

The Student Advisory Board of Education

Wednesday, November 6, 2019, Item #1

Topic: Positive Disciplinary Practices

Speaker: Anuka Mohanpuhr, Berkeley High School, Berkeley

Writer: Mikayla Pok, La Sierra High School, Riverside

Group Members: CC Coleman, San Benito High School, Hollister; Anish Jampana, Northwood High School, Irvine; David Kim, Lincoln High School, Stockton; Yeonjie Michelle Kim, Portola High School, Irvine; Vanessa Ramirez, San Benito High School, Hollister; Jessica Ramos, Skyline High School, Oakland; Elijah Tsai, Lincoln High School, Stockton

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified that local educational agencies lack guidance for the effective implementation of disciplinary practices that are research-based and proven to positively address and correct the pupil's misbehavior.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education suggests that the Superintendent of Public Instruction facilitates the publication of *A Blueprint for Positive Disciplinary Practices*, which would serve as an implementation model that local education agencies, can reference when developing alternative practices to address and correct student misbehavior. This blueprint will serve as a primary resource and provide guidance to local educational agencies, not create a statewide mandate.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

The Superintendent of Public Instruction will establish a transition team work group that will oversee the creation of *A Blueprint for Positive Disciplinary Practices*, which will outline effective processes for the implementation of the Positive Disciplinary Measures

outlined in the Local Control Funding Formula (LCFF) Priority 6 Statement of Model Practices. For the creation of this blueprint, the Superintendent of Public Instruction will convene all stakeholders deemed necessary, such as but not limited to: education professionals, students, administrators, counselors, specialists, psychologists, and parents.

The Student Advisory Board on Education recommends that the work group creating the blueprint takes into consideration the following suggestions:

- A timeline for the implementation of positive disciplinary practices for schools to reference
- Faculty training in positive disciplinary practices outlined within the blueprint to ensure successful transition to new disciplinary policies
- Positive disciplinary practices as listed in School Climate of the Priority 6 Statement of Model Practices in the LCFF:
 - Restorative Practices
 - Restorative discussions - discussions led by peer mentors or other facilitators to mediate minor student worries, minor disruptions, interpersonal conflicts, challenging situations, and etc.
 - Dialogue circles - circles consisting of entire classes, school council, and other staffs available to resolve class issues and problems affecting students as a whole
 - Peer Jury - a jury system led by restorative justice coordinators, peer jurors, and staffs that handles staff or student-related conflicts or any harm regarding any persons or properties
 - Mediation and Conferencing - Meetings led by professional facilitators or family members to resolve student conflicts, staff-student conflicts, minor issues involving harm to persons or properties, and etc.
 - Positive Behavior Interventions and Supports - a set of ideals and tools that schools use to improve the behavior of students
 - Youth Court - a voluntary alternative to the criminal justice system for young people who have committed a crime or an offense. A youth court consists of either three lay magistrates or a single district judge

The intent of the creation of this blueprint is for school districts, educational agencies and schools to have an available resource on how to best implement positive disciplinary practices. It is a resource individual school districts and schools may utilize when designing the ideal positive disciplinary policy for their specific needs, allowing for full local control.

IV. KEY ISSUES

- SB 419 states that students in grades K through 8 will no longer be suspended from school for willful defiance, with this bill becoming active on July 1, 2020. Willful defiance accounts for over 53% of suspensions in California. As such, districts that have not already developed practices for positive discipline will now need to plan on how to respond to willful defiance.
 - Out-of-school suspensions and expulsions remove students from the learning atmosphere and deprive them of essential educational opportunities. These practices can lead to decreased motivation, increased difficulties in coursework, apathy towards the school environment and in addition, do not prevent future misbehaviors. UCLA studies have shown that a school with high numbers of out-of-school suspensions typically have lower Academic Performance Index (API) scores.
 - Students who experienced out-of-school suspensions or expulsion are ten times more likely to eventually drop out of high school and are more likely to go through the juvenile justice system at some point in their educational career.
 - Current disciplinary policies show an uneven allotment of suspensions and expulsions. In 2018, African American students made up 6.5% of enrollment but accounted for 15.6% of willful defiance suspensions. However, in the same year, white students made up 23.2% of enrollment, but just 20.2% of suspensions for willful defiance.
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V. PROVEN RESULTS

