

**THE 2002 STUDENT ADVISORY BOARD ON LEGISLATION IN EDUCATION  
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## **Low Performing Schools**

**PRESENTERS:** Isabelle Barter, Apply Valley High School; JaQuan Bryant, Castlemont High School; Jorge De La Cruz, St. John Bosco High School; Katie Kronick, Rio Americano High School; Jack Montgomery, Lower Lake High School; Paul Morse, Lower Lake High School; Paul Peterson, Lower Lake High School; Dehn Tuyen, Skyline High School

### **OUR VISION FOR CALIFORNIA EDUCATION:**

All schools have state of the art facilities. Students volunteer to maintain and add to the beauty of the campus. Every student feels perfectly safe at every school. Every student has pride in his/her campus. Teachers effectively relate the state curriculum with each and every student. Every teacher is a credentialed expert in his/her field. The administration and faculty believe that “a test does not define a person.” Every teacher is passionate about getting to know each and every student as a person. The students and teachers share a mutual respect for one another. The administration, faculty, staff, and parents work as a team to motivate every student to reach his/her full potential and beyond. As a result, every student is motivated to learn and successfully graduates. Counselors are properly trained to do their jobs. Every student goes on to and is successful in higher education. There is a student center on campus open before, during, and after school. At this center, struggling students are tutored, troubled students are counseled, and unsupervised students are given a structured environment. Every school is considered a high performing school and every student has an equal opportunity to learn.

### **KEY CONCEPTS:**

*Opportunities for student success in low performing schools*

#### *Legislative Actions Recommended:*

- Make before and after school programs available to all high priority schools.
  - a. Allow peers and adults to provide mentoring and tutoring programs for students in need.
  - b. Establish sport and recreation programs to promote health and confidence through teamwork.
  - c. Make opportunities available for students to engage in community service within their districts and neighborhoods.
- Provide parents with information on how to effectively participate in the education of their children and set them up for educational success.
  - a. Require that parents and teachers meet regularly to discuss productive methods for assisting their children.
  - b. Provide information on healthy study habits for parents and students.
- Recognize average and improving students in low performing schools for their efforts.
  - a. Establish Renaissance programs and expand them to a statewide level.
  - b. Provide incentives for students in low performing schools to seek out higher education opportunities.

*Legislative Actions Recommended:*

- Create additional mechanisms to publicize and encourage adherence to state standards to early elementary school grades.
- Create programs that train all teachers according to the curriculum outlined in the state standards.
- Allow quarterly evaluation of teachers by both students and administrators.

**SUMMARY OF SOURCES CONSULTED:**

Interview between Isabelle Barter and Dan Leary, Apply Valley High School Principal, on February 5, 2002 and on February 8, 2002. The interview gave us an insight into some complicated bills, standards, and laws.

*Los Angeles Times*, “Wider Freedom Sought for Many Schools.” Wednesday 12/19/01 Pg. B2, By Julie Tamak. Relaxed regulations will help public schools contend with proposed budget cuts. The Davis administration is considering a proposal to relax regulations in districts meeting API growth targets to the level of charter counterpart schools.

[http://www.edsource.org/pub\\_edicit\\_scfm](http://www.edsource.org/pub_edicit_scfm); 2/11/02 “A Primer on School Finance.” This article summarized the school financial system with both sources of revenue and distribution of funds. It offered facts about the governance of revenues.

[http://www.edsource.org/edu\\_acc\\_cal.cfm](http://www.edsource.org/edu_acc_cal.cfm); 2/11/02.



## Teacher Recruitment and Retention

**PRESENTERS:** DeAndre Benjamin, Castlemont High School; Emily Brown, Montgomery High School; Tiffanie Hester, Deer Valley High School; Lorelei Leonhardt, Montgomery High School; Melissa Margin, Castlemont High School; David Tritel, Bear River High School

### OUR VISION FOR CALIFORNIA EDUCATION:

Teachers are receiving a substantial and competitive salary with excellent benefits that are meeting their needs. Teachers are overly qualified to teach their subjects and always have at their disposal the resources and time necessary to perform their job. Classes are at a comfortable size for students to communicate and receive individual attention from their teacher, and for the teacher to create a curriculum that best suits the needs of the class. Teachers are trained in teacher-to-student diplomacy, so that they can properly handle overly aggressive or passive students, and can tailor to those students that come from a different background or culture. There is an overabundance of teachers to support students in their extra-curricular activities and the activities that are performed around the school. Teachers represent the diversity of California, and recognize and assist with the problems of racial and cultural prejudice. All people enter and remain in the teaching profession because they are inspired to teach.

