

# **California Association of Student Councils**



**Change the future >**

**Student Advisory Board  
On  
Legislation In Education**

**2017 PROPOSALS**

SENATE COMMITTEE ON EDUCATION

ALLEN, Chair — 9 a.m.

John L. Burton Hearing Room (4203)

OVERSIGHT HEARING: California Association of Student Councils

Student Advisory Board on Legislation in Education (SABLE) Agenda

1. Introduction
  - a. Presented by: Sam Goidell, Education Policy Director, California Association of Student Councils (CASC)
2. Student Voice
  - a. Presented by: Justin Chang, San Marino High School, San Marino, CA; Amy Kang, Troy High School, Fullerton, CA; Shayma Yallapragada, Torrey Pines High School, San Diego, CA
3. Technology
  - a. Presented by: Maya Jayanth, Mira Loma High School, Sacramento, CA; Safwaan Khan, Troy High School, Fullerton, CA
4. LGBTQ+
  - a. Presented by: Divya Bhat, Mira Loma High School, Sacramento, CA; Miley Hu, Shasta High School, Redding, CA; Gopika Yallapragada, Torrey Pines High School, San Diego, CA
5. Discipline
  - a. Presented by: Rachel Lu, South Pasadena High School, South Pasadena, CA; Cole McCann-Phillips, Berkeley High School, Berkeley, CA; Perah Ralin, South Pasadena High School, South Pasadena, CA
6. Student Support
  - a. Arelli Adams, Harmony Magnet Academy, Strathmore, CA; Annie Hu, Diamond Bar High School, Diamond Bar, CA; Krystal Hu
7. State Board of Education Student Board Member Process
  - a. Presented by: Julia Greensfelder, Governmental Affairs Policy Director, CASC; Nandeen Patel, State President, CASC
8. Closing
  - a. Presented by: Sam Goidell, Education Policy Director, CASC

# The Student Advisory Board on Legislation in Education

Presented to the California Senate Committee

Wednesday, February 22, 2017, Item #1

**Topic:** Increased Transparency in School Boards

**Speakers:** Amy Kang, Troy High School, Fullerton; Shyama Yallapragada, Torrey Pines High School, San Diego; Justin Chang, San Marino High School, San Marino

**Facilitator:** Sindhuja Vaidhyathan, Mira Loma High School, Sacramento

**Writers:** Chris Yeon, Troy High School, Fullerton; Hannah Leyva, Excelsior Charter Schools, Victorville; Shannon Yang, Henry M. Gunn Senior High School, Palo Alto; Edward Park, Leland High School, San Jose; Judy Min, Troy High School, Fullerton; Sonia Cardenas, Harmony Magnet Academy, Strathmore; Nisha Kyathsandra, Mira Loma High School, Sacramento; Paulina Anzaldo, Ruben S. Ayala High School, Chino Hills.

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## I. PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, establishes that an increase in student voice by elevating transparency between student board members and other school board members would be beneficial. School boards shall provide equal information for all members, including student board members.

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## II. RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board recommends that the legislature:

- 1) Advocate for the equal distribution of open session related information among all school board members during meetings, including student board members.
  - a) The student board member shall receive not only all open session materials (agendas, meeting packets, etc.), but also briefings and any other communications, such as emails, that are received by the rest of the board.
- 2) Organize an open informational hearing for the Senate Education Committee, discussing the student voice issue in general, with focus on the particular shortcomings addressed by our proposal

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## III. PROVEN RESULTS AND RATIONALE

The delegation has realized there was an unequal distribution of information with student board members as student representatives from Ripon, Beaumont, Shasta County, Los

Alamitos, Ripon, and San Marino districts noticed unequal access to open session materials, including but not limited to agendas and meeting packets. Although these student board members were integral to meetings, they were not given the tools they needed to accurately represent the student body. The delegation was compelled to act to preserve the quality of student voice.

Through the bill's implementation, student board members will become more involved and aware of the school board's decisions and reasoning. When students understand that their voices are heard, the student body, parents, administrators, and board members forge a more symbiotic relationship. To further ensure this cruciality, a Gallup poll concluded that 88% of superintendents found student engagement is integral in evaluating public school effectiveness.

