

California Association of Student Councils



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Student Advisory Board On Education

2009 Proposals

Student Advisory Board on Education (SABE)

Proposals Developed November 14-18, 2009

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COMMENDATIONS

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

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

The Student Advisory Board on Education commends Theresa Garcia, Executive Director of the California State Board of Education, for her dedication to the education system and for addressing the Student Advisory Board delegation this year.

The Student Advisory Board on Education commends Dr. Yvonne Chan, member of the California State Board of Education, for her commitment to improving the lives of students and for addressing the Student Advisory Board delegation this year.

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

The Student Advisory Board on Education commends Regina Wilson, Communications Analyst for the California State Board of Education, for her invaluable knowledge, desire to promote students to influential positions in education, and continued support of the California Association of Student Councils and the Student Advisory Board program.

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

The Student Advisory Board on Education commends Charlene Lee, student member on the California State Board of Education, for her commitment to speaking up thoughtfully on behalf of the students of California.

STAFF MEMBERS

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Presented to California State Board of Education

Wednesday, November 18, 2009, Item #1

Topic: Student Motivation in Standardized Testing
Speaker: Thomas Flaherty, Paloma Valley High, Menifee
Writer: Jenny Mith, California Academy of Math and Science, Torrance
Group Members: Morgan Beazley, Sir Francis Drake High School, Marin; Connor Cushman, Tesoro High School, Coto de Caza; Thomas Flaherty, Paloma Valley High School, Menifee; Josaphine Kao, Mira Loma High School, Sacramento; Hannah Kim, Mira Loma High School, Sacramento; Jenny Mith CA Academy of Math & Science, Torrance; Melissa Pouk, La Jolla High School, La Jolla; David Tang-Quan, Palos Verdes Peninsula High School, Rancho Palos Verdes; Elizabeth Wilson, Malibu High School, Malibu

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes the motivation of students to achieve on standardized tests as a priority.

II. RECOMMENDED SBE ACTION

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

- 1) Instruct the California Department of Education to reform the Golden State Seal Merit Diploma Program to automatically recognize students that meet the requirements for the program.
- 2) Consult with UC and CSU regents to create a merit-based fee waiver for the application to the UC and CSU school systems based on proficient performance on standardized tests.
- 3) Align the AYP benchmark of (380) for evaluation of school performance to match the passing score for the CAHSEE (350).

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

- Merit-based fee waivers to the UC and CSU school systems should be granted to students who score at or above a score to be determined by the SBE. This system does not, however, alter the existing need-based fee-waiver program.
- AYP standards of proficiency should match the passing score for the CAHSEE.

Programs

- The California Department of Education should automatically recognize students that meet the eligibility requirements for the Golden State Seal Merit Diploma Program without the application process currently required by districts.
- The mandated instructions for standardized tests should include information about the Golden State Seal program.

IV. KEY ISSUES

Consistent Standards for Testing

- The passing score (350) for the CAHSEE is lower than the AYP standard for evaluating school performance (380). This creates a discrepancy between state and national education measurements and affects California's education funding.

Awareness and Availability of Existing Incentive Programs

- No recognizable system exists to provide students with monetary or tangible incentives to perform well on standardized tests.
- The current incentive system of the GSSMD Program is only available to districts that apply and is not publicized to students in other districts.

V. WHAT'S WORKING

- The Cum Laude Society, an honor society that motivates students to strive for higher GPA's is an example of the success of special distinctions, such as the GSSMD Program, in providing academic motivation. (The Harker School)
- The Golden State Seal Merit Diploma Program currently in existence has shown to be effective in increasing student focus on standardized testing in the districts in which it is implemented.

VI. FISCAL ANALYSIS

What Will Cost Money:

- The creation of a SBE committee to reform the administration of the GSSMD to apply to all districts will have minimal costs.
- Setting up the infrastructure to make the GSSMD Program universal and automatic would incur moderate costs.
- Indirectly, through the loss of revenue from application fees to the UC and CSU colleges, merit-based fee waivers may have substantial costs to the state.

What Will Not Cost Money:

- The promotion of the GSSMD Program through insertion of information about the program in the uniform standardized testing instructions would cost no money.

