

Student Advisory Board on Legislation in Education (SABLE)
Proposals Developed February 22 - 24, 2016

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Commendation: The Student Advisory Board on Legislation in Education commends the California Assembly Education Committee and their Chief Consultant Rick Pratt, the California Parent-Teacher Association, and the Association of California School Administrators for their dedication to enhancing the quality of public education in California and for their encouragement of student input in decision-making, especially by considering the proposals of the Student Advisory Board.

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State Funding

History

Our organization, the California Association of Student Councils, was founded in 1946 by the CDE and California Association of School Administrators (ACSA's predecessor) to bring students together from across the state and promote civic responsibility among students. Over our nearly 70 year history, we've greatly expanded our role. Currently, we have two major roles: advocating for student rights and voice at the capitol and providing leadership training for students across the state.

Between 1985 and 2012, we were fortunate enough to receive annual state funding. Our funding ranged from \$26,000 to \$90,000 over the years, between two different line items. Since 2012, we've been forced to take drastic financial measures to maintain our organization. We've cut programs, raised the costs for our programs and operated at a budget deficit for the past several years. Our entire budget comes from fees for our programs, donations and grants and the lack of state funding has made a significant impact that can be felt throughout the organization.

Ask

We are currently asking for a \$150,000 augmentation in the state budget, to underwrite the costs of our programs. Over the past several months, we have worked with the California Department of Education to receive this funding. The Chief Deputy Superintendent, Glen Price, has been a strong supporter of our organization and he has expressed to me that the Department is prepared to submit a budget change proposal (BCP) if it comes from the legislature and has the support of State Superintendent, Tom Torlakson.

Rationale

While our organization strives to represent all students, it is difficult to do so with the ever increasing costs to participate in our activities. We're at a point in our organization where we do not have many options left in terms of our financial situation. We need this money to better serve the communities that need our training the most. Our youth empowerment and leadership training programs have proven to be especially effective when dealing with students from low-income, urban areas, but it is nearly impossible to reach them with our current financial situation.

Currently, there are other organizations that receive state funding. Namely, the California YMCA Youth and Government receives \$150,000 annually under fund code 8077 in the Governor's budget under the Department of Education. We need this funding to continue to survive and effectively represent the students at the Capitol. The students are the future and this investment has the potential to transform the lives of countless students throughout the state. For any questions, please contact the State President, Shawn Ahdout at shawn.ahdout@casc.net or call 310-738-5746.

The Student Advisory Board on Legislation in Education

Presented to the Assembly Education Committee

Wednesday, February 24, 2016, Item #1

Topic: Smarter Balanced Assessment Consortium
Speakers: Prathik Aman Rao, Monta Vista High School, Cupertino; Bridget Lee, West Ranch High School, Stevenson Ranch; Joshua Dobos, Excelsior Charter School, Victorville
Facilitator: Keven Quach, University of California Berkeley, Berkeley
Writers: Brian Chau, Bolsa Grande High School, Garden Grove; Perah Ralin, South Pasadena High School, South Pasadena; Maya Roshandel, South Pasadena High School, South Pasadena; Michael Curry, Santa Rosa High School, Santa Rosa; Christopher Martinez, Excelsior Charter School, Ontario; Perah Ralin, South Pasadena High School, South Pasadena; Maya Roshandel, South Pasadena High School, South Pasadena; Brian Chau, Bolsa Grande High School, Garden Grove; Michael Curry, Santa Rosa High School, Santa Rosa; Bridget Lee, West Ranch High School, Stevenson Ranch; Prathik Aman Rao, Monta Vista High School, Cupertino; Christopher Martinez, Excelsior Charter School, Ontario; Joshua Dobos, Excelsior Charter School, Victorville

I. PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, establishes increased participation by incentivizing the Smarter Balance Assessment Consortium (SBAC) for students as a priority.

II. RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board recommends that the legislature:
Require the Superintendent to convene an advisory panel to establish and implement certain incentives in regards to the SBAC, which may include:

- 1) Providing University of California, California State University, and California Community College application fee waivers to students who score within a certain percentile; and
- 2) A recognition system for high scoring California students.

