

# **The Student Advisory Board of Education**

Wednesday, November 8, 2018, Item #1

Topic: Sustainability in Education

Speaker: Avery Reed, Credo High School, Sebastopol

Writer: Allison Gray, Salinas High School, Salinas

Group Members: Kelsey Perlman, Credo High School, Sebastopol; Ayla Cimen, Credo High School, Sebastopol; Chloe Moreno, High Tech High School, San Diego; Ian Sills, San Benito High School, Hollister; Serena Perl, Palisades Charter High School, Pacific Palisades; Naina Singh, Arthur A. Benjamin Health Professions High School, Sacramento

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## **I. PRIORITY**

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified that schools often fail to successfully drive a sustainable culture due to the fact that it is not considered a main priority; this, in conjunction with a lack of incentives for schools to establish sustainable practices, leads to a discrepancy in education surrounding increasingly pressing environmental issues.

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## **II. RECOMMENDED SBE ACTION**

The Student Advisory Board on Education suggests that the State Board of Education recommends six action-based sustainability principles for schools to adopt. We also suggest the State Board of Education create the California Environmental School Award (CESA), to be granted to schools following at least one action in each principle, assessed by an application process which should be renewed every 3 years after initial recognition.

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## **III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS**

The State Board of Education recommends to all California schools sustainable development principles with recommended but not limited actions as follows:

- Waste Elimination
  - Implement a tri-bin waste system consisting of landfill, compost, and recycling bins.

- Use recycled paper and plastic products for food packaging and school supply products instead of plastic packaging.
- Minimize paper usage by at least 20%.
- Zero Carbon Emissions
  - Implement solar panels or other renewable energy systems.
  - Install electric car charging systems.
  - Prioritize sustainable transportation by installing bike racks, implementing efficient bus transportation, or emphasizing students and staff walking to school.
- Nature Preservation
  - Plan or participate in local clean-ups in order to preserve natural habitats.
  - Plant a garden, emphasizing native plant species.
  - Plan or participate in nature hikes to learn about local natural habitats and connect students to nature.
- Environmental Literacy
  - Teach about climate change and possible solutions.
  - Participate in experiments modeling climate change.
  - Implement Superintendent Torlakson's *A Blueprint for Environmental Literacy: Educating Every California Student In, About, and For the Environment* in the science curriculum.
- Local Sourcing
  - Build relationships with local organizations.
  - Buy fair trade or local school supplies for classrooms.
  - Supply school lunches from local sources.
- Water Conservation
  - Install hydration stations and or dual flush toilets.
  - Implement a rainwater catch system for gardens and for flushing toilets.
  - Plant drought-resistant landscaping.

The State Board of Education shall grant the California Environmental School Award to any schools following all 6 principles, determined through an evaluation by the California School Recognition Program under the California Department of Education. We recommend the application for this award shall consist of 6 questions to evaluate the schools' actions under each principle. Schools may qualify as fulfilling each principle

with any high-quality sustainable development action that addresses the overarching idea of the category, meaning that schools will not be limited by the provided examples.

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#### **IV. KEY ISSUES**

- Schools lack sustainability education and practices due to a lack of emphasis on environmental issues.
  - In 2017, only about 5% of US schools used solar power.
  - Students are not educated on sustainability practices. At Arthur A. Benjamin Health Professions High School in Sacramento, California, a tri-bin waste system has been implemented, but students do not know how to properly use the system so all the waste goes to landfills.
  - Students hold disregard for their environment. At Salinas High School in Salinas, California, there is trash all over lunch areas as well as hallways, despite the abundance of trash cans, in addition, there are very few recycling bins.
  - Schools are not consistently implementing sustainability curriculum in science classes. At Palisades Charter High School in Pacific Palisades, California, students do not learn about sustainability or climate change in science classes.
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#### **V. PROVEN RESULTS**

- Oregon includes its own state recognition program in addition to the national Green Ribbon award. In the Oregon Green Schools award program, 141 schools are currently certified Green Schools following 4 sustainability goals.
- At Credo High School in Sebastopol, California, students follow One Planet Living principles, sustainability goals similar to our proposed principles. As part of these goals, the school sources their school lunches from local restaurants and farms as well as from a school garden, supporting their local economy and reducing their carbon footprint.
- In Salinas Union High School District in Salinas, California, the installation of solar panels and LED lights are projected to save over \$32 million for the district over the next 25 years.