Moreover, not only will student board members be able to make the most informed decisions possible, but they will also be able to accurately contribute to board discussions. This will foster a more thoughtful deliberation during the decision-making process. As a result, school boards will have a wider range of perspectives to consider. Without this ability, student board members are unable to fulfill their roles as mediators between students and the administration.

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#### **IV. KEY ISSUES**

- Student board members are unable to make an informed decision without having access to pertinent information about agenda items.
- The lack of communication and transparency between school board members and the student board member leads to decisions being made without students' complete input.
- The needs of students may not be prioritized in a school board setting.

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#### **V. FISCAL ANALYSIS**

The state government will not incur notable costs through this bill; however, there may be minimal costs at a district level incurred by the distribution of extra material (in particular, paper reading material) for students.

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#### **VI. PREVIOUS/CURRENT LEGISLATIVE ACTION**

##### **A. Previous Legislation**

- Education Code 35012

- Student board representation will be granted by the school board if a petition receives 500 signatures or 10% of high school students, whichever is less.

## **B. Current Legislative Action**

- **Assembly Bill 261**

- A spot bill that deals with giving every student board member a preferential vote in order to ensure that pupils have a role within the government board of a school district.

- **Senate Bill 77**

- Carried by Senator Wilk. This bill is currently a spot bill regarding school education boards/school boards of trustees. Our proposal seems to fit well with this bill, and we are open to discussing this possibility with Senator Wilk and/or other members of the Senate Education Committee currently carrying spot bills.

# The Student Advisory Board on Legislation in Education

Presented to the California Senate Committee

Wednesday, February 22, 2017, Item #2

Topic: Technology  
Presenters: Maya Jayanth, Mira Loma High School, Sacramento; Safwaan Khan, Troy High School, Orange County  
Writers: Emily Stenzler, Lincoln High School, Stockton; Jennifer Yi, Troy High School, Orange County; Chuofan Yu, Middle College High School, Stockton; Zachary Martin, Middle College High School, Stockton; Juan Chapa, Strathmore High School, Strathmore; Maya Tureez, Middle College High School, Stockton; Aidan Berry, Marguerite Maze Middle School, Hollister; Jasembri Malone, Excelsior High School, Victorville; Michaela Earl, Beaumont High School, Beaumont  
Facilitator: Amanda Parker, Brown University, Providence, Rhode Island

## I. PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, establishes the reinforcement of the efficacy of technology use in schools.

## II. RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board recommends that the legislature ensure school site councils provide feedback and recommendations on educator professional development, with special regard to technology.

## III. PROVEN RESULTS AND RATIONALE

- Allowing school site councils to provide feedback and recommendations towards the content of schools' professional development ensures stakeholder involvement in forming priorities.
- Stakeholders sitting on school site councils can prioritize education technology as needed per school.
- School site councils require at least one student member, guaranteeing student voice in forming schools' professional development priorities and the chance for student feedback on efficacy of educator practices.
- It is unclear to students what educators learn through professional development. Students deserve to be a part of educator training that will in turn inform their education.
- Educator professional development is the only standardized space to develop practices throughout an educator's career span. This is done with little accountability. The site council provides an inclusive process to the decisions of what is implemented in the classroom.

- Students profit from the addition of a new responsibility of the school site council because their concerns and ideas become a topic of discussion. Students are growing up in an evermore technological world and can prioritize technology that they believe improves their learning experience.
- With the optimal utilization of existing technology such as programs like Pearson, Google drive, Khan Academy, etc., students will be provided with more convenience and resources in their path of learning.
- Districts are currently purchasing electronic devices but, in many cases, are not actively using them optimally. With the additional responsibility of the school site council, it can be ensured that teachers will be able to demonstrate sufficient understanding of the useful applications and websites available and therefore transfer these skills to students.