III. PROVEN RESULTS AND RATIONALE

With the 2009 commencement of the Common Core State Standards Initiative, California joined the Smarter Balanced Assessment Consortium (SBAC) to transition away from state-designed standardized tests and move towards a national exam that reflected the new standards. Four years after the transition to Common Core, the SBAC test was imposed upon the graduating classes of 2016, 2020, and 2023. The scores proved disappointingly low, with 56% of students not meeting the standards in English Language

Arts/Literacy and 67% not meeting the standards in Math. A contributing factor observed by members of the Student Advisory Board on Legislation in Education is the incomplete integration of Common Core curriculum into public schools. At South Pasadena Senior High and Albany High School, many higher achieving students opted out of the test because their districts had planned SBAC testing for shortly before AP testing. The incentives suggested in this proposal seek to improve the state's performance in these areas. The delegation seeks to recognize students for their achievements in tangible, relevant ways, such as reduced application fees at CSU and UC schools. In this way, students' personal investment in the SBAC will increase and schools and districts will be forced to rapidly adapt to students' demands. Consequently, curriculum will be changed to adhere more strictly to changes in legislation regarding Common Core, improving overall SBAC scores statewide.

IV. KEY ISSUES

- Students lack incentive to genuinely take the Smarter Balance Assessment Consortium (SBAC) test, resulting in an inaccurate reflection of California students' abilities.
 - Schools have not fully implemented Common Core into their curriculum.
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V. FISCAL ANALYSIS

It is up to the state to decide what system of recognition will be used for high achieving scores on the SBAC. A fiscal analysis of these costs are dependent on the form of recognition and cannot be provided until the state makes a decision (i.e. certificates, pins, graduation cords, etc.). It is also up to the state to decide what level of achievement must be reached in order for students to be considered for these benefits. Until this develops, a fiscal analysis cannot be provided.

VI. PREVIOUS ACTION

A. Relevant Education Code

- **Education Code 60600-60603**
 - States the intent of the Legislature to provide a system of individual assessment of pupils that has the primary purpose of assisting teachers, administrators, and pupils and their parents to improve teaching and learning.
- **Education Code 60640-60649**
 - Establishes the California Assessment of Student Performance and Progress, known as the CAASPP.

B. Current Legislative Action

- **Assembly Bill 484:** establishes and authorizes California's new Common Core-aligned student assessment system known as the Measurement of Academic Performance and Progress (MAPP).
- **Assembly Bill 1931:** changed the name of the Measurement of Academic Performance and Progress (MAPP) to the California Assessment of Student Performance and Progress (CAASPP).
- **Assembly Bill 959:** requires Superintendent of Public Instruction and State Board of Education to recommend specific use of certain assessments by higher education institutions.

C. Student/CASC Action

- **SABE 2015:** Smarter Balance Assessment Consortium
Delegates recommended that the SBE:
 - 1) form a committee which consists of stakeholders including, but are not limited to, administrators, teachers, parents, and students to collect best practices, analyze case studies, provide feedback, and interpret the results; and
 - 2) upload the compilation of best practices and insight into the California Department of Education website.
- **SABLE 2015:** Student Voice in Standardized Testing
Delegates recommended that:
 - 1) the definition of stakeholders, as defined in Senate Bill 172 Section 1 be expanded to include students.
- **SABE 2014:** Standardized Assessments
Delegates recommended that the SBE:
 - 1) Beginning with the current freshmen, the Class of 2018, have the SBAC serve as the high school exit exam in their junior year while the CASHEE serves as an alternative exam that they can take their senior year if they do not initially pass the SBAC.
 - 2) Beginning in 2020, the CAHSEE will be eliminated as the high school exit exam and the SBAC will serve as the only high school exit exam in addition to its current role as an assessment of the Common Core Standards.

The Student Advisory Board on Legislation in Education

Presented to the Assembly Education Committee

Wednesday, February 24, 2016, Item #2

Topic: Common Core State Standards
Speakers: Cora Fesler, Mount Shasta High School, Mount Shasta; Julia Greensfelder, Albany High School, Albany; Rose Wine, Bret Harte Union High School, Angels Camp
Facilitator: Emily Sim, Tufts University, Medford, Massachusetts
Writers: Jullissa Gonzalez, Excelsior Charter School, Victorville; Haley Marcus, Agoura High School, Agoura Hills; Anais Tsai, St. Mary's High School, Stockton; Jasmine Yong, Oakdale High School, Oakdale; Whitney Zhang, Dr. TJ Owens Gilroy Early College Academy, Gilroy

I. PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, has identified the stakeholders' lack of understanding regarding the purpose and means of implementing Common Core State Standards as a critical issue facing California education.

II. RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board recommends that the legislature:

- 1) Amend Education Code 52853 to add to the Schoolsite Council the responsibility of collecting and considering stakeholders' feedback on the implementation of CCSS; and
 - 2) Information must be collected at least once per year for the next 5 years; and
 - 3) After the required five year feedback collection, Schoolsite Councils can choose to continue their collection of feedback.
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III. PROVEN RESULTS AND RATIONALE

- The Assembly Education Committee has previously expressed concern regarding a lack of feedback on the CCSS. Schoolsite Councils currently monitor and evaluate educational programs. By adding the responsibility of collecting feedback from stakeholders (including, but not limited to, parents, students, teachers, and administrators) affected by CCSS, Schoolsite Councils can better understand the issues and thus improve its implementation. Additionally, our proposed legislative action aligns with Governor Brown's preference to provide districts autonomy similar to that of LCFF and LCAP processes.

- Many stakeholders have had contradicting perspectives regarding CCSS; all stakeholders' feedback must be taken into account when developing a full perspective on the effectiveness of CCSS implementation.
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IV. KEY ISSUES

- Students and parents do not understand the purpose of CCSS.
 - There is a disparity between student and teacher perspectives of CCSS.
 - CCSS has developed a negative stigma.
 - There is a lack of communication regarding the effectivity of CCSS
 - among stakeholders
 - between stakeholders and legislators.
-

V. FISCAL ANALYSIS

No costs will be incurred by this bill.

VI. PREVIOUS ACTION

A. Previous Legislation

- **Senate Bill 1422:** Allows teachers to collect feedback from students through surveys created by students and teachers.
- The Local Control Accountability Plan establishes the importance of stakeholders in the creation of the budget.

B. Student/CASC Action

- **SABE 2012:** Common Core
 - Called for a student advisory committee to oversee the implementation of CCSS.
- **SABE 2015:** Common Core
 - Recommended that the State Board of Education establish a Next Steps Committee to create the Next Steps Plan for the continued implementation of CCSS.

EDUCATION CODE

SECTION 35012

52853. (a) The schoolsite council shall develop a school plan which shall include all of the following:

(1) Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each pupil.

(2) Instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking pupils, including instruction in a language these pupils understand; educationally disadvantaged pupils; gifted and talented pupils; and pupils with exceptional needs.

(3) A staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs. Staff development programs may include the use of program guidelines that have been developed by the superintendent for specific learning disabilities, including dyslexia, and other related disorders. The strategies included in the guidelines and instructional materials that focus on successful approaches for working with pupils who have been prenatally substance exposed, as well as other at-risk pupils, may also be provided to teachers.

(4) Ongoing evaluation of the educational program of the school.

(5) Other activities and objectives as established by the council.

(6) The proposed expenditures of funds available to the school through the programs described in Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school through the programs described in Section 52851 shall include, but not be limited to, salaries and staff benefits for persons providing services for those programs.

(7) The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 (IASA) (20 U.S.C. Sec. 6301 et seq.) and its amendments. If the school operates a state-approved schoolwide program pursuant to Section 6314 of Title 20 of the United States Code in a manner consistent with the expenditure of funds available to the school pursuant to Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

(b) The schoolsite council shall annually review the school plan, establish a new budget, and if necessary, make other modifications in the plan to reflect changing needs and priorities.

Source:

<http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=52001-53000&file=52850-52863>

The Student Advisory Board on Legislation in Education

Presented to the Assembly Education Committee

Wednesday, February 24, 2016, Item #3

Topic: Student Mental Health and Social Services
Speakers: Janelle Barraza, Credo High School, Rohnert Park; Jessica Matli, Credo High School, Rohnert Park; Jalaysha Seals, Oakland School for the Arts, Oakland; Shannon Yang, Henry M. Gunn Senior High School, Palo Alto
Facilitator: Judy Zhou, Mills College, Oakland
Writers: Hannah Leyva, Excelsior Charter School, Victorville; Lilien Ramirez, Excelsior Charter School, Ontario; Ja'Keemah Seals, Coliseum College Prep Academy, Oakland; Arian Sonoqui, Excelsior Charter School, Ontario; Camille Tran, Excelsior Charter School, Victorville; Tiffany Wong, Virtual Academy, El Dorado

I. PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, identifies a lack of systematic support for students' connection to school environment due to the high student to counselor ratio as a priority.

II. RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board recommends that the legislature:

- 1) Mandate a counselor to student ratio up to the maximum recommendation of one counselor for every seven-hundred fifty students; and
 - 2) Recommend school districts to train school teachers on the recognition and intervention of mental illnesses by mental health professionals for a minimum of two hours per school year as advised by the Student Mental Health Policy Workgroup Policy Recommendations 1.
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III. PROVEN RESULTS AND RATIONALE

A. Proven Results

- According to a study ran by *Counseling Today*, with an increase in counselors, there is lower suicide rates and lower high school dropout rates. Therefore, promoting a healthy, balanced lifestyle and while encouraging student involvement in their classrooms.
- Moreover, when comparing counselor to student ratios and suicide rates, counties such as Humboldt and Siskiyou with 1 counselor for over 1000 students, show that the higher the ratio, the higher the chance for the act and serious

contemplation of suicide. (Ratio of Students to Pupil Support Service Personnel, by Type of Personnel, kidsdata.org)

B. Rationale

- California is ranked 50th amongst all the states in the nation, in terms of the lowest counselor to student ratio, with a staggering ratio of 1 counselor to every 814 students. Texas, the second most populated state after California, has a ratio of 1 counselor to every 435 students landing in the 31st rank.
 - The Student Mental Health Policy Workgroup delineates that teachers feel that they lack the training needed for supporting children's mental health needs. In surveys, teachers cite disruptive behavior and their lack of information and training in mental health issues as a major barrier to instruction.
 - "Supporting Children's Mental Health in Schools: Teacher Perceptions of Needs, Roles, and Barriers" as reported in a 2011 issue of *Psychology Quarterly*, describes a "lack of experience and training for supporting children's mental health needs."
 - A total of 79% of surveyed teachers strongly agreed or agreed that they feel that schools should be involved in addressing mental health issues. (School Psychology Quarterly, 26(1), 1-13).
 - A total of 65% of teachers did not agree that they have the skills required to meet the mental health needs of the children that they work with. (School Psychology Quarterly, 26(1), 1-13).
 - Recognizing and understanding mental health issues in children was in the top 2 areas that teachers felt like needed additional knowledge or skills training. (School Psychology Quarterly, 26(1), 1-13).
 - As students are transitioning into high school, there is a lack of resources available (i.e. counselors, peer mentoring programs, etc.) to help students develop a mindset that encourages them to surmount their personal and educational challenges.
 - Significant mental health and wellness knowledge is required to fully address student barriers to education. (SMHPW Policy Recommendations 1)
 - The Add Health project, a national longitudinal study on adolescent health, recently brought new evidence to the discussion of students' connection to their school environments. Add Health found that both younger and older students who feel connected to their school have better mental health and are less likely to engage in risky behaviors (Blum & Rinehart 1997)
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IV. KEY ISSUES

- Student to counselor ratios exceed the given recommendation of one counselor for every 250-750 students. Thus, counselors are incapable of providing services to all students they are designated to.
 - Teachers are not equipped with the proper skills necessary to intervene when students show signs of mental illnesses.
 - Students lack access to the resources they need in order to receive mental health treatment and accommodation.
-

V. FISCAL ANALYSIS

Due to the increase of counselors at schools, the legislature will face costs regarding the fees/charges regarding the addition of new counselors in respect to each campus and school district policies. Also, the mental health training will cost monetary fees relating to the fees of mental health professionals to train teachers and the paid leave for teachers on campus to attend this training. However, the significance of mental health and the lack of resources available to solve the key issues amongst the teacher and the student relationship has gone long unnoticed. Thus, the costs incurred will ultimately be an investment in the interpersonal relationships students and staff have on campus.

VI. PREVIOUS ACTION

A. Current Legislative Action

- **Assembly Bill 722:** Study of Pupil Personnel Ratios, Services, and Programs: This bill would require the State Department of Education to conduct a study of pupil support, defined to include school counselors, school psychologists, and school social workers, in the schools, as specified.