- San Benito High School in Hollister, California, implemented sustainable landscaping which beautified the campus and boosted students' morale while supporting sustainable practices.
- At High Tech High School in San Diego, California, hydration stations were installed, which decreased the usage of single-use plastic bottles.
- At San Benito High School in Hollister, California, bike racks were installed, which increased the number of bikers to school - reducing the total carbon footprint of the school.

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## **VI. FISCAL ANALYSIS**

The adoption of a recommendation for schools to implement six action-based principles creates a negligible cost for the State Board of Education. Given the nature of the standards to obtain an extra distinguishment award, there is no cost to the California State Board of Education, as any cost can be allocated to a separate department within the California Department of Education and will not be carried by the State Board of Education.

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## **VII. RATIONALE**

As California heads towards higher sustainability goals, such as SB-100, a law passed in 2018 mandating 100% renewable energy for California by 2045, it is necessary that students learn sustainability to give them the skills and the tools they need for the future. After all, in their adulthood, they will inherit the state's sustainability goals and be responsible for solving current climate issues. As climate change becomes more imminent, students must also be educated on environmental solutions. These wants do not require new curriculum, but would be furthered by the incorporation of real-world executions of content. These real-world processes will acclimate them to a sustainable environment as a model for the future. Learning environmentally friendly actions in schools would encourage students to bring sustainable practices into their homes and communities. In addition, implementing these sustainable practices in schools will prepare students for the growing sustainability workforce, including careers as hydraulic engineers, solar technician, and desalination.

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## VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

### A. Previous Federal Policy:

- a. Green Ribbon Schools Award Program
- b. SAFETEA-LU Act (2005) - Authorized funding for federal highway, transit, and safety programs, in conjunction providing funding for the Safe Routes to School program in all states and territories. This program helps students safely walk or bike to school.

### B. Previous State Board of Education Recommendations:

- a. Approved *A Blueprint for Environmental Literacy* developed by a task force led by State Superintendent of Public Instruction Tom Torlakson

### C. Previous State Legislation:

- a. AB 1535 (2005-06) - Provides grant approval program for all California K-12 schools to create and sustain school gardens.
- b. SB 100 (2017-18) - Mandates California will rely on 100% renewable energy sources by 2045.
- c. SB 373 (2001-02) - Supports instructional strategies to improve recycling in California's school districts and distributes grants for this purpose.
- d. SB 720 (2017-18) - Increases access to environmental education through outdoor learning and other non-classroom actions to incorporate environmental literacy into core curriculum.

# **The Student Advisory Board of Education**

Thursday, November 8, 2017, Item #2

Topic: Mental Health Education  
Speaker: Jashandeep Lobana, Henry J. Kaiser High School  
Writer: Melani Thrasher, Frontier High School, Bakersfield  
Group Members: Olivia Ang-Olson, C.K. McClatchy High; Rose Clara, C.K. McClatchy High School; Udayanti “Tinni” Mukherjee, Dublin High School; Brenna Pangelinan, Eastlake High School; Wudase Yigletu, Oxford Academy High School.

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## **I. PRIORITY**

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified that a majority of the mental health education standards in place for K-12 students within the state Health Framework are not being fulfilled in the classroom, leaving students without the necessary knowledge and skills covered within them as a critical issue facing the state of California.

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## **II. RECOMMENDED SBE ACTION**

The Student Advisory Board on Education recommends that a task force be created with the purpose of evaluating the efficacy of the implementation of the new mental health standards within the 2019 Revised Health Framework. This task force would be employed with the job of collecting and evaluating the classroom implementation of the current standards within the revised Health Framework.

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## **III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS**

The Student Advisory Board on Education recommends that the State Board of Education create a task force that ensures local schools are consistently and effectively implementing the mental health standards created by the state.

- To formulate an online assessment of student’s knowledge of mental health as indicated by standards for each grade level as well as their input on how their school has implemented the new mental health standards.

