

**THE 2003 STUDENT ADVISORY BOARD ON LEGISLATION IN EDUCATION
TABLE OF CONTENTS**

Commendations 2

SABLE Program 2003 Vision..... 3

Student Health 4

Teacher Quality 6

English Language Learners 8

California High School Exit Exam 10

Violence Prevention 12

For more information on this proposal and the
Student Advisory Board on Legislation in Education,
contact the California Association of Student Councils at:

1212 Preservation Park Way
Oakland, CA 94612
Phone: 510-834-2272
FAX: 510-834-2275
www.casc.net
CASCmail@aol.com

COMMENDATIONS

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

THE 2003 STUDENT ADVISORY BOARD ON LEGISLATION IN EDUCATION PROGRAM VISION

The Student Advisory Board on Legislation in Education provides a small group of students an opportunity to speak out for change. At this event students experience a powerful change in their lives. They leave with a sense of empowerment and inspiration to speak out about issues of importance to them. Their energy is contagious. These students become catalysts for change by demonstrating to their peers that California's youth have the capacity to make a huge impact when they choose to get involved. In every local community every student presses for their right to a high quality educational experience.

This sea of change in student activism cannot go unnoticed forever. Today, students—represented by the California Association of Student Councils—are a force to be reckoned with in California politics. Local school districts and communities enthusiastically listen to student opinions and suggestions and work hard to put them in action and serve students at a level never experienced before. In Sacramento, state lawmakers and policymakers are eager to ensure that California's education system serves students by implementing policies and programs consistent with student needs. But it's not just the education community that's listening. More people of all ages are coming to realize that young people are not just tomorrow's leaders; they are capable of changing the world right now.

And oh, how the world is different for the efforts of youth! Every new generation sets an example for others by reminding them that the world can be made anew. Their earnest cries for justice resonate with the consciences of every citizen, and rekindle a hope and belief in democracy that energizes everyone's sense of political efficacy. As a result, everybody has a vision for the world, but they don't let its vastness prevent them from taking small, local steps to achieve it. For everyone, it is better to light one candle than to curse the darkness. These points of light add up, and the ripple effect builds until the change is never-ending. People realize that they can make a difference, and they seek positive changes in themselves so that it may be reflected in the world. People's energies are redirected towards the improvement of self and of the world. Consequently many of our troubles—war, poverty, crime—subside as compassion and caring replaces selfishness and avarice. And in the end, this is what true democracy is: a whole world whose condition reflects the hopes and dreams of everyone who lives there.

The SABLE delegates face a very different world than that expressed in this vision. Yet, they have the courage to **take action...inspire change.**



Student Health

PRESENTERS: Paige Armstrong, Montgomery High; Matt Lamos, Petaluma High; Jack Montgomery, Lower Lake High; Veronica Rainey, Montgomery High; Anne Riggs, Lower Lake High; Jessica Spinks, La Reina High; Nathan Szymanski, Nevada Union High

COMMITTEE MEMBERS: Taylor Bass, Del Oro High School; JaQuan Bryant, Castlemont High School, Lia Lazar, Montgomery High School

OUR VISION FOR CALIFORNIA EDUCATION:

Our school bathrooms are completely spotless and germ free. Students take pride in their bathroom environments and as a result, maintain its cleanliness. Students feel comfortable, safe, and clean using the restrooms at their school. Students' main focus at school is now fully on their education because their bathroom needs have been met.

AREAS OF FOCUS:

Comprehensive school bathroom standards and codes

Actions Recommended:

- Initiate legislation that creates a study of the current state of bathrooms in schools across a representative pool of schools.
- Use findings of these inspections to create and update comprehensive codes specifically concerned with the maintenance, stock, and overall cleanliness of public school bathrooms.
- As a preliminary measure, we recommend that the senate pass SB 123 (Escutia) related to bathroom cleanliness.

Enforcement of standards and codes

Actions Recommended:

- Create monetary penalties for schools that do not comply with updated codes.
- Include bathroom cleanliness codes into Coordinated Compliance Review Inspections (CCRI).

Public awareness of school bathroom conditions and codes

Actions Recommended

- Require that updated bathroom cleanliness codes be posted in all school bathrooms and include information on reporting conditions below those of the standard. For example, information should be posted regarding whom on the school and district level and state health department should receive reports of infractions.
- Create a point system that evaluates conditions of California school bathrooms that would then be released to the public via Internet, media, or by other means.

