

**California Association of Student Councils**

**Student  
Advisory Board  
on Legislation in  
Education  
Proposals  
2023**



*Change The Future*

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# P R E F A C E

The first annual Student Advisory Board on Legislation in Education took place in 2000 and was established as an avenue for the California Legislature to receive feedback from the primary constituents of the education system: students. For the last 23 years, students at SABLE have served as representatives for the needs and perspectives of California students.

The 2023 Student Advisory Board on Legislation in Education (SABLE) took place in Sacramento from January 8th to January 10th. The delegation was composed of 46 high school students from all grades and representing regions throughout the state of California. At SABLE, delegates discussed the issues in California public education that they, as students, identified as most pertinent. Delegates then researched and developed bill proposals to best address these issues.

Topics addressed this year and their respective proposals include:

- Campus Safety
- Post High School Preparedness
- Socioeconomic Equity
- Environmental Awareness
- Student Voice: Education Policy Conferences

The proposals outlined in this packet are the direct result of the work of students. Over only three days, students brainstormed, deliberated, and conducted thorough research to create effective and informed proposals that will make tangible change in their communities and statewide. We commend the delegation for their extraordinary initiative.

For the first time in three years, the Student Advisory Board on Legislation in Education occurred in person, giving students throughout California the opportunity to create proposals and changes within the capitol of our state. This is a monumental time for our staff and delegation as we come together to create changes in our education system in the capital of our state. We thank you for your time.

# Campus Safety

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**Speakers:** Ashley Yanet Castillo Hernandez (AD-61, SD-35), City of Angels Independent Study, Los Angeles; Mike Vu (AD-13, SD-5), Edison High School, Stockton; Simran Kaur (AD-59, SD-29), Chino Hills High School, Chino Hills

**Lead Writer:** Mary Zawalick (AD-30, SD-17), San Luis Obispo High School, San Luis Obispo

**Writers:** Chloe Wang (AD-55, SD-29), Ruben S. Ayala High School, Chino Hills; Chaewon Lee (AD-68, SD-37), Crean Lutheran High School, Irvine; Elizabeth Han (AD-68, SD-37), Woodbridge High School, Irvine; Amira Hutcherson (AD-1, SD-1), Shasta High School, Redding; Kundana Sammat (AD-68, SD-37), Portola High School, Irvine; Michelle Lee (AD-65, SD-29), Sunny Hills High School, Fullerton; Macksyn Peterson (AD-14, SD-8), Benicia High School, Benicia

**Facilitator:** Yashelyn Hernandez (AD-54, SD 26), California State University of Long Beach, Los Angeles

**Research:** Casey Kim (AD-52, SD-26), John Marshall High School, Los Angeles

reach the school office. Officers pointed at students who did not know the proper procedures, taking time away from the officers sweeping the school and potentially putting students in danger. Multiple instructors ignored lockdown announcements and proceeded to resume classes per usual, not locking doors, switching off lights, or moving students. Students were then evacuated to an open football field by LAPD, when there was the potential of an active shooter, because they did not have the correct evacuation map on file. Parents did not know where to look for reliable updates, resulting in clogged school phone lines, which interfered with communication between the school and the LAPD.

When a potentially armed parent entered the campus of Chino Hills High School, a teacher did not use proper ALICE (Alert, Lockdown, Inform, Counter, Evacuate) procedures. Students feared for their safety due to the teacher's refusal to execute the proper protocols, as they did not know whether or not the threat was genuine.

## SUMMARY

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Students in the state of California often find themselves afraid to go to school and/or unaware of what to do in the case of an emergency situation. This proposal mandates a handbook structured from the Comprehensive School Safety Plan (CSSP) to be physically distributed to all K-12 students, parents, and faculty and digitally put on schools' websites. Middle and high schools will host annual assemblies with all students to review the CSSP.

## BACKGROUND

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During a swatting incident at Hollywood High School, multiple procedure violations were made by staff due to a lack of knowledge of the CSSP. Armed LAPD officers entered the school before lockdown could be called because they did not have the correct phone extension to

## PRIORITY

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School communities are underprepared when emergencies occur due to a lack of communication, accountability with staff, and interagency collaboration in regard to the Comprehensive School Safety Plan (CSSP). Moreover, students and parents are unaware of what to do in an emergency situation and often find themselves in a state of panic when a situation does occur.

