

Student Advisory Board on Legislation in Education



2021

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P R E F A C E

The first annual Student Advisory Board on Legislation in Education took place in 2000 and was established as an avenue for the California Legislature to receive feedback from the main stakeholders of the education system: students. Students at SABLE have served as representatives for the needs and perspectives of California students for the last twenty-two years.

The 2021 Student Advisory Board on Legislation in Education (SABLE) took place virtually on January 9th and 10th. The delegation was composed of 72 high school students from all grades and representing all regions of California. At SABLE, delegates discussed the issues in California public education that they, as students, identified as most pertinent. Delegates then researched and developed bill proposals to best address these issues.

Topics addressed this year and their respective proposals include:

- **Racial Equity**
 - Requires that each school site create prominently visible physical and digital posters that notify students of the racial discrimination policies in their district.
- **Mental Health**
 - The creation, administration, and distribution by the CDE of a survey specifically tailored towards gathering information about students' mental health to every local educational agency in California.
- **Minority Representation**
 - Requires the governing board of school districts to instate an Equity Council advisory committee of various stakeholders from locally defined marginalized communities if presented with a petition.
- **Post-High School Preparedness**
 - The creation of a pilot grant program available to local educational agencies to fund workshops on career readiness, financial literacy, and key life skills.
- **LGBTQ+ Representation**
 - The creation of an Equity Task Force by the CDE that focuses on LGBTQ+ representation in K-12 schools, creating a model blueprint for districts to utilize to create an inclusive environment for LGBTQ+ students.

- **Environmental Sustainability**

- Requires the State Allocation Board to mandate schools that apply for modernization and construction facility grants from the Office of Public School Construction to allocate part of that money for new, sustainable bathroom facilities, particularly high-speed, cool air hand dryers, low-flow water aerators, and dual-flush toilets.

- **Sex Education**

- The creation of a pilot program providing elementary, middle, and high schools with state-approved speakers with expertise in the subject to improve the existing sex education curriculum by providing age-appropriate supplementary lessons.

The proposals outlined in this packet are the direct result of the work of students. Over only two days, students brainstormed, deliberated, and conducted thorough research to create effective and informed proposals that will make tangible change in their communities and statewide. We commend the delegation and their extraordinary initiative.

Due to the ongoing COVID-19 pandemic, the Student Advisory Board on Legislation in Education was transitioned to an online platform for the first time in conference history, utilizing the same technology that millions of students across our state use to attend school every day. The pandemic has created new challenges and exacerbated existing inequities throughout the educational system, with students being the primary witnesses. The delegation's proposals will be instrumental in returning to in-person instruction and help create a better learning experience for students statewide.

Racial Equity

Speaker: Catherine Xu, Westlake High School
(AD-44, SD-27)

Writer: Adalia Luo, Newbury Park High School
(AD-44, SD-27)

Group

Members: Maya Bryson, Wilson High School
(AD-70, SD-33); Kaitlyn Cui, Northwood
High School (AD-68, SD-37); Aracely
Duarte Perez, Sweetwater High School
(AD-80, SD-40); Kaitlin Killion,
Enterprise High School (AD-1, SD-1);
Candice Lee, Dublin High School
(AD-16, SD-7); Michelle D’Souza,
Cupertino High School (AD-28, SD-15);
Megan Lane, Polytechnic High School
(AD-70, SD-33)

Facilitator: Estrella Pacheco, Anly High School
(AD-10, SD-2)

Research: Audrey Mallah, Albany High School
(AD-15, SD-9)

I. Summary

This bill mandates that each school site create prominently visible physical and digital posters that notify students of the racial discrimination policies in their district, available through and past the COVID-19 pandemic.

II. Background

Within California, racial insensitivity and cultural incompetency has persistently led to the normalization of racially motivated harassment against racial and ethnic groups, particularly Black, Indigenous, and other People of Color (BIPOC).

Existing policies for complaints of discrimination, harassment, intimidation and bullying, including racially-motivated incidents, are established as Uniform Complaint Procedures, detailed in the California Code of Regulations, Title 5, Chapter 5.1, Section 4600, et seq. While the district’s complaint procedure should be published in student handbooks, this policy is not mandated. Students without access to these resources must instead contact the district office personally and request a copy of

the nondiscrimination policy and complaint procedures.

From 2011 to 2015, 48% of all hate crime victimizations were motivated by racial bias, and another 35% by ethnic bias, according to the DOJ. Data from the FBI’s Hate Crime Statistics Program, which includes only reported incidents that police then go on to determine as being hate crimes, hate crimes on school campuses increased by 25% in 2018 alone. By 2019, this number was at an all time high.