B. Present Pertinent Regulations and Policy:

- **Student Mental Health Policy Workgroup:** Superintendent of Public Instruction (SSPI) Tom Torlakson has convened a Student Mental Health Policy Workgroup (SMHPW) which assesses the current mental health needs of California students and gathers evidence to support its policy recommendations to the State Superintendent of Public Instruction and the California Legislature.
 - SMHPW Policy Recommendations 1: Need for Credential Training in Student Mental Health: There is a clear need for all credentialed classroom teachers and administrators to receive mental health and wellness training that would help in prevention and respectful early identification and

support. In addition, teachers and administrators need to know how to refer students to mental health services.

C. Student/CASC Action

- **SABE 2015: Student Mental Health**

- Recommended that the State Board of Education add one or more full voting student positions to the Student Mental Health Policy Workgroup; and propose that the Student Mental Health Policy Workgroup and Instructional Quality Commission review the mental health sections in the Health Framework for California Public Schools.

The Student Advisory Board on Legislation in Education

Presented to the Assembly Education Committee

Wednesday, February 24, 2016, Item #4

Topic: Student Voice
Speakers: Anthony Chen, South Pasadena High School, South Pasadena; Elias Nepa, Aptos High School, Aptos; Isaac Rubalcava, Henry J. Kaiser High School, Fontana
Facilitator: Samantha Hunt, Dominican University of California, San Rafael
Writers: Morris Jackson, Oakland Technical High School, Oakland; Lauren Johnson, Excelsior Charter School, Victorville; Kevon Mayhan, Excelsior Charter School, Victorville; Jack Mitchener, Heritage High School, Brentwood; Lisa Pinto, Excelsior Charter School, Victorville; Jadrian Teunissen, Harmony Magnet Academy, Strathmore

I. PRIORITY

The Student Advisory Board on Legislation in Education, a program of California Association of Student Councils, establishes the reinforcement of the efficacy that the student voice carries as a priority.

II. RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board recommends that the legislature amend Education Code 35012 to remove the option of having a nonvoting Student Board Member and to require all current and future Student Board Members to have preferential voting rights.

III. PROVEN RESULTS AND RATIONALE

- Preferential voting rights gives a Student Board Member the ability to clearly show where students stand on issues. Without a preferential vote, a Student Board Member is not only limited by his or her inability to vote but in his or her engagement in the board itself. The Student Board Member represents the largest stakeholder group in the education system, students themselves. Currently, Student Board Members are allowed to listen to conversations about policy and to participate in discussions, but nonvoting student board members do not have the ability to definitively take a stance on an issue.
- There are four levels of boardship: reporter, member, preferential voting member, and motioning member. A reporter is a student who simply acts as a conductor of information between the students of the school district and the board. A member is recognized as a full member of the board who is still not allowed to cast a vote (preferential or otherwise), is not allowed to make or second motions, and is not allowed to attend executive sessions. The preferential voting member casts a preferential vote on all items

not concerning employee-employer relations. Finally, under current legislation, a Student Board Member may become a motioning member and be given the power to make and second all motions with the exception of those dealing with employee-employer relations. Unfortunately, the board must grant these powers, and very few school districts have decided to give their student member motioning and seconding powers. In order to effectively solicit student input at the district board level, it is essential student board members have preferential voting rights.

- Los Angeles Unified School District (LAUSD), the largest district in the state of California, recently established the Student Board Member position with preferential voting rights. If the largest district in the state finds it pertinent to give their Student Board Member preferential voting rights, this serves as an indication of how influential this specific voting right is. If district student board members are to model the position and responsibilities of the State Student Board Member, they should at least be given a preferential vote. Preferential voting rights enable the student board members to have their voices heard directly and to express student opinion, even if he or she feels uncomfortable to speak on an issue.

IV. KEY ISSUES

- California Education Code 35012 gives governing boards of school districts the ability to appoint one or more pupil members to the board; however it does not guarantee that all Student Board Members are granted preferential voting rights.
- The lack of a preferential vote limits the powers of the student board member, which ultimately restricts the effectiveness of student voice. This proposal would ensure that student board members are given the opportunity to take definitive stances on issues.

V. FISCAL ANALYSIS

No costs will be incurred by this bill.

VI. PREVIOUS ACTION

A. Current Legislative Action

- **Senate Bill 532:** Require that district school boards respond to a student petition for a student board member within 60 days; require that the elimination of a nonvoting of preferential voting pupil member through a majority vote and that it would be listed as a public agenda item.