VII. RATIONALE

The State Board of Education implements the STAR test as a method to evaluate whether or not students are meeting the curriculum standards as set forth by the State Board of Education. In order for this form of evaluation to serve its intended purpose, students must perform to the best of their abilities. To date, this has not been the case as many students are not fully motivated to put forth a concerted effort. As a result, STAR testing results often inaccurately reflect what students are retaining from classroom instruction. By promoting tangible incentive programs, more students will be motivated to not only take the test, but to demonstrate their full potential as

well. In addition, they will contribute to a long-term investment in motivating more students to apply to college due to their subsequent enrollment off of the fee waiver.

In terms of the CAHSEE exam, high school sophomores may pass with a basic score of 350. Although students may be able to score higher in their junior or senior years, students are not required to retake the exam once they have passed. This system conflicts with that of the AYP system, as the standard for passing the CAHSEE exam is lower than the current AYP standard of 380. Due to this discrepancy, many schools that fulfill the CAHSEE requirement may still be in jeopardy of Program Improvement because they may have not met the AYP standards. These schools stand very little chance of surpassing this obstacle, as students are unmotivated to exceed their personal benchmark on behalf of the school. By aligning the CAHSEE standard with the AYP standard, fewer schools will have to enter Program Improvement.

VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

A. Previous Student Advisory Board on Education Recommendations:

- 2001 SABE Proposal – Implement measures to better inform students and parents of the purpose and content of standardized tests
- 2003 SABE Proposal – Institute a reward program with both monetary and non-monetary awards for students who perform well on their STAR testing
- 2007 SABE Proposal – Student Engagement in Standardized Testing

B. Present Pertinent Regulations and Policy:

- California Education Code, Section 60640 – concerning the Standardized Testing and Reporting Program
- California Education Code, Section 51452 – concerning standardized testing in subject matter

C. Previous Legislative Action:

- Assembly Bill 3488 – Development of Golden State Seal Merit Diploma Program

Presented to California State Board of Education

Wednesday, November 18, 2009, Item #2

Topic: Student Involvement in Decision-Making
Speaker: Lauren Rubin, Marlborough School, Los Angeles
Writer: Darren Syu, The Harker School, Fremont
Group Members: Paige Archer, San Benito High, Hollister; Shaefer Bagwell, El Camino High, Sacramento; Aydin Salek, South Pasadena High, South Pasadena, Cara Simpson, Hemet High, Hemet; Sahger Lad, Torrance High, Torrance; Nicholas Taxera, Del Mar High, San Jose; Meredith Gandy, Desert Junior/Senior High, Edwards; Darren Syu, The Harker School, Fremont; Sameer Kausar, Lynbrook High, Fremont

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes the insurance of effective processes for appointing a district student board member as a priority.

II. RECOMMENDED SBE ACTION

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

- 1) endorse legislation requiring school boards to respond to a petition for a student board member position within a period of 30 days
- 2) endorse legislation requiring the timely publication of any open student board member position
- 3) create and disseminate a best practices guideline for the process of obtaining a district student board member and the role and responsibilities of that student
- 4) request that the California Department of Education create a database of district student board members

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

- School districts should respond affirmatively to a petition for a student board member position within a period of 30 days.
- School districts should publicize any open student board member position within a month before the end of the school year term or within a month of such a position becoming open during the year.

Programs

- The California Department of Education should maintain a database of Student Board Members in local school districts.
- Both school districts and students should be knowledgeable of the process for the acquisition of a district student board member and that student's responsibilities and privileges through distribution of the State Board of Education's best practices.

IV. KEY ISSUES

Process of Acquiring a Student Board Member

- District school boards have no defined time period in which they are required to respond to a petition for a student board member.
- District school boards are not required to publicize an opening for the student board member position to inform students of that opportunity.
- Students are not formally informed of the process in which to petition for the position of a district student board member.

V. WHAT'S WORKING

- Many local schools boards have student members with preferential voting rights that successfully represent students at the school board level and provide relevant student feedback and opinion (Fremont Unified School District, Sequoia Union School District).
- Empty student board member positions were successfully filled and maintained in districts that openly publicized those vacancies (Culver City Unified School District, Campbell Unified School District).
- Through the Student Board Member Symposiums, incoming student board members receive best practices and training that provide them with the skills and knowledge to effectively serve their terms (California Association of Student Councils).

