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# COMMENDATIONS

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

The Student Advisory Board on Education commends the Honorable Jack O'Connell, California State Superintendent of Public Education, for his time and commitment to encouraging the voice of the students of California.

The Student Advisory Board on Education commends the California State Board of Education for pursuing a relationship with students to help education in California progress towards positive change.

The Student Advisory Board on Education commends Rebecca Parker, the Education Program Consultant of the State Board of Education, for her invaluable knowledge as well as her desire to promote students into influential positions.

The Student Advisory Board on Education commends Paul Gardner III, the Student Board Member of the California State Board of Education, for his hard work and determination to give students an influential voice by representing the students of California.

# OTHER TOPICS OF CONCERN

Although the 2005 Student Advisory Board on Education focused on the topics included in this proposal, the following topics were also of major concern:

- School facilities
- Standards for higher Advanced Placement (AP) class teachers
- College preparedness in high school
- Availability of technology
- Student rights

# California State Board of Education

Issue # 1

Wednesday, November 9, 2005 AGENDA

Topic: **Drug and Alcohol Intervention**

Speaker: Jialu Chen, Oxford Academy

Writer: Julie Mills, Half Moon Bay High

Group Members: Olga Beltsar, Amador Valley High; Jialu Chen, Oxford Academy; Andrew Estep, Serrano High; Felicia Freitas, San Benito High; Emmalena Illia, Lower Lake High; Julie Mills, Half Moon Bay High; Clinton Rodriguez, Rancho San Justo High; Bina Santos, Notre Dame High

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## I. RECOMMENDATION

The Student Advisory Board on Education, a program of the California Association of Student Councils, recommends that the State Board of Education implement a drug and alcohol intervention program that addresses students' underlying personal problems for drug and alcohol abuse.

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## II. SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

### A. Previous Student Advisory Board on Education Discussion and Action:

- This is the first year that the Student Advisory Board on Education has addressed this issue.

### B. Present Pertinent Regulations and Policy:

- 2001—Federal No Child Left Behind Act, Title IV provided funding to local education agencies to prevent violence in and around schools; to prevent the illegal use of alcohol, tobacco and drugs; and to foster a safe and drug-free learning environment
- Education Code Section 51260-51269—Regulations regarding education instruction of the effects of the use of tobacco, alcohol, narcotics, and other dangerous drugs
- 1998—Proposition 99 increased the tax on each pack of cigarettes with funds being appropriated for tobacco-use education in schools

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## III. SUMMARY OF KEY ISSUES

The current issues with intervention programs are that they do not address specific problems of students addicted to drugs and alcohol. Drug and alcohol prevention programs implemented in schools present a “no going back” attitude that makes overcoming addiction seemingly impossible. This attitude generates unsuccessful prevention programs because the shock factor is unrealistic and losses affect over time. Therefore, both prevention *and* intervention programs are needed to solve the problem of drug and alcohol abuse. Current programs are too heavily focused on prevention, and intervention programs seem non-existent.

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**IV. FISCAL ANALYSIS**

The cost of this program will be minimal due to Title IV of the No Child Left Behind federal funding availability. Furthermore, the state will spend less on academic remediation for addicted students. This program not only benefits the state but also helps the economy. Students previously addicted to drugs and alcohol may be more likely to hold jobs and have less health complications; this will decrease the number of people in social services. This program is not only beneficial to the students of California but to the financial well being of both individuals and the state as a whole.

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**V. BACKGROUND INFORMATION****A. CRITERIA FOR IMPLEMENTATION**

This program will utilize the community in order to address individual and school-wide needs. The school environment provides a forum for the program and gives it a sense of community support. Trained counselors will oversee the program, which will be run by college-aged students; learning from mentors closer to their own age will ensure effectiveness. This program offers the students hope that they can recover. To implement this program, the State Board of Education must create an intervention program with drug and alcohol curriculum. This program must include the following criteria:

- Collect curriculum from rehabilitation programs with the highest recovered addict turnout rates. The rehabilitation curriculum gives students the self-esteem to say no to drugs and alcohol and change their lifestyle choices. This program also addresses the personal problems that caused students to use drugs and alcohol.
- Hire trained counselors to address alcohol and drug abuse in each school.
- Publicize drug awareness programs within schools. These programs should reflect participants in a positive light, congratulating them for attempting to improve their lives.