## SOLUTION

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The Student Advisory Board on Legislation in Education recommends that the Legislature requires all California middle and high schools to hold annual assemblies that review the school's CSSP. We also recommend that all K-12 schools create a handbook that outlines their CSSP to be distributed to K-12 parents,

students, and staff physically, as well as digitally put on websites.

## PRECEDENT

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- California Education Codes 32280-32289.9: “School Safety Plans”
  - Establishes standards on how to prepare students and staff on how to properly execute disaster protocol
  - Mandates that each school shall update their Comprehensive School Safety Plan by March 1 of every year
  - Establishes that school site councils are responsible for developing and updating the Comprehensive School Safety Plan
- Assembly Bill 51 in 2013: “Safe Schools for Safe Learning Act of 2013”
  - Requires the State Superintendent of Public Instruction to post information regarding school safety topics, such as bullying, gang activity, etc., on the California Department of Education’s Website
- Assembly Bill 1747 in 2018: “School Safety Plans”
  - Expands the requirements for School Safety Plans. This would mean that School Safety Plans now include an outline for how to deal with Active Shooters on campuses and mandate that schools administer an annual active shooter safety drill.
- California Education Codes 32280-32289.9: “School Safety Plans”- This section of California lists the requirements for School Safety Plans. This includes standards on how to prepare students and staff on how to properly execute disaster protocol and

train staff on how to properly handle emergencies.

- Education Code 32282 mandates that schools update their Safety Plan annually with all mandated information updated and have their plans approved by their district.
- School site councils are responsible for developing and updating school Safety Plans, however, they may delegate this task to a safety committee. School site councils in California must have a minimum of 10 members consisting of the principal, teachers, parents, and students (student members are only required only for high schools).

## RATIONALE

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In a YouthTruth survey, 41% of students expressed that they feel unsafe at school. This would inevitably carry a negative effect on student success and learning. If all members of the school community know the exact practices of the CSSP, teachers and school staff will be held more accountable for ensuring the CSSP is followed correctly. Students will receive the safety information in an auditory way (via assemblies) and a visual way (via the handbook). This will cause maximum retention, and students will feel safer at school, allowing for a more positive learning environment. Furthermore, police will be able to respond to emergencies more efficiently if they have the most current information.

## FISCAL ANALYSIS

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With Education Code 32282, schools are already required to update their Comprehensive School Safety Plan (CSSP) annually. Because of this, taking this information and turning it into a

handbook that is distributed to the school community as well as holding assemblies to present this information, would come at a very minimal cost. The costs would be limited to mainly the printing of the handbooks.

# Post-High School Preparedness

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**Speakers:** Alicia Del Toro (AD-10, SD-8), St. Francis High School, Sacramento; Gwen Singer (AD-44, SD-18), Van Nuys High School, Los Angeles; Lawrence Kim (AD-59, SD- 29), Biomedical Science and Technology Academy at Chino High School, Chino

**Lead Writer:** Kieon Miller (AD-21, SD-13), South San Francisco High School, South San Francisco

**Writers:** Lavani Madadi (AD-11, SD-3), Angelo Rodriguez High School, Fairfield; Jason Jiang (AD-13, SD-5), Lincoln High School, San Joaquin; Sarah Joo (AD-13, SD-5), Lincoln High School, San Joaquin; Rachel Lim (AD-13, SD-5), Lincoln High School, San Joaquin; Aneri Shah (AD-23, SD-15); Skylar Enumerables (AD-80, SD-18), Eastlake High School, San Diego; Wesley Liu (AD-55, SD-29) Chino Hills High School, Chino Hills

**Facilitator:** Ellie Lian (AD-73, SD-37), Portola High School, Irvine

**Research:** Kristie To (AD-68, SD-37), Northwood High School, Irvine

- 74% of teens do not feel confident about their financial education as of October of 2021 (CNBC).
- Despite pre-voter registration efforts encouraging young voters to go to polls, only 27.5% of pre-registered teens voted as of 2022 (California Secretary of State).
- 91% of California voters stated the importance of public schools to providing job and life skills training, par December 2021 (Office of Governor Newsom).

## PRIORITY

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High schools lack a robust and comprehensive curriculum on life skills, relying instead on the assumption that such topics will be covered outside of high school coursework. As a result, high school graduates transition to post-secondary education or the workforce without being fully prepared to live independently.