III. Problem

Students of color facing discrimination lack clear, accessible, and effective pathways to receive justice for acts of harassment committed against them. The foundational purpose of these policies are thus underscored in the first place, and the physical and mental health of BIPOC students fail to be prioritized. Students of color are often unheard and diminished, and in turn do not receive equitable educational opportunities, leading to many feeling devalued and dehumanized. This culture directly contributes to disparities such as the achievement gap, disproportionate suspension and expulsion rates, and school to prison pipelines, amongst many others.

IV. Solution

The proposed solution requires each local education agency, serving pupils in any of grades 9 through 12, inclusive, to create infographic posters, under guidelines provided by the CDE based upon already existing resources.

- I. Posters must display key information pertaining to the discrimination and harassment policy of each LEA, including the current and detailed procedures for reporting a charge of racial discrimination and harassment.
- II. Physical posters must be prominently and conspicuously displayed in high-traffic areas on campus. Governing

bodies of each LEA are authorized to determine specific locations.

- III. Posters must be capable of distribution and display both digitally and physically. Poster design and content is under the discretion of each LEA.
- IV. Posters must be displayed in English and any primary language spoken by 15% or more of the students enrolled at the school site in accordance to Education Code Section 48985.
- V. Physical posters must be no smaller than 8.5 by 11 inches, and use at least 12-point type.
- VI. Digital posters must be made accessible through digital mechanisms such as social media, websites, portals, newsletters, and learning platforms.

The publication of disciplinary processes will initiate a cultural change, generating more productive dialogue regarding racism in schools, by laying the foundation for future legislation combating these disciplinary inequities. Students of color will actualize their rights and resources, while staff and non-BIPOC peers will be engaged in a more accountable environment, where all students feel safe and comfortable.

V. Fiscal Analysis

School districts may have costs incurred which may be found reimbursable by the state. Specific costs will depend on the number of posters displayed, but could range from the 10,000s to the low 100,000s of dollars, taken from the Proposition 98 General Fund.

VI. Proven Results

AB 9 (2011) required the State Superintendent of Public Instruction to post the bill, which detailed a procedure for handling bullying and

discrimination for staff in school handbooks, school and district offices and on websites, accessible to student and parent access. It has provided accountability for those who have committed racially discriminatory acts and has displayed numerous positive results, notably mobilizing 25 schools to launch new, accessible methods such as anonymous tip lines, surveys, and forms for students to vocalize these incidents for investigation, according to a grand jury. Many have even implemented restorative justice practices such as peer courts, counseling, and peer mediation. The cultural shift within this community demonstrates the importance of raising awareness and accountability in order to generate dialogue, discussion, and effective solutions moving forward.

VII. Legislative Precedent

AB 543 (2019) - requires each educational institution provide their written policy on sexual harassment as part of an orientation program conducted for continuing pupils and to be prominently and conspicuously

Strength in Diversity Act (2020) - passed by the United States House of Representatives to support districts in developing, implementing, or expanding diversity initiatives already in place.

Williams Act Notices, 5 CCR section 4684(a) - LEAs are required to post the Williams Complaint Classroom Notice in each classroom of each school, notifying all parents/guardians, pupils, and teachers of their rights to file a complaint about insufficient instructional materials, unclean/unsafe school facilities, and/or teacher vacancies/misassignments.

Mental Health

Speaker: Léo Corzo-Clark, Albany High School
(AD-15, SD-9)

Writer: Karina Pan, Temple City High School
(AD-49, SD-22)

Group

Members: Dagny Whall, La Jolla High School
(AD-78, SD-39); Kennedy Delaney, Shasta
High School (AD-01, SD-01); Jacob
Francisco, Angelo Rodriguez High School
Early College Program (AD-11, SD-03);
Benjamin Salop, Oakland Technical High
School (AD-15, SD-09); Mina Lee, John
Marshall High School (AD-53, SD-24); Eli
Ramer, Beverly Hills High School (AD-50,
SD-26); Kylie Sullivan, Ann Sobrato High
School (AD-17, SD-30); Sydney Sutton,
Foothill High School (AD-01, SD-01); Previn
Langham, Lincoln High School (AD-13,
SD-05)

Facilitator: Kenneth Kim, U.S.C.

Research: Harper Johnston, C. K. McClatchy High
School (AD-07, SD-06)

I. Summary

The Student Advisory Board on Legislation and Education recommends that the California Department of Education creates and administers the distribution of a survey specifically tailored towards gathering information about students' mental health to every local education agency in California.

II. Background

The Student Advisory Board on Legislation and Education has identified that the state lacks accurate high school student mental health data. Today, students in grades fifth, seventh, ninth, and eleventh participate in the California Healthy Kids survey which is meant to display data regarding school climate and safety. The survey currently asks some wellness questions which are strictly centered around the school climate, violence, substance abuse, and suicide prevention. Although students currently take the California Healthy Kids survey, student wellness

is not adequately covered because mental health is a more extensive topic than just depression and suicidal thoughts. Current data gathered from the California Healthy Kids survey is not comprehensive of student mental health and wellness.