**B. FIELD INVOLVEMENT**

- Students should create a proposal for the district board, the superintendent, school administration and counselors to start intervention programs in schools.
- Students should start intervention clubs in schools that mentor students addicted to drugs and alcohol.

**C. ALTERNATIVES**

We also suggest the following alternatives to our original recommendation:

- Ensure that student athletes, who are sometimes considered to be role models to students, are drug free.
- Establish Friday night activity clubs at schools to provide alternative activities for high school students.
- Establish Alcoholics Anonymous and Narcotics Anonymous clubs in schools.
- Create a program in which students act out real drug and alcohol recovery stories in order to show people that they can turn their lives around.

#### **D. RATIONLE**

Our intervention program addresses case-specific problems and fosters a supportive attitude that helps students recognize their full potential in overcoming addiction. Allowing students to identify this will greatly impact their lives, ending the acceptability of drug and alcohol abuse amongst middle and high school students. Due to the absence of drugs and alcohol, students' involvement in extracurricular activities and participation within the classroom will increase. Furthermore, students will be interested and motivated inside and outside the classroom resulting in the decrease in absences and the escalation in the number of high school graduates. This is an effective program because it focuses on resolving each person's addiction to drugs and alcohol in order to create a better society. The new intervention program will have positive impact on California education and start a ripple effect against addiction across the nation.

# California State Board of Education

Issue # 2

## Wednesday, November 9, 2005 AGENDA

Topic: **Student Input in Administration**

Speaker: Anthony Mercurio, San Mateo High

Writer: Mandy Carrillo, Sacramento New Technology High

Group Members: Stephanie Bemboom, Serrano High; Tiffany Bustos, San Benito High; Maria Calvillo, Dana Middle; Mandy Carrillo, Sacramento New Tech High Suzanne Grocha-O'Neill, San Benito High; Noah LaMoyne, Pioneer High; Nicole Landini, Willows High; Anthony Mercurio, San Mateo High; Zach Noyer, Silverado High; Paige Rothe, E.V. Cain Middle

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### **I. RECOMMENDATION**

The Student Advisory Board on Education, a program of the California Association of Student Councils, recommends that the State Board of Education encourages every district board of education to have a student board member with preferential voting.

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### **II. SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION**

#### **A. Previous Student Advisory Board on Education Discussion and Action:**

- 1969—SABE proposal recommended for there to be student representation on local district boards
- 1974—SABE proposal recommended for there to be student participation on local boards of education
- 1988—SABE proposal recommended for there to be student representation on district committees
- 2003—SABE proposal encouraged addition of student board member on all school districts
- 2004—CASC drafted and sponsored Assembly Bill 1897 (Reyes) which mandated that all governing school boards have a student board member with preferential voting rights. Bill was vetoed

#### **B. Present Pertinent Regulations and Policy:**

- California Education Code, Section 35012(d) regarding Student Board Member on governing boards of school districts

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### **III. SUMMARY OF KEY ISSUES**

Not having a district student board member creates issues that need to be addressed. The following problems contribute to the lack of student input in school administration:

- There is a lack of regular and systematic communication between students and administration.
- Students' collective voice is placed lower on the administration's priority list
- Students lack the structural opportunities for providing feedback.

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**IV. FISCAL ANALYSIS**

The inclusion of a student member on each district board of education creates many benefits that far out way the minimal costs that the districts incur. The minimal costs generally consist of the paper and supplies needed for an additional board member. The student board member will make gathering student opinion easier because they will be directly providing it to the district board of education and administration. This in turn will make board procedures more efficient and cost-effective due to less time and money being spent on trying to understand the needs of the students.

