

Student Advisory Board on Education – Table of Contents

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Commendation: The Student Advisory Board on Education commends the California State Board of Education for its dedication to enhancing the quality of public education in California and for its encouragement of student input in decision-making, especially by considering the proposals of the Student Advisory Board.

Presented to California State Board of Education
Wednesday, November 4, 2015, Item #1

Topic: Common Core State Standards
Speaker: Julia Greensfelder, Albany High School, Albany
Writer: Whitney Zhang, Dr. TJ Owen's Gilroy Early College Academy, Gilroy
Group Members: Angele Bridges, Bright Star Secondary Charter Academy, Los Angeles; Jasmine Garcia Chino Hills High School, Chino Hills; Holly Guo, Beijing NO.4 High School, Beijing; Mani Roshandel, South Pasadena High School, South Pasadena; Langston Scott, Muhammad University of Islam, Oakland; Jzov Stith-Gambles, Inderkum High School, Sacramento; Jadrian Teunissen, Harmony Magnet Academy, Porterville; Naudika Williams, Oakland High, Oakland; Jasmine Yong, Oakdale High, Oakdale

i. **PRIORITY**

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified the implementation of Common Core State Standards as a critical issue facing California education.

ii. **RECOMMENDED SBE ACTION**

The Student Advisory Board recommends that the SBE:

- 1) establish a committee to create a new Common Core Next Steps Plan.
 - 2) select student committee member(s), teacher(s), and education professionals to serve on the aforementioned committee.
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iii. **LOCAL AND STATEWIDE IMPLEMENTATION DETAILS**

Policies

The state should create a Common Core Next Steps Committee that will create a new Common Core Next Steps Plan to follow the previous CDE Common Core Integrated Action Team plan. The Common Core Next Steps Committee will be formed with the following criteria:

- Representative(s) from each of the following stakeholder groups: teachers, students, and education professionals
- At least one representative from each stakeholder group must be from a low-performing school district

- At least one teacher or student that represents unduplicated pupils (i.e. ELL, foster children, low-income, etc.)

Student Action

Students can apply to become members of the Common Core Next Steps Committee.

iv. **KEY ISSUES**

- i. There is a lack of a feedback system regarding CCSS for teachers, students, and education professionals.
 - ii. Teachers and students have many misconceptions and do not have a thorough understanding or knowledge about CCSS.
 - iii. Students are unable to meet CCSS.
 - iv. Teachers are ill-prepared to implement CCSS in their classrooms.
 - v. Although the plan created by the CDE Common Core Integrated Action Team plan is complete, CCSS is still not fully implemented in schools.
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v. **PROVEN RESULTS**

- Harmony Magnet High School has fully implemented CCSS and students have testified they are more engaged in class than previously.
 - According to Primary Sources: America’s Teachers on Teaching in an Era of Change, teachers most commonly report that collaborating on, and discussing CCSS is extremely valuable when determining how to implement the standards.
 - Common Core was developed by a diverse group of stakeholders.
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vi. **FISCAL ANALYSIS**

As a result of creating the Common Core Next Steps Committee, the State Board may incur the costs of recruiting and transporting committee members to and from meetings. Because the committee would only exist for as long as the Next Steps plan(s) take, these costs would not be incurred indefinitely.

vii. **RATIONALE**

The Common Core Next Steps Committee will create a written Next Steps Plan to have CCSS accepted by and fully, effectively incorporated in all schools based on feedback from stakeholders. Since the Common Core State Standards were created by a group of diverse stakeholders, the implementation requires input from stakeholders as well.

Many students have reported no observable implementation of Common Core in their classes and demonstrate confusion as to the qualities of a Common Core class. According to a national poll by Public Policy Polling conducted in August, 62% of Americans believe history is part of CCSS. The involvement of stakeholders will greatly reduce the current misconceptions surrounding CCSS like that shown in the poll.

viii. **SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION**

- i. **Previous Student Advisory Board on Education Recommendations:**
 - i. Implementation of the Common Core Standards in California, SABE 2012 called for a student advisory committee to oversee the implementation of Common Core.
 - ii. Student Perspectives on Teaching and Curriculum, SABE 2008 called for the addition of 2 student board members to the Curriculum Development and Supplemental Materials Commission.
- ii. **Previous Legislative Action:**
 - i. Established the CDE Common Core Integrated Action Team.