## SOLUTION

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The Student Advisory Board on Legislation in Education strongly recommends the implementation of an optional elective class surrounding life skills in order to prepare post-graduate high school students for their financial, political, and professional futures. While students should be allowed to freely enroll in the course regardless of prerequisites, it is highly recommended that this course is taken alongside government and economic courses.

## SUMMARY

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The Student Advisory Board on Legislation in Education, a program from the California Association of Student Councils, has recognized the absence of the teachings of vital life skills within the current California state curriculum. The delegation proposes that the California State Legislature require a life skills elective course, designed and enforced by the California Department of Education, to be available at all California high schools. The ensuing goal would be to resolve students' current inability to make informed decisions involving daily financial, political, and personal life.

## BACKGROUND

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Currently in California high schools, a course regarding comprehensive life skills in the fields of financial literacy, political literacy, and professional development is not offered to students. The absence of such a course has the following implications:

## PRECEDENT

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- On the national level, the JumpStart Coalition for Personal Financial Literacy created and maintains the National Standards in K–12 Personal Finance Education, however, it was last updated in 2014.
- The Career and Technical Education program for the state of Utah requires a general financial literacy course for juniors and seniors as a graduation requirement that encompasses standards essential to the development of basic financial literacy, equipping students with the skills to implement a life-long plan for financial success. The Career and Technical Education program involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.
- At The Crossroads, most prominently located in Utah and Washington State, is a transitional living program that is dedicated to teaching young adults political literacy, financial literacy, and job development.

## FISCAL ANALYSIS

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Necessary costs would be incurred through the development of the life skills curriculum.

- As of September 28, 2022, State Superintendent Tony Thurmond announced to allocate \$3.6 billion in block grants and other resources to promote financial education in California high schools. With the allocation of these funds, the implementation of financial literacy within the life skills curriculum is widely supported.

## RATIONALE

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A life skills course in school educating students on political literacy, financial literacy, and professional development gives students accessibility to the tools necessary to thrive in the real world.

- This course can promote civic engagement and thoughtful decision-making; it enables citizens to participate in the political process and make informed decisions about the issues that affect their lives. By teaching students about the political system and their rights and responsibilities as citizens, schools can help to foster a more engaged and informed electorate.
- Learning about financial literacy equips students with the knowledge and skills they need to manage their own finances and make informed decisions about their financial future (includes understanding topics such as budgeting, saving, investing, and credit management).
- Understanding financial concepts can inform political decisions, and knowledge of the job market can influence financial planning.

The addition of a single elective course which encapsulates life skills such as political literacy, financial literacy and professional development, provides an easily comprehensive and serviceable education to assist students in their future endeavors post high school.



# Socioeconomic Equity

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**Speakers:** Madhuhaas Gottimukkala, Los Osos High School, Rancho Cucamonga (AD-41, SD-23); Jackson Richards (AD-1, SD-1), Shasta High School, Redding; Andrea Soriano (AD-70, SD-36), Pacifica High School, Garden Grove

**Lead Writer:** Akshaya Aalla (AD-5, SD-6), Whitney High School, Rocklin

**Writers:** Matthew Cheng, Valencia High School, Placentia (AD-59, SD-29); Maria Davila (AD-47, SD-23), Beaumont High School, Beaumont; Camryn Le (AD-70, SD-34), La Quinta High School, Westminster; Amelia Luong, Portola High School, Irvine (AD-73, SD-37); Emerson Lyons (AD-1, SD-1), University Preparatory School, Redding; Sue Oh (AD-59, SD-29), Sunny Hills High School, Fullerton; Rudri Soni (AD-63, SD-31), Centennial High School, Corona; Tiana Zhang (AD-59, SD-29), Valencia High School, Placentia

**Facilitator:** Mina Lee (AD-54, SD-26)

**Research:** Miriam Waldvogel (AD-13, SD-5)

income, there is a three percent jump in the number of students who meet UC and CSU admission requirements. This adds up and displays a very clear relationship between income and college readiness.

Furthermore, the California Department of Education reports that on average, only about 30% of economically disadvantaged students meet advanced math standards, whereas about 60% of economically advantaged students meet the same advanced math standards.

Additionally, reports from Policy Analysis for California Education (PACE) when evaluating the LCFF found that schools in the top quartile of student poverty would need to spend 46% more money than they are given to meet the needs of their students. Thus, efforts to close the achievement gap by providing opportunities for low-income students have been largely unsuccessful.