- The California Conference for Equality and Justice has found that youth recidivism is lowered with the implementation of restorative justice. In fact, restorative justice lowered the rate of repeat offenses from 90% to 10-30%.
 - Lincoln High School in Stockton, California established a program called Peer Mediators that practices restorative justice. These mediators are trained in restorative practices and suicide prevention by multiple qualified administrators, with multiple people per case. The Lincoln Peer Mediators experience a 95% success rate in creating these agreements and solving these conflicts.
 - The Hollister School District and San Benito School District utilize PBIS programs to shift school climate and to intervene with at risk students before behavioral issues arise. Within these programs and schools, San Benito High School developed a PBIS program based on a model school, Salinas High School, which has similar demographics and had successfully incorporated PBIS themselves. Having this model school was vital for a smooth transition to a completely new program in San Benito High School for it made the process of implementation easier as the guidelines, planning, and research had already been done and could be referenced.
 - Restorative justice has been proven to lower dropout rates, which decrease the chances of students becoming financially troubled or conducting a crime. This will save schools countywide approximately \$120,000 per year.
 - Santa Ana Unified received a grant from the federal Department of Education and has invested more than \$3 million in restorative justice and related programs and have seen its suspensions drop by 75 percent.
 - As found in the article “Restorative Justice in US Schools: An Updated Research Review,” recent dissertations have reported positive results for restorative justice on exclusionary discipline. In three high schools in Merced, California, all categories of suspensions dropped markedly after the implementation of facilitated restorative professional learning group (PLG) training. Total full day suspension rates dropped in half and in-school suspension dropped by 80 percent.
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VI. FISCAL ANALYSIS

The creation of *A Blueprint for Positive Disciplinary Practices* would require a flexible amount of funding for research to determine the most effective means of discipline, and the processes by which to implement such ideas, that positively addresses and corrects a pupil's misbehavior. This would allow for the state to assume a one time cost and allow for each school district within the state to save resources that otherwise would have been appropriated toward the same goal many times over.

VII. RATIONALE

The Passing of SB 419

- Students in grades K through 8 cannot be suspended due to willful defiance after the recent passing of SB 419.
- This requires school districts to provide alternatives to suspension, as willful defiance must continue to be addressed in order to maintain a productive classroom.

The Development of Effective Disciplinary Practices

- SB 419 will be enacted July 1, 2020, leaving a brief window during which districts are effectively being required to establish new disciplinary measures. To implement a new system that fits the intent of the legislature, local educational agencies and schools would need proper consultation and research into methods most suited for their needs.
- It is the intent of the legislature within SB 419 that the “Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.”

School Districts May Implement Alternative Practices That Are Not Positive:

- Not all schools have the capability or experience to conduct a proper investigation which could lead to ineffective and counterintuitive disciplinary practices that would not fulfil the intent of the legislation.
- With a blueprint created by the state using **all of their resources**, local educational agencies and schools have a credible, researched-based resource that is proven to effectively deal with misbehavior to utilize in their implementation of positive disciplinary practices.

VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

- a. SB 419 (2019) - Students in grades Kindergarten through 8 cannot be suspended due to acts of willful defiance, active July 2020.
- b. AB 2489 (2016) - Bill analyzes current restorative justice practices in educational institutions to formulate the necessary strategies for restorative justice to be effective. This is done by requiring the CDE to consult stakeholders of schools and create model/recommendations for schools regarding restorative justice.

The Student Advisory Board of Education

Wednesday, November 6, 2019, Item #2

Topic: Student Involvement Through the Lens of the Achievement Gaps

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

Writer: Shree Reddy, Santiago High School, Corona

Group Members: Arlene Campa, Los Angeles County High School for the Arts, East Los Angeles; Leah Perez, Shasta High School, Redding; Yejin (Amy) Jung, Santiago High School, Corona; Salem Palmer, North High School, Bakersfield; Maria Gonzalez, Golden Valley High School, Bakersfield; Christian Calcines, Valley Academy of Arts and Sciences, Granada Hills, Los Angeles; Hyun Kim, South Pasadena High School, South Pasadena

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified that achievement gaps within the California Education System are symptoms stemming from a lack of student involvement on Superintendent-appointed work groups and State Board commissions and committees.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education suggests that the Superintendent of Public Instruction appoints one or more students to 12 of the 13 Superintendent-appointed transition team work groups. In addition, we recommend that the State Board of Education adds student members to its commissions and committees, specifically on to the California Practitioners Advisory Group, Advisory Commission on Charter Schools, and the Advisory Commission on Special Education.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

We recommend the Superintendent of Public Instruction appoints one or more students to the following existing Superintendent-appointed transition team work groups:

- Closing Achievement Gaps
- Teacher Shortage
- Improving Literacy

- Improving Special Education
- Increasing K-12 Funding
- College Affordability
- Early Education
- Jobs of Tomorrow
- Dual Language
- Professional Development
- Improving Data Collection
- Student Health and Safety

In each of the previously stated work groups, the student representative(s) will act as an equal member working towards the specified goal of the respective groups, but at the same time will provide first hand experience in the form of equal participatory power, student-perspective centered reports, fact-finding, and outreach to the student populace about the current issues the work group is tackling.

We recommend the California State Board of Education appoints one or more students to the recommended commissions and committees as follows:

- Advisory Commission on Charter Schools
- Advisory Commission on Special Education
- California Practitioners Advisory Group

In each of the above commissions and committees, the student representative(s) will act as an equal member working towards the specified goal of the respective group, but at the same time provide first hand experience in the form of equal participatory power, equal voting power, student-perspective centered reports, and fact-finding and outreach to the student populace about current issues the group is tackling.