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**V. BACKGROUND INFORMATION****A. CRITERIA FOR IMPLEMENTATION**

The State Board of Education should provide the proper notification to all district superintendents and boards of education pertaining to the creation of the student board member position. In order to do so effectively the State Board of Education should:

- Ensure that the district student board member is supplied with adequate and equal materials as other board members.
- Ensure that the districts have adequate publicity for the student board member position
- Ensure that there are guidelines and training for the district student board member.
- Ensure the district student board member's have access to information about district and state education.
- Ensure that there is a structure of communication between the state student board member and district student board members so that they can collaborate. This would also enable that the state student board member to adequately represent all students.

**B. FIELD INVOLVEMENT**

Districts must be involved with implementing this proposal on the local level:

- Each school district must adopt the student board member with preferential voting rights policy into their bylaws.
- Each school district must create the process of implementing the student board member position.
- Each student board member must create a process to collect student opinions within their district.

**C. ALTERNATIVES**

The State Board of Education may wish to consider the following as alternatives or supplements to the main recommendation:

- A mandatory time in district board of education meetings for student representatives' opinions to be heard.
- A statewide survey to analyze student views of their administration.

- A mandatory time at school that allows students to voice their opinions.
- Have one student at each school matched up with administrators to act as a liaison between the students and the administration.
- Have a district-wide student advisory council that discusses issues that affect *every* student in the district.

#### **D. RATIONALE**

Student input in administrations throughout schools in California is often muddled by the innumerable tasks school districts have to handle. Students often perceive their voice as being lower on the priority list for administrators, which makes them feel as though their opinions are overlooked by that of administration and ignored.

By recommending that all district school boards have a student member with preferential voting, the student voice is not only present, but heard. This is a powerful mechanism to directly voice student input regarding administrative decisions and policies. Students will no longer have a fear of moving forward but will want to change things for the better. According the National Service Learning Clearinghouse (NSLC), “studies show that students, when placed in a democratic environment, tend to have less disciplinary and attitude problems and an improved school atmosphere. Students are more apt to get involved and make positive changes in schools.”

Those who are being represented by the student board member will also have an easier way to input their ideas because they can speak with peers more comfortably than with administrators. Also, because of direct student representation, students have a sense of accomplishment, a positive attitude, and respect as equals. By including a student board member, the students feel their voice is being heard and they are more invested in their education. District boards of education must take student opinion into consideration in order to be as effective as possible.

# California State Board of Education

Issue # 3

## Wednesday, November 9, 2005 AGENDA

Topic: **Teacher Evaluations By Students**

Speaker: Stefany James, San Benito High

Writer: Elaine Ann Cara, Saint Joseph High

Group Members: Elaine Anne Cara, Saint Joseph High; Paul Carrillo, San Benito High; Sophia Coelho, Rancho San Justo Middle; Amanda Bettencourt, Lower Lake High; Carly DiDomencio, Rancho San Justo Middle; Stefany James, San Benito High; Taylor Leftridge, E.V. Cain Middle; Peter Lo, Palo Alto High; Tucker Morgan, Serrano High; Brian Rocha, San Benito High; Jasmine Silva, Serrano High

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### **I. RECOMMENDATION**

The Student Advisory Board on Education, a program of the California Association of Student Councils, recommends that the California State Board of Education create and implement a state-level student evaluation of teachers that will allow students to channel reasonable input on teacher performance.

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### **II. SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION**

#### **A. Previous Student Advisory Board on Education Discussion and Action:**

- 1987—SABE proposal advocated student feedback to teachers
- 1988—SABE proposal advocated providing a process for eliciting student feedback to teachers
- 1988—SABE proposal suggested that local districts establish evaluation programs
- 2000—SABE proposal advocated student evaluation of teacher performance
- 2004—CASC drafted language and sponsored Assembly Bill 2370 (Goldberg) regarding student feedback of teachers. Bill was vetoed.

