

California Association of Student Councils



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Student Advisory Board on Education

2012 Proposals

Student Advisory Board on Education (SABE)
Proposals Developed November 3-7, 2012

Table of Contents

Commendations 3

Staff Members 3

Proposal #1: Cell Phones and Driving Safety in Health Curriculum. 4

Proposal #2: Overemphasis on Testing. 7

Proposal #3: Preventing High School Dropouts. 10

Proposal #4: Implementation of the Common Core Standards in California. 13

Proposal #5: Best Classroom Practices. 16

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COMMENDATIONS

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

The Student Advisory Board on Education commends Josephine Kao, student member of the California State Board of Education, for her commitment to speaking up thoughtfully on behalf of the students of California and for serving as a valuable resource for the duration of the Student Advisory Board on Education conference.

The Student Advisory Board on Education commends the Honorable Tom Torlakson, State Superintendent of Public Instruction, for supporting student voice and for addressing the Student Advisory Board delegation this year.

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 processes, especially by considering the proposals of the Student Advisory Board on Education.

The Student Advisory Board on Education commends Sue Burr, Executive Director of the California State Board of Education, for her dedication to the education system and support of the student voice in education decision-making processes.

The Student Advisory Board on Education commends Patricia de Cos, Deputy Executive Director of the California State Board of Education, for her invaluable knowledge and continued support of the California Association of Student Councils and the Student Advisory Board program.

The Student Advisory Board on Education commends the staff of the California State Board of Education for sharing their extensive expertise and providing generous help in arranging for the Student Advisory Board to present proposals before the Board every year.

STAFF MEMBERS

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Presented to California State Board of Education
Wednesday, November 7, 2012, Item #1

Topic: Cell Phones and Driving Safety in Health Curriculum

Speaker: Samuel Leichenger, Hamilton High School Humanities Magnet, Los Angeles

Writer: Claire Genesy, San Benito High School, Hollister; Jesse Zhang, California Academy of Math and Science, Carson

Group Members: Claire Genesy, San Benito High School, Hollister; Giancarlo Gibson, El Modena High School, Orange; Samuel Leichenger, Hamilton High School Humanities Magnet Humanities, Los Angeles; James Mone, Benicia High School, Benicia; Jinnie Rhee, Valencia High School, Placentia; Laurel Ann Riley, Tomales High School, Point Reyes; Megan Yee, Beverly Hills High School, Beverly Hills; Jesse Zhang, California Academy of Math and Science, Carson

PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes the incorporation of high school health curriculum educating students about the dangers of cell phone usage while driving as a priority.

RECOMMENDED SBE ACTION

The Student Advisory Board recommends that the State Board of Education:

- 1) incorporates education regarding the dangers of cell phone usage while driving into the high school health curriculum.
 - 2) encourages and endorses existing programs that promote awareness of the dangers of cell phone usage while driving.
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LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

Statewide health standards will encourage safe driving by emphasizing the connection between cell phone usage while driving and the likeliness of accidents and outlining its consequences.

Programs

The State Board can recommend that schools hold awareness days on which the dangers of using a cell phone while driving are highlighted and made aware to the student body.

Student Action

Organizations such as Teenagers Against Drunk Driving seek to educate students about the dangers of driving while distracted through the use of peer teaching.

KEY ISSUES

Students are much more likely to be involved in accidents caused by the use of a cell phone while driving because the consequences of such actions are not outlined in the required health curriculum.

WHAT'S WORKING

There have been several programs held across the state in order to make students aware of the dangers of distracted driving. In October of 2012, Toyota launched a high school safe teen driving program in southern California high schools. This program utilizes live presentations, videos, and distracted driving demonstrations at schools to engage students and teach them about the dangers of distracted driving. These types of programs have proven to be very successful in getting their message across.

FISCAL ANALYSIS

A minimal cost will be incurred to convene the members of a committee to make an addition to the health curriculum.