The process of student selection will be under the jurisdiction of the respective groups, however, it is strongly recommended that the position(s) are determined through a process similar to that of the State Board of Education Student Board Member application process to ensure a fair and accurate representation of the California student population.

IV. KEY ISSUES

- The achievement gaps perpetuate the cycle of poverty, as socioeconomically disadvantaged students tend to not pursue higher education.
- The pattern of minority marginalization perpetuates educational disenfranchisement, especially within socioeconomically disadvantaged communities.
- Curriculum caters to students who are predisposed to success through environmental and geographic advantages including representation in school and government administrations.
- Higher level classes are developed at a faster rate with greater resources and funding, neglecting standard level classes.
- Historically, minorities have lacked accessibility to higher level classes.
- Funds are not equitably distributed at the state level based on the needs of schools
- Funding is disproportionately allocated within different districts
- There is a significant disconnect between those creating the policies and those being affected by it.

V. PROVEN RESULTS

- The State Board of Education has a student board member.
 - The student board member retains full voting rights and duties, enabling them to offer student perspective at the highest level of education administration.
- Student board members represent student interests and stand up for student rights.
 - At Fremont Unified School District, the Superintendent instituted a select student-oriented task force dedicated to finding solutions to address mental health concerns. This initiative was successful in its effective collection and mobilization of student input to create a solution directly benefiting those involved.
 - At the Los Angeles County High School for the Arts under the Los Angeles County Office of Education, students felt their connections with their school's community outreach programs were not adequately addressing the lack of accessibility to arts education. By providing

creating a comprehensive proposal, they were able to establish a Diversity and Equity Task Force, in which they provide a variety of arts programming in low-income schools and communities.

VI. FISCAL ANALYSIS

The appointment of students on the identified Superintendent-appointed transitional work groups and the SBE's commissions and committees incurs minimal cost. At most, our proposal would require the State Board of Education or the California Department of Education to oversee transportation, lodging, and meal costs for students selected to serve on the respective groups.

VII. RATIONALE

- Existing work groups are appointed by the Superintendent to investigate issues resulting in the creation of blueprints and reports to act as resources for the Department of Education, legislators, and local school districts.
- The California State Board of Education Commissions and Committees are created in response to Educational Code and are overseen by the SBE.
- Historically, both Superintendent-appointed work groups and SBE Commissions and Committees have included all educational stakeholders except students.
- Students bring a unique perspective that can only be captured through first-hand experience, which points the respective groups in otherwise overlooked directions.
- The achievement gaps are a symptom of this lack of recognition to address student issues via student voices.
- Through their first-hand experiences, students are able to identify overlooked issues that are the primary contributors to the achievement gaps.
- Additionally, educators, policy makers, and the superintendent all have their own understanding of what the achievement gaps are, either in a theoretical sense or based on dated past experiences as students.
- On the other hand, students of today have first hand knowledge of what their needs are. Thus, student perspective in these respective groups is pertinent to bridging differing understandings of the achievement gaps.

- Furthermore, the perspective of student board members shapes the respective groups' understanding of equity which allows the state board to more effectively and equitably allot resources.
 - This in turn restores a sense of agency within students, empowering them to become actively involved within their education.
 - Having students on these respective groups fosters a sense of transparency as it gives students the authority to hold the respective groups accountable for their actions and implementations.
 - This engagement combats historical minority disenfranchisement within the education system giving way to potential for increasing graduation rates and the pursuit of higher education.
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VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

- A. Superintendent of Public Instruction Primary Initiatives
 - a. Closing the Achievement Gap - Looking into the expansion of the CDE capacity to lead state-level equity work to build a pipeline of male teachers of color in elementary schools
- B. Previous Action by Superintendent Appointed Transition Work Groups:
 - a. Investigation and creation of *A Blueprint for Great Schools* and *A Blueprint for Environmental Literacy* developed by a task force led by State Superintendent of Public Instruction Tom Torlakson
 - i. While the work groups address the overarching issues, the lack of student inclusion prevents them from raising important concerns and provide first-hand perspectives.
- C. Previous State Legislation:
 - a. AB 261 - Provides that a pupil member of the governing board of a school district shall have preferential voting rights
 - i. This policy exhibits the recognition of the value of student opinion within the Department of Education.

The Student Advisory Board of Education

Wednesday, November 6, 2019, Item #3

Topic: Cultural Responsiveness
Speaker: Angel Jimenez, Mountain View High School, El Monte
Writer: Ansley Langham, Lincoln High School, Stockton
Group Members: Rachel Alper, Berkeley High School, Berkeley; Zaid Fattah, Monte Vista High School, Danville; Elena Izcalli Medina, High Tech High Chula Vista, San Diego; Ella Pascua, San Benito High School, Hollister; Zachary Patterson, University City High School, San Diego; Amariun Singh Tyiska, Golden Valley High School, Bakersfield, CA

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified that uninformed and misinformed educator perspectives on the experiences of underrepresented students leads to an ineffective learning experience as well as the proliferation of hate speech, academic inequality, and injustice in the classroom.