#### **B. Present Pertinent Regulations and Policy:**

- California Education Code, Section 44662—Local districts evaluate their teachers based on competency as it relates to student education, teachers' responsibilities, and providing an adequate learning environment

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### **III. SUMMARY OF KEY ISSUES**

With the unquestionable student concern for improvement of teacher performance, the following serve as ample sources of key issues upon which our proposal of teacher evaluations is based:

- There is a difference between students' expectations of teachers and the teachers' perception of what students expect from their education
- In order for teachers to be as effective as possible, they must understand how to best meet the needs of their students, which can only come from the students themselves.

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#### **IV. FISCAL ANALYSIS**

Integrating a state-level teacher evaluation process into the current California state standards will require minimal expenses. Costs will be incurred in the printing, distribution, and processing of evaluations as well as material resources such as Scantrons. The overall fiscal benefits of implementing our recommendation heavily outweigh these costs. Improved teacher/student relationships and teachers of higher quality will ensure that actual curriculum is as cost-effective as possible. In addition, improved relations between students and teachers due to increased feedback and communication may result in a more positive teaching experience, thus increasing teacher retention. This would reduce the costs of constant turnover, including hiring new teachers. In addition, alternative methods of school and teacher assessments would be less necessary since student evaluation of teachers directly gets to the core of these problems.

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#### **V. BACKGROUND INFORMATION**

##### **A. CRITERIA FOR IMPLEMENTATION**

In order to implement our recommendation, we suggest that the State Board of Education consider the following:

- Evaluations will be publicized, created, and implemented on a statewide level.
- Teachers will be evaluated based on National Board for Professional Teaching Standards (NBPTS). Specific questions may be determined by the State Board, but the evaluations should address the following criteria:
  - Teachers are committed to students and their learning.
  - Teachers know the subjects they teach and how to teach those subjects to students.
  - Teachers are responsible for managing and monitoring student learning.
  - Teachers think systematically about their practice and learn from experience.
  - Teachers are members of learning communities.
- Questions on the evaluations will encompass both teacher style and effectiveness and respect for students' rights. These questions will be determined by either the State Board or perhaps the students themselves.
- The specific evaluation results will be viewed only by teachers and an unbiased third party (to be determined by the State Board). Evaluations will be submitted to this third party, which will effectively screen for derogatory or profane comments that are not effective comments for evaluation, and then redistributed to teachers.
- Evaluations should be one page, double-sided, to be administered during the school day.

- The unbiased third party will create an executive summary of overall teacher performance at each school that will be submitted to the administration, in order to provide school-wide feedback on areas of teacher improvement.
- If after 3 years there is no significant improvement in teacher performance, administrators must take action in order to increase teacher performance themselves and must be able to provide evidence to the state that they have taken such action.

## **B. FIELD INVOLVEMENT**

In order to create a viable and effective teacher evaluation process throughout the state of California, the following steps may be considered:

- Provide teachers, parents, and students with data that shows benefits of teacher evaluations with the aid of school administration.
- Schools work closely with parents through local school board and Parent/Teacher Association (PTA) in order to increase student awareness of student evaluations.
- Local California Teachers Association (CTA) chapters and student councils/representatives work together to supplement state evaluations to fit the needs of their school.

## **C. ALTERNATIVES**

The California State Board of Education may wish to consider the following alternatives in addition to the previously stated recommendations:

- Require students to record expectations of teachers at the beginning of the school year, in order to provide teachers with a clear understanding of what students need in order for them to learn effectively.
- Make teacher standards available to students, so that students are aware of standards to which teachers are expected to perform.
- Provide an opportunity for students to voice their opinion on teacher standards at the local level.

## **D. RATIONALE**

Students' valuable opinions should heavily influence the way in which teachers are evaluated. Students experience teachers and their respective teaching methods first-hand, and are therefore the most reliable candidates for providing constructive criticism. This process will also improve communication and understanding between teachers and students. Most importantly, it makes no sense for teachers to *not* be evaluated by students; it is the job of teachers to educate students and only students can best evaluate how teachers are actually accomplishing this primary goal.

