High School, Garden Valley; Darren Syu, The Harker School, San Jose; Crystal Carpenter, Hayfork Elementary/Middle School, Hayfork; Zack Lanphear, Archway Academy, Modesto; Thomas Flaherty, Paloma Valley High School, Riverside; Alyssa Lee, Modesto High School, Modesto

Facilitator: Kendall Archer, San Benito High School, Hollister

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### **I. PRIORITY**

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, establishes (a) standardizing the methods of meeting the health graduation requirement, (b) labeling food allergens, and (c) providing nursing staff as priorities.

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### **II. RECOMMENDED LEGISLATIVE ACTION**

The Student Advisory Board recommends that the legislature:

1. Create an oversight committee to evaluate the effectiveness of the different methods by which students can receive health credits
2. Require schools to post allergen information of food sold at schools for students to see regarding food products.
3. Require licensed registered nurses to be available during school hours at all schools.

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### **III. PROVEN RESULTS AND RATIONALE**

#### **Current Health Graduation Requirement**

- The current methods of health instruction do not sufficiently ensure students are learning the curriculum because there is inconsistency of instruction between the different alternatives to meeting the credit requirement.
- Health, when taken through Independent Study, condenses the class into an 8 week period and uses mainly repetition homework assignments to assess the students' knowledge (Mira Loma High School, Sacramento).
- Drivers Ed/Health combination class allow students to meet the health credit requirement while only studying Drivers Ed. (McNair High School, Stockton)
- An effective method of health education will serve as a preventative measure for many safety-related problems in teens, such as drug and alcohol abuse, unsafe sex practices, and unhealthy lifestyles, because students that are informed of the dangers and consequences are better able to respond when situations with these dangers arise.

### **Labeling of Food Allergens**

- Students are apprehensive about buying unpackaged school food because they cannot be sure of the content of these foods, and eating these foods makes them vulnerable to unexpected allergic reactions.

### **Required Nursing Staff**

- Without licensed nurses, schools rely on emergency responders to arrive on scene and students cannot receive medical attention as needed until they do so.
- Although teachers have trainings necessary to provide emergency health care, it distracts from the teaching process and affects all remaining students in a classroom setting. Furthermore, teachers cannot administer prescriptions to students if needed.
- Without proper precautions, schools and districts are at a greater liability should a serious health-related incident occur on campus when the nurse is absent.

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## **IV. KEY ISSUES**

### **Current Health Graduation Requirement**

- Methods by which students can gain their Health credits, such as Independent Study and combination classes, are inconsistent in their coverage of the curriculum, thus allowing some students to complete the health graduation requirements without adequately meeting standards.

### **Labeling of Food Allergens**

- Schools do not inform students of possible allergens in the non-packaged foods they provide.

### **Required Nursing Staff**

- Not all schools have licensed registered nurses available during all school hours.

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## **V. FISCAL ANALYSIS**

- *What will cost money?*
  - The creation of a committee to investigate the varied methods of receiving Health credits will have minimal cost.
  - The cost of supplies for labeling existing school food menus will have minimal cost.
  - The hiring of licensed nursing staff, allocation of space, and purchase of medical supplies will have substantial cost. We understand that changes like this cannot be executed immediately, and these costs would be incurred across a large span of years.
- *What will make money?*
  - Food sales revenues will increase in the long run because of the newfound availability of certain food items to students with known allergies.



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## VI. PREVIOUS ACTION

- *Relevant Education Code*
  - CA Ed Code Part 27, Chapter 9 – Pupil Health
  - CA Ed Code Part 28, Chapter 5.5 – Comprehensive Health Education
  - CA Ed Code Part 6, Chapter 5 – Healthy Start Support Services for Children Act
  - CA Ed Code Part 2, Chapter 6, Article 6 – Supervision of Health [http://www.leginfo.ca.gov/cgi-bin/postquery?bill\\_number=ab\\_390&sess=CUR&house=B&author=ammiano](http://www.leginfo.ca.gov/cgi-bin/postquery?bill_number=ab_390&sess=CUR&house=B&author=ammiano)
- *Student/CASC action*
  - Student Wellness (SABLE 09): Nursing staff, cleanliness standards/auditing, student mental health counseling, healthy food options, interactive program on consequences of drugs/sex.
  - Student Health and Nutrition (SABLE 06): Quality of health education curriculum, availability of healthy food options, quality of physical education curriculum, requirements, and extra-curricular opportunities
  - Health Issues Regarding Student to Nurse Ratio (SABE 02): Incentives for CA schools to hire nurses.