II. RECOMMENDED SBE ACTION

The Student Advisory Board of Education strongly advises the Superintendent's Professional Development transitional work group to devise relevant cultural responsiveness resources. Such material should be readily available online and marketed towards California's educators on the California Department of Education website under the LCFF Priority 1 Teacher Resource Page. Furthermore, Superintendents shall encourage staff to utilize such resources to confidently and knowledgeably mitigate any issues arising from cultural diversity discussion.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

1. The State Superintendent's Professional Development transitional work group creates materials for teachers and school staff that address the following topics:

- a. Cultural Awareness
 - i. Cultural groups and identities are defined as traditionally oppressed racial, religious, and other oppressed identity groups.
 - ii. Cultural responsiveness promotes an understanding of culture, ethnicity, and language. A culturally responsive individual has the ability to adapt to the cultural needs of those with whom they work.
 - iii. Educators are taught to identify their cultural lens, recognize their triggers around race and culture, and combat their own implicit biases.
 - iv. School staff understand the socio-political context around race and language.
 - v. Teachers broaden their interpretations of culturally and linguistically diverse students' learning behaviors.
 - b. Facilitation of Culturally-Difficult Conversations
 - i. Educators are given the tools to move past discomfort and hold charged conversations surrounding culturally sensitive topics.
 - ii. Material is provided to address diverse students' stress responses stemming from curriculum topics and everyday microaggressions.
 - c. Mediation of Cultural Conflicts Between Students
 - i. School staff will be provided with guidance on how to respond to the invariable conflicts between students that arise as a result of cultural conversations and ethnic students curriculum.
2. Superintendent Thurmond's transitional work group will inform cultural responsiveness resource creation by consulting with recognized experts on culturally responsive teaching, social justice education, and cultural education.
 3. Cultural responsiveness materials will be available under the LCFF Priority 1 Teacher Resource Page in the Teacher Effectiveness section. Districts review this page as they formulate their annual LCAP plans. This resource will replace *Cultural and Linguistic Differences: What Teachers Should Know*, a source curated by The IRIS Center at Vanderbilt's Peabody College of Education and Human Development but not endorsed by the California Department of Education.
 4. In respective counties, superintendents must distribute cultural training materials to school staff in a way prescribed by the district. The curriculum could be utilized in a staff development day or simply as an online educator resource.

IV. KEY ISSUES

1. Teachers and school administrations often do not know how to handle targeted hate incidents. In 2017, at San Ramon Valley High School in SRVUSD, a student ran for ASB president under a culturally insensitive platform, making fun of Islamic culture and preying on cultural stereotypes. The student was never properly disciplined by school and district administrators and was able to keep the position.
2. A 2016 study by Northwestern University and reported by *The Atlantic* asserts that, “The physiological response to race-based stressors—be it perceived racial prejudice, or the drive to outperform negative stereotypes—leads the body to pump out more stress hormones in adolescents from traditionally marginalized groups. This biological reaction to race-based stress is compounded by the psychological response to discrimination or the coping mechanisms youngsters develop to lessen the distress. What emerges is a picture of black and Latino students whose concentration, motivation, and, ultimately, learning is impaired by unintended and overt racism.”
3. Teachers sometimes discourage minority students from achieving academic success. In 2010, at an elementary school in Hollister, CA, a student in a predominantly white class was switched to a class with more minority students even though the more “racially appropriate” class did not fit her academic level.
4. According to the Healthy Kids Survey’s 2018 results, among 7th grade California students, only 8% of Asian students and 10% of white students reported being in a physical fight within the last 12 months, while 24% of African American students and 16% of Latino/a students had been a physical fight within that same time frame. High percentages of fights amongst underrepresented racial groups points to particular discomfort in classrooms and school settings for students not proportionally represented among California teachers.
5. Also outlined in the Healthy Kids Survey’s 2018 results, minority students report feeling less connected to their school environments. For 7th graders, 74% of white students report feeling connected, while only 55% of African American students report feeling connected.
6. School districts with a disproportionately high number of low-income students have higher rates of absenteeism than schools located in more affluent, suburban areas.

Oakland, California, has a chronic absenteeism rate of 15.8 percent compared to a 4.8 percent absenteeism rate in San Ramon Valley Unified, centered in Danville, a wealthy community 20 miles to its east.

V. PROVEN RESULTS

There is little statistical evidence regarding the success of cultural training materials for educators due to the fact that much of the benefits of such material are apparent in the implementation of soft skills and personal interactions, the results of which are difficult to quantify.