Presented to California State Board of Education
Wednesday, November 4, 2015, Item #2

Topic: Smarter Balanced Assessment Consortium
Speaker: Emily Lu, Maria Carrillo High School, Santa Rosa
Writer: Bridget Lee, West Ranch High School, Stevenson Ranch
Group Members: Ekam Brar, Dr. TJ Owens Gilroy Early College Academy, Gilroy; Anthony Chen, South Pasadena High School, South Pasadena; Danielle Gin, San Marino High School, San Marino; Maya Holikatti, Mira Loma High School, Sacramento; Alexandria Hunter, High Tech High North County, San Marcos; Brian Jeffers, Adolfo Camarillo High School, Camarillo; Jenny Jeh, Troy High School, Fullerton; Bridget Lee, West Ranch High School, Stevenson Ranch; Emily Lu, Maria Carrillo High School, Santa Rosa; Sheridan Nansen, South Pasadena High School, South Pasadena; Biying Zhang, University of California, Davis

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified the lack of knowledge on the Smarter Balanced Assessment Consortium (SBAC) among students, teachers, and administrators as a critical issue facing California education.

II. RECOMMENDED SBE ACTION

The Student Advisory Board recommends that the SBE:

- 1) form a committee which consists of stakeholders including, but are not limited to, administrators, teachers, parents, and students to collect best practices, analyze case studies, provide feedback, and interpret the results; and
- 2) upload the compilation of best practices and insight onto the California Department of Education website.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Programs

The State Board of Education would establish a committee that will collect best practices from high-performing schools in order to provide practices for the lower-performing schools to model after. The committee will conduct case studies to analyze the successful implementation of the SBAC, and identify separate best practices for schools based on the following factors: demographics, income, number of students, etc.

IV. KEY ISSUES

- Students' scores on the Smarter Balance Assessment Consortium (SBAC) were significantly lower than expected.
- Schools faced challenges in administering the SBAC.
- There is a lack of knowledge regarding the administration of the SBAC among students, teachers, and administrators.

V. PROVEN RESULTS

- The Vermont Department of Education released a guide on its website titled, *Making Good Use of New Assessments: Interpreting and Using Scores From the Smarter Balanced Assessment Consortium*. This research-based guide provides recommendations for the sound use and implementation of these new assessments.

VI. FISCAL ANALYSIS

Though costs associated with travel and lodging fees for committee meetings are expected, expenses can be kept to a minimum. Members of this committee will be voluntary and will consist of stakeholders such as administrators, educators, students, and members of the State Board of Education. If, in any case, the process requires the aid of professional analysts or other expertise, the costs of their services may have to be accounted for.

VII. RATIONALE

The members of the voluntary committee (which include, but are not limited to students, teachers, administrators, and parents) will convene to discuss and provide feedback on administering the SBAC from their perspective, including perspectives of those administering the test and those taking the test. With the collection of best practices, schools can easily obtain a source of information that supplies them with successful first-hand experiences. The Student Advisory Board on Education also proposes that the committee uploads the best practices to the California Department of Education website. By doing so, students and educators across the state will be able to access the resources efficiently.

Last year, California performed below expectations, with 67% of students not meeting or nearly meeting the mathematics standards and 56% for English language arts standard. The formation of the committee will provide resources to educate the public and to also lay a foundation for the process of better administering the Smarter Balanced Assessment Consortium.

VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

A. Previous Legislative Action:

- AB 484: establishes and authorizes California's new Common Core-aligned student assessment system known as the Measurement of Academic Performance and Progress (MAPP)
- AB 1931: changed the name of the Measurement of Academic Performance and Progress (MAPP) to the California Assessment of Student Performance and Progress (CAASPP)

Presented to California State Board of Education
Wednesday, November 4, 2015, Item #3

Topic: School Accountability Standards
Speaker: Ella Smith, Westview High School, San Diego
Writer: Brian Chau, Bolsa Grande High School, Garden Grov
Group Members: Nonnie Coelho, San Benito High School, Hollister; Lydia Gao, Syracuse University, Syracuse (NY); Sam Goidell, Davis Senior High School, Davis; Karina Gonzalez-Espinoza, Lindsay High School, Lindsay; Daniela Guerra-Reynosa, Fremont High School, Oakland; Krystal Macias, San Benito High School, Hollister; Michael Reyes, St. Mary's High School, Stockton; Olivia Sison, C.K. McClatchy High School, Sacramento; Victoria Vera, Natomas Charter High School, Sacramento

i. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has come to a consensus that the new, replacement Academic Performance Index should effectively evaluate school performance through the inclusion of measurable qualitative and quantitative data.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education Recommends that the State Board of Education:

- i. Establishes an unbiased system that prioritizes the improvement and consistency of a school's performance over merit, by analyzing academic performance and school climate to determine a school's overall performance and by incorporating the recommended and prioritized guidelines.
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III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

The modern school accountability system should evaluate a school's performance based on its academic proficiency and school climate. These two metrics effectively categorize school criteria into two separate groups regarding school performance.

Student Action

The Superintendent's creation of the Accountability and Continuous Improvement Task Force brings in student perspective through its invitation of the California Association of Student Councils, allowing the students to voice and give input towards the process.

IV. KEY ISSUES

- In the state of California, there is no balanced system that takes into account qualitative and quantitative data when determining a school's overall performance.
 - The old Academic Performance Index was solely based off of standardized test scores and focused on high merit before both consistent and minimal improvement.
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V. PROVEN RESULTS

- i. Standardized test scores, specifically SBAC, are able to uniformly measure school's academic performance.
 - ii. The creation of the Accountability and Continuous Improvement Task Force that brings together experienced people in education and organizational stakeholders has helped bring in different perspectives.
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VI. FISCAL ANALYSIS

Schools may lack the guidelines being evaluated beforehand, and the state may have to finance the administration cost of the new accountability system. Grant money may be allocated to low-socioeconomic schools or on a need basis to fund improvements based on the new accountability system. The distribution of statewide surveyors and the necessity for statisticians to compile data into reviewable and usable information regarding performance may incur expenses due to the supplies required and associated work. The Western Association of Schools and Colleges may charge for the rights to the information they gathered and reviewed. The costs for adding additional survey questions to the SBAC and the Healthy Kid Survey are projected to be minimal.

VII. RATIONALE

The recommended guidelines are separated into two categories: academics and school climate. The catalogue of ideas lists invaluable factors that will successfully measure a school's performance quantitatively and qualitatively. Its purpose is to find schools that lack resources and to not punish schools for poor performance, but instead give them support and aid. This aligns itself with the LCFF and provides a way for schools to be measured holistically.

Academically, the SBAC efficiently portrays statewide school performance because it is a uniformed way for schools to test the Common Core values which enables, the score to be compared among the schools and districts within the state. This information allows the CDE to find academically struggling schools and lend them support. The percentage of students who reach English proficiency annually is necessary and crucial because it is the fundamental language used in learning. It would be detrimental if the continual improvement of English learners is not enforced. The number of Advanced Placement, International Baccalaureate, honors, and A-G classes offered demonstrates the school's capability of providing a rigorous academia and the percentage of students seeking employment and attending a two or four year college institution after graduation shows a school's college and career readiness. The percentage of students who SAT and ACT scores should not be taken into consideration because they measure individual performance rather than a school's academic ability. In addition, GPA should not be considered because it is calculated differently among schools and will provide an incentive for grade inflation.