#### IV. **KEY ISSUES**

- Districts lack adequate accountability to ensure education technology is properly taught and learned in teacher professional development.
- The state has required schools host professional development in order to receive QEIA-funding and offers a list of priorities in State Education Code Sections 45390-45392 including education technology to improve pupil performance, yet schools lack guidance from stakeholders as to how to utilize professional development.

#### V. **FISCAL ANALYSIS**

No fiscal impact. Site councils are already designated committees specific to each school, so there is no additional cost in convening a group of students, teachers, and parents.

#### VI. **PREVIOUS ACTION**

##### *Relevant Education Code*

- Part 25: Employees; Chapter 5: Classified Employees; Article 9.5: Professional Development for Classified School Employees; Sections 45390-45392:  
Recommendations for professional development do not consider local needs

##### *Current legislative action*

- There has been little if not any legislative action on any level in regards to the specificity that we are outlining.

##### *Student/CASC action*

- “Creation of Technology Committee” (SABE 2016) Creation of a state education committee regarding implementation of technology in schools featuring a student member
- “K-12 Computer Proficiency” (SABLE 2015) Establishment of a Computer Proficiency Advisory Committee to form standards for computer proficiency curriculum

- **“Integration of Technology in Classroom Curriculum” (SABE 2014) Creation of a new set of explicit educational technology learning standards**



# The Student Advisory Board on Legislation in Education

Presented to the California Senate Committee

Wednesday, February 22, 2017, Item #3

Topic: LGBTQ+ Accommodations in K-12 Schools  
Speakers: Divya Bhat, Mira Loma High School, Sacramento; Gopika Yallapragada, Torrey Pines High School, San Diego; Miley Hu, Shasta High School, Redding  
Writers: Maya Roshandel, South Pasadena High School, South Pasadena; Darby Twight, Anderson Union High School, Anderson; Veronica Phen, Middle College High School, Stockton; Kelly Tam, San Gabriel High School, San Gabriel; Christina Zhang, Middle College High School, Stockton; Jasmine Ma, Middle College High School, Stockton; Tei Park, South Pasadena High School, South Pasadena; Delaina Castillo, Vista Murrieta High School, Murrieta  
Facilitator: Anthony Chen, South Pasadena High School, South Pasadena

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## I. PRIORITY

The Student Advisory Board on Legislation in Education (SABLE), a program of the California Association of Student Councils (CASC), has identified the lack of enforcement and integration of standards and accommodations for the LGBTQ+ community in California public high schools as a critical issue facing California education.

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## II. RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board on Legislation in Education strongly encourages the Senate Committee on Education to author a resolution affirming their support for members of the LGBTQ+ community who have faced the stigma, discrimination, and prejudice associated with their identities in regards to public education.

**THEREFORE, BE IT RESOLVED**, that, the California Association of Student Councils Student Advisory Board on Legislation in Education urges all public schools to provide the proper accommodations for pupils' various gender identities, by establishing gender neutral bathrooms that provide access to necessary sanitary reproductive products, such as sanitary napkins and tampons; and, be it,

**FURTHER RESOLVED**, that, all California public school administrative forms provide students the ability to state their sex and gender; and, be it,

**FURTHER RESOLVED**, that, California educational staff are trained to mediate conflict involving discrimination and prejudice of LGBTQ+ students, the use of stereotypes against LGBTQ+ students, and student confusion about their gender or sexual identity; and, be it,

**FURTHER RESOLVED**, that, a copy of this resolution be distributed to and taken into action in all school districts within California.

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### III. PROVEN RESULTS AND RATIONALE