1. A 2019 survey of 177 midwestern educators in a voluntary additional teacher accreditation program (edTPA) found that 95% of educators reported that gaining knowledge of the cultural backgrounds of students was extremely important to the way that they approached teaching. Under the same study, 89% of educators reported believing that using culturally responsive pedagogy was extremely important.
2. At Ossining High School in Westchester County, New York, teachers are pioneering culturally competent teaching in classes designed for students to have courageous conversations about classism, sexism, and racism. Regarding the facilitation of the class, a student remarked that, “I remember at first in the beginning of the year, [the cultural tension] was always and constantly on my mind. Just thinking about it got me mad, just seeing it around me, but eventually I sort of got to think about it more and I thought it was great how I got to like not only educate myself on [cultural differences and conflicts] but also educate people around me on these things whenever I saw the opportunity to, and this class just made me and even the people around me just a little more aware.”

VI. FISCAL ANALYSIS

The curation of cultural competency materials for California educators comes at a negligible cost to the State Board of Education. The Professional Development transitional work group is a voluntary team already in existence under Superintendent Thurmond’s initiatives, and extensive information and methodology on cultural

responsiveness and responsiveness is presently available within the California Department of Education and in the larger academic world.

VII. RATIONALE

In 2019, California's students are more diverse than ever. As a result, districts across the state are beginning to recognize the need for educators to be culturally competent and able to facilitate student discussion surrounding sensitive cultural topics. School districts such as the Berkeley Unified District and the Albany Unified School District have begun allotting district funds to pay for staff training programs in an effort to combat issues that may arise in the school environment as a result of exposed and discussed cultural differences. It is important to recognize that not all California schools are financially able to provide proper cultural responsiveness training to teachers because of the lack of free, relevant, readily available cultural competency resources, which is why it is imperative that the SBE create and offer a comprehensive online resource for educators and school staff that eliminates the cost burden of necessary cultural competency materials. These materials equip teachers with the tools to gain cultural awareness, facilitate healthy, sensitive conversations surrounding race, religion, and other cultural identities, and prevent conflict in student interactions. Once equipped, teachers will feel more confident holding discussions and addressing these difficult cultural issues in their classrooms. With properly trained educators, students from the education system's underrepresented backgrounds will feel that their classrooms safe and more inclusive, and that they can engage in their education with teachers who better understand them.

VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

1. Previous Federal Policy:
 - a. In 2012, the U.S. Department of Education released a free, two-part training toolkit designed to reduce incidents of bullying, for use by classroom teachers and educators. The toolkit was developed by the Safe and Supportive Schools Technical Assistance Center, supported by the U.S. Department of Education's Office of Safe and Healthy Students, in collaboration with the NEA and the

American Federation of Teachers. This included creating a culture of respect for differences.

2. Previous State Board of Education Recommendations:

- a. In 2012 Superintendent Torlakson appointed an Educator Excellence Task Force, that focused on teacher ability to address educator quality. The task force was a joint effort between the California Department of Education and the California Commission on Teacher Credentialing.

3. Previous State Legislation:

- a. AB 512 (February 2019) requires that mental health care plans, through the Medi-Cal program, include cultural competency plans that address disparities in access, utilization, and outcomes of mental health care based on race, ethnicity and immigration status. The cultural competency plan is reported and corresponding mental health disparity reduction targets are implemented on the county level.
- b. SB 160 (October 2019) mandates that county natural disaster emergency plans consider and integrate the cultural needs of the population based on feedback from a community advisory board. The creation of these cultural competency plans protect especially vulnerable communities who require specialized actions in the face of natural disasters.
- c. AB 54 (2003) authorized a study into the availability and effectiveness of cultural competency training for teachers, a term referring to the teacher's ability to have positive responses and interactions with students from a variety of different backgrounds. The study found that:
 - i. The current accrediting system ensure that new teachers receive appropriate training in cultural competency as part of their pre-service and induction programs.
 - ii. The majority of educators who have been in the system for some time have not had cultural competency training that is appropriate for their local needs, that reflects what is known about high-quality and effective training on this topic, or that reflects the literature on effective professional development

The Student Advisory Board of Education

Wednesday, November 6, 2019, Item #4

Topic: Mental Health in Education

Speaker: Mina Lee, John Marshall Sr. High School, Los Angeles

Writer: Audrey Mallah, Albany High School, Albany

Group Members: Amanda Vang, Luther Burbank High School, Sacramento; Colin Lira, Rio Vista High School; Deyi Oliver Zhang, Castro Valley High School, Castro Valley; Ethan Daniel Collier, Hilltop High School, Chula Vista; Kate Heller, Credo High School, Rohnert Park; Simi Shetty, California High School, San Ramon; Yashelyn Hernandez, Dr. Olga Mohan High School, Los Angeles

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified that Californian high school student's perspectives on mental health are not prioritized in policy development related to educators, youth suicide, student safety, and other mental health-related issues.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education urges the Superintendent of Public Instruction to direct the California Department of Education (CDE) to ensure that one or more high school student members are appointed to the Student Mental Health Policy Workgroup (SMHPW) with full voting rights and duties at all times and are appointed annually.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

The Superintendent of Public Instruction should ensure a student member who attends a California public high school or charter school to serve on the Student Mental Health Policy Workgroup. This member will attend the quarterly meetings and give insight on the mental health of students and issues surrounding mental health that students face today.