RATIONALE

Currently, there are several programs that promote safe driving habits including Driver's Education courses. However, because these programs are not exposed to all student drivers, accidents caused by using a cell phone and driving are still a pertinent issue. The negative effect of distracted driving is evident in 2010 traffic statistics. According to a 2010 National Highway Traffic Safety Administration survey, 3092 people were killed in crashes involving a distracted driver and an estimated additional 416,000 were injured in motor vehicle crashes involving a distracted driver, with cell phone usage being one of the leading factors to distracted driving. Furthermore, the National Safety Council estimates that 23% of auto collisions (1.3 million crashes) involved cell phones. Despite this, 55% of young drivers claim it is easy to text while they drive, according to 2011 data from the Ad Council. In this case, prevention and intervention are key. It is our duty and responsibility to aid students who are putting themselves and others in danger. In order to communicate the consequences of distracted driving, safe driving practices (specifically tailored to educate students about the

dangers of using a phone while driving) need to be incorporated into the required high school health curriculum. The dangers of drunk driving are covered in the high school health curriculum and provide an effective means of prevention. A parallel method used to expose the dangers of driving while using a cell phone would be equally effective. Students deserve every opportunity to obtain knowledge on how to better protect themselves and practice safe driving habits.

SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

A. Present Pertinent Regulations and Policy:

- Education Code # 51220(j) The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the automobile driver education.
- Education Code # 51220.1 Automobile driver education shall be designed to develop a knowledge of the dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle.
- Education Code # 51850-51854 The governing board of a school district maintaining a high school or high schools, a county superintendent of schools, and the California Youth Authority and State Department of Education in providing programs of high school education, may regulate who can profit by and who shall receive instruction in automobile driver training

B. Previous Legislative Action:

- SB 28 The new Wireless Communications Device Law makes it an infraction to write, send, or read text-based communication on an electronic wireless communications device, such as a cell phone, while driving a motor vehicle.
- SB 1310 Prohibits all drivers from using a handheld wireless telephone while operating a motor vehicle. Motorists 18 and over may use a “hands-free device.”
- SB 1090 Omnibus bill prohibits drivers under the age of 18 from using a wireless telephone or hands-free device while operating a motor vehicle.

Presented to California State Board of Education
Wednesday, November 7, 2012, Item #2

Topic: Overemphasis on Testing

Speaker: Alice Liu, Sage Hill School, Newport Coast

Writer: Ashley Gabrielle M. Pineda, Natomas High School, Sacramento

Group Members: Peter Seo, South Pasadena High School, South Pasadena; Giselle Ortiz, Valley View High School, Moreno Valley; Jayvelin Lovez, Valley View High, Moreno Valley; Amanpreet Sidhu, Mira Loma High School, Sacramento; Anna Spallino, South Torrance High School, Torrance; Elliot Huscher, Franklin High School, Elk Grove

PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes the integration of student voice into the Academic Performance Index (API) as a priority.

RECOMMENDED SBE ACTION

The Student Advisory Board on Education recommends that the SBE:

- 1 Create student surveys within the new, Smarter Balanced standardized tests that obtain student feedback on the effectiveness of schools in preparing students for postsecondary education and career.
 - 2 Factor the students' feedback into the school's Academic Performance Index score.
-

LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Additional Student Survey

- Create questions that evaluate schools' effectiveness in preparing its students for postsecondary education and career. Student opinion can be quantified by using a likert scale to respond to various statements such as (but not limited to):
 - I am aware of my school's career center.
 - I plan to pursue a career in this subject.
 - My school provides me with internships and career readiness programs.
 - My school has prepared me for postsecondary education/ career.
 - I plan to pursue a career in this subject.
- Incorporate student surveys into the Smarter Balanced test for each subject test.

Calculation into API

- The State Superintendent, with the approval of the SBE, will determine the weight of

student opinion in the remaining 40% of non-test indicators of API score for secondary schools.

KEY ISSUES

- Although the API is intended to be a measure of a school's overall academic growth, there is no student voice in the determination of API. This decreases the accountability of teachers in the classroom, as most of their time is spent with the students themselves.
- Important aspects of school, such as student's reception to curriculum and various teaching methods are essential components of a school's overall performance, yet they are not factored into the school's API.