FISCAL ANALYSIS:

Student health is priceless and should not be jeopardized at any price. Clean facilities will reduce student health problems, ultimately reducing the state spending on health care. By maintaining and monitoring clean, well-stocked, and up-to-date facilities, schools and the state can avoid costly potential lawsuits. Prevention is worth a pound of intervention. Adequate maintenance of existing facilities will reduce the number of costly renovations. Schools will also benefit financially from increased attendance due to decrease in illness-related absences.

RATIONALE:

Creating comprehensive standards and codes is necessary because current codes do not ensure clean bathrooms. More importantly, bathroom cleanliness standards need to be addressed so that students can focus solely on their education. Enforcement of standards and codes is necessary to guarantee that school facilities that promote student health are available daily and do not leave students worried about contracting a bacterial or other infection. Once students and the public are made aware of health codes and the school's compliance to the codes, they will not only be more motivated to encourage positive change, but also motivated to ensure that their local schools enforce standards and codes.

Everyone needs to use the bathroom, and it is absurd that students do not always have access to these basic facilities while they spend so much time at school. In California, 45% of students would rather abstain from using the restroom than face the deplorable conditions of school bathrooms. As a result, students are more susceptible to diseases such as urinary tract infection and colon cancer. When students decide to brave existing conditions, they put themselves at risk for numerous bacterial infections, including hepatitis and the stomach flu. For every California student, we need to change this no-win situation. Potentially, these hazardous facilities can cause innumerable absences depriving schools of funding and students of an uninterrupted education.

SUMMARY OF SOURCES CONSULTED:

- AB 54 (Oropeza).
- Angel, Sarah B. Consultant for Assemblywoman Jenny Oropeza. February 17, 2003.
- Associated Press. L.A. Schools' Restrooms to Be Renovated. February 13, 2003.
- Brandsma, Rick. Executive Director of California State Board of Education. February 17, 2003.
- Geeting, Greg. Assistant Executive Director for the State Board of Education. February 17, 2003.
- Kim, Sophia Kwong. Legislative Director for Assemblywoman Jackie Goldberg. February 17, 2003.
- Paige, Randy. Dirty Lessons. KCBS. http://cbs2.com/specialassign/local_story_030201725.html January 30, 2003.
- Read, Lindsey E. Assembly Fellow for Assemblyman Dario J. Frommer. February 17, 2003.
- Roth, Debra L. Chief Consultant for Assembly Committee on Health. February 17, 2003.



Teacher Quality

PRESENTERS: Brent Godfrey, Irvine High School; Andrew Steinberg, Beverley Hills High School; Alexander Wong, Laguna Hills High School

COMMITTEE MEMBERS: Amanda Burlanga, Golden Valley High School; Lady Cleopatra Davidson, Centennial High School; Cheryl Kent, Montgomery High School; Jaclyn Kimble, Ocean View High School; Andrew King, Walnut High School; Aakanksha Mehta, Granite Hills High School; Katie Miller, Pacific Grove High School; Mark Murphy, Montgomery High School; Omair Nasim, Laguna Creek High School; Dennis Payton, Marysville High School; Debora Siahaan, Redlands High School

OUR VISION FOR CALIFORNIA EDUCATION:

All students in California learn through qualified teachers who nurture the cultural richness present in California classrooms. Besides being completely accessible to students, teachers are subject to constructive evaluations from their pupils and colleagues. Teachers are incredibly talented, providing strong and supportive educational guidance to their students and instilling a genuine passion for lifelong learning in the hearts of those they teach. Because teachers are so capable, students benefit from an effective education and become successful, contributing members of all.

AREAS OF FOCUS:

Number of qualified teachers

Actions Recommended:

- Support legislation that requires the establishment of internship programs in each district to provide additional on-the-job training to potential teachers.
- Re-evaluate the teacher credentialing process and consider creating a tiered process to ensure that a greater number of educators can begin to teach in their chosen area of interest with less hassle.
- Support SB 81, which would create an Educational Studies major at all public institutes of higher learning.
- Support SB 45, which would allow recently retired teachers to return to their vocation without the hassle of re-credentialing.

Evaluation of teachers

Actions Recommended:

- Initiate legislation creating guidelines for students to evaluate teachers.

Teacher recognition of diversity in classrooms

Actions Recommended

- Support AB 54 (Oropeza), which evaluates and improves the effectiveness of cultural competency training programs of teachers.

FISCAL ANALYSIS:

A tiered credentialing system will streamline the process, saving both teachers and the state time and money. An Educational Studies major also allows individuals to enter the teaching profession without the costly hassle of an additional credentialing process.

By allowing recently retired teachers to reenter the teaching profession without having to meet standards for newly credentialed teachers, the state will decrease payouts within the state retirement system, while increasing the number of experienced teachers in classrooms.