The implementation of the student member will require the following:

- A standardized application process with:

- Free-response questions
- An application deadline
- A selection timeline
- Outreach
 - The Superintendent of Public Instruction to publish a letter to all students, teachers, counselors, principals, and other constituents of California school districts in order to publicize the position.
 - The Superintendent will work with a variety of stakeholders and advocacy groups that work with students directly, such as the California Association of Student Councils, to identify potential candidates to serve on the workgroup.

IV. KEY ISSUES

- Students lack the tools to recognize the signs of mental health problems within themselves and others and even if they are able to recognize the signs, and they are unaware of the resources they have or have to give to a person who is struggling.
- In 2013, 481 Californian youths, between the ages of 10-24, were known to have committed suicide.
- Nearly 90% of all California youth suicides from 2011-2013 were associated with either a diagnosable mental health or substance-abuse disorder.
- According to the American Psychological Association, 42% of adolescents report that they are not appropriately managing their stress levels; 13% say that they never set aside time to manage their stress.
- According to Attendance Works, kindergarten students who are chronically absent are less likely to read proficiently by the end of third grade and are more likely to be held back in later grades.
- According to the Lucile Packard's Foundation for Children's Health, the counselor to student ratio is 681:1, the nurse to student ratio is 2502:1, the psychologist to student ratio is 1124:1, and the social worker to student ratio is 9277:1. This is an issue because for students to receive competent mental health

support, faculty must be able to dedicate sufficient time to each student, which cannot happen with these large ratios.

V. PROVEN RESULTS

- The student member on the California State Board of Education and State Boards of other states act as a liaison between students and their respective boards.
 - The State Board of Education's Child Nutrition Advisory Council includes a student board member.
 - Individual districts' Boards of Education allow for student board members.
 - The Instructional Quality Commission (IQC) includes a student member, showing the value and importance of student members on boards.
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VI. FISCAL ANALYSIS

The student member will serve without pay. In accordance with state regulations, all authorized travel costs (transportation, lodging, meals) related to the SMHPW quarterly meetings will be reimbursed or arranged by the SMHPW, with the exception of airfare, which is directly paid by the California Department of Education. This will follow the same guidelines as the student IQC member.

VII. RATIONALE

According to the Center for Disease Control and Prevention, suicide is the second-leading cause of death amongst teenagers in the United States. Many high school students have also reported struggles with anxiety, self harm, and substance abuse. With this in mind, opening a discussion surrounding mental health is crucial, which is the role of the SMHPW. For the SMHPW to be fully productive and be able to make informed decisions, student input is critical. Although student data can be reviewed, adding a full voting student member further increases transparency and personability between students and the workgroup. Students are aware of situations, concerns, and obstacles that their peers face on an everyday basis that would otherwise be difficult for the workgroup to understand.

VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

A. Past Education Code Implementations

- a. Section 51210.8 (2005-2006) - Mandates that the SBE will adopt the content standards in the curriculum area of health education and the content standards shall provide a framework for instruction that a school may offer in the curriculum area of health education. Currently in effect.
- b. Section 215 (2015-2016) - Mandates that the governing board of any local educational Agencies (LEA's) that serves students in grades seven to twelve adopt a policy on pupil suicide prevention, intervention, and postvention. Currently in effect.
- c. Section 41533 (2013) - Authorizes school districts to use a portion of their Professional Development Block Grant funding to pay for suicide prevention training for school teachers. Currently in effect.

B. Previous State Legislation:

- a. AB 3632 (1983-1984) - Requires a partnership between school districts and county mental health agencies to deliver mental health services to students with individualized education programs (IEP's).
- b. AB 2017 (2015-2016) - Established the Mental Health Services Fund, continuously appropriated to and administered by the State Department of Health Care Services, to fund specified county mental health programs, including prevention and early intervention programs and programs implemented under the Adult and Older Adult Mental Health System of Care Act. Currently in effect.
- c. AB 2639 (2017-2018) - Requires schools that serve students in grades seven through twelve to review policies on pupil suicide prevention every five years and update the policy, if necessary. Currently in effect.
- d. SB 972 (2017-2018) - Increases awareness of services available to students by requiring public schools, private schools, and public and private institutions of higher education that issue pupil identification cards to include the telephone number for a suicide prevention hotline or the Crisis Text Line. Currently in effect.