WHAT'S WORKING

- The Measures of Effective Teaching (MET) Project, a study funded by the Bill and Melinda Gates Foundation, concluded that student feedback is vital to the student achievement by providing strengths, weaknesses, and areas of potential improvement to teachers.
- SB 1422, passed by the California Association of Student Councils, would authorize the student government of a school maintaining any of grades 9 to 12, inclusive, to establish a committee of pupils and teachers to develop a survey by which pupils may provide feedback to teachers.

FISCAL ANALYSIS

- A minimal cost will be required to convene members of a committee that will develop the student survey.
- There will be a minimal cost for paying Smarter Balanced to incorporate the survey into testing software and provide printed versions for the schools that require them.

RATIONALE

The API is based on standardized testing, causing schools and teachers to mainly focus on improving academically, at the expense of not providing for the personal development of the student. This constant attention to academic improvement causes schools to focus mainly on increasing their API score, causing students to view learning as a burden and to feel restricted from having a deeper understanding of curriculum. Even though students have these viewpoints on their school, they are not taken into consideration when giving a school its rank. API scores starts to misrepresent schools that continually improve API scores by neglecting student personal growth.

Recently, SB 1458 reduced the weight of standardized testing on API to no more than 60%. Although the remaining 40% of non-test indicators has yet to be determined, it is vital that student opinion is accounted for in this percentage. The students opinions collected by the survey

would be used to determine the extent in which schools and teachers provide opportunities for students to grow as individuals. Most importantly, the recognition of the importance of student voice in teacher accountability will give students a sense of empowerment, knowing that their voice is heard and their opinions matter in the evaluation and improvement of their school.

SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

- **Previous Student Advisory Board on Education Recommendations:**
Student Evaluation of Teachers, SABE 2009, 2010, 2011
- **Present Pertinent Regulations and Policy:**
SB 1422 - Student Evaluation of Teachers
- **Previous Legislative Action:**
Senate Bill 1458 approved on September 26, 2012, authorizes the State Superintendent with the approval of the SBE, to develop and implement a program of school quality review to complement the API, if an appropriation is made for the this in the annual Budget Act.

Presented to California State Board of Education
Wednesday, November 7, 2012, Item #3

Topic: Preventing High School Dropouts

Speaker: Bennett Martin, The School of Arts and Enterprise, Pomona

Writer: Nelson Liu, Troy High School, Fullerton

Group Members: Nelson Liu, Troy High School, Fullerton, Bennett Martin, The School of Arts and Enterprise, Pomona, Lacie McArdle, E.V. Cain Middle School, Auburn, Daniel Million, The Preuss School UCSD, San Diego, Emily Sim, Troy High School, Fullerton, Grace Song, J. Rowland High School, Rowland Heights, Vikram Sriram, Brea Olinda High School, Brea, Matthew Ware, Santa Monica High School, Santa Monica.

PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes the clarification of the correlation between student dropout rates and bullying as a priority.

RECOMMENDED SBE ACTION

The Student Advisory Board recommends that the SBE 1) Release a statement that directly reveals the correlation between bullying and high school dropout rates; 2) Contact county superintendents and advise them to include information in their schools on the effects of bullying on the dropout rate; 3) Incorporate the effects of bullying on dropping out to state health curriculum standards.

LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

The government of California recognizes bullying as a significant contributing factor of the dropout rate. The State Board of Education should also create substandard 1.12.M, which clearly outlines that bullying is a stressor causing students to potentially drop out, within Standard 1 of the Mental, Emotional, and Social Health section of the California Health Standards for high school students.

SBE Action

The State Board of Education should recommend county superintendents to disseminate information to teachers within their jurisdiction regarding the effects of bullying, including its impact on the pupil retention rate, during National Bullying Prevention Month.

Student Action

Students understand that reporting bullying can be done under completely anonymous circumstances and that they will collaborate with teachers to reduce the prevalence of bullying, thus lowering the dropout rate.

KEY ISSUES

- The National Association of School Psychologists reports that 1 in 10 students who drop out do so because they have been bullied.
- A 2007 study conducted by the University of Virginia corroborates that the dropout rate is 29 percent above average in schools with high levels of bullying, but 28 percent below average in schools with comparatively low levels of bullying.

WHAT'S WORKING

- AB 630: This assembly bill recommends that teachers use activities and other methods to reduce bullying.
- National Bullying Prevention Month.