While there will be a financial investment required to assess and improve cultural competency, the result will be the creation of more effective learning environments. Teacher evaluations also allow educators to improve their classrooms to meet the learning needs of their students at a negligible cost.

RATIONALE:

It is necessary to provide our peers and future contributing citizens with well-qualified teachers. Well-qualified educators create effective learning environments that allow students to maximize their educational experiences. While it is hard to measure teacher quality, evaluations and training in cultural awareness will increase effectiveness of learning for students. Without jeopardizing job security, student evaluation of teachers will provide crucial feedback unavailable from other sources. Since the diversity in California schools has and is increasing substantially, cultural competency training of teachers is necessary to give them tools to more effectively teach students of varied backgrounds. It will also ensure a more positive and comfortable learning environment.

SUMMARY OF SOURCES CONSULTED:

- AB 54 (Oropeza)
- Auina, Marisol. Assembly Fellow to Member Manny Diaz.
- California Teachers Association.
- California Commission on Teacher Credentialing
- Gilio, Jim E. Senior Assistant to Assemblywoman Fran Pavley.
- Geeting, Greg. Assistant Executive Director for the State Board of Education. February 17, 2003.
- SB 45 (Vincent)
- SB 81 (Alpert)
- SB 187 (Karnette)

APPENDIX:

- Student Evaluation of Teacher and Course. Example of a possible format for the student evaluation of teachers.



English Language Learners

PRESENTERS: Paul Peterson, Lower Lake High School; A.J. Tang, Facilitator

COMMITTEE MEMBERS: Persain Benitez, Menlo Atherton High School; Katy Carrow, Serrano High School; Lakshmi Eassey, Palo Alto Senior High School; Sherence Flores, El Camino High School; Julian Hilario, Jennifer Ko, Petaluma High School; Milpitas High School; Isabel Macias, Fremont High School; Scylore Miles, Canyon School

OUR VISION FOR CALIFORNIA EDUCATION:

Every student is given an opportunity for equality in education. Programs that welcome and enrich English language learner students are available for all students. The needs of all English Language Learners are completely met to help them not only learn English, but also learn all content standards in California. Immersion programs work to allow students to receive individual attention, developing a passion for learning. Students become positive and active members of society. Educators who teach Immersion Programs are overly qualified and trained with the skills needed to teach bilingual and bicultural students. True cultural appreciation and open-mindedness of society is achieved with California at the forefront culturally sensitive citizens and culturally diverse leaders.

AREAS OF FOCUS:

Teacher/staff qualifications in diverse languages and cultures

Actions Recommended:

- Support AB 54 (Oropeza) to evaluate and ensure adequate, relevant, and effective teacher training in cultural competency.
- Mandate that under the ELAP (English Language Acquisition Program), bilingual counselors are available to all schools.

After-school mentorship programs

Actions Recommended:

- Establish incentives for mentorship programs, pairing students with an advisor type figure or a peer at all levels of education.
- Create and promote mentor programs within schools between older students who have been in immersion programs and younger students who are new to immersion programs.

FISCAL ANALYSIS:

Money allocated to these programs allows students who would struggle and possibly dropout, to succeed and get on track for future education possibilities. It is also important to study and identify immersion programs that work so that money is spent as effectively as possible.

RATIONALE:

Immersion programs are necessary to help immigrant students more easily adapt to changes in customs and language, while still being able to learn the content required. By getting a taste of their

new surrounding culture through a structured program, students will have an easier time adjusting to these significant changes, thereby decreasing anxieties that could negatively impact their entire learning experience. It is important that students who have already been through immersion programs be involved and help new immersion program students because they will provide a resource and possible source of motivation. As the number of English language learners continues to increase in California, the need for adequate and effective immersion programs is even more necessary. Immersion allows students to adapt to their surroundings and allow them to quickly succeed in this new language and country.

SUMMARY OF SOURCES CONSULTED:

- Assembly Member Oropeza. Assembly Bill 54. www.leginfo.ca.gov/
- Choices for Youth. Proposition 49: The After School Education and Safety Program Act of 2002.
- CIL Branch Web Team. English Language Acquisition Program. www.cde.ca.gov/cilbranch/elap/
- CIL Branch Web Team. English Language Acquisition Program: Frequently Asked Questions. www.cde.ca.gov/cilbranch/elap/elapfaq.html
- EdSource. Who Are California's Students? June, 2002.
- Geeting, Greg. Assistant Executive Director for the State Board of Education. February 17, 2003.
- Hernandez, Jose Atilio. Policy Consultant for Senator Richard Alarcon.
- Marovich, Carrie Krueger. Consultant for Senator Martha M. Escutia. February 18, 2003.
- Office of the Secretary of Education. English Language and Intensive Literacy Program. www.ose.ca.gov
- Research and Analysis Unit, Policy and Evaluation Division, California Department of Education. Academic Performance of Student Subgroups. Quick Facts: Research Briefs on Student Performance.