III. Problem

School districts across California are unable to make educated choices in regards to mental health plans and actions due to a lack of updated, standardized information about students' mental health. Although there are nationwide surveys with publicly released results, few are specific to youth in California. Without crucial information that identifies the shortcomings of current mental health support, districts are unable to improve their mental health services and develop more helpful resources for their students.

Declining mental health is an increasingly concerning and pressing problem for youth today.

- According to the Centers of Disease Control and Prevention, suicide is the 2nd leading cause of death for people aged 15-24. Additionally, the rate of suicide among those aged 10 to 24 increased nearly 60% between 2007 and 2018.
- According to the National Institute of Mental Health, approximately 1 in 5 youth aged 13–18 (21.4%) experiences a severe mental disorder that causes significant impairment in daily life. For children aged 8–15, the estimate is 13%.
- A study conducted by the American Civil Liberties Union of Southern California in April found that 5th-12th graders most frequently described their mental state as “anxious” and “lonely”. Before the pandemic and statewide online learning, the majority of students felt able to cope with the normal stresses of life and school. After the pandemic, less than 40% felt this way.

IV. Solution

To address the lack of adequate information in regards to students' mental health, the California Department of Education should create a standardized survey that specifically focuses on mental health. Questions on this survey would include the presence of mental illness symptoms in students, student access to informal and formal support, mental health in relation to academics, stress levels, and the extent to which students are exposed to and are comfortable with district provided resources. These types of questions would provide qualitative and quantitative measurements that would help researchers and psychological professionals provide more effective guidance for youth mental health support.

All districts would be required to administer this survey to their students in grades 5 through 12 on a yearly basis. According to the National Alliance on Mental Illness, 50% of all lifetime mental illnesses develop by age 14 and 75% are developed by age 24. Thus, gathering information about students' mental health from a young age and updating it annually will help ensure that districts are able to outline and adjust mental health resources to best support students at all stages.

Districts would submit the completed surveys to the CDE, which would organize the data and release it to the public in a timely manner. This allows for a centralized method of accurately assessing mental health in California while also providing an avenue in which districts can craft a localized plan that focuses on resolving specific issues by demographics. This localized plan will be developed by required input of local stakeholders, including staff, students, medical professionals and parents after analysis of the survey results. These localized plans would then be published and sent back to the CDE, which would help provide transparency to the community, locate districts in need of assistance, and increase community members' understanding of student mental health.

V. Fiscal Analysis

The creation and administration of the survey should come to no additional cost for the CDE itself. In addition, the act of local stakeholders volunteering to analyze and utilize the surveys within district-specific action plans should cost no money, because the steps taken to do so should occur in conjunction with local district meetings, incurring no additional fees in transportation or creation. The general cost of implementing the survey statewide is roughly \$3.6 million dollars; however, this is the combined expense that the local districts in California will incur during the process of administering the survey, and will come at no cost to the CDE itself.

VI. Legislative Precedent

- Proposition 63 (2004)
 - This provides community-based mental health services to California residents. The MHSA provides the opportunity for education and mental health fields to collaborate and assist California's youth and students in achieving their educational and personal goals. It 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. AB 1162, a bill that gives the commission access to data, information, policies, procedures, and practices held or maintained by state and local agencies in order to develop these strategies, was created in tandem.
- Assembly Bill 114 (2011)
 - It 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.

- Assembly Bill 8 (2019)
 - Existing law requires a school of a school district or county office of education and a charter school to notify pupils and guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both, as provided.

Minority Representation

Speaker: Stephanie Hu (AD-73, SD-36), Tesoro High School, Las Flores

Writer: Sanya Dhama (AD-60, SD-31), Santiago High School, Corona

Group Members: David Kim (AD-13, SD-5), Lincoln High School, Stockton; David Cho (AD-44, SD-27), Newbury Park High School, Newbury Park; Irene Kim (AD-73, SD-36), Mission Viejo High School, Mission Viejo; Ellie Lian (AD-68, SD-37), Portola High School, Irvine; Max Ramirez-Resendiz (AD-30, SD-12), San Benito High School, Hollister; Amira Hutcherson (AD-1, SD-1), Shasta High School, Redding; Lamis Yassin (AD-1, SD-1), University Preparatory School, Redding; Emerson Lyons (AD-1, SD-1), University Preparatory School, Redding

Facilitator: David Qing (AD-13, SD-5), Lincoln High School, Stockton

Research: Michelle Alas (AD-14, SD-7), Northgate High School, Walnut Creek

I. Summary

Students from marginalized communities often do not have accessible and encouraged ways to obtain equal representation due to the absence of diversity among decision makers in higher powers. This proposal requires the governing board of school districts to instate an Equity Council advisory committee of various stakeholders from locally defined marginalized communities if presented with a petition.