- To provide assessment results that will indicate which schools need support in implementing state standards and to compile a list of best practices from higher performing schools.
  - To create a profile of students mental health state so counselors and other mental health professionals can better assist their students.
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#### **IV. KEY ISSUES**

- Suicide is the 3rd leading cause of death for youth ages 10-24, an epidemic rate<sup>1</sup>
  - Nearly half of teens (42 percent) report they are not doing enough or are not sure if they are doing enough to manage their stress and more than 1 in 10 (13 percent) say they never set aside time to manage stress.<sup>2</sup>
  - Mental illnesses are stigmatized
  - The education students report receiving does not cover the K-12 standards set by the SBE in the current Health Framework
  - Students lack the tools to recognize the signs of mental health problems within themselves and others
  - Students lack the necessary knowledge to identify signs of worsening mental health in their peers and themselves and are unaware of resources they have
  - Students show little ability to distinguish between mental health and mental illness.
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#### **V. PROVEN RESULTS**

- Due to their prioritization of mental health education, New York has the lowest suicide rate amongst teens. The state has instituted a Mental Health Education Advisory Council which has been largely responsible for creating mental health resources and education framework; including mental health literacy in schools, draws connections between mental health and physical health, and is “designed to enhance student understanding, attitudes and behaviors that promote health, and well-being and human dignity.”

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<sup>1</sup> Statistic from the National Alliance on Mental Illness

<sup>2</sup> The American Psychological Association

- E.R. Taylor Elementary School in the San Francisco Unified School District implemented the Healthy Start Room, a space designated specifically for mental health education. The final report of the Healthy Start grant program found a correlated increase in the school's Academic Performance Index, from 444 in 2000 to 784 in 2009 with the creation and avid use of this Healthy Start Room.
  - The Healthy Start Grant final report indicated that after the implementation of Family Solutions Collaborative / Montclair Community Collaborative, a mental health, primary care service, and parent education center; 64.9% of Lehigh Elementary School students served by the counseling program showed significant improvement in mental health outcomes.
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## **VI. FISCAL ANALYSIS**

- The creation of a Mental Health Task Force entails minimal costs of the recruitment of task force members.
    - Meeting spaces will be donated at no extra charge
    - Members can be responsible for providing their own transportation
  - A statewide task force would be more cost effective than delegating tasks to districts because there will be no additional staff fees.
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## **VII. RATIONALE**

While there are K-12 mental health standards within the Health Framework they are not present in the classroom. A quick poll of those in the mental health group at the Student Advisory Board on Education revealed that no student knew of the existence of the standards nor did they recount learning anything stated within them. This finding was worrisome as every student deserves to feel safe, supported, and significant; all of which can be fostered from a proper mental health education.

Strong mental health practices amongst students fosters a safer and productive school environment. Students who are aware of the importance of mental health can combat stress and recognize when they need to ask for help lead happier, healthier, and more productive life. By receiving an education that fulfills the standards and distinguishes between mental health and mental illnesses, students are less likely to self diagnose, use microaggressions about mental illnesses, and abuse substances. Education decreases the stigma surrounding mental health,



consequently students will be more likely to recognize mental health struggles in themselves and others, in turn initiating the effort to speak up about such issues.

Currently, the only task force dedicated to mental health education focuses on making mental health resource policy decisions and allocating project CAL-Well federal grant funds-leaving the need for a task force that is dedicated to measuring the quality of the implementation of state mental health education standards. Creating this task force to measure the efficacy of the new standards proves that the SBE is supporting student mental health, which in return sets a precedent for local districts, parents, and entire community to follow. Despite the quality of the current standards they have failed in their implementation, the 2019 revised standards are exemplary and the creation of a task force to measure their efficacy would inhibit the loss of their value. The task of assessing statewide standards can not be measured in each locality, but rather by one entity that oversees the implementation of mental health standards in all California schools in order to ensure reliable data.

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## VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

### A. Previous State Board of Education Action:

- Student Mental Health Policy Workgroup was convened to assess the current mental health needs of California students and gather evidence to support its policy recommendations to the State Superintendent of Public Instruction and the California Legislature. The all-volunteer, unpaid work group is composed of teachers, school counselors, school social workers, school psychologists, school nurses, and school administrators, and state and county mental health professionals. This diverse group has used its combined expertise to develop policy recommendations related to mental health training for educators, youth suicide, student safety, and other mental health-related issues. The SMHPW meets quarterly in Sacramento. All meetings are open to the public.