The Student Advisory Board of Education

Wednesday, November 6, 2019, Item #5

Topic: Student Board Member Support
Speaker: Aubreanna McNamara, Summerville Union High School, Tuolumne County
Writer: Caruna Gillespie, Laytonville High School, Laytonville
Group Members: Michelle Alas, Northgate High School, Walnut Creek; Tina Javid, San Benito High School, Hollister

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has determined that student voice is not prioritized or given the resources to sufficiently represent student needs that are overlooked and neglected by those who work in the educational system.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education suggests that the State Board of Education encourages districts to prioritize training of their student board members to adequately provide a platform for student voice through trainings provided by the districts. We also suggest that the State Superintendent of Public Instruction partner with key stakeholders to create *A Blueprint for Local Student Board Member Training* for districts to utilize in order to train their student board members.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

1. The Student Advisory Board on Education suggests that the State Board of Education creates *A Blueprint for Local Student Board Member Training* for trainings that contain but are limited to the following components:
 - Understanding of Technical Aspects of Local Education System

- How school districts implement change within LCAP/LCFF Framework
 - Exact jurisdiction of Local Boards of Educations
 - Role of State Board of Education, Superintendent, CDE, and County offices of education in guiding local school districts
 - Student Abilities/Restrictions
 - Student Bill of Rights and the application of the rights to student school board members
 - Preferential voting weight
 - Role/Responsibilities
 - Who they represent and the importance of accurate representation
 - Expectations for student involvement and contribution
 - Expectations for outreach within the school with peers
 - Skills for being an effective voice
 - Presentation skills and communication skills
 - Collaboration methods and team development
 - Critical thinking and time management skills
 - Possible Challenges
 - Lack of understanding from fellow board members
 - Ideas and contributions disregarded due to age
 - Moral Training
 - Racial implicit bias, gender implicit bias, and sexual orientation implicit bias
 - Ethics trainings
2. We also suggest the collaboration of educational departments and student members, as well as incorporating existing trainings developed by different programs and stakeholders such as:
- California School Boards Association
 - Student Member on State Board of Education
 - California Association of Student Councils
3. We suggest that this model is provided on the website for the California Department of Education, and the California School Board Association and distributed to district superintendents and boards of education.

IV. KEY ISSUES

- Lack of transparency and accountability on the part of each district board regarding the status or lack of student board member.
- There are limited pathways of communication for public school students to express their needs and concerns regarding their education to an entity that can enact change.
- District boards receive limited information from students; thus, they cannot adapt their policies and processes to address issues that are often generalized.
- The position of student district board member isn't perceived as credible or useful because they aren't properly prepared to collaborate with adult members.
- The trainings that are offered for Student District Board Members aren't available to all students that are an active member or upcoming member because of financial restrictions.
- In a survey conducted by Quaglia Institute where 66,000 high school students were surveyed, it was found that 53% of students felt they did not have a voice in their school, while 54% of students felt they were not a valued member of their school community.
- Data from the California Healthy Kids survey shows that only 36% of high school students feel meaningfully engaged in their education. (2015-2017)

V. PROVEN RESULTS

- Oregon provides training for all newly elected board members broken down into three workshops that vary in levels of depth and provide proper education on the role of board members.
- Texas implements school district board member training for districts that don't offer it themselves and require that members are educated on specific topics for a certain number of hours.

- New York requires all newly-elected board members to complete training within their first year serving on the board and offer an in-person as well as an online version of the training that increases board efficiency.
- Missouri provides a 18.5-hour long training that newly-elected student board members must complete within their first year of service (§ 162.203, RSMo.)

VI. FISCAL ANALYSIS

Creating and distributing a model for student board member training will incur minimal cost. Contact and communication costs between key stakeholders creating and distributing the model is the only expenditure.

VII. RATIONALE

Offering these trainings for student board members will increase the efficacy of student involvement and better highlight student needs that are otherwise overlooked or discarded. It will help bridge the communication gap between school boards, students, community members, and faculty, which will lead to an increase in support for students. If students are provided with the proper tools and resources to fully participate in student advocacy on district boards, the greater student population will be able to have a greater impact on decisions within the district. This will open up more accessible pathways of communication between students in public schools and their respective board members and allow the student board member to act as a conduit for feedback back to the board and contribute implementable and relevant policy regarding public concerns. Increased collaboration between the adult board members and the student board member will help solve current issues in schools. In addition, it will spark interest in students to become board members and districts to incorporate student members on their board.

VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

1. Previous State Board of Education Recommendations:
 - a. The Board of Education currently trains its own pupil member, showing support for the training of student representatives in order to promote youth voice.
2. Previous State Legislation
 - a. AB261, in effect 2017, states that student school board members participate fully in the work of the board when it is in open session, including questioning witnesses and having timely access to open session materials.
3. School District Action:
 - a. School districts have paid for trainings for their own student school board representatives with the California School Boards Association student board member training(\$350-\$400) and the California Association of Student Council Student Board Member Symposiums(\$95-\$125).