VI. FISCAL ANALYSIS

What Will Cost Money:

- The collection and dissemination of a student board member directory would require minimal costs.
- The creation of a subcommittee for the research of best practices would incur moderate costs for the time of the members of the subcommittee.

What Will Not Cost Money:

- The official endorsement of the two recommended pieces of legislation would require no costs to the State Board of Education.

VII. RATIONALE

Students are unaware of opportunities to be representatives as district Student Board Members. By increasing awareness of vacancies, districts will be able to fill available positions. This ensures that all districts that have a Student Board Member position open to continue the direct representation of a student opinion.

In addition, without a required timely response, petitions for student board members can be easily ignored, denying interested students the opportunity to serve the board. By mandating a

response, all districts will benefit from student opinions, and at the same time, students will benefit from the opportunity of representation.

Furthermore, some Student Board Members are not fully informed of how to effectively serve their roles on the school boards due to a lack of training and resources. By providing a guide of best practices for district Student Board Members, students will have the ability and assistance necessary to utilize their positions to their full potential.

VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

A. Previous Student Advisory Board on Education Recommendations:

- SABE 2008 Proposal – Student Input in Decision-Making
- SABE 2003 Proposal – Student Voice

B. Present Pertinent Regulations and Policy:

- California Education Code 35012(b) – requires district school boards to give an affirmative response to a petition for a student board member position
- California Education Code 35012(d) regarding Student Board Members

C. Previous Legislative Action:

- AB1007 (vetoed) – 30 Day Response Time to Student Board Member Petition

Presented to California State Board of Education
Wednesday, November 18, 2009, Item #3

Topic: Preparation for Life after High School
Speaker: Donald Tan, Mira Loma High, Sacramento
Writer: Laura Hunerberg, Sir Francis Drake High School, San Anselmo
Group Members: Donald Tan, Mira Loma High School, Sacramento; Lane Erickson, South High School, South Torrance; Mary McGee, Nuview Bridge Early College High School, Hemet; Laura Hunerberg, Sir Francis Drake High School, San Anselmo; Trinidad Alcata, West Campus High School, Sacramento; Cameron Fukui, JF Kennedy High School, Sacramento; Clinton Rodriguez, San Benito High School, Hollister; Amanda Pena, California High School, Whittier; Wendy Barbero, Sir Francis Drake High School, San Anselmo; Nalani Sancristobal, Tamalpais High School, Tamalpais; Tori Leder, Lowell High School, San Francisco

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes inclusion of life skills instruction in the high school curriculum as a priority.

II. RECOMMENDED SBE ACTION

The Student Advisory Board of Education recommends that the State Board of Education include life skills standards such as management of finances and job search skills in statewide curriculum.

III. SUPPLEMENTS

The State Board of Education may consider implementing one or more of the following suggestions as a supplement to the aforementioned recommendation:

- Create a compilation of best practices for life skills instruction, such as life skills seminars, and disseminate to schools and districts
- Create an incentive for schools to implement programs described within the best practices

IV. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

- Statewide curriculum standards should provide for life skills training in the appropriate subject areas, including topics such as budgeting in math and resume-writing in English.

Student Action

- Students should encourage schools and districts to adopt the programs described in the best practices that are most applicable to their individual schools.

V. KEY ISSUES

Inclusion of Life Skills in Standards

- Curriculum standards do not include many of the life skills necessary to prepare students to be proficient in certain key aspects of adult life.

VI. WHAT'S WORKING

- Classes are provided to teach child caring skills. These classes have proven particularly valuable for teen parents and those that start families shortly after high school. (Saratoga High School)
- Outdoor education classes and internships are available for students to experience life outside of their schools and learn more about the functions of the real world. (Rolling Hills Preparatory School).
- Some schools have an internship or shadowing program that allows students to effectively gain experience in various fields of work. (Hayfork High School; Sir Francis Drake High School)
- A finance organization project incorporated into an existing Life Skills class accurately teaches students personal finance management. (Hayfork High School)
- The school's philosophy is for teachers to emphasize real world applications of lessons from all classes. (The Harker School)

VII. FISCAL ANALYSIS

What Will Cost Money:

- This proposal carries a substantial cost for the State Board of Education to create a committee for and execute the reform of standards to insert the new curriculum.
- The California Department of Education will need to create and distribute guidance materials for educators for new curriculum at a moderate cost.