FISCAL ANALYSIS

An increased retention rate increases the amount of funding each school receives. Although the state will initially have to cover the expenditures of higher student attendance, this cost is negligible compared to the economic benefits of a higher student retention rate. A New York Times article dictates that for every dollar spent on a high school graduate by the state government, there is a return of about \$1.45 to \$3.55. A modification to AB 630 would only incur the minimal administration costs. It is unnecessary to increase funding to the program itself. Although research costs should be considered to implement the effects of bullying on dropouts into the curriculum, CALPADS is already in effect and will mitigate the impact on the state budget.

RATIONALE

There is currently not enough transparency on the correlation between bullying and the dropout rate. Bullying is the largest quantifiable cause of dropping out; 1 in 10 students who drop out of high school do so because they are victims of bullying. The government of California has not formally acknowledged that students who are bullied are more likely to drop out than their peers. Issuing such a declaration is a necessary step before individual school districts can take measures to decrease dropout rates due to bullying. The SAGE also recommends the SBE create substandard 1.12M, which clearly outlines that bullying is a stressor which can lead students to drop out, within Standard 1 of the Mental, Emotional, and Social Health section of the California Health Standards for high school students. By educating students on the harmful effects of bullying, students who are distant from other repercussions (e.g., suicide) can take bullying

prevention programs with more gravity. This will expose all students in California to this issue and affirm that the state and the California Department of Education recognize how bullying can lead to students dropping out of high school. The SBE should strongly consider these recommendations because of the outstanding fiscal benefits. The amount of revenue which could be generated has enormous significance and is especially needed in this time of budget cuts.

SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

A. Present Pertinent Regulations and Policy:

- AB630 (Provides funding for supplementary curriculum taught during National Bullying Month aimed to prevent bullying)
- CALPADS (California Longitudinal Pupil Achievement Data System. Follows students throughout their 4 years of high school and reports cohort data on graduation and dropout rates organized by demographics)
- California Education Code §32261-32262 (The state recognizes that students have the right to attend school on safe, secure, and peaceful campuses.)
- California Education Code §32265 (Organizes conferences between schools meant to share best practices used to reduce violence, vandalism, drug use, gangs, bullying prevention, etc.)
- California Education Code §32270 (Establishes a statewide schools safety cadre for the purpose of collaboration and reducing bullying among other things.)
- California Education Code §48900 (Emphasizes suspension as a consequence of bullying.)

B. Previous State Board of Education Action:

- SB65 (1985) Provides funding to counselors to outreach to students at risk of dropping out
- *Bullying in Schools* (2003) A public report published by the SBE that details the problem of bullying in schools.

C. Previous Legislative Action:

- **SB 1251 (2008)** This bill includes 5- and 6-year graduation rates in the calculation of a school's Academic Performance Index (API)
- **SB 1532 (2008)** This bill establishes a goal of attaining a statewide high school graduation rate of 90 percent, and provides that a school district or high school would demonstrate AYP (adequate yearly progress) by achieving a 90 percent graduation rate or by reducing the gap between its graduation rate and the 90 percent target by 10 percent every 2 years.
- **SB 651 (2009)** This bill requires the superintendent to submit a report (*Annual Report on Dropouts*) to the governor, legislature, and state board.
- **SB 1357 (2010)** This bill requires the California Department of Education to include data on student absences in the California Longitudinal Pupil Achievement Data System (CALPADS)

Presented to California State Board of Education
Wednesday, November 7, 2012, Item #4

Topic: Implementation of the Common Core Standards in California

Speaker: Jasmin Kwak, Troy High School, Fullerton

Writer: Allan Zhou, Folsom High School, Folsom

Group Members: Allan Zhou, Folsom High School, Folsom; Cameron Keegan, Analy High School, Sebastopol; Catherine Shim, El Dorado High School, Placentia; Jasmin Kwak, Troy High School, Fullerton; Jenna Lin, Palos Verdes Peninsula High School, Rolling Hills Estates; Maria Angulo, Valley View High School, Moreno Valley; Savannah Krause, Beckman High School, Irvine; Wesley Kao, Mira Loma High School, Sacramento

PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes student input on the Implementation Process of the Common Core Standards as a priority.