### B. Previous Pertinent Regulations and Policy:

- California Education Code Section 51210.8
  - (a) The SBE shall adopt the content standards in the curriculum area of health education. (b) The content standards shall provide a framework for instruction

that a school may offer in the curriculum area of health education. This section does not require a school to follow the content standards.

- Assembly Bill 2639
  - Requires schools that serve students in grades seven through twelve to review policies on pupil suicide prevention every five years and update the policy, if necessary. AB 2639 also permits local educational agencies to update the policy more frequently. The bill requires that specific local implementation be geared towards at risk students and that LEA approve the criteria for identifying appropriate services and how to refer them to students and their families.
- Senate Bill 972
  - To increase awareness of services available to students by requiring public schools, private schools, and public and private institutions of higher education that issue pupil identification cards to include the telephone number for a suicide prevention hotline or the Crisis Text Line. The bill requires the local authorities to implement it to specifically address high risk students, superintendents to instruct counselors on how to inform students about the resources on the back of their ID cards, and for the IQC to re-examine the totality of mental health instruction throughout the state provided by the state Health Framework
- Proposition 63:
  - Provide community-based mental health services to California residents. Mandates that several entities such as the California State Department of Mental Health and the Mental Health Services Oversight and Accountability Commission oversee the counties underneath Proposition 63. Prop 63 focuses on stakeholder opinion and input and imposes a 1% income tax on personal income in excess of \$1 million. The process of obtaining stakeholder input for rules took less than a year. Individual counties were obligated to develop their plans, with three stages of local funding, three-year plans, and long-term strategies. In specifics, these counties use their mental health departments to create plans.
- Assembly Bill 114
  - Eliminated all statutes and regulations related to AB 3632. The bill transferred responsibility and funding for educationally related mental health services, including residential services, from county mental health and child welfare

departments to education. Assembly Bill 114 replaced Assembly Bill 3632. The implementation of Assembly Bill 114 cost up to \$420.3 million.

#### C. Previous Student Advisory Board on Education Proposals

- 2017 Mental Health Proposal
  - The 2017 Student Advisory Board of Education recommends that the California SBE urge the state legislatures to require one semester (.5 unit) of health education, including the current mental health standards, as a state minimum course requirement for graduation. We also recommend that the California SBE encourage local districts to adopt health classes that follows curriculum that meets the current mental health standards as a requirement for students to graduate high school.
- 2016 Mental Health Proposal
  - The 2016 Student Advisory Board of Education recommends the SBE to urge the IQC to supplement a framework for mental health within the Health Framework for California Public Schools to complement pre-existing mental health standards.

## **The Student Advisory Board of Education**

Wednesday, November 8, 2018, Item #3

Topic: Inclusive History Curriculum  
Speaker: Valerie Savaia, Imperial High School, Imperial County  
Writer: Isaiah Colmenero, High Tech High School, San Diego County  
Group Members: Christine Kim, Leigh High School, Santa Clara County, Fiona Huang, Troy High School, Orange County, Vidhima Shetty, California High School, Contra Costa County, Norma Garcia, Bright Star Secondary Charter Academy, Los Angeles County, Rachel Lu, South Pasadena High School, Los Angeles County, Colin Lera, Rio Vista High School, Sacramento County

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### **I. PRIORITY**

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified a lack of primary sources and perspectives implemented in the History-Social Science Framework from underrepresented minorities as a critical issue facing the state of California.

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### **II. RECOMMENDED SBE ACTION**

The Student Advisory Board on Education recommends the California State Board of Education revise the History-Social Science Framework to incorporate more suggestions of primary sources, from authors of underrepresented backgrounds. Authors educated in specific fields pertinent to the context of the curriculum framework would provide multiple perspectives necessary to the students' experience in the classrooms while learning history.

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### **III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS**

The Student Advisory Board on Education recommends the revisions to the current History-Social Science Framework to accurately represent holistic viewpoints of the history curriculum.

- The State Board of Education would instruct the Instructional Quality Commission to include and prioritize more primary resources and instructional materials suggestions into the current History-Social Science Framework available to accurately represent all holistic viewpoints.