- WHEREAS, AB 1732 (Ting), Chap. 818, Stats 2016, requires, commencing on March 1, 2017, businesses, places of public accommodation, or state or local government agencies that offer a single-user toilet facility to be designated as an all-gender toilet facility, as specified, and authorizes an inspector, as specified to inspect for compliance; and,
- WHEREAS, AB 1266 (Ammiano), Chap. 85, Stats. 2013, requires a pupil be permitted to participate in sex-segregated school programs, activities, and facilities including athletic teams and competitions, consistent with his/her gender identity, regardless of the gender listed on the pupil's records; and,
- WHEREAS, a purpose of AB 329, Section 51930 (b) of the Education Code, is "to provide pupils with the knowledge and skills they need to develop healthy attitudes concerning gender, sexual orientation, and relationships, ..." and "...to ensure pupils receive integrated, comprehensive, and unbiased sexual health ... instruction provide educators with clear tools and guidance to accomplish that end,"; and,
- WHEREAS, Title IX from the Higher Education Act of 1965 prohibits sex-based discrimination in schools and other education programs that receive federal funding, thus committing schools to advocacy for all students against harassment including gender stereotyping; and,
- WHEREAS, the California Department of Education is expected to "provide resources and instructional strategies that give students the physical, social, emotional, and intellectual support needed to learn"; and,
- WHEREAS, the Trump administration intends on rescinding students' ability to access restrooms and locker rooms based on gender identification, thus responsibility to ensure the availability of gender-neutral restrooms in all K-12 schools will now fall onto the state government; and,
- WHEREAS, research conducted on family rejection of Lesbian, Gay and Bisexual adolescents shows that LGBTQ+ youth are 8.4 times more likely to report having attempted suicide and about 5.9 times more likely to report high levels of depression when compared to peers from families that reported no or low levels of family rejection; and,
- WHEREAS, LGBTQ+ youth experience intolerance through forms such as physical harassment (44%), cyberbullying (42%), and online sexual harassment (33%), yet 31% of LGBTQ+ youth who reported such attacks said that their schools made no effort to address the problems according to a study by the Gay, Lesbian, and Straight Education Network (GLSEN) ; and,

- WHEREAS, the National LGBTQ Task Force supports the breaking down of barriers between gender identities by allowing students entering college through Common Application and Universal College Application more options for identifying their gender.
- WHEREAS, administrative forms that ask for both gender and sex create awareness for the differences between gender and sex, and allow for gender expression of each student; and,
- WHEREAS, teachers who know how to properly handle conflict regarding the LGBTQ+ community will help combat further bullying, prejudice, and discrimination; and,
- WHEREAS, gender-neutral restrooms and sanitary products offered in said restrooms allow for the accommodation of all individual's genders regardless of sex; and,
- WHEREAS, schools are accountable for the safety of its students, including students in the LGBTQ+ community; and,
- WHEREAS, bullying and rejection from peers and family result in 20-40% of LGBTQ+ teens forced out of their schools and homes;

#### **IV. KEY ISSUES**

- Lack of LGBTQ+ standards of accommodation in K-12 schools
- Gender and sex are not differentiated on administration school forms nor do schools provide nonbinary options
- Teachers are not adequately trained with the proper skills necessary to intervene when LGBTQ+ conflicts occur among students

#### **V. FISCAL ANALYSIS**

No costs will be incurred by this resolution.

#### **VI. PREVIOUS ACTION**

##### **A. Relevant Education Code**

- **Education Code 51930-51390**
  - Outlines standards that health and education should follow in order for students to retain the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.

- Defines what standards the instruction and materials of health education should incorporate

- **Education Code 234.1**

- School site resources may include, but are not limited to, peer support or affinity clubs and organizations, safe spaces for LGBTQ or other at-risk pupils, counseling services, staff who have received anti bias or other training aimed at supporting these pupils or who serve as designated support to these pupils, health and other curriculum materials

- **Education Code 33319.1**

- All schools (public & private) provide an adequate supply of feminine hygiene products sufficient to meet the needs of all female pupils and shall ensure that female pupils have direct access to feminine hygiene products in school bathrooms.