RECOMMENDED SBE ACTION

The Student Advisory Board recommends that the Board of Education advise the Common Core Systems Implementation Office to create a committee of students which can be consulted to obtain student feedback on the effectiveness of the implementation of new standards and to offer another perspective on the standards.

LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

The State Board of Education should recommend that the Common Core Systems Implementation Office create a committee of students to consult on the implementation process; the specific details on how and when the committee is assembled should be left up to the discretion of the C.C.S. Implementation Office.

Student Action

The committee will consist of a diverse and motivated group of students impacted by the new Common Core Standards. Students in the committee will provide valuable feedback and perspective on the implementation process.

KEY ISSUES

- While the Common Core Standards have been created to provide a more meaningful education to the students, the only way in the status quo to understand the CCS's effectiveness and success is through standardized tests.
 - However, standardized tests do not relay the student's true opinions of the way Common Core Standards have been presented in the classroom.

WHAT'S WORKING

- The methods of implementation of the Common Core Standards involve input from a wide variety of groups, such as teachers and administrators.
- The Student Board Member on the State Board of Education is able to offer a student perspective on California's education system, and provide recommendations to improve curriculum and standards.

FISCAL ANALYSIS

The creation of a committee of students to provide input to the Common Core System Implementation Office will incur a minimal cost to the state, contingent upon whether the committee physically congregates, how often the committee members communicate, and any costs as a result. Because the committee would only exist for as long as the implementation process takes, these costs would not be incurred indefinitely.

RATIONALE

Having a student voice in the Implementation Process for the Common Core Standards is absolutely essential. Currently, most stakeholders in the education system, such as teachers and administrators, are consulted--but students are not. Because the students are the primary beneficiaries of education and experience it on a daily basis, they are the largest stakeholder in the education system, and it makes little sense not to consider their input. As a result of their unique involvement in and view on their own education, students are best able to voice their own needs and provide detailed feedback during the implementation process. Student input will also build a symbolic bridge between students and government and offers the students direct rather than virtual representation. Furthermore, the C.C.S. Implementation Office has stated that the Standards should be a "living document" that evolves over time; consulting with students and getting their input would help to evolve and perfect the standards. Having a student voice in the implementation process reduces the risk of making the same mistakes that plagued the previous set of standards because student input can provide valuable feedback on how well the standards are being implemented; after all, students get to experience the implementation of the new standards first hand in their own classrooms. In essence, giving students a voice on the implementation process will offer both a fresh perspective and another avenue by which the the process of implementation may be evaluated, thus giving the new standards a greater chance to succeed.

SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

Present Pertinent Regulations and Policy:

Education Code #60605.85 amended
Education Code #60605.10 and #60605.11 added

Previous State Board of Education Action:

State Board of Education adopted Common Core Standards on August 2nd, 2010
Promotion of the CCSS and supporting resources at conferences, workshops, in Webinars, and online began in 2010

Previous Legislative Action:

SB 1200 Academic Standards: Recommended Modifications

Presented to California State Board of Education
Wednesday, November 7, 2012, Item #5

Topic: Best Classroom Practices

Speaker: Jack Wagner, Beverly Hills High School, Beverly Hills

Writer: Jennifer Yi, Troy High School, Fullerton; Milan Zhou, Folsom High School, Folsom

Group Members: Jack Wagner, Beverly Hills High School, Beverly Hills; Rikki Hu, Mira Loma High School, Sacramento; Griffin Keller, Bellarmine College Preparatory, San Jose; Jong Woo Roh, North Torrance High School, Torrance; Joshua Raynor, E.V. Cain Middle School, Auburn; Joanne Kim, Troy High School, Fullerton; Jennifer Yi, Troy High School, Fullerton; Milan Zhou, Folsom High School, Folsom

PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes the implementation of a communication system for teachers and schools to share best classroom practices (such as organization and teaching methods) as a priority.