- The prioritization of underrepresented authors in these suggested sources will be reviewed and revised to include the contribution of various groups in the history of California and the United States as defined in Senate Bill 48.
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#### **IV. KEY ISSUES**

- The current standards for the History-Social Science Framework leaves many underrepresented ethnicities entirely looked over or briefly addressed even when they play a significant role in history, leaving underrepresented students feeling isolated and unimportant.
  - There is a lack of suggested primary resources and extra instructional materials in the History-Social Science Framework that is authored by or related to historically underrepresented groups.
  - The degree of inclusivity of the curriculum is entirely up to the teachers' and districts' discretion, many teachers only pay attention to including a wide variety of perspectives if it is within the set curriculum.
  - Teachers are hesitant to discuss topics that are not outlined in state standards.
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#### **V. PROVEN RESULTS**

An ethnic studies pilot program was implemented in San Francisco high schools between the 2010-11 and 2013-14 school years and examined the roles of race, nationality and culture on identity and experience. A San Francisco State study on the program found that there was subsequent increase in attendance and academic performance of students who were initially at the risk of dropping out. Curriculum that was rooted in the variety of historical perspectives helped in closing the achievement gap, reducing dropout rates, and increasing graduation rates. The positive outcomes of the program resulted in its expansion to all 19 schools in the San Francisco Unified School District during the 2015-16 school year.

The Fair Education Act requires schools to teach about the contributions of women, people of color, and other historically underrepresented groups in the history of California and United States. In addition, the cultural and racial diversity of American historical society is to be portrayed accurately and equitably has been found to increase attendance and academic performance among students. With the emphasis of including the development of minority groups in California and the United States, the act has contributed positively to highlighting underrepresented people in varied, positive, and contributing roles.

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## **VI. FISCAL ANALYSIS**

We are asking to revise the current History-Social Science Framework to be more inclusive of underrepresented perspectives. This entails no costs for the revisions to the framework and would be financially dependant on local education agencies.

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## **VII. RATIONALE**

- The Student Advisory Board on Education identified that developing revisions to the framework by recommending the inclusion of more primary sources that focus on underrepresented perspectives will overall benefit students.
  - The revised framework will aid students in adopting a holistic approach when understanding history.
  - Primary sources will allow students to make better inferences and insights.
  - Civic engagement will grow alongside the curriculum as students gain insight into underrepresented perspectives and peoples
  - Implementing revisions to our current framework would ultimately help students feel more accurately represented in an inclusive environment while gaining a more worldly view.
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## **VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION**

### **A. Previous Legislative Action:**

1. Senate Bill - 48: (2011) Senate Bill-48 amends the California Education Code to include Fair, Accurate, Inclusive, and Respectful references to contributions by people with disabilities and members of the LGBT community in history and social studies curriculum.
2. Assembly Bill - 2772: (2018 VETOED) Assembly Bill-2772 sets up a three-year pilot program allowing 11 school districts that would be picked from throughout California to require students to take a semester or year of ethnic studies in order to graduate.
3. Assembly Bill - 2002: (2018 DIED) Assembly Bill - 2002 requires the commission to develop a model curriculum in Hmong history and cultural studies, as provided. The bill would require the commission, on or before December 31, 2019, to submit the model curriculum to the state board for adoption.

### **B. Previous Superintendent Action**

1. In place of the 1988 content standards for history, State Superintendent Tom Torlakson developed a new curriculum framework during the 2015-16 year to set new content standards for history. This new current framework, officially adopted

in July 2016, lists what is by law supposed to be found in the state curriculum-content standards, namely, the topics that are to be covered in each grade.

# **The Student Advisory Board of Education**

Thursday, November 8, 2018, Item #5

Topic: Sex Education

Speaker: Stephen Kim, Sunny Hills High School, Fullerton

Writer: Rachel Hunt, Newark Memorial High School, Newark

Group Members: Siena Burgart, Newark Memorial High School, Newark; Hanwul Choi, South Pasadena, South Pasadena; Angel Jimenez, Mountain View High School, El Monte; Christopher Tan , Granite Bay High School, Carmichael; Zachary Patterson, University City High School, San Diego

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## **I. PRIORITY**

The Student Advisory Board on Education, a program of the California Association of Student Councils, identifies the lack of consistent implementation of comprehensive, inclusive sex education throughout the school districts of California, as mandated by Education Code Section 51933 and section 51934, as an imperative issue facing the state.