## **Drug and Alcohol Abuse**

Presenters: Ashish Nag, Mira Loma High, Sacramento; Selena Li, Mira Loma High, Sacramento; David Tang-Quan, Palos Verdes High, Los Angeles; Tori Leder, Lowell High, San Francisco; Natalie Russell, La Jolla High, Dan Diego; Amanda Lyon, Southwest High, El Centro; Breiana Theodore, Big Valley Christian High, Modesto; Wesley Sims, East Oakland School of the Arts, Oakland

Facilitator: Menelik Tafari, Soka University of America, Orange

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### **I. PRIORITY**

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, establishes (a) the standardization and regulated implementation of drug and alcohol rules and (b) adult mentor intervention programs as priorities.

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### **II. RECOMMENDED LEGISLATIVE ACTION**

The Student Advisory Board recommends that the legislature:

1. Mandate a standard system of punishment for the use or possession of drugs and alcohol on campus. This will be done in a tiered system with increasing consequences. Upon infractions, students are referred to the program, should they abuse again, and they have mandatory counseling from their adult mentor followed then by the potential for suspension and expulsion.
2. Create a network of experienced adult volunteer mentors to be assigned to students once they reach a certain level in the punishment structure (detailed above).

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### **III. PROVEN RESULTS AND RATIONALE**

- Students desire a more effective codified method of punishment and intervention because many students simply feel unsafe on campus with a multitude of inebriated students present. It is the opinion of the Student Advisory Board that with more regulated punishments for abusing drugs and alcohol on campus with a structured follow-up process, students will be discouraged from using again.
- These tiered regulations need to be paired with a mentoring program with specific types of individuals. They should be someone who has experienced the same kind of issues with which the student has dealt so they will be able to guide the student down a safe path to success.
- It is the intention of this program to not only punish students for abusing substances but to set them on an individual track of success to get out of the situation that got them involved in abusing substances in the first place.

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#### IV. KEY ISSUES

##### **Support Systems**

- From the perspective of students, support systems in place are mainly taking preventative measures with little to no emphasis on intervention.

##### **Consequences**

- Punishments for using drugs and alcohol on campus are often different from school to school and are often poorly enforced.

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#### V. FISCAL ANALYSIS

- *What will cost money?*
  - The mentor program for the students in question will cost money only in maintenance of the infrastructure of the system, as all mentors are volunteers.
  - The research behind the establishment of a standard statewide core set of regulations on the possessions of drugs and alcohol on campus to be paired with a mentor program would require minimal funding.
  - Recruiting and running background checks for those who wish to serve as volunteers will require minimal funding to maintain the safety of the program.
- *What will not cost money?*
  - The implementation of stricter rules on the possession and use of drugs and alcohol would not change any necessary funding for schools, as the campus supervisors would simply have more to look for.

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#### VI. PREVIOUS ACTION

- *Relevant Education Code*
  - Part 28: General Instructional Programs; Chapter 2: Requires Courses of Study; Article 5: Drug Education; Sections 51260-51269
  - Part 33: Instructional Materials and Testing; Chapter 1: Instructional Materials; Article 6: Instructional Materials on Alcohol and Drug Education; Sections 60110-60115
- *Current legislative action*
  - AB 390 – Ammiano Marijuana Control, Regulation, and Education
  - AB 2254 – Ammiano Marijuana Control, Regulation, and Education
  - AB 390 – Ammiano Marijuana Control, Regulation, and Education
  - AB 2254 – Ammiano \* Marijuana Control, Regulation, and Education
  - SB 707 – DeSaulnier \* Alcohol and other drug counselor licensing an
  - SB 1183 – Maldonado \* Teachers: mandated reporting [http://www.leginfo.ca.gov/cgi-bin/postquery?bill\\_number=ab\\_132&sess=CUR&house=B&author=mendoza](http://www.leginfo.ca.gov/cgi-bin/postquery?bill_number=ab_132&sess=CUR&house=B&author=mendoza)
- *Student/CASC action*
  - “Drug and Alcohol Prevention Programs” (SABLE 2006) On campus peer and adult intervention programs.

- “Student Wellness” (SABLE 2009) Interactive programs on drug and alcohol education.
- “Drug and Alcohol Intervention” (SABE 2005) Recognition of underlying personal problems to drug and alcohol abuse.
- “Drug/Alcohol Prevention and Intervention” (SABE 2007) After school programs and peer-to-peer networks to cope with drug and alcohol abuse.



## **Monitoring and Support of Student Progress**

Presenters: Janie Lee, Troy High School, Fullerton; Veronica Yates, Union Mine High School, El Dorado; Patrick Chao, Mira Loma High School, Sacramento; Kristy Nguyen, California Academy of Math and Sciences, Long Beach; Lauren Rubin, Marlborough School, Los Angeles; Harley Rice, Valley Charter High School, Modesto; Cara Simpson, Hemet High School, Hemet; Eric Adams, Youth Empowerment School, Oakland

Facilitator: Marissa Wong, High Tech High International, San Diego

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### **I. PRIORITY**

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, establishes (a) properly assessing individual student progress and (b) increasing the availability of peer-mentoring programs on school campuses as priorities.