II. Background

In the wake of the murder of George Floyd and the recent raid on the Capitol, civil unrest arose as a result of indignation. It became clear that the United States is rooted in systems of racial oppression. As the most diverse state in the country, with more than half of the pupils in California public schools being students of color, it is imperative that accurate education and representation is granted to ensure that our students learn in a safe environment.

Such safety is not guaranteed for many other minority students. From cyberharassment to physical violence, bullying is a serious problem for many schools. A key example is the bullying of LGBTQ+ students, where research is particularly likely to be ignored or mishandled by staff.

Additionally, as Rep. Schiff notes, students with disabilities have always been among the most vulnerable in our educational system, especially due to the pandemic where these students have a greater risk of falling behind.

Though minorities (ethnic, racial, religious, sexual, and with disabilities and other identities) are consistently undermined, there is no body that encourages minority representation through leadership.

III. Problem

Students from marginalized communities do not have an accessible and encouraged way to obtain equal representation.

An estimated 25 African-American superintendents in California, according to the California Association of African-American Superintendents and Administrators, represent the 6 percent of African-American public school students. Additionally, in Tesoro High School's diversity coalition, Asian and White and able-bodied and cis-gendered students.

While a Diversity Coalition exists at Tesoro High School, it is composed of only white and Asian students who are entirely able-bodied and cis-gendered. It empowers no Black, Latinx, Indigenous, disabled, trans, or foster students.

After surveying nearly 2,500 teachers and students across the country, researchers found that teachers were less comfortable intervening with bullying prompted by sexual orientation and gender identity than with race, ability, and religion. And while 83 percent of educators felt that they should provide a safe environment for their LGBTQ+ students—by displaying visible

symbols of support or disciplining students for homophobic behavior—, only half had taken action to do so, according to the Gay, Lesbian and Straight Education Network (GLSEN), an organization that helps K–12 schools create safe environments for LGBTQ+ students.

Though there is an increased necessity for competency due to implicit biases and misinformation, there is a lack of exposure to various minorities’ backgrounds, including heritage, culture, practices, sexuality, disability, etc.

IV. Solution

If presented with an official petition with signatures from either 500 students or 10 percent of the number of pupils regularly enrolled in high schools of the school district, the district is required to codify into board bylaw an Equity Council (in perpetuity) of various stakeholders (comprised of students, teachers, parents, and district board members) from different marginalized communities—decided by the demographics and data of the individual district, alongside an application process—within 60 days of the petition being presented. As key decision makers, council members would advise and support the development of education and support services for minority students, aid in the creation of a diversity plan, and educate other students on their heritage, culture, practices, sexuality, disability, etc.

School boards with members of diverse backgrounds, experiences, gender, and ethnicities can benefit from a variety of perspectives; having access to widespread viewpoints is valuable when considering the important decisions that the school board may make regarding educational and policy issues. As an advisory committee to the board, Equity Council Members will report out at meetings, advocating for equity and representation in school policies.

V. Fiscal Analysis

Due to the nature of the proposal, the State Budget will incur no costs. Furthermore, there

are minimal to no costs attributed to creating a volunteer-based council with minimal staff costs at the local level.

VI. Legislative Precedent

- Assembly Bill 261: Preferential Voting to Pupils
 - This bill defines the process of petitioning to establish the Student Board Member position.
 - This is adapted for the Equity Council.
- Oakland Unified School District Equity Task
 - The equity task force is a district-wide initiative to lift up a racial justice, equity and healing mindset for all educators in Oakland made up of leaders from Principal Professional Learning Bias Cohort, Office of Equity, Special Education, English Language Learner & Multilingual Achievement, and beyond.
- San Mateo-Foster City Unified School District Equity Task Force
 - SMFCSD adopted an Equity Task Force to develop recommendations for improving processes related to staffing, support for LGBTQ+ students, and academic programming. Highlights include reviewing current board policies and identifying ways that those policies support or inhibit equity in our schools.
- Assembly Bill 331/101: Ethnic Studies
 - This bill would require local educational agencies to offer an ethnic studies course commencing and would add the completion of a one-semester course in ethnic studies to the high school graduation requirements commencing with pupils graduating in the 2029–30 school year.
 - Equity Council Members will be tasked with educating their peers and school boards about the marginalized community they are representing in an effort to continue inclusive conversations and education.