The Student Advisory Board on Education
Wednesday, November 8, 2019, Item #6

Topic: Sustainability in Education
Speaker: Estrella Pacheco, Analy High School, Sebastopol
Writer: Norma A. Garcia, Bright Star Secondary Charter Academy, Los Angeles
Group Members: Annelise Long, C.K. McClatchy High School, Sacramento; Christopher Tan, Granite Bay High School, Granite Bay; Deanna D. Escarises, Sweetwater High School, National City; Janice-Tailene Remes-Ullrich, Lincoln High School, Stockton; Jennifer Chavez, Ramona High School, Riverside, Rosemary Gomes, Ramona High School, Riverside; Serena Perl, Palisades Charter High School, Los Angeles

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified that local educational agencies have inconsistencies and sometimes fail to adequately address the issue of the climate crisis in facilities and infrastructure, which will lead to irreversible effects on posterity.

II. RECOMMENDED SBE ACTION

1. The Student Advisory Board on Education recommends that the State Board of Education add “School facilities are environmentally sustainable” as a key area to the state-wide priority of Basic Services for the Local Control Accountability Plan (LCAP). Local Educational Agencies must create goals and action plans to meet the key issue, which have measurable outcomes, such as carbon footprint, water consumption, and energy usage.
 2. Additionally, we recommend that the State Board of Education identify model practices as a resource for school districts to consider when developing their own LCAPs.
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III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

The Student Advisory Board on Education recommends the addition of a key issue under the Basic Services priority. Thus, the four key areas critical to the LCAP Priority 1: Basic Services will now be:

1. Teachers are assigned and fully credentialed for the students they are teaching resources.
2. Students have access to the standards-aligned instructional materials resources.
3. School facilities are maintained in good repair.
4. **School facilities are environmentally sustainable.**

As LCAP Priorities need to have measurable outcomes, districts can measure their progress in sustainability through specific metrics. Examples of these metrics can be found below:

1. Waste Production
2. Carbon Footprint
3. Water Usage
4. Energy Usage

The State Board of Education should identify model practices that local educational agencies can use to meet goals identified in their LCAP to address the new key area. Examples of these practices are found below:

- 1) Waste Elimination
 - a) Implementation of a tri-bin waste system consisting of landfill, compost, and recycling bins
 - b) Use recycled paper and eliminate plastic products for food packaging
- 2) Eliminating Carbon Emissions
 - a) Implementation of solar panels or other renewable energy systems
 - b) Prioritizing sustainable transportation methods by installing bike racks and implementing efficient bus transportation
- 3) Water Conservation
 - a) Installation of hydration stations and/or dual flush toilets
 - b) Implementation of a rainwater catch system for gardens and for flushing toilets

- c) Planting drought-resistant landscaping
 - d) Installation of aerators
- 4) Energy Conservation
- Proper heating duct insulation
 - Using windows and skylights to replace artificial lighting
 - Encourage the use of LED lights

IV. KEY ISSUES

- Students who live in socioeconomically disadvantaged communities attend schools whose buildings are less likely to be environmentally sustainable.
- Students feel that environmental conservation is not a priority of their school. As a result, the climate crisis will become more detrimental to society as students are made unaware of its negative effects.
- At Granite Bay High School, the administration and faculty aren't encouraging or educating on sustainable behaviors; as a result, the majority of the student body utilizes private transportation to get to school.

V. PROVEN RESULTS

- In Salinas Union High School District in Salinas, California, the installation of solar panels and LED lights are projected to save over \$32 million for the district over the next 25 years.
 - At Credo High School in Sebastopol, California, students follow One Planet Living principles. As part of these goals, the school sources their school lunches from local restaurants and farms as well as from a school garden, supporting their local economy and reducing their carbon footprint.
 - At Bright Star Secondary Charter Academy in Los Angeles, California, and High Tech High in San Diego, California, hydration stations were installed, decreasing the usage of single-use plastic bottles.
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VI. FISCAL ANALYSIS

Our proposal requires no additional cost to the California State Board of Education for the revisions of the framework. It would be financially independent from the CDE and would allocate funds from individual school districts.

VII. RATIONALE

As a demand for environmental sustainability increases throughout the country, it is imperative that California is actively working to reach its goal outlined in SB-100 - a law signed by Governor Brown that promises 100% renewable energy in the state of California by 2045. With the ongoing climate crisis, students have started to take a lead on bringing awareness to the climate crisis and have educated themselves on the best ways to live a sustainable lifestyle. As students become more invested in the environment, schools must take action as well. This proposal would provide California public high schools with a list of concrete actions that schools should implement, which, in turn, will enable students to become more environmentally literate and conscious. As the State Board of Education is currently reviewing the framework of the LCAP, the addition of the Fourth key area is easily implementable.

VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

A. Previous Legislative Action:

- a. SB 100 (2017-18) - Mandates California will rely on 100% renewable energy sources by 2045.
- b. SB 373 (2001-02) - Supports instructional strategies to improve recycling in California's school districts and distributes grants for this purpose.
- c. SB 720 (2017-18) - Increases access to environmental education through outdoor learning and other non-classroom actions to incorporate environmental literacy into core curriculum.

- d. AB 1826 (2013-2014) - Fixes requirements originally set in 2013 that makes mandatory for businesses or public entities (including schools) to recycle organic waste that was 8 cubic yards to 4 cubic yards.