## **B. Current Legislative Action**

- **AB 329:** requires school districts to ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education, as specified. By imposing additional requirements on school districts, this bill would impose a state-mandated local program.
- **AB 827:** requires the state department of Education to also assess whether the local educational agency has provided to certificated school site employees who serve pupils in any of grades 7 to 12, inclusive, information on existing school site and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning pupils, as specified.
- **AB 2845:** express legislative findings and declarations relating to pupils who are subject to verbal, physical, and online harassment. The bill would add the support of pupils who face bias or bullying on the basis of religious affiliation, or perceived religious affiliation. provide that that list include statewide resources, including community-based organizations, that provide support to youth, and their families, who have been subjected to school-based discrimination, harassment, intimidation, or bullying on the basis of religious affiliation, nationality, race, or ethnicity, or perceived religious affiliation, nationality, race, or ethnicity.
- **AB 1732:** requires, commencing on March 1, 2017, businesses, places of public accommodation, or state or local government agencies that offer a single-user toilet facility to be designated as an all-gender toilet facility, as specified, and authorizes an inspector, as specified to inspect for compliance.
- **AB 1266:** requires a pupil be permitted to participate in sex-segregated school programs, activities, and facilities including athletic teams and competitions, consistent with his/her gender identity, regardless of the gender listed on the pupil's records.

## **C. Resolutions Passed**

- **AJR 45: Resolution in Support of the Equality Act:** the Equality Act updates the Civil Rights Act of 1964 to include protections based on sexual orientation, gender identity, and sex in the

areas of employment, housing, public accommodations, public education, federal funding, credit, and the jury system.

WHEREAS, AB 1732 (Ting), Chap. 818, Stats 2016, requires, commencing on March 1, 2017, businesses, places of public accommodation, or state or local government agencies that offer a single-user toilet facility to be designated as an all-gender toilet facility, as specified, and authorizes an inspector, as specified to inspect for compliance; and

WHEREAS, AB 1266 (Ammiano), Chap. 85, Stats 2013, requires a pupil be permitted to participate in sex-segregated school programs, activities, and facilities including athletic teams and competitions, consistent with his/her gender identity, regardless of the gender listed on the pupil's records; and

WHEREAS, a purpose of AB 329, Section 51930 (b) of the Education Code, is "to provide pupils with the knowledge and skills they need to develop healthy attitudes concerning gender, sexual orientation, and relationships, ..." and "...to ensure pupils receive integrated, comprehensive, and unbiased sexual health ... instruction provide educators with clear tools and guidance to accomplish that end,"; and

WHEREAS, Title IX from the Higher Education Act of 1965 prohibits sex-based discrimination in schools and other education programs that receive federal funding, thus committing schools to advocacy for all students against harassment including gender stereotyping; and

WHEREAS, the California Department of Education is expected to "provide resources and instructional strategies that give students the physical, social, emotional, and intellectual support needed to learn"; and

WHEREAS, the Trump administration intends on rescinding students' ability to access restrooms and locker rooms based on gender identification, thus responsibility to ensure the availability of gender-neutral restrooms in all K-12 schools will now fall onto the state government; and

WHEREAS, research conducted on family rejection of Lesbian, Gay and Bisexual adolescents shows that LGBTQ+ youth are 8.4 times more likely to report having attempted suicide and about 5.9 times more likely to report high levels of depression when compared to peers from families that reported no or low levels of family rejection; and

WHEREAS, LGBTQ+ youth experience intolerance through forms such as physical harassment (44%), cyberbullying (42%), and online sexual harassment (33%), yet 31% of LGBTQ+ youth who reported such attacks said that their schools made no effort to address the problems according to a study by the Gay, Lesbian, and Straight Education Network (GLSEN); and

WHEREAS, the National LGBTQ Task Force supports the breaking down of barriers between gender identities by allowing students entering college through Common Application and Universal College Application more options for identifying their gender; and

WHEREAS, administrative forms that ask for both gender and sex create awareness for the differences between gender and sex, and allow for gender expression of each student; and

WHEREAS, teachers who know how to properly handle conflict regarding the LGBTQ+ community will help combat further bullying, prejudice, and discrimination; and

WHEREAS, gender-neutral restrooms and sanitary products offered in said restrooms allow for the accommodation of all individual's genders regardless of sex; and

WHEREAS, schools are accountable for the safety of its students, including students in the LGBTQ+ community; and

WHEREAS, bullying and rejection from peers and family result in 20-40% of LGBTQ+ teens forced out of their schools and homes;