RECOMMENDED SBE ACTION

The Student Advisory Board on Education recommends that the State Board on Education (SBE)

- 1) publish an online resource guide database containing best classroom practices on the California Department of Education (CDE) website public for all to see, specifically catered towards teachers and schools;
- 2) encourage the Instructional Quality Commission (IQC) to moderate the best practices resource guide compilation and collect data annually by reaching out to high performing schools based off of Academic Performance Index (API) scores and inviting them to submit teachers' most effective classroom practices;
- 3) allow teachers within qualifying parameters determined by the IQC to offer submissions on their own accord;
- 4) organize the best practices resource guide by division (in primary, junior high, and high school), respective subjects, and general classroom methods; and
- 5) include student representatives within the compilation process.

LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

The California Instructional Quality Commission (IQC) should contact California schools that are consistently receiving high API scores and invite their teachers to contribute best practices in teaching students standards creatively and effectively. The IQC can also use data from the past to

seek out potential contributors for the resource guide. Once the link has been created and established, the website should include a best practices submission page.

Programs

Schools should be involved in contributing best classroom practices on a yearly basis through educator and administrator collaboration. Because the IQC will moderate the collection of best practices, high performing schools and the IQC will collaborate as well ensure that a well-balanced best practices resource is created. Inside individual schools, designated teachers from different departments will participate in the process.

Student Action

Students should have a voice in the compilation process and should be involved in the review of best practices. Students are the ones affected by classroom practices and can draw from their experiences to determine which practices are effective or not.

KEY ISSUES

Great teachers and practices exist, but there is not an efficient way for these methods to be shared across California. In turn, schools and teachers seeking to improve their classroom practices are not always aware of the best practices implemented by teachers in successful schools. As a result, some students are not learning the curriculum in an experiential and meaningful way that allows them to apply their knowledge in practical situations and assessments.

WHAT'S WORKING

Other states have some form of online classroom best practices sharing (Alaska, Texas, Minnesota, North Dakota, etc.). These are easily accessible through the State Educational Agency (SEA). †

In California, the Teachers of the Year recognizes exemplary teachers who best represent all of California's teachers and symbolize the profession's contributions to quality education.

The *High School!* was a best practice periodical similar to the program we are proposing with one major difference. The *High School!* was focused on high schools specifically while our proposal uses a wider scope. This periodical does not/may not exist anymore.

FISCAL ANALYSIS

The costs incurred by the implementation of best classroom practices will be minimal because it involves resources compilation of resources already existing or obtained for free.

RATIONALE

Given the existence of Adequate Yearly Progress (AYP) under No Child Left Behind, all students in California are expected to reach 100% proficiency by spring 2014. However, the majority of schools often struggle to meet the annual improvement objectives measured by standardized test scores. One of the greatest factors that contributes to this divergence in student success is the diversity of classroom experiences, not all of which are conducive to student achievement. Due to the absence of a system that allows teachers to share their most effective teaching methods, not all students receive optimal classroom experiences that would contribute to the overall success of their school.

The state has a limited amount of time; the imminent approach of the 100% proficiency deadline requires measures to be taken immediately. Compiling a database to share the best classroom practices will provide an implementable resource for educators across California, thus assisting schools in meeting AYP objectives. This solution would also result in a more widespread use of effective classroom practices to ultimately benefit the students and the education in California as a whole. Overall, statewide progression depends on schools, whose achievements are linked to student performance. In order to fulfill the state's 2014 goal, education at the classroom level should be enhanced. For new or low-income teachers who are motivated but lack direction, this would especially serve as an valuable resource.

As for students, innovative, interactive classroom practices stimulate intellectual development and provide a sense of academic fulfillment. When teachers present concepts in a way that allows students to easily explore their matter of study, students appreciate the opportunity to absorb information, as opposed to being limited to memorizing facts. This natural process of learning further cultivates the students' understanding, helping them to see the value of their studies and to retain as much information as possible. Noticing the efforts of teachers to provide extra resources, students cannot help but hope that others can experience the same classroom practices. While the database may seem but a small measure, its creation may have an infinitely influential effect on both students and teachers.

SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

Previous Student Advisory Board on Education Recommendations:

SABE 2008 Proposal - Creative Approaches for Instruction and Teaching

Present Pertinent Regulations and Policy:

CA Education Code # 33323 *Effective Educational Programs and Practices*

Previous State Board of Education Action:

No previous SBE Action.

Previous Legislative Action:

No Previous Legislative Action