School climate is important because it creates a well-rounded learning environment that reinforces the idea of student happiness and opportunistic diversity. The amount of available clubs, athletics, facilities, and resources for education of a school should be evaluated because it allows students to learn outside the classroom and cultivates student involvement. Teacher to student ratio should also be accounted for because smaller class sizes have been proven to help students learn better. Attendance should be taken into consideration because it reflects the notion that school is a safe and welcoming learning environment. If students were surveyed about teacher competency and their satisfaction in classes, this information, if made quantitatively, should be included in the evaluation because students, the main stakeholders, know their education best and can voice problems and what needs to be changed with their schools on a personal, local level. Suspension and expulsion should not be considered because it is a local district matter and does not keenly reflect a school's performance due to different disciplinary measures.

Acknowledging the fact that the California Department of Education is in partnership with the Western Association of Schools and Colleges, most of the data, like student experience and academic prowess, required for the new system may have been already collected and analyzed. This can cut costs dramatically because the data does not have to be collected but just shared. Also, surveyed data can be accumulated through the SBAC and the Healthy Kids Survey.

VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

- i. **Previous Student Advisory Board on Education Recommendations:**
 - Evaluation of Schools, SABE 2014
 - ii. **Previous State Board of Education Action:**
 - California Education Code Section 52051.5 - 52052.9 Public School Performance Accountability Program establishes general guidelines for indicators of API.
 - California Education Code (EC) Section 52056(a) requiring API ranking of schools was repealed.
 - iii. **Previous Legislative Action:**
 - The Classroom Instructional Improvement and Accountability Act (1998): Requires all public schools receiving state funding to prepare and distribute SARCs.
 - Public Schools Accountability Act (1999): Establishes API as an accountability system for all public schools K-12.
 - SB 219 (2007): Dropout rates must factor into school evaluations.
 - SB 1458 (2012): Standardized testing must comprise no more than 60% of high school evaluations and no less than 60% of middle and elementary school evaluations.
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IX. School Wellness Accountability Guidelines

Academic Standards:

Most Important

- Evaluation of a school's direct SBAC score
- Comparison of individual school SBAC scores and passing rates to other similar schools, districts, and on a statewide level
- The annual percentage of students who reach English proficiency

Important

- Number of Advanced Placement, International Baccalaureate, and honors courses available for students
- A-G requirements offered
- Percentage of students going to a 2 to 4 year college, vocational, or technical school
- Percentage of students who complete higher education
- Percentage of students seeking employment after graduation

Not Important

- A school's average SAT and ACT scores
- A school's average GPA score

School Climate Standards:

Most Important

->The following qualitative factors would be evaluated quantitatively:

- The availability of extracurricular activities, teacher resources to facilitate education, athletics, and necessary facilities
- A low teacher to student ratio
- Overall student happiness as measured on the Healthy Kids Survey, SBAC, or a similar survey
- High attendance rate
- The prevalence of chronic absenteeism

Important

_____ ->These factors would be collected qualitatively but evaluated quantitatively.

- Student feedback and satisfaction regarding teachers and administrators
- The data collected from the Western Association of Schools and Colleges' evaluation.

Not Important

- Student suspensions and expulsions at schools

Presented to California State Board of Education
Wednesday, November 4, 2015, Item #4

Topic: Role of Technology
Speaker: Catherine Yang, San Marino High School, San Marino
Writer: MacGregor Thomas, Woodcrest Christian High School, Riverside
Group Members: Parker Harrell, Central Valley High School, Shasta Lake; Yue Hu, The High School Affiliated to Renmin University of China, International Curriculum Center, Beijing; Ferris Jarrar, Liberty High School, Bakersfield; Henry Low, Western Sierra Collegiate Academy, Rocklin; Mary Tun, Stockdale High School, Bakersfield; Marisel Vargas, Wasco Union High School, Wasco; Evan Whitlock, Frontier High School, Bakersfield

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified the lack of student voice in technology integration in education, as a critical issue facing California education, both locally and statewide.