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## **II. RECOMMENDED SBE ACTION**

The Student Advisory Board on Education recommends the State Board of Education forms a task force consisting of members from the Department of Education, the Attorney General's Office, and students to conduct an audit of the implementation of the sex education curriculum. When the task force finds a school district who is not in compliance with the education code, it will then disseminate a framework of guidelines and materials to assist with effectively implementing sex education. Should the school district prove to be actively refusing to provide sex education, they will be reported to the Attorney General's office, who may then sue this violation of the law.

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## **III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS**

### **Policies:**

The State Board of Education forms an auditing force consisting of members from the Department of Education, the Attorney General's Office, and California students. The group is tasked with evaluating the implementation of sex education by the school districts of California, and to note those who do not. The districts identified as struggling to do so in accord with legislation, i.e. the Healthy Youth Act, will be provided with a framework of guidelines and



materials to be utilized for the introduction of comprehensive sex education. Should a district continue to be blatantly voiding these courses, they will then be reported by the auditing group to the Attorney General, who may launch a lawsuit in accordance with the education code.

The framework to be created by the State Board of Education shall be made up of guidelines on how to inform parents of what the sex education curriculum consists of, why it is necessary, and the proven benefits of such instruction within the student body. This provided framework is distributed to the school districts of California to assist them in implementing sex education with the support of parents. The framework shall consist of:

- Presentation of the curriculum's objective: lowering STD and teen pregnancy rates.
- Clarification of the topics discussed in sex education classes and materials (images, texts, videos, etcetera) which will accompany them.
- Resources for schools struggling to introduce the course.
- Materials serving as evidence of the benefits associated with sex education.

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#### **IV. KEY ISSUES**

- The current sex education code — which provides for equal instruction of the varying types of diseases, sexual identities, and preventative methods — is not followed by numerous California school districts.
- Due in part to resistance against the adoption of the current, wide-reaching sex education curriculum, the California public education system lacks a unified, inclusive, comprehensive sex education course.
- Opposition to sex education courses has, in multiple cases, spawned from misinformation and heresy, including but not limited to the beliefs that: instruction will encourage student participation in sexual activities and increase rates of teen pregnancy & sexually-transmitted diseases, inclusion of non-heteronormative safe sex practices will prompt students to favor specific lifestyles, and course materials include sex toys and pornography.
- Parents with a misunderstanding of what is taught in such classes oft decide to opt their children out of sex education and/or push their local school boards to suspend instruction on this subject.
- Some school districts repeatedly postpone and resist introducing sex education curriculum.

- Without the inclusion of sex education, California students are left uninformed on how to prevent transmission of diseases and teen pregnancy, both of which are necessary to maintain their health and wellbeing as they progress through school and later enter adult life.
- Without a mode of enforcement, schools may not feel required to follow the sex education code outlined in the Healthy Youth Act, and may persist in avoiding taking action.

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## V. PROVEN RESULTS

- About 86% of female and 88% of male respondents with no sex education had vaginal sex before age 20, compared with 77% to 78% of respondents receiving abstinence-only or abstinence & birth control education.
- Female respondents taught abstinence and birth control were more likely to have used contraceptives (including condoms) at first sex, compared with those who received no sex education. Among male respondents, both abstinence-only and abstinence plus birth control were associated with an increased likelihood of using contraception/condoms at first sex. However, when researchers controlled for age at first sex, only abstinence & birth control was associated with contraceptive/condom use for both genders.
- Abstinence & birth control also was associated with a more than 50% reduction in the likelihood that first sex was unwanted among female respondents.
- For male respondents, abstinence & birth control also was negatively associated with ever getting a partner pregnant and recent STI treatment, and positively associated with condom use at last sex.
- Among Millennials surveyed in 2015, only 12 percent said their sex education classes covered same-sex relationships.
- Eighty-five percent of parents surveyed supported discussion of sexual orientation as part of sex education in high school and 78 percent supported it in middle school.
- According to Columbia University researchers, virginity pledge programs increase pledge-takers' risk for STIs and pregnancy. The study concluded that 88 percent of pledge-takers initiated sex prior to marriage even though some delayed sex for a while. Pledge-takers were less likely to seek STI testing and less likely to use contraception when they did have sex.
- Using national data (2005) from all U.S. states with information on sex education laws or policies (N = 48), we show that increasing emphasis on abstinence education is positively correlated with teenage pregnancy and birth rates