## PRIORITY

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## SUMMARY

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Low expectations are placed on socioeconomically disadvantaged students, often manifesting into reality and leading to a significant achievement gap. To combat this, the Student Advisory Board on Legislation in Education proposes that all California school districts provide a user-friendly and comprehensive list targeted toward low-income students, consisting of extracurriculars and opportunities such as scholarships, tutoring, and jobs.

## BACKGROUND

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Students facing socioeconomic difficulties are often faced with the challenge of accessing educational opportunities and extracurriculars. This has created an achievement gap that presents itself between low income students and high income students. Local News Matters reported that for every \$10,000 of annual family

Negative perceptions of low-income students lead to a reduction in their academic performance and extracurricular participation, a fact supported by a 2021 study by the Educational Opportunity Initiative at Stanford. The result of an absence of opportunities for disadvantaged students is that they lack necessary skills to achieve their goals in and out of the classroom, creating an endless loop. From our own experiences, this commonly leads to disappointment, frustration, and the unintentional contribution to the cycle of intergenerational poverty and low achievement. For instance, at Shasta High School in Redding, there is an alarmingly large wealth disparity between the students in AP classes and students in college prep classes. This observation indicates that students who are financially unstable are less likely to take high-level classes. According to the CT Mirror, “Statewide, [1] in 10 students from low-income families will take an AP course, compared to [1] in [4] students from middle- or high-income homes.” In

addition, students at Valencia High School in Placentia noticed that an overwhelming majority of students that take high-level classes — all of which provide advantages to real-world opportunities — are financially stable, as opposed to students who are economically challenged. From these observations, we conclude that students who have a lower socioeconomic standing receive fewer opportunities, such as extracurriculars, scholarships, tutoring, and jobs.

## **SOLUTION**

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The Student Advisory Board on Legislation proposes a mandate for all California school districts to provide a readily accessible and comprehensive list of extracurriculars and opportunities, such as scholarships, tutoring, and jobs. This list should be updated periodically, and advertised to socioeconomically disadvantaged students. The execution of this proposal is for each individual school district to decide based on local needs; however, we strongly suggest that both an online and paper format is implemented.

## **PRECEDENT**

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- AB 2617 (Holden, 2022)  
Proposed \$500 million for local education agencies (LEAs) to strengthen and expand access to dual enrollment for high school students. Dual enrollment opportunities are particularly impactful for low-income students, as they allow the pursuit of higher education without financial cost.
- AB 2832 (R. Rivas, 2022)  
Required the California Department of Social Services and the California Department of Education to develop and implement a broader system directing early learning and care funding towards low-income communities.
- CalKIDS

Launched in August, the CalKIDS program creates college saving accounts for 3.4 million low-income students in public schools. Most students will receive \$500, put into an account in their name, but will receive up to an additional \$1000 if they are unhoused or in foster care. Students can withdraw the money once they turn 17 and use it for tuition, books, and other education-related expenses.

## **RATIONALE**

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This solution provides students from socioeconomically disadvantaged backgrounds the chance to close the achievement gap with their financially advantaged peers. In conjunction with these benefits, the heightened accessibility to leadership positions within extracurriculars naturally diversifies the environments and encourages success outside academic settings. Additionally, the flexibility for local districts to adapt to local needs assures tailored assistance, thus accommodating to individual needs for CTE pathways. Though the state has existing programs and resources addressing this issue, there is no official or comprehensive list of available opportunities created specifically targeted to socioeconomically disadvantaged students.

## **FISCAL ANALYSIS**

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Due to the proposal's nature, the fiscal impacts that arise will largely come from the staff time and resources needed to develop the database of pre-existing opportunities.

# Environmental Sustainability

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**Speakers:** Wenyu (Genie) Tang (AD-59, SD-29), Troy High School, Fullerton; Willie Yao (AD-59, SD-29/30), Orange County School of the Arts, Santa Ana; Rebecca Cuadra-Parra

**Lead Writer:** Lelia Cottin-Rack (AD-13, SD-5), Lincoln High School, Stockton

**Writers:** Audrey Wang (AD-60, SD-31), Santiago High School, Corona; Neo Teigen (AD-41, SD-25), La Salle High School, Pasadena; Neela Mohanpuhr (AD-14, SD-9), College Prep, Oakland; Ivy Kim (AD-48, SD-13), California School of the Arts SGV, Duarte;

**Facilitator:** Harper Johnston, Tufts University

**Research:** Aarnav Verma, Monte Vista High School

## SUMMARY

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In view of the growing climate crisis and the considerable waste produced by California schools, this proposal would establish environmental sustainability as a sub-priority in the pre-existing Local Control and Accountability Plan (LCAP).