B. Student/CASC Action

- **SABLE 2004:** Amend Section 35012 (d) of the California Education Code to ensure that every school board has a student board member with preferential voting rights.
- **SABLE 2006:** Include a student board member on each district board with preferential voting rights & require time specifically for students to report at district board meetings.
- **SABLE 2014:** Amend 35012 to remove the requirement that students obtain evidence that 10 percent of the district's students support a student board member. Any high school student should be able to create a SBM position by simply submitting a formal request.
- **SABLE 2015:** Amend education code 35012 to require a formal elimination process for the position of the Student Board Member by the district education board in the case of a desired removal of the position & to require a 60-day response limit after an appropriate student petition for the addition of a Student Board Member position is received.

EDUCATION CODE

SECTION 35012

35012. (B) Preferential voting, as used in this section, means a formal expression of opinion that is recorded in the minutes and cast before the official vote of the governing board of the school district. A preferential vote shall not serve in determining the final numerical outcome of a vote. No preferential vote shall be solicited on matters subject to closed session discussion.

(5) The governing board of the school district may adopt a resolution authorizing the **nonvoting or preferential voting pupil member** or members to make motions that may be acted upon by the governing board, except on matters dealing with employer-employee relations pursuant to Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

(6) Each pupil member shall have the right to attend each and all meetings of the governing board of the school district, except executive sessions.

(7) Any pupil selected to serve as **a nonvoting or preferential voting member of the governing board of a school district** shall be enrolled in a high school of the district, may be less than 18 years of age, and shall be chosen by the pupils enrolled in the high school or high schools of the district in accordance with procedures prescribed by the governing board. The term of a pupil member shall be one year commencing on July 1 of each year.

(8) A **nonvoting or preferential voting pupil member** shall be entitled to the mileage allowance to the same extent as regular members, but is not entitled to the compensation prescribed by Section 35120.

(9) A **nonvoting or preferential voting pupil member** shall be seated with the members of the governing board of the school district and shall be recognized as a full member of the board at the meetings, including receiving all materials presented to the board members and participating in the questioning of witnesses and the discussion of issues.

(10) The **nonvoting or preferential voting pupil member** shall not be included in determining the vote required to carry any measure before the governing board of the school district.

(11) The nonvoting or preferential voting pupil member shall not be liable for any acts of the governing board of the school district.

Source:

<http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=35001-36000&file=35010-35012>

The Student Advisory Board on Legislation in Education

Presented to the Assembly Education Committee

Wednesday, February 24, 2016, Item #5

Topic: Role of Technology
Speakers: Catherine Yang, San Marino High School, San Marino; MacGregor Thomas, Woodcrest Christian High School, Riverside; Parker Harrell, Central Valley High School, Shasta Lake City
Facilitator: Amanda Parker, University of the Pacific, Stockton
Writers: Shilpa Gummedi, University High School, Irvine; Mantej Panesar, Leland High School; Nick Carreira, Excelsior Charter School; Robert Valladee, Excelsior Charter School; Mani Roshandel, South Pasadena High School, South Pasadena; Carlos Maldonado, Excelsior Charter School, Victorville

I. PRIORITY

The Student Advisory Board on Legislation in Education (SABLE), a program of the California Association of Student Councils (CASC), proposes that all schools in the California education system require the integration of technology curriculum and standards.

II. RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board on Legislation in Education recommends that the California State Assembly Committee on Education amend Education Code 60605.4 (c) to say, “The computer science content standards must be used by all school districts to develop computer science programs and course assessments by 2021.”

III. PROVEN RESULTS AND RATIONALE

- A study by the Stanford Center for Opportunity Policy in Education found that, “When given access to appropriate technology used in thoughtful ways, all students — regardless of their respective backgrounds — can make substantial gains in learning and technological readiness.” Additionally, the Using Technology to Support At-Risk Students’ Learning report states that “because of their students’ lack of access, teachers in high-poverty schools were more than twice as likely (56 percent versus 21 percent) to say that their students’ lack of access to technology was a challenge in their classrooms.” These findings reflect the benefit of utilizing technology and the need for guidance in technology’s utilization among all demographics in California.