In addition, by recommending that the evaluations be sent through a third party to teachers, we can ensure that teachers are receiving genuine and effective feedback. While these evaluations will not jeopardize a teacher's salary or tenure, it will provide realistic feedback for how they can best improve their performance. Furthermore, school administrators will receive reports of the

overall evaluation of teachers at their school in order to implement school-wide solutions. This would mean that schools would still be able to take action to improve teacher performance as indicated in the evaluations.

The statewide implementation of student evaluation of teachers is a necessary policy that is long overdue. If we are serious in taking creative steps to improve our education system, we must start from the basic foundation of teacher quality. This can only be adequately assessed if we take student opinion into consideration.

# California State Board of Education

Issue # 4

Wednesday, November 9, 2005 AGENDA

Topic: **Class Size**

Speaker: Nicholas Flenghi, Fortuna Union High

Writer: Maddy Hanson, North Tahoe High

Group Members: Jordan Archer, San Benito High; Chris Brownell, Mariposa County High; Elizabeth Chidyausiku, Hillsdale High; Elise Fider, Merrill F. West High; Maddy Hanson, North Tahoe High; Janet Lee, North Hollywood High; Matthew McCullough, San Benito High; Nicole Pilar, Rincon Valley Middle; Craig Robinson, Serrano High; Stacey Shuai, North Hollywood High

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## **I. RECOMMENDATION**

The Student Advisory Board on Education, a program of the California Association of Student Councils, recommends that the State Board of Education support legislation to modify the class size reduction (CSR) incentive program, specifically extending it through the sixth grade.

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## **II. SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION**

### **A. Previous Student Advisory Board on Education Discussion and Action:**

- 1966—Flexible schedule regarding class size
- 2000—SABE proposal promoted expansion of class size reduction programs to new grades and subject areas

### **B. Present Pertinent Regulations and Policy:**

- Education Code, Section 52120-52128.5—components of Class Size Reduction Program
- California Code of Regulations, Title 5—K-3 Class Size Reduction Program Requirements

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## **III. SUMMARY OF KEY ISSUES**

Upon discussion, a few problems seriously affecting our topic became apparent:

- Students in large classes are not getting adequate personal attention from teachers.
- There are not enough teachers in schools to staff smaller classes due to retention problems.
- Teachers are not provided with effective strategies for running large classes.
- More students are entering the education system and crowding classrooms especially in areas of high population density.

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## **IV. FISCAL ANALYSIS**

The cost related to the program will have similar costs to the original CSR incentive program. For schools that participate, the money provided will allow them to hire new teachers and contribute to the new facilities that will be needed. In addition to hiring new teachers, putting money to CSR will decrease teacher stress since they will be given a more manageable classroom

environment. This is essential in saving costs through more effective teacher retention. In addition, while decreasing the student to teacher ratio will be a huge cost, it is necessary to provide a solid education, especially for younger students who are learning foundational skills and knowledge. The costs of a quality education may be high, but if it has been possible to achieve results for students in grades K-3, the same should be provided to grades 4-6.

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## **V. BACKGROUND INFORMATION**

### **A. CRITERIA FOR IMPLEMENTATION**

The State Board Education should encourage the passage of legislative bills that support the expansion of CSR through the sixth grade. The State Board should also recommend the implementation of CSR incentive programs in all districts.

### **B. FIELD INVOLVEMENT**

It is necessary for students, teachers, parents and school administrators to support passage of this type of bill, in order to increase overall funding towards class size reduction. In addition, districts and schools could implement other creative ways to decreasing class sizes, such as schedule changes to accommodate more students in the same amount of space.

### **C. ALTERNATIVES**

The State Board of Education could support the following alternatives:

- Create AVID and Advisory programs to provide students with more assistance from school counselors.
- Hire college students in pursuit of teaching credentials to provide assistance to teachers, thus increasing the amount of personalized attention to students.
- Implement Smaller Learning Communities to help students form stronger relationships with teachers and peers.