- The researchers found that teens who received comprehensive sex education were 60 percent less likely to get pregnant or to get someone pregnant than those who received no sex education.
- According to the CDC, young people (ages 13–24) accounted for an estimated 22% of all new HIV infections in the United States.
- At least half of annual STD/STI diagnoses occur in people between ages 15 and 24, the CDC says.
- Among U.S. high school students surveyed in 2017, 40% had ever had sex and 54% of sexually active students did not use a condom the last time they had sex, as reported by the CDC.
- Estimates suggest that school based sex education mandates decreases chlamydia rates by 8.4 percent.

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## **VI. FISCAL ANALYSIS**

The proposal recommended by the Student Advisory Board on Education provides for the assembling of an auditing task force, which shall incur costs while conducting evaluations, distributing supplementary materials, and issuing reports. However, the accruing of costs is mitigated by halting the work of the task force at this stage and leaving the lawsuits up to the Attorney General’s Office.

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## **VII. RATIONALE**

Though an inclusive sex education is outlined and mandated in Assembly Bill 329, it is not followed by all California public schools & school districts. To effectively catalyze the consistent implementation of sex education curriculum, the noncompliant school districts must be identified. The creation of an auditing group would accomplish this, actively analyzing every school in the state of California. Those marked as not complying would be given materials to equip them for sex education implementation, consequently sustaining the current policy of maintaining local schools’ and districts’ free agency in such matters. The reporting of these school districts would only occur if they actively refuse to utilize the assistance provided and treat the Healthy Youth Act as null, a final measure intended to incentivize timely action.

In addition to enabling the implementation of sex education, this procedure will destigmatize certain sexualities, as the curriculum provided for in the Healthy Youth Act is LGBTQ+ affirmative. Information about safe practices will be given to all students, and it shall

be applicable to all students, consequently promoting equity in education, acceptance of LGBTQ+ students, and the mitigation of sexually-transmitted diseases & teen pregnancy.

This proposal is cost-effective in that further action is up to the Attorney General, which ensures action and follow up but does not require funds from the State Board of Education.

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## **VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION**

### **A. Previous Pertinent Regulations and Policy:**

#### **I. Education Code Section 51933**

A. Directly outlines comprehensive, inclusive sex education curriculum mandated for all California middle and high schools.

#### **II. Education Code Section 51934**

A. Further outlines sex education curriculum in regards to comprehensive coverage of methods preventing the transmission of the Human Immunodeficiency Virus (HIV), Hepatitis C (HCV), and other sexually transmitted infections and diseases, as well as contraception methods.

### **B. Previous Legislation:**

#### **I. Assembly Bill 329 (Weber) (2015)**

A. Seeks to achieve five main goals for sex education in California public schools. As listed by the California Department of Education:

1. To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy;
2. To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
3. To promote understanding of sexuality as a normal part of human development;
4. To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end;

5. To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors
- II. Assembly Bill 2601 (Weber) (2018)
    - A. This extends the curriculum outlined by Assembly Bill 329 to all charter schools in the state of California.
  - III. Senate Bill 48 (Leno) (2010)
    - A. This required the inclusivity of LGBTQ+, as well as other underrepresented and protected classes, within educational curriculum in California public schools.

# **The Student Advisory Board of Education**

Thursday, November 8, 2018, Item #5

Topic: Student Member on Instructional Quality Commission

Speaker: Arvin Hariri, Berkeley High School, Berkeley

Writer: Kenneth Kim, Brea Olinda High School, Brea

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## **I. PRIORITY**

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified a lack of student representation on statewide committees, boards, commissions, task forces, and panels, including the Instructional Quality Commission, as a critical issue facing the state of California.

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## **II. RECOMMENDED SBE ACTION**

The Student Advisory Board on Education recommends that the State Board of Education appoint one student to the Instructional Quality Commission.