California High School Exit Exam

PRESENTERS: Rebecca Lee, Troy High School; Lorelei Leonhardt, Montgomery High School; Paul Morse, Lower Lake High School

COMMITTEE MEMBERS: DeAndre Benjamin, Castlemont High School; Jessica Chiu, Leland High School; Brianna Hanson, Montgomery High School; Shashon Melkonian, Holy Martyrs High School; Jeff Monge, Baldwin Park High School; Aquina Moore, Advisor at Dana Middle School; Kelsey Osorio, Dana Middle School; Kevin Quinn, Temescal Canyon High School; Concepcion Regalado, Mount Miguel High School

OUR VISION FOR CALIFORNIA EDUCATION:

All California students, regardless of their socio-economic background, easily pass the California High School Exit Examination because they have received a constructive education from highly qualified teachers. Their education completely encompasses the California Content Standards, and the teachers naturally incorporate these criteria that go beyond the areas tested in the CAHSEE in a stimulating environment. Teachers take the initiative to aid and to equip students with the tools necessary to understand and grasp fully the California Content Standards, which in turn enables the students to do well on the CAHSEE. The test successfully caters to every type of learning ability and grants all students an equal opportunity to thrive academically. As a result of their far-reaching education, all students are recognized as being capable of achieving high standards outside of and after high school.

AREAS OF FOCUS:

Test Preparation

Actions Recommended:

- Initiate legislation to create auxiliary programs for the CAHSEE.
- Design the auxiliary program to offer academic assistance after school to those who are about to take or who did not pass CAHSEE, in order to enhance student performance.
- Allocate money to these auxiliary programs in a model similar to that of Prop. 49.

Test Administration

Actions Recommended:

- Initiate legislation to change the scoring of the CAHSEE to be similar of that of the CBEST.
- Indicate an overall minimum score as well as bare minimums in each subject area in order to accommodate students with imbalanced strengths and ensure student success after high school.
- Standardize testing conditions by date and time allotted.
- Enforce the following of rules and test-administration regulations.

Streamlining Exams

Actions Recommended:

- Combine exams that test similar subject material.

- Reduce redundancy of testing and time used for test taking.
- Exempt students from taking the CAHSEE if they have passed higher level tests.

FISCAL ANALYSIS:

The implementation of auxiliary programs for students taking the CAHSEE or seeking assistance because of low test scores would require some initial funds. However, it would ultimately be cost effective by providing more students the chance to succeed on the test, obtain a high school diploma, and contribute to the state's economy. The utilization of peer tutors under the supervision of certified teachers would save on personnel costs. Costs of teacher training could be reduced via implementation of an online program. Streamlining standardized tests would require fewer tests to be produced or administered, saving the state time and money. Also, reducing the number of tests California students are required to take will increase actual time for teaching.

RATIONALE:

The California High School Exit Examination is an issue with vast implications for the future of California. There are few issues that affect every student of public school in such a deep way. If something isn't done to alter the current trend of a fifty percent pass rate, California may be facing a more severe economic as well as an educational crisis. Students and teachers in California need an opportunity to prepare for the CAHSEE in order to maximize scores. Teacher training programs would help standardize methods for administering the tests, and provide each student an equal opportunity to succeed. Administration of the test should include equal time-allocation per student so that students are given equal opportunity for success. Students should also have the opportunity to receive needed help to do the best they can on the CAHSEE, especially since performance on the test directly impacts the future of the student. It is necessary that teachers possess a firm understanding of the administration guidelines of the test, the standards it measures, and ways to avoid teaching solely to the test, but rather to the content standards.

In addition, streamlining tests is necessary to reduce stress on teachers and students, and allow more time for students to learn content standards. The CAHSEE is the only standardized test that needs to be administered because it measures exactly what students should know.