VIII. RATIONALE

Most students are lacking important life skills and are not fully equipped to enter the workforce. The current curriculum standards do not incorporate these necessary skills. Threading these elements into the current curriculum standards will enhance students' preparation for their independent futures. Not only will the inclusion of life skills into the current core curriculum help to better establish an academic-to-real-world connection.

This way of inserting life skills into the curriculum won't disrupt current class schedules, but rather enhance the value of existing classes. Students will be more invested in their education because they will be able to see more direct value in what they learn and how it applies outside of the classroom.

IX. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION**A. Previous Student Advisory Board on Education Recommendations:**

- SABLE 2009 Proposal- Preparation for Life after High School
- SABLE 2007 Proposal – Life Skills and Career Inclusive Curriculum
- SABLE 2003 Proposal – Career and Technical Education Programs

B. Present Pertinent Regulations and Policy:

- California Education Code, Section 51226.1 - mandates the development of a Career Technical Education (CTE) Framework
- California Education Code, Section 52487 - supports the creation of the State Department of Education Home Economics Careers and Technology Career Technical Department

C. Previous Legislative Action:

- 2002 Senate Bill 1934 (McPherson) - required the development of the CTE model curriculum standards
- 2002 Assembly Bill 1412 (Wright) - required the development of the CTE model curriculum standards
- 2007-2008 Budget - Governor Schwarzenegger set aside \$52 million in the proposed budget for improvements to career tech programs

Presented to California State Board of Education
Wednesday, November 18, 2009, Item #4

Topic: Course Requirements and Alternate Accreditations
Speaker: Jordan Feri, West Campus High, Sacramento
Writer: Kristy Nguyen, California Academy of Math and Science, Torrance
Group Members: Jordan Feri, West Campus High, Sacramento, Kristy Nguyen, California Academy of Math and Science, Torrance, Joanna Lee, Saratoga High, Saratoga, Selena Li; Rachel Kim, Mira Loma High, Sacramento, Amber Goulding, Vacaville High, Vacaville, Derek Hernandez, California High School, Whittier Lexi Later, Rolling Hills Preparatory, San Pedro, Natalie Russell, La Jolla High, San Diego

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes the modification of accreditation requirements to recognize extracurricular activities as a priority.

II. RECOMMENDED SBE ACTION

The Student Advisory Board recommends that the SBE:

- 1) Allot credit for the completion of school-sponsored extracurricular activities and courses in the categories of Sports and Visual and Performing Arts.
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III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

- Credit should be allotted in the area of Physical Education for the completion of school-sponsored sports on criteria established by the SBE.
 - Credit should be allotted in the area of Visual and Performing Arts for the completion of school-sponsored arts-related activities on criteria established by the SBE.
-

IV. KEY ISSUES

- Students are often unable to supplement their education with courses of their choice because they have to take other classes to fill requirements.
 - In some cases, students are forced to take courses to fulfill graduation requirements, the work of which they have already completed in their extracurricular activities.
-

V. WHAT'S WORKING

- Students participating in in-school and independent sports are able to redeem Physical Education Credits for their participation in those sports. (Los Gatos High School, Saratoga High School, Modesto High School, The Harker School)
- Students use their after school orchestra and band participation to fulfill their Visual and Performing Arts requirements. (Rolling Hills Preparatory, California Academy of Math and Science)

VI. FISCAL ANALYSIS

What Will Cost Money:

- The State Board of Education will need to change the accreditation processes for Sports and Visual and Performing Arts at a minimal cost.

What Will Not Cost Money:

- The implementation of the new policy will not cost any money, as the programs in question are already in existence.

VII. RATIONALE

Many students participate in out-of-class activities that involve the same work as formal courses, but students are not granted the credit for these activities. If a student wishes to participate in school athletics or school-sponsored arts, they must also enroll in a Physical Education or an arts class, to earn their Physical Education and Visual and Performing Arts credits. Thus, students are spending twice as much time for the same payoff. As a result, students are unable to enroll in classes that they find necessary or interesting due to the lack of open slots in their schedules. Our solution allows students more time to pursue these courses. By having out-of-class activities count for the same credit as similar activities that would be done in class, these class periods normally reserved for Physical Education and Visual and Performing Arts courses are now open for other classes. Additionally, summer programs would be less impacted if students' schedules are opened up to take those classes during the school year.