### **D. RATIONALE**

Learning in a large class is very difficult, if not impossible. In some classes, class sizes are so large that students are forced to sit on the floor. More importantly, these students, and many others, fail to receive personalized attention that is crucial to their individual growth. Studies like the Student Achievement Guarantee in Education Program, the Rouse Study, and Project STAR (Students-Teacher Achievement Ratio) have all shown that smaller classes really do benefit students. An extension of the RCS program would help students achieve more from their public education. By giving more students the benefit of smaller classes in the fourth, fifth and sixth grades, students would be empowered to succeed in later classes, as reflected by the Project STAR study.

# California State Board of Education

Issue # 5

Wednesday, November 9, 2005 AGENDA

Topic: **Quality Teaching in Underperforming Schools**

Speaker: Lili Pill-Kahan, North Hollywood High

Writer: Ariel Edwards-Levy, North Hollywood High

Group Members: Brenda Ayon, Coachella Valley High; Kyle Buchoff, Davis Senior High; Tiffany Cho, Beverly Hills High; Ariel Edwards-Levy, North Hollywood High; Stacey Mork, San Mateo High; Deborah Oh, North Hollywood High; Lili Pill-Kahan, North Hollywood High; Lakshmi Subramanian, North Hollywood High; Mayan White, Santa Clara Preparatory; Mike Wright, Half Moon Bay High

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## I. RECOMMENDATION

The Student Advisory Board on Education, a program of the California Association of Student Councils, recommends that the State Board of Education modify current staff development programs to include in-year training workshops for teachers at underperforming schools, designed to assist them in motivating and interacting with students in such schools.

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## II. SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

### A. Previous Student Advisory Board on Education Discussion and Action:

- This is the first year that the Student Advisory Board on Education has addressed this issue.

### B. Present Pertinent Regulations and Policy:

- 2001—Federal No Child Left Behind Act—Establishment of Title I funding for low-income communities, Title II funding for class size reduction and professional development for teachers, and standards for “Highly Qualified” teachers
- Education Code, Section 44279.1-44279.7—established Beginning Teacher Support and Assessment (BTSA) Program for implementation of low-cost models for new teacher development
- Education Code, Section 44320-44324—Professional teacher preparation program specifications
- Education Code, Section 44325-44329—District intern credentialing
- Education Code, Section 44250-44279—Teaching or services credential
- 1999—Senate Bill 2042 (Alpert) allowed for the adoption of new standards for teacher preparation, which will be overseen by the California Commission on Teacher Credentialing (CTC)
- 1999—Assembly Bill 1114 (Steinberg, etc.) established the Certificated Staff Performance Incentive Act to provide one-time awards to California public school teachers and other credentialed employees who work in underachieving schools

- 2002—Assembly Bill 961 (Steinberg) established High Priority program, assisting the lowest performing schools statewide 2000 Academic Performance Index (API), to increase students' achievement
- 2000—Senate Bill 1666 (Alarcon and Johannessen) established incentive monetary grants for regional centers focusing on recruiting teachers for low-performing schools

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### **III. SUMMARY OF KEY ISSUES**

Currently, underperforming schools in California suffer from a lack qualified teachers. Several factors contribute to this problem:

- Inexperienced teachers have little familiarity with the issues of teaching in underperforming schools.
- Teachers are not adequately provided with specialized training on how to address the unique needs of students in underperforming schools.
- There are not enough incentives for qualified teachers to work in underperforming schools.

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### **IV. FISCAL ANALYSIS**

The fiscal impact our recommendation would be minimal, requiring state funds only in the initial stages of creating the workshops. The majority of the costs would be incurred in setting up a council to determine the curriculum and in the printing and distributing this curriculum, as well as the costs of the administrative time required for the State Board of Education to arrange and coordinate the basics of the program. Additional costs may also be necessary if outside consultants are employed in the development of the program.

The modest total costs of implementing the proposal are highly outweighed by the possible monetary benefits resulting from doing so. A majority of the money saved will come as a result of the decrease in state takeovers of underperforming schools, an expected effect of these training procedures. Furthermore, when fewer schools continue to fall under the designation of “underperforming,” the funds traditionally reserved for those schools can be diverted to other areas of importance in education.