II. RECOMMENDED SBE ACTION

The Student Advisory Board recommends that the SBE:

1. Include a student member on the Education Technology Task Force;
2. Survey the effectiveness of the technological component of the SBAC on a yearly, state-wide basis for students and administrators;
3. Incorporate technology as a test taking tool in the classroom;
4. Require that all textbooks adopted have an online as well as a physical version; and
5. Require demonstrations on how to use technology that is implemented

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

1. A student representative should be added onto the Education Technology Task Force.
2. An annual survey on the effectiveness of the technological component of the SBAC should be established for students and school administration. For instance, a survey should be attached at the end of the SBAC test.
 - a. Technology can be used as a tool and resource utilized in test taking in the following cases: schools should provide the calculators needed in testing for the SBAC and continued efforts should be made in order to integrate technology into all tests taken by students.

3. We recommend that textbooks adopted by the SBE have both physical and online copies.
4. Before a standardized test, such as the SBAC, students should be given a demonstration/online instructional aid on how to use the technology integrated into the testing process.

Programs

The SBE should encourage schools to gather opinions from all students before integrating new technology. This would allow students to voice their opinions on the technology they will be using themselves.

Student Action

In addition to the state level change we are advocating for, students can implement these plans locally:

- Based on technology available to the district, students can recommend technology training for faculty members during staff meetings
- Students can encourage districts to adopt textbooks with both physical and online versions that are suggested by the SBE
- Students can advocate for increased availability of technology for all students

IV. KEY ISSUES

- There is a lack of student involvement in methods of integrating technology in education
- There is a lack of student voice in how students and teachers utilize the technology they already have
- Students, teachers, and administrators are not prepared to utilize technology on state mandated tests, such as the SBAC.

V. PROVEN RESULTS

- The top 15 public high schools in the U.S have implemented explicit and advanced technological learning standards
- Los Altos High School conducts the annual Student Educational Conference, where students develop ideas to implement on the local level in the next school year. This demonstrates the mutualistic relationship between the creators of policies and students, the primary stakeholders.
- The Long Beach Unified School District (LBUSD) has outlined their own more detailed and advanced grade-based technology learning standards to:
 - Provide a road map to the future for technology within the district
 - Maintain focus on instructional needs

- Ensure technology decisions are based on functional needs and consider the true cost of ownership
- Strengthen the culture of collaboration

VI. FISCAL ANALYSIS

The addition of a student member on the Ed Tech Task Force will incur *little to no costs*, as no funds are needed to include a student on the advisory committee. The surveys for students and administrators would require *minimal funding* if attached onto existing tests such as the SBAC. The shift from adopting textbooks that exist in only physical form and textbooks that have a supplement online version would require *little to no additional funds*, depending on the company, as competitive companies charge similar amounts for instructional materials. Demonstrations on how to use the SBAC computer program can be implemented at *little or no cost*, as all administrators have to do is go through the program itself with students.

VII. RATIONALE

Having a student representative on the Education Technology Task Force is essential. Students have the most relevant opinion on technology in education, as we would be experiencing it first-hand in our classes. Thus, student feedback in the current integration of technology in education would assist schools in keeping up with 21st century advancements.

People support what they themselves create. Therefore, getting students involved in the decision-making process regarding technology can further encourage them to utilize technological tools as a learning resource. In turn, technology can personalize their learning experience, since computer programs can adapt to every student's unique style of learning. In a recent nation-wide survey from the California Council of Science and Technology, 74% of teachers noted that educational technology is a student motivator.

Student feedback through surveys can give valuable insight on the integration of technology in the SBAC. In doing so, students can also apply their critical thinking skills to evaluate the system, preparing for an ever-growing technology-based California, where there are 1.5 STEM jobs for every STEM job seeker.

Going further, demonstrations on how to use the computer program to take the SBAC can prepare students for the test itself to show how well they have learned more accurately. A report from Teach Plus found that many California teachers “do not

believe that students and teachers in California are receiving adequate technological support to be successful on the SBAC.” With improvement on the SBAC as a result of student feedback, we can raise our standing as the 7th worst state in public education, according to WalletHub.

VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

A. Previous State Board of Education Recommendations:

- Role of Technology, SABE 2015

B. Previous Pertinent Regulations and Policy:

- Education Code Section 51870-51871.5: provides a local planning process that will enable school districts to apply for grants on an ongoing basis and assist in utilizing available education technology programs.
- Education Code Section 52250-52254: provides installation grants for high schools and declares that the computer knowledge and skills are essential for “individual success [and the state’s] economic prosperity” and that all students “must be ‘computer literate’ before they complete high school.”

C. Previous State Board of Education Action:

- Adoption of the Common Core State Standards (2010), which recommend the use of technology in the classroom but lack explicit educational technology learning standards appropriate for the 21st century

Presented to California State Board of Education

Wednesday, November 4, 2015, Item #5

Topic: Student Mental Health
Speaker: Cora Fesler, Mount Shasta High School, Mount Shasta
Writer: Jane Xu, Albany High School, Albany
Group Members: Janelle Barraza, Credo High School, Rohnert Park; David Contreras, Fremont High School, Oakland; Cora Fesler, Mount Shasta High School, Mount Shasta; Shannon Hendricks, Carondelet High School, Concord; Delaney Ivey, Corona del Mar High School, Newport Beach; Clara MacAvoy, Sequoia High School, Redwood City; Nandeeni Patel, Vista Murrieta High School, Murrieta; Bianca Ramirez, Fremont High School, Oakland; Maya Roshandel, South Pasadena High School, South Pasadena; Jane Xu, Albany High School, Albany; Shannon Yang, Henry M. Gunn High School, Palo Alto

(i) PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified the lack of education and student voice in mental health as a critical issue facing California education.

(ii) RECOMMENDED SBE ACTION

The Student Advisory Board recommends that the SBE

- 1) add one or more full voting student positions to the Student Mental Health Policy Workgroup; and
 - 2) propose that the Student Mental Health Policy Workgroup and Instructional Quality Commission review the mental health sections in the Health Framework for California Public Schools.
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III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

The Student Mental Health Policy Workgroup should review the statewide Health Framework for California Public Schools in conjunction with the Instructional Quality Commission.

Programs

Schools should launch mental health awareness campaigns promoting mental health education. Additionally, schools should offer effective independent or group counseling in an appropriate confidential manner.

IV. KEY ISSUES

1. Adults often lose sight of student perspectives, and there is a need for a student perspective on the Student Mental Health Policy Workgroup.
2. A lack of mental health programs and resources cause students, teachers, and administrators to be uneducated about the topic of mental health.
1. Due to a variety of impactful current adjustments in the California education system, students' mental health needs are being overlooked.
2. The Health Framework for California Public Schools was written 12 years ago in 2003, and has not been revised since.

V. PROVEN RESULTS

Examples of effective additions of student members to government groups:

- 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.
- The California State Board of Education utilizes a student member on the Child Nutrition Advisory Council.
- Local District Boards of Education utilize student members to solicit student opinion on policies.

VI. FISCAL ANALYSIS

Due to the addition of a student member on the Student Mental Health Policy Workgroup, the State Board may incur the cost of transporting student members to and from meetings.

VII. RATIONALE

Currently, there is a lack of knowledge, student voice, and personnel in the California education system necessary to address the mental health of California students. With suicide now the number two killer among teenagers, an open discussion about mental health in our education system can no longer be avoided. For the entirety of its existence, the Student Mental Health Policy Workgroup has never had a full voting member from the one group it influences most, students. Direct student input could give the group a wider and more accurate understanding of issues schools face in dealing with the mental health of their students, including the extremely high student to full-time school

psychologist ratios (1000:1 at Corona Del Mar High School, 1200:1 at Albany High School). Additionally, the mental health sections of the Health Framework for California Public Schools, which has not been updated since it was created in 2003, should be reviewed by the Student Mental Health Policy Workgroup in conjunction with the Instructional Quality Commission. A newly revised framework could assist people in recognizing mental illnesses in themselves and others, allowing students and families to take necessary steps to treat these illnesses and improve their quality of life.

VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

i. **Present Pertinent Regulations and Policy:**

- i. Student Mental Health Policy Workgroup:
Superintendent of Public Instruction (SSPI) Tom Torlakson has convened a Student Mental Health Policy Workgroup (SMHPW) which assesses the current mental health needs of California students and gathers evidence to support its policy recommendations to the State Superintendent of Public Instruction and the California Legislature.
- ii. 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.

ii. **Previous Legislative Action:**

- i. **AB 722:** Study of Pupil Personnel Ratios, Services, and Programs:
This bill would require the State Department of Education to conduct a study of pupil support, defined to include school counselors, school psychologists, and school social workers, in the schools, as specified.
- ii. **SB 330:** Pupil Instruction: Health Framework and Mental Health Instruction
California *Education Code* Section 51900.5: (a) During the next revision of the publication “Health Framework for California Public Schools,” the Instructional Quality Commission shall consider developing, and recommending for adoption by the state board, a distinct category on mental health instruction to educate pupils about all aspects of mental health.
- iii. **AB X4 2** (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session):
Suspended the process and procedures for adopting instructional materials, including framework revisions (Health Framework for California Public Schools) until the 2013-14 school year.

- iv. **SB 70** (Chapter 7 of the Statutes of 2011):
Extended the suspension of the process and procedures for adopting those stated above until the 2015-16 school year.

Presented to California State Board of Education
Wednesday, November 4, 2015, Item #6

Topic: Soliciting Student Input
Speaker: Shawn Ahdout, Beverly Hills High School, Beverly Hills CA

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified the lack of student opinions in decision making, both locally and statewide, as a critical issue facing California education.

II. RECOMMENDED SBE ACTION

The Student Advisory Board recommends that the SBE 1) instructs the California Department of Education to disseminate the California Association of Student Councils California Student Perspective Survey and analyze the aggregate data from schools across the state and 2) recommend utilizing the California Student Perspective Survey as a tool for soliciting pupil involvement in the LCAP process.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

The CDE should encourage data collection from students and analyze the data from across the state in order to have a more

Programs

The CDE should identify the California Student Perspective Survey as a standard of excellence and best practice for student involvement in the LCAP process.

IV. KEY ISSUES

- School administrators and board members don't know how to effectively garner student input for their LCAP process
- Conferences like SABE have a limited scope of input from a subsection of California students
- The State Board and CASC cannot make decisions that accurately represent the needs of the state's diverse students without systematic collection of student opinion from students across the state

V. WHAT'S WORKING

- Students have come together and created a comprehensive survey, the California Student Perspective Survey, that analyzes which topics students believe should be addressed.
- Currently, CASC is working on a pilot program with the Riverside County Office of Education to use the survey as a tool for the LCAP process.
- CASC has been disseminating this survey for years to identify topics of importance at SABE conference.

VI. FISCAL ANALYSIS

The only costs associated with this proposal would be the creation of an online version of the survey by the CDE, if they choose to do so. Otherwise, the paper version can be distributed to the schools and they can tally the information and report it back to the CDE, which would result in no major costs for this proposal.

VII. RATIONALE

For years, CASC has made proposals to the State Board, but the opinions have been limited by the students who attend the conference and there has been little data collected throughout the state. California is one of the most diverse states in the nation and in order to properly address the varying issues that are facing students throughout the state, their opinions need to be collected and analyzed. Additionally, although the State Board and Legislature have mandated that school's consult with pupils as part of their LCAP process, but administrators and school board members don't know how to do so effectively. The California Student Perspective Survey gives them a tool to accurately and effectively solicit student input while also contributing to the larger aggregate data that CASC collects to more accurately represent the 6.3 million students throughout the state.

VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

A. Present Pertinent Regulations and Policy:

- Education Code 52060, 52066 and 47606.5 stipulate that schools must “consult with pupils” in the process of forming their LCAP

B. Previous State Board of Education Action:

- Last year, the State Board specified that the process of consulting with pupils may be done by surveys of pupils, forums with pupils, pupil advisory

committees, or meetings with pupil government bodies or other groups representing pupils.

Question Key Based on 8 LCAP State Priorities

1. Basic Services
2. Implementation of Common Core/Pupil Achievement
3. School Climate
4. Pupil Engagement
5. Pupil Engagement
6. Pupil Engagement
7. Pupil Engagement
8. Pupil Engagement/School Climate
9. Pupil Engagement
10. Other Pupil Outcomes
11. Basic Services
12. Basic Services
13. Course Access
14. Basic Services
15. Basic Services
16. Pupil Engagement
17. Course Access/Other Pupil Outcomes
18. School Climate
19. School Climate
20. Basic Services
21. Course Access/Pupil Engagement
22. School Climate/Pupil Engagement
23. Student Achievement/Implementation of Common Core

California Student Perspective Survey

The California Association of Student Councils (CASC) serves as an advocate to the State Legislature for students and their respective needs. CASC's Government

TO WHAT DEGREE DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS

Affairs Program needs your help in providing data to back up proposals and legislation to reform our education system. For more information of CASC's advocacy, visit www.casc.net/advocacy.

Statement:	Strongly Agree					Strongly Disagree	No Response (Indicate With An X through the box)
1. My school's facilities are maintained and kept in good shape.	5	4	3	2	1		
2. I was adequately prepared for the Smarter Balance Assessment Consortium (SBAC).	5	4	3	2	1		
3. My school has very good violence prevention and on-campus security.	5	4	3	2	1		
4. My school has good student attendance and staff prevention of truancy.	5	4	3	2	1		
5. My school has exceptional student input to staff and administration.	5	4	3	2	1		
6. My school has exceptional student input district employees and the School Board.	5	4	3	2	1		
7. My school has creative approaches for instruction and learning at school.	5	4	3	2	1		
8. My school has appropriate class sizes and accessibility to teachers and administrators.	5	4	3	2	1		
9. My school has fair and consistent grading policies.	5	4	3	2	1		
10. My school has school recreation programs and clubs that are accessible to all students.	5	4	3	2	1		
11. My school has adequate homework and computer centers.	5	4	3	2	1		
12. My school has exceptional material quality (i.e. textbooks etc.).	5	4	3	2	1		
13. My school has classes that are challenging my abilities as a student.	5	4	3	2	1		
14. My school has available resource staff (i.e. librarians, counselors, etc.).	5	4	3	2	1		
15. Technology is incorporated into the curriculum at my school.	5	4	3	2	1		
16. There is a way for students to provide feedback to teachers at my school.	5	4	3	2	1		
17. My school provides intern opportunities and career awareness to students.	5	4	3	2	1		

Statement:	Strongly Agree				Strongly Disagree	No Response (Indicate With An X through the box)
18. My school has drug and alcohol abuse prevention programs at school.	5	4	3	2	1	
19. My school has a clear policy for cheating and plagiarism.	5	4	3	2	1	
20. My school provides quality and healthy food on campus.	5	4	3	2	1	
21. My school has quality student government programs.	5	4	3	2	1	
22. Student rights and responsibilities are clearly outlined at my school.	5	4	3	2	1	
23. My school places too much emphasis or stress on standardized testing.	5	4	3	2	1	
What grade will you be enrolled in for the 2015-2016 school year?	9	10	11	12		
What is your unweighted GPA?	Below 1.0	1.0-1.9	2.0-2.9	3.0-3.9	4.0	
What ethnicity or cultural background do you MOST identify with?	Hispanic	Asian	African American	White	Other: (Specify)	
What language do you speak with your family at home?	English	Spanish	Chinese	Korean	Other: (Specify)	
How many school days have you missed in the last month?	1	1-5	6-10	11-15	16 or more	