### KEY CONCEPTS:

*Public awareness of the teacher shortage*

*Legislative Actions Recommended:*

- Sponsor a media campaign to publicize the need for teachers in California.
- Expand on existing public university programs to actively recruit and train teachers.
- Establish a “teacher recruiter” system via public universities, whereby potential teachers are actively recruited out of high school to pursue a career in education.

*Teacher training in dealing with both academic and non-academic situations*

*Legislative Actions Recommended:*

- Form and mandate a Situational Training for Teachers (STT) program that will train beginning teacher and continue this training throughout teacher careers.
- Require STT to obtain teaching credential.

*Support for new teachers*

*Legislative Actions Recommended*

- Mandate that local governments set up mentoring programs as resources for beginning and returning teachers.
- Implement a feedback system whereby teachers and administrative staff evaluate each other periodically.

## *Teacher credential system*

### *Legislative Actions Recommended:*

- Revamp the teacher credential system to ensure that teaching becomes a major at all UC system undergraduate universities.
- Make credentials easier to obtain in general while increasing subject-specific credential requirements.
- Require and provide resources for teachers teaching outside of their area of expertise to simultaneously study in the area in which they are teaching.

## *Recruitment programs*

### *Legislative Actions Recommended*

- Implement a thorough re-evaluation of all teacher recruitment programs for the purpose of focusing funding on those programs found to be most effective.

## **SUMMARY OF SOURCES CONSULTED:**

### Senator Alárcon

We spoke to his legislative aid to gain more insight into SB 319, the bill that Senator Alárcon introduced in February of last year.

### Beginning Teacher Support Association (BTSA)

We researched this organization to learn more about the programs that are already in place to help struggling beginning teachers.

### California Department of Education (CDE)

We were able to find statistics

California Educator.com – [http://www.cta.org/cal\\_educator](http://www.cta.org/cal_educator)

California Teacher's Association (CTA)



## School Resources

**PRESENTERS:** Alejandro Castillo, Oakland High School; Sean Dugar, Berkeley High School; Christa Futagaki, Moreau Catholic High School; Julie Mills, Central Middle School; Sarah Spriet, Lower Lake High School

### OUR VISION FOR CALIFORNIA EDUCATION:

Unlimited supply and access to premium resources afford every California student an optimal education. In a state-of-the-art environment, resources are effectively allocated to set each student up for success. Ample materials provide every student with an ideal learning experience and the opportunity to maximize his/her education and productivity. All students of California attain the highest level of academic knowledge and apply these skills for the betterment of society and achievement of personal growth.

### KEY CONCEPTS:

#### *Access to resources*

##### *Legislative Actions Recommended:*

- Incentivize textbook publishers to sell online material subscriptions to schools.
- Create a statewide library plan to increase the quality of all California school libraries.

#### *Oversight of education expenditures at the district level*

##### *Legislative Actions Recommended:*

- Generate incentives to enforce and expand existing site council responsibilities to oversee district finance and materials adoption.
- Increase audits of school district finances.
- Increase budgetary reporting requirements of school districts.
- Add creativity, diversity, and learning ability to material selection criteria.

#### *Technology resources*

##### *Legislative Actions Recommended:*

- Require at least 15 to 1 student to computer ratio in 6 years.
- Set and meet a minimum standard of science lab equipment for all California schools.
- Set and meet a minimum standard of communication and media equipment (i.e. telephones, televisions, intercoms, etc.) in all classrooms of California schools.

#### *Student accountability for existing materials*

##### *Legislative Actions Recommended:*

- Implement and enforce student sanctions for loss or damage of materials.
- Offer incentives for retention and preservation of materials.

- Hold students financially responsible for loss, damage, or stolen items.

**SUMMARY OF SOURCES CONSULTED:**

Lee Angela Reid, Consultant for Senator Bruce McPherson

Howell, Penny, and Barbara Miller. "Investing in Kids." Sacramento: Sacramento City Unified School District, 1999.