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### **II. RECOMMENDED LEGISLATIVE ACTION**

#### **The Student Advisory Board supports:**

- The implementation of the California Longitudinal Pupil Achievement Data System (CALPADS)
  - The implementation of new peer-mentoring programs and the continuation of existing peer-mentoring programs in Elementary Schools, Middle Schools, and High Schools.
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### **III. PROVEN RESULTS AND RATIONALE**

#### **California Longitudinal Pupil Achievement Data System (CALPADS)**

- CALPADS will provide the state of California with a more complete and accurate picture of student performance. As is, many students who stop attending high school prior to graduation are not counted as drop-outs due to the lack of proper record keeping and follow up at the district level. This means many of our students are falling between the cracks.
  - CALPADS will allow districts and states to assess student performance in a more comprehensive manor, as it will include student demographics, program participation, grade level, enrollment, course enrollment and completion, discipline, and statewide assessment data.
  - The Advisory Board specifically supports the current design of CALPADS as an “individual, yet non-personally identifiable” system that incorporates the use of serial numbers in the place of names.
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### **Peer Mentoring Programs**

- Afterschool mentoring programs were implemented at Whitmore Charter School to assist struggling students, and as a result saw an improvement in test scores across the board. (Whitmore Charter School, Modesto)
- Through team mentoring programs in LA, low-performing students have become more receptive to additional instruction because it comes from a peer-to-peer source, providing them a more comfortable learning environment. (Los Angeles Unified School District)
- Due to numerous budget cuts, teachers have become less available for office hours/additional help afterschool for struggling students, and volunteer peer mentoring programs help to supplement in light of these cutbacks.

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## **IV. KEY ISSUES**

### **Access to Academic Assistance and Mentoring**

- Low-achieving students do not have equal access to academic assistance and mentoring programs, depending on factors such as funding of their districts and availability/quality of these programs, and therefore cannot all access the resources to improve their performance.
- Many students who stop attending high school prior to graduation are not counted as drop-outs due to lack of proper record keeping at the district level, and therefore measurements of graduation rate and drop-out within the state do not accurately reflect actual academic performance.
- The state does not have a comprehensive system that tracks the records of student demographics, program participation, grade level, enrollment, course enrollment and completion, discipline, and statewide assessment data.

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## **V. PREVIOUS ACTION**

- *Relevant Education Code*
  - Ed Code 49084 Statewide Student Identifier
  - Ed Code 60900 California Longitudinal Pupil Achievement Data System
  - SB 1614 California Longitudinal Teacher Integrated Data System
- *Current legislative action*
  - Quality Teaching at Underperforming Schools (SABLE 06): More experienced teachers, teachers' comfort levels, and meeting unique needs of students at underperforming schools.
  - Cultural Education (SABLE 04): Inclusion into 9<sup>th</sup> grade social science standards, integration of cultural issues into English/Language Arts and Social Science standards, teacher diversity/sensitivity.
  - Low Performing Schools (SABLE 02): Opportunities for student success in low performing schools, alignment of state standards to the changing needs of students and society
  - Student Motivation (SABE 08): increasing student motivation among low-achieving students

- Student Academic Support (SABLE 09): removing the social barriers associated with tutoring, establishing use and awareness of local collegiate resources, promoting parent involvement and awareness, providing methods for students to establish new programs, and providing adequate counselors.
- Low Performing Schools (SABE 01): establishing programs that will have a positive influence on the success of all students in low performing schools.

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## **VI. BIBLIOGRAPHY**

“California Longitudinal Pupil Achievement Data System.” <<http://esb.mdusd.k12.ca.us>



## **Student Perspective on Race to the Top**

Presenters: Katelyn Johnston, Diamond Mountain Charter High, Susanville; Alex Fish, Coronado High, Coronado; Mitchell Harry, Elk Grove High, Elk Grove; Kathryn Nassar, Half Moon Bay High, Half Moon Bay; Jonathan Widjaja, Redlands East Valley High School, Redlands; Nikita Mitchell, East Oakland School of the Arts, Oakland; Molly Valceschini, Lassen High School, Susanville; Sahger Lad, Torrance High, Torrance.

Facilitator: Natalya Subbotina, South Pasadena High, South Pasadena

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### **VII. PRIORITY**

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, establishes the following as a student's perspective on potential implementation of the Race to the Top program.