Post-High School Preparedness

Speaker: Esther Kim (AD-55, SD-29), Chino Hills High School

Writer: Miriam Waldvogel (AD-13, SD-5), Lincoln High School, Leevi Symister (AD-7, SD-6), C.K. McClatchy High School

Group

Members: Matthew Rodriguez, Santiago High School (AD-60, SD-31), Nimi Patel (AD-68, SD-37), Arnold O. Beckman High School, Lily Gebhart (AD-1, SD-1), Shasta High School, Adera Craig, Westlake High School (AD-44, SD-27), Jesse James, Troy High School (AD-65, SD-29), Trinh Vo, Lincoln High School (AD-13, SD-5), Batya Bimstein, Bonita Vista High School (AD-79, SD-40)

Facilitator: Colman Sun (AD-68, SD-37), Northwood High School

Research: Brandon Bui (AD-19, SD-11), Lowell High School

I. Summary

The Student Advisory Board on Legislation and Education advises the Joint Legislative Committee on Education to create a pilot grant program available to school districts to fund workshops on career readiness, financial literacy, and key life skills.

II. Background

The Student Advisory Board on Legislation and Education has identified that high school students in California are insufficiently equipped with the skills necessary for post-high school preparedness due to the lack of programs and workshops in schools. In 2017, for example, California was given an “F” grade by the [Champlain College Center for Financial Literacy](#) on its ability to produce financially literate high school graduates. Although some schools offer job interview workshops, extra financial literacy classes, or similar sessions, these are most likely to serve more economically privileged populations, while lower-income schools may not have the resources to put on such programs. Expanding student access to programs on vital

financial, job, and post-high school skills is necessary to produce well-rounded students who are prepared to competently enter the workforce. Employers place higher value on work experience, entrepreneurial skills, and financial literacy rather than GPA or standardized test scores (Kauffman Foundation, p. 1).

III. Problem

Schools across California are not properly educating students on post-high school skills such as financial literacy and time management. While there are ample opportunities for students interested in attending college (such as AP courses or dual enrollment classes), there are limited resources available to students who desire to pursue non-college career paths. This is a potential source of anxiety for students, who are already burdened with the pressures of homework, school, or family situations.

IV. Solution

To address the lack of college and career preparedness, a grant program totaling \$500,000 shall be allocated for schools to fund workshops that educate students on post-high school topics. Title 1 districts should be prioritized in receiving funding through a formula based on district size and need from the \$500,000 pool. The workshop topics include financial literacy, career preparedness, vocational programs, and college alternatives. While some schools already provide such resources, they are more likely to only serve neighborhoods with higher income. Schools in lower-income areas do not have as much funding available, and therefore, offer fewer access to opportunities such as the aforementioned workshops, despite students of lower socioeconomic status receiving the most benefit. Educating less privileged students these essential skills is a preliminary step in helping them break from the cycle of generational poverty.

The grants will be administered by the California Department of Education. In order to

receive grant funding, districts must submit a proposal detailing the content that will be presented in their workshop(s). The districts must also clearly detail how the funds will be distributed. A given workshop must address at least one of the following topics:

Financial literacy

- Mortgages and home purchases
- Tax filings
- Credit cards
- Loans
- Saving and retirement
- Understanding of the economy

Time management

- Balance between school, work, and leisure

Career readiness

- Interview skills and practice
- Education of the diversity of career fields beyond those of the norm

Communication skills

- Presentation and speech skills
- Empathetic listening skills
- Clarity and concision in conveyance of subject matter

V. Fiscal Analysis

The state would allocate \$500,000 in grant funding to be directed to local school districts. The grant allocation described above will provide sufficient funds for students to receive education in vital life skills, while remaining a manageable addition to the state's education budget.

VI. Legislative Precedent

Previous Action (Career Readiness)

- A. Career Technical Education Incentive Grant (CTEIG)
 - a. The California Career Technical Education Incentive Grant (CTEIG) is a state education, economic, and workforce development initiative. It provides students in grades Kindergarten through 12 the

opportunity to learn skills pertaining to entering the workforce or post-secondary education. Funds allocated by the grant must be spent on enhancing or beginning CTE programs, CTE credentialed teachers for CTE coursework, maintaining CTE pathway during allocation of the grant, and purchasing materials needed for CTE instruction.

Previous Action (Financial Literacy)

- A. Mandates that provided financial literacy education in Texas reported that following the third year of implementation, the average credit scores of 18 through 22 year olds increased. In Texas by 31.71 points. (Finra Foundation)
- B. Mandates that included financial literacy programs following 3 years of implementation decreased delinquency rates in adults 18 through 22 year olds. When implemented in Texas, severe delinquency rates had decreased by 5.8 percentage points compared to states who did not implement the mandate. This represents a 32.6% drop in Texas' severe delinquency rate prior to the program. (Finra Foundation)
- C. AB 1087
 - a. Creates a Financial Literacy Advisory Committee to review materials for an online library available for use to parents and teachers. The information provided in the library provides instruction on financial education for students in grades Kindergarten through 12.
- D. AB 1647
 - b. Amendment to Section 51280 of the California Education Code, which provides legislation on education to Californians regarding the likelihood of becoming an "aging" state,

including but not limited to, savings and financial planning.