## Standardized Testing

**PRESENTERS:** Sarah Muppa, Irvine High School; Sophia Yuan, Mission San Jose High; Cherence Flores, El Camino High School; Jacob Lesner-Buxton, Far West High School

### OUR VISION FOR CALIFORNIA EDUCATION:

Students feel empowered and motivated to make a difference in society. Success on standardized tests fosters an environment where students feel recognized, appreciated, and nurtured. Each year students take a statewide test based on knowledge acquired in the classroom. The test caters to the needs of all students emphasize different learning styles and backgrounds. California provides an equal opportunity for test preparation statewide. The standardized test acts as a benchmark for success in schools and districts. All California students graduate from high school as confident and well-adapted citizens of the world.

### KEY CONCEPTS:

#### *Testing methods*

##### *Legislative Actions Recommended:*

- Develop tests in different languages.
- Seek parent, teacher, and student input to formulate the test.
- Seek testing solutions that assess varying student needs and learning styles.
- Create one standardized test per grade level.
- Develop subject-level exams for middle school as well as high school students.

#### *Quality and efficiency of tests*

##### *Legislative Actions Recommended:*

- Expand testing system accommodations to reflect diversity of student needs.
- Focus all state energy into a *single* test that is given annually.
- Develop a program to train teachers in state curriculum.

#### *Incentives for improvement*

##### *Legislative Actions Recommended:*

- Inform students with regards to reward and incentive structures surrounding test results.
- Re-establish programs to recognize high scoring students.

#### *Impact of test results on community*

##### *Legislative Actions Recommended:*

- Limit availability of API scores to those uses necessary to implement PSAA.
- Create a program to educate the public on the meaning and purpose of API scores.
- Expedite the inclusion of factors other than test scores into the API.
- Allocate II/USP funds to allow community involvement in boosting API scores.





## Electronic Signaling Devices

**PRESENTERS:** Brandon De La Cruz, Temescal Canyon High School; Sarah Bell, Temescal Canyon High School; Brandon Renee, Temescal Canyon High School; Ben Sumarnkant, Troy High School; Zachary Alsagoff, Piedmont Middle School; Matthew Bustamante, Piedmont Middle School; Erica Gonclaves, Gateway High School

### OUR VISION FOR CALIFORNIA EDUCATION:

Every student may utilize his or her electronic signaling device with freedom and liberty. All electronic signaling devices are allowed on campuses and they will not disturb class. There will be no consequences for possessing an electronic signaling device on a California school site, as long as the device does not impair the learning process in class. Students who possess an electronic signaling device on campus have a greater sense of security and safety, especially in the vent of an emergency. Students utilize technology to enhance their education, and ensure their safety.

### KEY CONCEPTS:

*Communication between students and families in educational and emergency situations*

*Legislative Actions Recommended:*

- Implement Senate Bill 1253
- If SB 1253 is implemented, the legislature should recommend the following policies:
  - a. Allow students to use electronic signaling devices during break/lunch.
  - b. Encourage students to utilize personal electronic signaling devices in case of an emergency.
  - c. Discourage confiscation of electronic signaling devices without just cause.

*The promotion of safety through the utilization of electronic signaling devices*

*Legislative Actions Recommended:*

- Implement Senate Bill 1253
- If SB 1253 is implemented, the legislature should recommend the following policies:
  - a. Allow the use of electronic signaling devices during emergencies.
  - b. Allow students to carry electronic signaling devices with authorized consent.
  - c. Allow students to carry electronic signaling devices in an “off” or “silent” mode.

### SUMMARY OF SOURCES CONSULTED:

De La Cruz, Brandon. November 7, 2001. “Local Level Solutions and Action Plans for: Electronic Signaling Devices.”

Explains the local level action plans necessary for the CASC SABE delegation in order to rally support for the cause of allowing electronic signaling devices in California public schools.

Figueroa, Elizabeth. CA Senate Bill 1253.

Allows school districts in California to govern over the usage of electronic signaling devices.

Liu, Carol. CA Assembly Bill 878. This bill allows the schools to permit the usage of electronic signaling devices for health and safety reasons only.

Smith, Elizabeth. Senator Elizabeth Figueroa's legislative aide. She explained that the chances of SB 1253 of passing is very high. She also wrote SB 1253.

Vail, Kathleen. Hold the Phone. This article states the issue of cell phones was aroused by the Columbine tragedy for safety issues. The teacher interviewed by the author believed that cell phones would disrupt the learning process. School board members believe that cell phones are not essential because it only accommodates students' needs.

Weaver, Bradley. Cell Phones Invade Schools. This article explains about the advantages and disadvantages of electronic signaling devices in schools. Students in California are trying to mandate a new law.