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## **III. STATEWIDE IMPLEMENTATION DETAILS**

The State Board of Education appoints one student to the Instructional Quality Commission. The Student Advisory Board on Education strongly recommends that the Student Board Member on the Instructional Quality Commission be a student chosen from among the two finalists who were not appointed by the Governor to serve as the student member on the state board pursuant to Section 33000.5.

The Student Board Member on the Instructional Quality Commission will be a voting member with the same duties and rights of all members of the Commission. This member can only serve for one term, and their term will be defined as one year. This student must also be enrolled in a California high school for a minimum of two consecutive years, and must currently be in good standing in order to qualify.

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#### **IV. KEY ISSUES**

- Students are given very limited control over the curriculum, standards, and instructional materials adopted by the State Board of Education.
- Systematic civic disenfranchisement leads to lower voter turnout within younger voters, jeopardizing the legitimacy of our democracy.
- The one student member on the State Board of Education cannot possibly serve as an equal representation of the incredibly diverse 6.3 students of California.

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#### **V. PROVEN RESULTS**

- The student members on the California State Board of Education, and the State Boards of Education of other states, help represent student opinions to their respective Boards.
- As mandated by section 60640 of the education code, the State Board convened a task force making recommendations for the expansion of the California Assessment of Student Performance and Progress, which included a Student Finalist for the State Board of Education position.
- Local district Boards of Education utilize student members on their district boards, school site councils, and task forces to solicit student opinion on policies
- Western Association of Schools and Colleges (WASC) often includes students in the auditing and accreditation process.
- The California State Board of Education utilizes a student member on the Child Nutrition Advisory Council.

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#### **VI. FISCAL ANALYSIS**

- There may be transportation costs associated with travel for members of the panel, including student members. The addition of a new student member would add such travel costs, and the replacement of a current member with a student member would yield no net change in cost.

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#### **VII. RATIONALE**

- The Student Board Member on the California State Board of Education, while bringing a valid student opinion to the Board, ultimately carries little control over

the development of the curriculum, standards, and instructional materials that the state of California utilizes.

- Adding a student board member to the Instructional Quality Commission will allow students to have a greater say in the development of their own education. Students are the primary stakeholders in the education system, and they deserve their own opportunity to have their voices heard, not just on the State Board of Education, but also in the Instructional Quality Commission.
  - There is already a system in place (the elections for the student member on the State Board of Education), and the State Board can easily adapt the process and its results to identify a student to serve on the Commission.
  - In 2015, the governor signed AB 1204, which strongly recommended that the State Board of Education appoint one student board member to the Instructional Quality Commission. Following through with the legislature's recommendation would ensure that students are able to receive a stronger voice.
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## **VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION**

### **A. Current Pertinent Regulations and Policy:**

- 33530.
  - (a) There is in the state government the Instructional Quality Commission consisting of a Member of the Assembly appointed by the Speaker of the Assembly, a Member of the Senate appointed by the Senate Committee on Rules, one public member appointed by the Speaker of the Assembly, one public member appointed by the Senate Committee on Rules, one public member appointed by the Governor, and 13 public members appointed by the state board upon the recommendation of the Superintendent or the members of the state board.
  - (b) So far as is practical and consistent with the duties assigned to the commission by the state board, at least seven of the 13 public members appointed by the state board shall be persons who, because they have taught, written, or lectured on the subject matter fields specified in Section 33533, in the course of public or private employment, have become recognized authorities or experienced practitioners in



those fields. The state board shall make its appointments to ensure that, at any one time, at least seven of the public members shall be current classroom teachers, or mentor teachers, or both assigned to teach kindergarten or any of grades 1 to 12, inclusive.

- (c) Notwithstanding the requirement that seven of the public members shall be current classroom teachers or mentor teachers, current members of the commission who were appointed on or before December 31, 1989, shall be allowed to complete their terms.
- (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.
  - (e) In making the remaining appointments to the commission, and in establishing the commission's advisory task forces or committees, the state board is encouraged to consider the role of other representatives of the educational community in the development of curriculum and instructional materials, including, but not limited to, administrators, governing school board members, pupils, and parents who are reflective of the various ethnic groups and types of school districts in California.

**B. Previous Student Advisory Board on Education Proposals:**

- AB 1204:
  - Encouraged State Board of Education to add a student member to the Instructional Quality Commission, the panel which decides on curriculum and textbooks within the state of California.