E. SB 455

- c. Requires that the Department of Business Oversight to provide grants of up to \$100,000 to nonprofits specified for their financial education programs. However, no funds are given to districts, which have direct access to students. (Finra Foundation)

LGBTQ+ Representation

Speaker: Kamron Moore, Cabrillo High School, Long Beach

Writer: Desiree Adamos, Olympian High School, San Diego

Group

Members: Sua Sophia Choi, Ruben S. Ayala High School, Chino Hills; Malea Deis, El Molino High School, Forestville; Nicholas Djokic, Saint Mary’s High School, Stockton; Katrina Doyle-Jacobson, Renaissance High School, Long Beach; Maria Gonzalez, Golden Valley High School, Bakersfield; Khushi Kumar, Centennial High School, Corona; Kaeli Nguyen, Eastlake High School, Chula Vista; Tucker Waters, Lincoln High School, Stockton

Facilitator: Angel Jiminez, USC, Los Angeles

Research: Alvin Lee, Mission San Jose High School, Fremont

I. Summary

The Student Advisory Board on Legislation recommends that the state legislature require the California Department of Education to assemble an Equity Task force that focuses on LGBTQ+ representation in K-12 schools, creating a model blueprint for districts to utilize to create an inclusive environment for LGBTQ+ students. This recommendation would be best presented before January of 2023.

II. Background

The Student Advisory Board on Legislation, a program of the California Association of Student Councils, has identified that a lack of education and advocacy for LGBTQ+ students has contributed to the stigmatization and misrepresentation of LGBTQ+ communities, thereby marginalizing LGBTQ+ students in their school community and curriculum. Schools can be difficult environments for students, regardless of their sexual orientation or gender identity, but they are often especially unwelcoming for lesbian, gay, bisexual, transgender, and queer (LGBTQ+) youth. A lack of policies and practices that affirm and support LGBTQ+

youth—and a failure to implement protections that do exist—means that LGBTQ+ students nationwide continue to face bullying, exclusion, and discrimination in school, putting them at physical and psychological risk and limiting their education. Therefore, establishing an initiative that ensures school districts are held accountable for implementing policies and protections for the LGBTQ+ community would strengthen the safety and quality of education for LGBTQ+ pupils.

III. Problem

Educators across California have not consistently advocated for LGBTQ+ pupils, as evidenced by numerous cases of bullying across multiple districts throughout the state. Moreover, teachers and staff are not equipped with effective professional development training that eliminates homophobic and transphobic sentiments.

IV. Solution

The Student Advisory Board on Education recommends that in order to address the lack of advocacy for LGBTQ+ students, a LGBTQ+ Task force shall be created and funded to specifically address the issues pertaining to the LGBTQ+ community. The task force's deliberations and recommendations should formally be concluded by January 2023. This Equity Task force would include representation of educators and students who identify as members of the LGBTQ+ community. To clarify, the LGBTQ+ Equity Task force would create a blueprint guideline on how local districts can foster a more inclusive and welcoming environment for LGBTQ+ students. The Task force's topic area for the guidebook would focus on LGBTQ+ representation in professional development, cultural competency training, and identifying model practices that local education agencies and school-site administrators can take. In addition, the legislature would direct the Instructional Quality Commission and California Department of

Education to develop a model curriculum framework on LGBTQ+ history and literature that can be adopted in educational textbooks.

V. Fiscal Analysis

The appointment of members on the identified task force incurs minimal cost due to the accessibility and flexibility of an online platform. However, the actions of the task force may produce a financial dependency, such as the creation of LGBTQ+ centered curriculum, professional development training, and advertisement of resources to school districts.

VI. Legislative Precedent

- SB 48 (Leno) - This bill adds sexual orientation and religion to the list of characteristics for which instructional materials must not reflect adversely, and adds lesbian, gay, bisexual, and transgender Americans and others to the list of groups of people whose role and contributions must be accurately portrayed in instructional materials and included in social science instruction.
- AB 329 (Healthy Youth Act) – 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; To promote understanding of sexuality as a normal part of human development;
- SB 741 (Galgiani) – SB 741 will enable transgender Californians to update their marriage certificates and the birth certificates of their children to accurately reflect their legal name and gender, while still protecting their privacy.