- A mandate of technology curriculum at early stages of cognitive development and in all California schools will serve to close the “digital divide” between low and high income students.
- Students of the Student Advisory Board of Education in Legislation found that those who received a strong foundation in technology literacy in primary school were more prepared for the technological demands in secondary school and later life.
- San Marino High School in LA County partnered with Girls Who Code to encourage girls to gain an interest in STEM education. Motivation to use technology has increased the diversity of students participating in activities encompassing STEM concepts.
- Tools used at the following schools cannot be utilized if students have not been taught technology curriculum in early grade levels:
 - San Marino High School uses live polls for instant feedback in their AP US Government and Politics class. Students feel more engaged in an interactive experience.
 - University High School in Orange County and San Marino High School have utilized technology to announce, collect, administer, and grade assignments and assessments—allowing more time for teachers to engage with the students. One English class at San Marino High School uses Google Classroom to hold digital discussions and express ideas through videos, pictures, and links.
 - Central Valley High School in Shasta County uses LCAP funds to provide iPads for every student. Such technology allows students to access textbooks online and take exams on a secure testing browser. Students who normally did not have the ability to work on a device at home can now use applications at home to complete assignments.
 - Teachers at Leland High School in Santa Clara County create quizzes for which students answer via laptops, phones, or other mobile devices. This allows teachers to receive instantaneous results.

IV. KEY ISSUES

- Teachers lack the proper guidance to facilitate the use of technology in the classroom and incorporate technology in the curriculum itself.
 - Although technology is used in classes such as computer science, coding, and graphic design, lack of technological literacy among students and curricular direction among teachers and administrators leaves room for the potential of technology in courses that do not traditionally use it such as math and English.
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V. FISCAL ANALYSIS

No costs will be incurred by this bill because:

- 1) Districts have the jurisdiction over allocation of money toward technology and the implementation of standards (e.g. LCAP and LCFF funding).
 - 2) The California Department of Education has and will continue to fund the SBAC which requires computer access; therefore, schools will already be equipped with the technology necessary to meet the computer science content standards by 2021.
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VI. PREVIOUS ACTION

A. Relevant Education Code

- **Education Code 60605:**

60605.4. (a) On or before July 31, 2019, the Instructional Quality Commission shall consider developing and recommending to the state board computer science content standards for kindergarten and grades 1 to 12, inclusive, pursuant to recommendations developed by a group of computer science experts.

B. Current Legislative Action

- **Assembly Bill 1204:** adds a student member to the Instructional Quality Commission who is required to serve for one-year term and is a voting member with the full rights and duties of the other commission members.
- **Assembly Bill 1539:** proposes a set of computer science content standards into place that may be used by school districts to develop computer science programs and course assessments.

C. Student/CASC Action

- **SABLE 2014: Role of Technology in the Classroom**

Delegates recommended that the legislature:

- 1) Increase the presence of computer programming in California's education system by recommending each educational district to utilize an online program to help teach students about basic computer functions and applications

- **SABE 2014: Role of Technology**

Delegates recommended that the SBE:

- 1) Creates a new set of explicit educational technology learning standards specific to grades K-3, 4-6, and 7-8; and
- 2) Outlines specific ways for school districts to integrate technology into the classroom curriculum of all subjects for grades K-12.

- **SABLE 2015: Role of Technology**

Delegates recommended that the legislature:

- 1) Require the Instructional Quality Commission, along with the Department of Education, to develop a computer proficiency curriculum; and
- 2) Implement teacher training programs for current teachers in the California public school system that align with the computer proficiency curriculum introduced by the Instructional Quality Commission.

- **SABE 2015: Role of Technology**

Delegates recommend that the SBE:

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

EDUCATION CODE

SECTION 60605

60605.4. (a) On or before July 31, 2019, the Instructional Quality Commission shall consider developing and recommending to the state board computer science content standards for kindergarten and grades 1 to 12, inclusive, pursuant to recommendations developed by a group of computer science experts. The Instructional Quality Commission shall consider existing computer science content standards, which include, but are not limited to, the national K-12 computer science content standards developed by the Computer Science Teachers Association, and consider content standards that include, but are not necessarily limited to, standards for teaching coding. For purposes of this section, "coding" is the process of converting a program design into an accurate and detailed representation of that program in a suitable language.

(b) (1) The Superintendent, in consultation with the state board, shall consider convening the group of experts referenced in subdivision (a), and shall ensure that the members of the group include, but are not necessarily limited to, all of the following:

(A) Teachers who teach computer science, including mathematics and science teachers, in kindergarten and grades 1 to 12, inclusive.