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### **V. BACKGROUND INFORMATION**

#### **A. CRITERIA FOR IMPLEMENTATION**

In order to implement our recommendation, we suggest that the State Board of Education:

- Create workshops for teachers in underperforming schools, focusing on motivating students currently enrolled in such schools. The workshop’s curriculum should educate teachers on:
  - Relating to their students on a personal level
  - The unique social and cultural issues faced by some of their students
  - Methods of improving student motivation and dedication to learning

- Create a council of experienced teachers, faculty, students, and others with experience in underperforming schools, as well as who will develop a curriculum/template for conducting the above training.
- Determine the percentage of in-year instruction time that teachers in underperforming schools will dedicate specifically to the training.
- Develop a time table for revision of the program, to ensure its continued relevancy.
- Provide further teaching resources and possibly workshop facilitators from the California Department of Education.

## **B. FIELD INVOLVEMENT**

To employ this program with the highest efficiency and effectiveness:

- Districts with underperforming schools must implement and help fund the proposed programs, as well as create a council to run them. They should also ensure the participation of individual teachers and report their progress to the State Board of Education to measure the success of the program.
- Underperforming schools must run the program annually.
- Teachers must attend the programs when they are offered.

## **C. ALTERNATIVES**

The Board may wish to consider the following alternatives in addition to the prior recommendations:

- Make an addition to the current certification requirements for teachers, mandating that new teachers attend a class or series of classes focusing especially on motivation of and interaction with students who attend underperforming schools. Currently employed teachers would be required to attend a similar class or series of classes. All teachers would also be required to attend such a supplemental class at the times of their re-certifications. The curriculum of these classes would be updated as needed.
- Support a peer-to-peer teacher mentoring program, allowing qualified and experienced teachers, especially those at underperforming schools, to assist in training new teachers. The Board could create templates for such programs, which would provide possible agendas and topics for discussion, and could be used to set up the program within each district.
- Create a mandatory program which would require teachers at underperforming schools to submit quarterly reports on each of their classes during the school year, updating their administrators on the progress of their students by providing them with information including students' in-class test scores and levels of class participation and homework completion.
- Create a non-monetary award for the most improved schools in every county, with improvement to be defined by gains in state standardized testing scores.

## **D. RATIONALE**

Currently, little to no special training for teachers in underperforming schools exists formally in California. This proposal would fill that need by recognizing the special position of teachers in the education of students at underperforming

schools, and helping to educate them to best perform their role. Well-qualified and trained teachers are integral in the process of improving schools and motivating students. The workshops proposed will provide teachers with plans to overcome specific hurdles affecting students in underperforming schools, such as a traditional disregard for education or fiscal/time-related constraints placed on studies.

The curriculum of the workshops will be kept timely and specific, providing teachers with consistent updates on innovative teaching methods with which to engage their classes. With increased training in managing and understanding their students, teachers will be able to instill in their pupils an increased desire to learn and to put education as a priority. As these students continue to improve in their motivation and academic results, underperforming schools will also continue to perform to higher standards, leading to a stronger and better-regarded public school system.

# California State Board of Education

Issue # 6

## Wednesday, November 9, 2005 AGENDA

Topic: **Student Health and Nutrition**

Speaker: Aaron Feuer, North Hollywood High

Writer: Tim Wang, Arcadia High

Group Members: Leyly Bautista, Dana Middle; Bryce Brin, Lower Lake High; Aaron Feuer, North Hollywood High; Cassie Gillum-Jennell, E.V. Cain Middle; Andy Hiller, Fortuna Union High; Linda Khamoushian, Canyon High; Katrina Ortiz, Nogales High; Amanda Pyle, Pacifica High; Tim Wang, Arcadia High

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### **I. RECOMMENDATION**

The Student Advisory Board on Education, a program of the California Association of Student Councils, recommends that the State Board of Education student health through improved health curriculum guidelines and healthier food options.