Environmental Sustainability

Speakers: Maggie Trebilcock, Healdsburg High School

Writer: Ajandini Srirajan, Centennial High School

Group

Members: Jacqueline Adigwu, Vista Murrieta High School; Jennifer Cruden, Los Altos High School; Leah Perez, Shasta High School; Kyra Victor, Westlake High School; Christopher Tan, Granite Bay High School; Emma Lee, Fullerton Union High School; Julia Cristiano, Oak Park High School; Eunice Chae, Excelsior Charter School

Facilitator: Kelsey Perlman, University of California Los Angeles

Research: Emelia-Rose Engel, C.K. McClatchy High School

I. Summary

Schools often overlook the need for effective conservation efforts and environmental practices on campus. This proposal requires the State Allocation Board to mandate schools that apply for modernization and construction facility grants from the Office of Public School Construction to allocate part of that money for new, sustainable bathroom facilities, particularly high-speed, cool air hand dryers, low-flow water aerators, and dual-flush toilets.

II. Background

The human-made climate crisis will lead to a long-term change in the earth's climate, with the primary cause of it being the burning of fossil fuels that emit greenhouse gases. The devastating effects of climate change have already started to occur, mainly seen through thousands of people losing their homes due to floods and fires in their communities. Increase in heat leads to droughts, fires, disease, and food and water shortages. Melting of the world's glaciers is causing sea levels to rise conspicuously. All these effects ultimately cause conditions for humans such as air quality, and food and water resource availability to become severely inadequate.

In response to this ongoing crisis, Governor Gavin Newsom committed to the long-term goal of making California a carbon-neutral state by 2045. In order to keep the global average temperatures below 2 degrees Celsius, as stated in the 2016 Paris Agreement, it is crucial for global carbon emissions to be net-zero. There are 10,599 schools in California consisting of 6.1 million students. Due to the immense amount of people attending these establishments daily, schools play a huge role in the climate crisis.

III. Problem

At most schools in the public schooling system, sustainability issues that could potentially lead to severe environmental consequences are not a priority and are poorly addressed. Minimal effort is put into implementing and enforcing sustainable practices to manage waste, water, and carbon dioxide emissions.

Currently, the majority of schools in the public schooling system use paper towel dispensers in their bathrooms, using an estimate of about 500 paper towels per day. In order to effectively dry one's hands, roughly two paper towels are necessary, producing roughly 0.123 pounds of greenhouse gas emissions.

Likewise, the average school uses 22,284 gallons of water per day. In schools, water is primarily used for bathroom purposes, like toilets and water faucets. In fact, toilets comprise up to 27% of a building's annual water consumption, which is generally due to the immense amount of water per flush a toilet uses. Typical toilets situated at schools are older, and can use up to 7 gallons of water per flush. Water faucets are also a big constituent in school's water usage. Many schools either use traditional water aerators that use 2.2 gallons per minute, or have typical water faucets. Furthermore, leaks from these faucets can waste up to 10,000 gallons of water annually.

This poor waste and water management contributes to other hazardous environmental issues that can hinder a student's educational experience as well as their overall safety. As every school year passes without any form of sustainable conservation techniques in place to ensure a safe and sustainable environment, the consequences continue to expand to a point of no return.

IV. Solution

This proposal requires the State Allocation Board to mandate schools that apply for modernization and construction facility grants from the Office of Public School Construction to allocate part of the money for the purchase and installation of:

- High-speed hand dryers that use cool air (1160-1490 watts) for all school bathrooms in replacement to paper towels
- Low-flow aerators (0.5-1 gallon per minute) for all school faucets
- Dual-flush toilets for all school bathrooms

These alternatives to existing bathroom facilities provide individual schools with cost-effective, low-maintenance options that allow them to reduce their total waste production, water usage, and carbon emissions. Switching from paper towels to high-speed hand dryers can reduce the overall waste production by at least 50%. Hand dryers take roughly 45 seconds for one to effectively dry their hands, which produces 0.02-0.088 pounds of greenhouse gases, which is substantially lower than that of paper towels. Furthermore, hand dryers are more cost-effective in comparison to paper towels, and if maintained correctly, they can last for 7-10 years before replacement is necessary. Installing water aerators can reduce a faucet's water flow by at least 30%, as they only use 0.5-1 gallon per minute, while traditional aerators use 2.2 gallons per minute. Installing dual flush toilets would decrease the amount of water used by 30%, reducing sewage costs. These use no more than 1.6 gallons per flush compared to older toilets than use substantially more. The dual-flush option also allows for less clogging, saving overall maintenance efforts.

V. Fiscal Analysis

Implementation of this proposal does not require the use of any new funds but rather decrees that schools who obtain modernization and construction facility grants from the State Allocation Board must use the given money towards new high-speed, cold air hand dryers for school bathrooms. The State Allocation Board will allocate a total of \$976,000,000 of its comprehensive budget specifically for new construction and modernization projects in 2021.