(B) Schoolsite principals.

(C) School district or county office of education administrators.

(D) University professors.

(E) Representatives of private sector business or industry.

(2) The Superintendent, in consultation with the state board, shall ensure that one-half of the members of the group are teachers as described in subparagraph (A) of paragraph (1).

(c) The computer science content standards ~~may~~ **must** be used by **all** school districts to develop computer science programs and course assessments ~~but are not mandatory by 2021.~~

(d) The operation of this section is subject to an appropriation being made for purposes of this section in the annual Budget Act or another statute.

Source:

<http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=60001-61000&file=60604-60618>

The Student Advisory Board on Legislation in Education
Presented to the Assembly Education Committee
Wednesday, February 24, 2016, Item #6

Topic: Student Voice on the Implementation of LCAP/LCFF
Speaker: Kyle Mehrian, Beverly Hills High School, Beverly Hills
Writer: Ivy Yuson, Mira Loma High School, Sacramento

I. PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, establishes the importance of student input in the Local Control Accountability Plan (LCAP) as a priority.

II. RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board recommends that the legislature mandate that governing boards create a system to solicit student input and receive student approval in the initial stages of the creation of the Local Control Accountability Plan (LCAP).

III. PROVEN RESULTS AND RATIONALE

A. Proven Results

- The student members on the California State Board of Education help represent student opinions to their respective Boards.
- Local district Boards of Education utilize student members to solicit student opinion on policies.
- The Instructional Quality Commission, a committee responsible to advise the State Board of Education on matters related to curriculum and instruction, has student representation with the addition of a student member on the committee.

B. Rationale

- Students deserve meaningful involvement in their local school districts as the primary stakeholders in their education system, specifically at a local level in their own schools.
- In order to receive the most feedback from students possible, students must be incorporated into the early process for which to create the Local Control Accountability Plan.
- The main stakeholders of the LCAP are the students themselves

- Following the elimination of categorical funding and introduction of LCAP/LCFF, schools must find search for an effective system in including student input in how money is allocated in their own school districts.
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IV. KEY ISSUES

- There is no vehicle for the student approval in the early stages of the implementation of the Local Control Accountability Plan.
 - There is a lack of student knowledge of the plan of LCAP/LCFF and the allocation of funding in local school districts.
 - Students are given very limited control over the plans adopted by their school districts that directly impact them.
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V. FISCAL ANALYSIS

The cost of creating a system to solicit student input in the creation of the Local Control Accountability Plan at the governing boards of California school districts is at the discretion of those said governing boards. Thus, the costs may be incurred at the discretion of the governing boards.

VI. PREVIOUS ACTION

A. Relevant Education Code

- **Education Code 52063 (a)(1):** The governing board of a school district shall establish a parent advisory committee to provide advice to the governing board of the school district and the superintendent of the school district regarding the requirements of this article.

B. Current Legislative Action

- **AB 97:** Budget Act, School Finance

C. Student/CASC Action

- **SABE 2013:** Funding and Resources
 - i. Proposed to the State Board of Education to establish an increase in student input in the allocation of resources and funding as a priority.
 - ii. Recommended that the SBE
 1. Include a student survey in the evaluation rubric that will be part of the Local Control and Accountability Plan (LCAP), the accountability portion of the Local Control Funding Formula, and;
 2. use the data collected from these surveys to determine the allocation of funds and resources as seen fit.

EDUCATION CODE

SECTION 52063

52063. (a) (1) The governing board of a school district shall establish a **parent advisory committee** to provide advice to the governing board of the school district and the superintendent of the school district regarding the requirements of this article.

(2) **A parent advisory committee shall include parents or legal guardians of pupils** to whom one or more of the definitions in Section 42238.01 apply.

(3) This subdivision shall not require the governing board of the school district to establish a new parent advisory committee if the governing board of the school district already has established a parent advisory committee that meets the requirements of this subdivision, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

(b) (1) The governing board of a school district shall establish **an English learner parent advisory committee** if the enrollment of the school district includes at least 15 percent English learners and the school district enrolls at least 50 pupils who are English learners.

(2) This subdivision shall not require the governing board of the school district to establish a new English learner parent advisory committee if the governing board of the school district already has established a committee that meets the requirements of this subdivision.

Source:

<http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=52001-53000&file=52060-52077>