## PRIORITY

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Environmental sustainability has long been a top priority in the state of California. As a state that produced 40 million metric tons of waste in 2019, California is a notable contributor to the growing climate crisis. California schools are responsible for 562,442 tons of waste annually, much of which is organic and recyclable— such as leftover food, cardboard, and paper (CalRecycle).

## BACKGROUND

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Although most waste generated by schools is recyclable or compostable, students statewide have identified that school districts make no visible effort to encourage or enforce sustainable disposal. For example, at Lincoln High School in the Lincoln Unified School District (city of Stockton), despite the fact most classrooms are

equipped with recycling bins, using them for recycling is not enforced— paper towels and food waste fill the recycling bins, and all of it goes directly to the dumpster.

This problem is pervasive; neither Lincoln nor Eastlake High (in Sweetwater Unified High School District, San Diego) have recycling bins next to the regular waste bins on campus. Additionally, neither of these schools, nor Santiago High School, from the Corona Norco Unified School District (Corona) have any sort of food waste or compost bins in their schools, and yet students notice a significant number of their peers throwing away entire school lunches into the regular trash bins. These lunches all come in single-use plastic packaging, and are served with single-use plastic utensils. Though using biodegradable materials for packaging and installing composting in high schools would be feasible, it would be an expense for school districts, and environmental sustainability is not a priority in school spending.

There is no requirement for schools to make environmentally sustainable decisions or to spend money on eco-conscious materials or programs.

Being that there is no accountability or expectation from the state for the environment to be a spending priority in schools, districts redirect their attention to other matters.

### Food Waste

- 50.8% of schools in California’s waste stream are from organic materials, not including paper. (CalRecycle)

### Plastic

- California dumps over 12,000 tons of plastic into landfills every day (CalRecycle)
- AB 1276 limits the usage of single use food accessories such as utensils and condiments for the retail food industry. Schools are excluded from this law.

### Waterbill/drought

- According to the Center for Environmental Education, the average school in the U.S. uses 22,284 gallons of water per day.

Energy use

- Every year, California schools spend \$700 million on energy (PG&E).
- Schools typically use around 10 kilowatt-hours (kWh) of electricity and 50 cubic feet of natural gas per square foot on an annual basis (P3 Cost Analysts).

**SOLUTION**

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The Student Advisory Board on Legislation in Education proposes that the legislature recommends “environmental sustainability” be added as an Local Control and Accountability Plan (LCAP) subpriority.

**PRECEDENT**

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- AB 130 (2021-2022) (SEC. 151). SEC. 151 of AB 130 allocated six million dollars towards the San Mateo County Office of Education for the creation of free environmental education resources for the K-12 curriculum.
- SB 1383 (2016), taking effect in 2022, required public schools and school districts in California to work with an organic waste collection service- either provided by the jurisdiction or independently- or personally dispose of organic waste through a composting facility or program.
- California Clean Energy Jobs Act (Proposition 39) allocated 1.7 billion dollars over 5 years for schools to install energy efficient equipment and promote clean energy generation

**RATIONALE**

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This solution ensures schools would be heavily incentivised to prioritize and spend money on environmental issues. Proposed spending could

include compost bins, outdoor recycling bins on campus, refillable water bottle stations, compostable food trays and packaging (or even reusable food trays, if commercial dishwashers are installed in school kitchens), water-conscious sprinkler systems, solar panels, etc.. If such environmental spending is an LCAP priority, then schools will set precedence in their community to raise the standards of environmental sustainability. If schools have to spend money on the topic, they will make conscious decisions regarding their waste management and emissions, and will work towards goals that improve environmental health and awareness in their districts and thus in their communities. This ripple effect will inevitably have positive effects on climate health. Reduced waste and reduced carbon emissions will aid environmental efforts and make individual students and community members more conscious of their personal impacts.

**FISCAL ANALYSIS**

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The fiscal consequence for the state for this proposal is nominal. California school districts have flexibility in deciding the environmentally sustainable actions to take, as well as the portion of their allotted budget going towards said changes.