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### **VIII. RECOMMENDED LEGISLATIVE ACTION**

The Student Advisory Board recommends that the legislature continue pursuit of RTTT funding with the following stipulations:

1. In the criteria of State Success Factors:
  - a. Adopt an RTTT Legislation Reversal Bill so that RTTT legislation may be automatically rescinded should California not receive RTTT funding for said programs.
2. In the criteria of Standards and Assessments:
  - a. Create openings for student members to be present in committee discussions on the interpretation and planning for further changes to student assessment methods.
  - b. Students should be offered alternate options to meet graduation requirements such as Multiple Pathways programs both aligned with the A-G requirements and in lieu of the A-G requirements.
3. In the criteria of Data Systems to Support Instruction:
  - a. Create a system by which the state can access necessary pupil information and individual students can access their own information regarding classes and discipline.
4. In the criteria of Great Teachers and Leaders
  - a. Permit school districts to establish a committee of teachers and students for the purpose of providing student feedback to teachers. Information from this survey is confidential and only released to the teacher in question.
  - b. Administrators would be able to see averaged results by department, and each department chair would be able to see the averaged results of their respective departments.



- c. Align the Student Evaluation of Teachers such that the program can be used to earn points towards Race to the Top Funding.
- 5. In the criteria of Turning Around the Lowest-Achieving Schools:
  - a. The method of evaluating schools should include not only emphasis on standardized testing scores, but also the practices, programs, and yielded results of these efforts and administration and teachers.
  - b. Schools that are to be affected by the Turning Around process should be given a grace period with benchmarks for improvement to clear necessity of the Turning Around process.
- 6. In the criteria of General Selection Criteria:
  - a. The Student Advisory Board accepts these criteria with no stipulations.

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**IX. PROVEN RESULTS AND RATIONALE**

- 1. Regarding the suggestions on State Success Factors:
  - a. It is the fear of the Student Advisory Board that legislation will be made and programs will be put in to place that will cost more than the state can afford without the funding. With the possibility that California will not receive RTTT funding, it is necessary to create a safety net such that if the funding is not received, the state does not fall victim to unnecessary and great debt.
- 2. Regarding the suggestions on Standards and Assessments:
  - a. This suggestion follows the same reasoning behind the creation of the Student Member position on the State Board of Education and single district boards. Student involvement in such boards and committees can yield unequalled insight to student acceptance of new programs as well as evaluation on current or past programs. Knowledge of student involvement in decision-making has shown to increase acceptance of programs by otherwise skeptical students.
- 3. Regarding the suggestions on Data Systems to Support Instruction:
  - a. Longitudinal tracking systems operate on the theory that increased knowledge about the status and history of students will improve the system's ability to facilitate the needs of the students. Similarly, knowledge of current status and future possibilities will be beneficial for students for the purposes of their own planning and mental stability, as many students become very apprehensive when they are ignorant of their own disciplinary or performance status and history.
  - b. Existing programs such as Making the Grade and School Loop allow students to track their own progress in classes and communicate better with teachers about assignments and other class specifics.
- 4. Regarding the criteria of Great Teachers and Leaders:
  - a. San Mateo High School Currently uses a voluntary student-to-teacher feedback program that has, since its inception, led to an improvement in student-teacher relationships and allowed teachers to better meet the needs to students.
- 5. Regarding the suggestions on Turning Around the Lowest-Achieving Schools:

- a. Students feel that the use of testing results to gauge the achievement of a school does not elicit an accurate rating of the school. Students see it as unfair to measure ESL/ELL and special needs students to the same scale to which all other students are measured and fear that while many schools can have very effective and strong academic programs, they will be damaged due to disproportionately high ESL/ELL needs students that bring down the average test score.
6. Regarding the criteria of General Selection Criteria:
- a. The Student Advisory Board accepts these criteria with no stipulations.

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**X. FISCAL ANALYSIS**

- *What will cost money?*
  - Creation of a data analysis system for student evaluation of teachers will require moderate funding.
  - Creation of the student evaluation program will require minimal funding.
- *How can we pay for it creatively?*
  - The data analysis system for the student evaluation of teachers will be created voluntarily by Aaron Feuer off of a forthcoming fellowship from Yale University. His program is to be tested in LAUSD and then implemented statewide.
- *What will not cost money?*
  - Including students in the planning committees for the program will not cost money.
  - The rest of these modifications will not cost money past what has already been laid out by the state for the RTTT program.

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**XI. PREVIOUS ACTION**

- *Relevant Education Code*
  - None.
- *Current legislative action*
  - ABX5 8 – Brownley \* Public schools: Race to the Top.
  - SB 19 – Simitian \* Education data
  - SBX5 1 – Steinberg \* Public schools: Race to the Top.
  - SBX5 2 – Simitian \* Pupil data.SBX5 4 – Romero \* Public schools: Race to the Top.
  - SB 103 - Committee on Local Government \* Validations.
- *Student/CASC action*
  - None.