VI. Legislative Precedent

- SB 373 (2001)
 - Requires the State Board of Education to revise curriculum standards on environmental education, including but not limited to energy conservation, water conservation and pollution, and pest management.
 - Encourages school districts to reduce waste, divert solid waste from landfills to transformation facilities such as recycling centers.
 - Distributes grants for the above purposes
- SB 743 (2019)
 - Prohibits a contractor or subcontractor from moving beyond the design phase of the contract unless the school district issues a notice that the building complies with the California Environmental Quality Act (CEQA)
- Education Code 17077.30
 - Distributes funds for school modernization projects. Allocation of funds is contingent on the submission of an energy report from the applicant school district.

Sex Education

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I. Summary

The Student Advisory Board on Legislation and Education advises that the Joint Legislative Committee on Education creates a pilot program providing elementary, middle, and high schools with state-approved Speakers, hereby referred to as 'Speakers', to improve the existing sex education curriculum by providing age-appropriate supplementary lessons. These Speakers-- who would be background checked to ensure school security-- may include, but are not limited to, social workers, nonprofit staff, healthcare professionals, and lawyers; the integration of these professionals into California sex education will mitigate community biases, improve student relations with staff, and educate students on a wide range of topics relating to sex education.

II. Background

The Student Advisory Board on Legislation and Education has identified that K-12 sex education in California lacks access to professional advice and influence. While the depth and inclusivity of California's sex education standards have been greatly improved by recent implementation of new sex education requirements through the Healthy Youth Act, the impact of updated standards would be greatly bolstered by a program where public speakers provide students of all ages with credible lifelong resources.

III. Problem

In educational institutions across California, the method in which sex education curriculum is chosen varies widely, as does how the curriculum is taught. As a result, students may only receive critical information-- consent, reproductive health, body image, etc-- from educators who may provide biased or rudimentary explanations on critical yet stigmatized topics. Moreover, students may not feel comfortable asking personal or sensitive questions to their teachers, causing students to avoid asking taboo questions altogether. This leaves students feeling like they are not receiving the same quality of education as their peers across the state, and leads to potential long-term effects in regard to sexual safety and risk management as students who feel that their sex education was not sufficient.

IV. Solution

In order to further destigmatize academic discussions regarding sex education and to provide students with ample resources, a pilot program shall be launched to provide students of all levels with relevant, age-appropriate state-approved Speakers. Elementary-level Speakers, which could include social workers, nonprofit staff, or pediatricians, would supplement existing elementary-level sex education curriculum. These contributions

would be especially valuable because the presence of a professional would stress upon elementary schoolers the immense importance of the topics at hand; the Speakers of this pilot program could help facilitate ongoing parent-child communication at a young age, more effectively teach children how to protect themselves from sexual predators, and reinforce the necessity of taboo-free learning about sexual health and safety. Specifically, social workers and nonprofit staff could inform elementary school students on consent, how to distinguish safe touch and healthy relationships, and identifying trusted adults to address related concerns, while pediatricians could explain the social, emotional, and anatomical implications of early puberty as well as how to develop a positive body image. Meanwhile, middle school Speakers could include social workers, pediatricians, and lawyers (to detail the legal consequences of sexual misconduct, definitions of sexual assault and sexual harrassment, and resources for legal help). The California Legislature can also enter formal partnerships with community institutions (including community behavioral health agencies) in order to lighten the responsibilities of LEAs. High school Speakers could consist of any of the previously mentioned professionals, as well as reproductive health specialists to not only teach students less extensively covered topics like the mental and emotional components of porn and masturbation, but also to further ensure students are aware of resources outside the classroom--for example, STD testing clinics, contraceptives, or recovery programs regarding sexually-related trauma. Each Speaker, as a professional in their respective fields, would be able to comfortably answer students' questions with credible, medically up-to-date, and even anonymous advice. Teachers may additionally benefit, as being exposed to new information or effective alternative ways to engage students in stigmatized topics promotes long-term improvements to California's public health. To be approved as a state Speaker, one must hold a professional background within public health to ensure they can offer science-based information. In order to receive the funding to implement this program, school districts shall apply for a grant, awarded to the Sweetwater Union High School

District, Folsom-Cordova Unified School District, and the Lincoln Unified School District.

V. Fiscal Analysis

The state would allocate \$200,000 in grant funding to be directed to the pilot school district(s) chosen. All finances will be provided by the California Legislature. The grant allocation described above is not a burden when compared to the state's overall education budget.

VI. Legislative Precedent

- AB 329 (2016) and the Healthy Youth Act (2019): Established comprehensive sex education for K-12 students
- AB 543 (2019): Established that written policies be available on prominent locations for each educational institution
- SB 48 (2011): Established inclusion of minority communities, including but not limited to the LGBTQ+ and disabled communities as well as various racial minorities, into instructional materials.