SUMMARY OF SOURCES CONSULTED:

- Anderson, Terry K. Consultant for President Pro Tempore John Burton. February 18, 2003.
- Brandman, Jordan M. Policy Analyst for Office of the Secretary for Education. February 18, 2003.
- Brandsma, Rick. Executive Director for the California State Board of Education. February 18, 2003.
- Geeting, Greg. Assistant Executive Director for the State Board of Education. February 17, 2003.
- Giroux, Lisa J. Consultant for Senator Dede Alpert. February 18, 2003.
- Moretti, Matt. Chief of Staff for Assemblywoman Sally J. Lieber. February 18, 2003.
- SB 187 Comprehensive School Safety Plan Matrix. www.cde.ca.gov
- SB 1476 - Chaptered



Violence Prevention

PRESENTERS: Katie Kronick, Rio Americano High School; Lia Lazar, Montgomery High School; Joy Natwick, Holtville High School; Jonathan Peterson, Lower Lake High School; Selena Wilson, Castlemont High School

COMMITTEE MEMBERS: Carissa Abazia, Montgomery High School; John Dang, Santa Fe High School; Lauren Fyfe, Etiwanda High School; Jennifer Roth, Victor Valley High School; Natalie Schultz, Vintage High School; Maurice Williams, Oakland Senior High School; Hamilton Yuan, Leland High School

OUR VISION FOR CALIFORNIA EDUCATION:

All student conflicts are solved not with the use of violence, but rather through nonviolent conflict mediation methods. Schools maintain a positive atmosphere that is conducive to learning and helps students achieve their maximum potential. All elementary, middle, and high school students are informed and recognize the dangers of gang involvement, the use of weapons, and the negative impact violence has on the community as a whole. All schools, cities, and essentially our state, is completely free of gang related activities and all violent behaviors. Students participate in a completely safe and violence-free environment. Violence is no longer a part of the society, and therefore violence prevention programs are obsolete.

AREAS OF FOCUS:

Evaluation of Violence in Schools

Actions Recommended:

- Create and establish standards by which the nature and degree of school violence on each campus will be evaluated.
- Mandate that the results of the evaluations be available to the public on state-wide website comparing all scores and through other means as well.

Violence Prevention Programs

Actions Recommended:

- Create legislation that would develop and integrate violence prevention curriculum into current curriculum.
- Compose and make available to all schools an index of services and outside organizations that can aide in teaching violence prevention. Also specify what goals the services seek to accomplish so that schools can decide what programs are best suited for their situation.
- Requires that have a violence level that exceeds the state safety standard to implement violence prevention programs.

Funding for Violence Prevention

Actions Recommended:

- Impose a fee on firearm ammunition to be earmarked for violence prevention programs in schools that fall below minimum standards.

FISCAL ANALYSIS:

Violence prevention programs would reduce potential costs of disciplining violent actions by teaching students to solve their problems in a more effective nonviolent manner. By providing an index of services to schools, we can help ensure that money spent on violence prevention programs will be used on effective and established programs. Providing this information is also cost-effective because it enables schools to implement programs that are beneficial to its students and specific environment, thus enhancing the student's invaluable education. By creating an evaluation of the nature and level of violence in schools, money can potentially be saved since recognizing the problem is a crucial step to implementing a viable solution. Schools will realize what problems exist and can then take specific measures to alleviate the root of the problem. In addition, a fee placed on ammunition would not only provide the necessary money needed to fund violence prevention programs, but also direct funds spent on a potentially dangerous weapon to positive ways of teaching students the importance of not using violence as the answer.

RATIONALE:

The students of California need and deserve a completely safe environment while they attend school. Furthermore, violence in the classroom can lead to violence in society; by working to teach violence prevention at an early age and throughout the time students are in school, violence on a larger level will also be prevented and reduced. Instead of spending an increasing amount of money on corrections, money spent on violence prevention programs would address and alleviate the root problem and enable students to solve or accept differences without the use of violence. By addressing this issue in schools, California will in turn be safer. If preventative measures are not taken, we are not only placing students at risk, but violence in schools will continue to escalate. If the level of violence does not decrease today, learning tomorrow will become virtually impossible.

SUMMARY OF SOURCES CONSULTED:

- Anderson, Terry K. Consultant for President Pro Tempore John Burton. February 18, 2003.
- Brandman, Jordan M. Policy Analyst for Office of the Secretary for Education. February 18, 2003.
- Brandsma, Rick. Executive Director for the California State Board of Education. February 18, 2003.
- Geeting, Greg. Assistant Executive Director for the State Board of Education. February 17, 2003.
- Giroux, Lisa J. Consultant for Senator Dede Alpert. February 18, 2003.
- Gray, Matt. Senior Policy Consultant to Senator John Vasconcellos. February 18, 2003.
- Moretti, Matt. Chief of Staff for Assemblywoman Sally J. Lieber. February 18, 2003.
- Sullivan, Bryn. Legislative Aide for Senator Betty Karnette. February 18, 2003.