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### **II. SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION**

#### **A. Previous Student Advisory Board on Education Discussion and Action:**

- This is the first year that the Student Advisory Board on Education has addressed this issue.

#### **B. Present Pertinent Regulations and Policy:**

- 2004—Federal Child Obesity Act provided for State childhood obesity prevention and control, and to establish grant programs to prevent childhood obesity within homes, schools, and communities
- 2003—California State Board of Education developed and adopted the Health Framework
- 2004—California State Board of Education adopted Physical Education Model Content Standards
- 2003—Senate Bill 677 (Ortiz) ensured that only healthy beverages would be sold in elementary and junior high schools
- 2005—Senate Bill 965 (Escutia) bans the sale of soft drinks at the high school level in addition to elementary and middle school. Governor signed into law
- 2005—Senate Bill 12 (Escutia) requires foods sold in school vending machines to meet high nutritional standards. Governor signed into law.
- 2005—Senate Bill 281 (MalDONALDO) provides \$18.2 million during this fiscal year to offer more fruits and vegetables in school meal program. Governor signed into law

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### **III. SUMMARY OF KEY ISSUES**

A passive stance toward the nutritional value of school food has contributed greatly to the lack of wellness among students. A ubiquitous concern from

parents and students about sub-standard test scores and inattentiveness during class can all stem from the basic need for enhanced food quality. The following points summarize the current crisis:

- Inadequate education curriculum regarding the potential risks of unhealthy eating habits, nutrition, and fitness
- Overexposure to unhealthy food, and limited of healthy alternatives, and restricts the ability of students to make nutritional choices

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#### **IV. FISCAL ANALYSIS**

Because healthier alternatives to current food choices will not increase the amount of money spent, the only financial costs are from creating and then implementing new curriculum and awareness programs. Further, more long-term fiscal benefits of an aware student population would equalize, if not surpass, any monetary deficits, especially in terms of reduced health care costs.

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#### **V. BACKGROUND INFORMATION**

##### **A. CRITERIA FOR IMPLEMENTATION**

In order to implement our recommendation, we suggest that the State Board of Education:

- Expand upon the existing health curriculum framework with input from health professionals and the FDA regarding:
  - Nutrition labels and the new food pyramid
  - Health risks from poor eating and exercising habits
  - Benefits of a healthy lifestyle
  - Clarification of dietary myths and misconceptions
  - Importance of developing a positive self-image and strong self esteem
- Expand upon the existing health curriculum framework with input from health professionals
- Educate administrators and teachers on the new health curriculum
- Require exhibition of Nutrition Facts for foods given in school
- Organize groups within districts to monitor the implementation of nutritional programs
- Support goal numbers one, two, and four of the California Department of Education's white paper, "Healthy Children Ready To Learn"

##### **B. FIELD INVOLVEMENT**

- Each district evaluates their health curriculum and implements guidelines based on our criteria.
- Student governments promote healthy living through activities such as intramural sports programs, fitness fundraisers, and health tips in school newsletters.
- Outside health awareness organizations assist schools in the design and promotion of the newer health guidelines.

### **C. ALTERNATIVES**

The Board may wish to consider the following alternatives in addition to the prior recommendations:

- Offer a class that combines physical activity with health curriculum for physical education credit.
- Encourage districts to develop their own programs with assistance from outside health organizations.
- Urge districts to implement health awareness campaigns.
- Require each school to have annual health awareness events.

### **E. RATIONALE**

The health of today's youth is in critical danger; diabetes, cholesterol, and other health problems are clearly on the rise. Indeed, the California Department of Education reports epidemic growth of obesity with 32% of the state's youth overweight and 74% unfit. Endless complaints from students attest to their interest in healthy alternatives. Teaching healthy habits would not only immediately increase student motivation and self-esteem, but would allow students to practice healthy habits both now and in their future. Moreover, by having healthier food options in schools, student academic performance will increase. With so many students eating one or two meals a day at school, it is imperative that we offer them healthy, balanced meals.