# Student Voice: Education Policy Conferences

**Speakers:** Esther Kim (AD-59, SD-29), Chino Hills High School, Chino Hills; Ava Gebhart (AD-1, SD-1), Foothill High School, Palo Cedro

**Writers:** California Association of Student Councils State Council

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## PRIORITY

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Students are the driving force behind education; every part of California’s education system is tailored to identify and meet the evolving needs of its students. Therefore, it is imperative that educational governance incorporates accessible platforms to engage diverse students and integrates student voice into the heart of its governance.

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## BACKGROUND

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The Student Advisory Board on Education (SABE) and the Student Advisory Board on Legislation in Education (SABLE) are annual education policy conferences held in partnership with the State Board of Education and Senate and Assembly Committees on Education, respectively. Founded in 1963 and 1999, these conferences were created with the belief that all California high school students, regardless of their background or experience, can use their local experiences to identify pressing educational issues and propose solutions that lead to transformative statewide action. A trained team of student staff neutrally facilitates the conference with a process developed to channel authentic student voices, and helps students learn about and navigate the education system. From logistical planning to proposal implementation, SABE and SABLE are entirely student-driven.

SABE and SABLE are the only statewide platforms that empower student constituents to directly enact change through the State Board of Education and State Legislature. In addition, the conferences provide enriching civic opportunities such as lobbying in Capitol legislative offices, insightful conversations with figures in education policy, and feedback on their proposals from a panel of experts in education policy and legislation. Through these experiences and peer-to-peer environments that prioritize student voice, the ‘common’ student is able to become an active change agent.

With a uniquely structured process that inclusively and effectively allow students to pinpoint the most pressing issues facing California’s students in just days, SABE and SABLE ultimately produce student-generated proposals that are directly presented to the State Board of Education and Legislature, respectively, through special hearings. After each conference, student staff implement these proposals. Most recently, AB-748 (Carillo, 2022) directs students grades 6-12 to display mental health posters on campus, informing students of mental health tips and available resources, and AB-1867 (Lee, 2022) directs schools to include plans for updating old plumbing infrastructure to CalGreen sustainability standards when planning modernization programs in the same indoor area. AB-367 (2021) provides free menstrual products on school campuses serving grades 6-12 as well as higher education institutions, and AB-543 (Smith, 2019) directs schools to display sexual harassment policies and resources on posters.

SABE and SABLE’s history of legislative accomplishments, including the signing of more than eight pieces of legislation into state law, proves the effectiveness of SABE and SABLE as a carrier of student voice. These conferences are not only a pipeline for statewide action but also a catalyst for local engagement, as students emerge equipped with knowledge, networks, and inspiration to become positive influencers in their home communities.

## **Recommended Action**

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To recognize the historical values and unique brand of SABE and SABLE, establish an official process for their execution, and preserve the programs’ role as a significant element of educational governance, we request that the Legislature declare their intent to include education policy conferences in the State Board of Education and State Legislature’s governing laws.

### **Student Advisory Board on Education**

- Every year, the State Board of Education shall hear education policy proposals brought by California high school students through the annual Student Advisory Board on Education conference during one of their open meetings.

### **Student Advisory Board on Legislation in Education**

- Every year, one or both of the Committees on Education shall hold a special hearing to listen to education policy proposals brought by California high school students through the annual Student Advisory Board on Legislation in Education conference.

## **PRECEDENT**

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Legislation stemming from SABE and SABLE proposals have served to maintain avenues for student participation in educational governance:

- **AB-46 (L. Rivas, 2021)** - Creates California’s first Youth Empowerment Commission to advise the Governor
- **AB-261 (Thurmond, 2017)** - Grants student members serving on their district board preferential voting rights
- **SB-532 (Leyva, 2015)** - Requires district boards to appoint a student board member when petitioned for by the student body
- **AB-1204 (Chau, 2015)** - Encourages the State Board of Education to appoint a student member to the Instructional Quality Commission
- **SB-1422 (Romero, 2010)** - Permits student governments to draft a survey by which students provide feedback to teachers

## **RATIONALE**

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Educational policy governs every aspect of California students' day-to-day school lives. However, students face barriers understanding and engaging with the system. The Student Advisory Board on Education and Student Advisory Board on Legislation in Education are the only platforms that directly inject student voice into the legislature. Student voice should be at the heart of the education system. This proposal helps place students at the forefront of the education system, allowing the State to translate student voice into legislative change.