The accreditation of school-sponsored activities and courses will allow students to more easily meet their graduation requirements. These policies will promote more extensive learning as well as student interest, while ensuring that students still fulfill the existing graduation requirements.

VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

A. Previous Student Advisory Board on Education Recommendations

SABE 2004 Proposal- Credibility of Regional Occupational Programs and Fine Arts

B. Present Pertinent Regulations and Policy:

Education Code Section 60800- Physical Fitness Testing

Education Code Section 8820-8830- Visual and Performing arts Requirements

Presented to California State Board of Education

Wednesday, November 18, 2009, Item #5

Topic: Student Disciplinary Methods
Speaker: Tatum Duckett, Central Middle, Oroville
Writer: Zhané Bowens, Kit Carson Middle, Sacramento
Group Members: Crystal Homicz; Haley Wiley; Bobie Friend; Destinee Dishong, Hayfork Elementary, Hayfork, Zhané Bowens; Ricky Avalos; Belen Lopez-Mendez, Kit Carson Middle, Sacramento, Tatum Duckett, Central Middle, Oroville, Sage Lauwerys; Helen Veazey; Ottilia Biondi; Gillian Moffitt, Sutter Middle, Sacramento

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes the modification of suspension policy and the extended training of teachers as a priority.

II. RECOMMENDED SBE ACTION

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

- 1) Institute In-School Suspension policy for all suspensions with the exception of particularly extreme cases.
 - 2) Initiate and recommend a program to train teachers on updated disciplinary methods for students with behavioral problems.
-

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

- School discipline policies should eliminate use of out-of-school suspension and only use in-school suspension with the exception of particularly extreme cases.
- The State Board should set criteria for what constitutes extreme behaviors.
- Students should be required to execute the same coursework independently in in-school suspensions as students attending class.

Programs

- School districts should train teachers in new methods of discipline.
 - Teachers should be re-trained in these updated disciplinary policies every three years.
-

IV. KEY ISSUES

Problem Behavior Management

- Current methods of discipline reduce a student's class time and are thus counterproductive to improving the student's performance.
- Teachers do not receive regular up-to-date training on disciplinary responses to behavioral problems.

V. WHAT'S WORKING

- Students in In-School Suspension are required to keep up with their class work. (The Harker School, Modesto High School, Mira Loma High School, Burlingame High School)
- Summer Camp Counselors/Trainers for the California Association of Student Councils go through trainings on dealing with different personality types and potential problems resulting in very few formal disciplinary actions at the camps. (California Association of Student Councils)
- A student was put on Out-of-School Suspension and had an incredible burden put on his family to monitor him while he was not allowed to be at school. With an in school suspension policy, this could have been mitigated. (New Haven's Lincoln-Bassett School)

VI. FISCAL ANALYSIS

What Will Cost Money:

- The creation and implementation of a training program for teachers will carry a substantial cost.
- The cost to school districts of paying teachers to monitor In-School Suspension could be moderate.

What Will Not Cost Money/Make Money:

- ADA funding that would otherwise be lost can be paid to the district if a student is present at In-School suspension.

VII. RATIONALE

In many circumstances, students do not think about how their actions might affect their future and do not understand the full consequences of being suspended. To some students, referrals and suspensions are perceived as a vacation and the effect as a deterrent is effectively lost. In-School suspension will provide students with an adequate learning environment so that students can complete their assignments without being disruptive to the rest of their class. Furthermore, students are still attending school during the process of these disciplinary actions and therefore schools are still receiving funding for that student's attendance.

Teachers should also be trained on how to properly deal with difficult behaviors so that class can run more efficiently. A mandatory workshop every three years that teaches educators how to better deal with problem behaviors as well as familiarize them with the developing student culture.

VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION**A. Previous Student Advisory Board on Education Recommendations:**

There has been no recent action on this topic by the Student Advisory Board of Education.

B. Present Pertinent Regulations and Policy:

Education Code Section 48900-48927: Current specifications on Expulsion and Suspension policy