THEREFORE, BE IT RESOLVED, that, the California Association of Student Councils Student Advisory Board on Legislation in Education urges all public schools to provide the proper accommodations for pupils' various gender identities, by establishing gender neutral bathrooms that provide access to necessary sanitary reproductive products, such as sanitary napkins and tampons; and, be it,

FURTHER RESOLVED, that, all California public school administrative forms provide students the ability to state their sex and gender; and, be it,

FURTHER RESOLVED, that, California educational staff are trained to mediate conflict involving discrimination and prejudice of LGBTQ+ students, the use of stereotypes against LGBTQ+ students, and student confusion about their gender or sexual identity; and, be it,

FURTHER RESOLVED, that, a copy of this resolution be distributed to and taken into action in all school districts within California.

# The Student Advisory Board on Legislation in Education

Presented to the California Senate Committee

Wednesday, February 22, 2017, Item #4

Topic: Uniform District-Wide Disciplinary Policy  
Speaker: Rachel Lu, South Pasadena High School, South Pasadena; Cole McCann-Phillips, Berkeley High School, Berkeley; Perah Rahlin, South Pasadena High School, South Pasadena  
Writer: William Alpers, Davis Senior High School, Davis, Samantha Darden, Excelsior Charter School, Norco, Kenneth Kim, Brea-Olinda High School, Brea, Jaeyoung Lee, Castro Valley High School, Castro Valley, Daniel Lusk, Harmony Magnet Academy, Strathmore, Aakash Mishra, Davis Senior High School, Davis, Sarah Pak, Northwood High School, Irvine, Sean Phen, Middle College High School, Stockton  
Facilitator: Nandeeni Patel, Vista Murrieta High School, Murrieta

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## I. PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, establishes that a statewide framework for district disciplinary task forces including student input is a priority.

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## II. RECOMMENDED SCE ACTION

The Student Advisory Board on Legislation in Education recommends that the Senate Committee on Education:

- 1) establish a district disciplinary task force
  - 2) include school administration and one student from each school within the district in said task force to help review and revise disciplinary measures annually.
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## III. PROVEN RESULTS AND RATIONALE

From 2011 to 2015, an average of 312,294 students were suspended per year. Out of these 312,294 students, 34% were African American, despite African American students only making up 7% of total students in the California public education system. These students are then three times more likely to interact with the juvenile justice system within the next year. These school-induced absences harm not only the students, but schools as well. Districts lose money for each day of absence, which adds up. In 2010, San Diego Unified School District lost \$34 million as a result of absences. If disciplinary policy is clearly communicated to the student body and is deemed reasonable, infractions are less likely to occur.

Direct student cooperation with administration breeds a sense of trust between the two parties. Knowing that their peers are part of the process and are therefore responsible for approving disciplinary policies, students accept the consequences from the disciplinarians' decisions partially as their own. As a result, students have

less resentment towards disciplinary policy and those in power in instances of rational disciplinary action, thereby increasing trust and decreasing the likelihood of repeat offenses.

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#### IV. KEY ISSUES

- Students are disciplined by teachers and administration without conclusive evidence which can lead to misunderstandings where students are deemed guilty until proven innocent.
  - There is a racial disparity in minority groups who receive far more disciplinary action than the majority groups.
  - Students who are most harshly punished generally need education the most
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#### V. FISCAL ANALYSIS

We recognize that the implementation of a task force would result in some expenses. However, these expenses are offset by the profit gained from implementing this task force. For example, a one-percent-drop in suspension rates all across California would result in a fiscal benefit of \$105 million due to increases within earnings, spendings, and tax increases. In addition, a decrease in prisons and public assistance led to a social benefit of \$346 million dollars. k

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#### VI. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

##### A. Previous Legislative Action:

- **Assembly Bill 576:** establishes a conference to discuss a pupil's suspension involving the pupil being disciplined, a school employee, district superintendent, and the pupil's guardians
- **Assembly Bill 163:** Annually reviewing the use of peace officers on campus with students to find ways to reduce the presence of these officers

##### B. Current Legislative Action:

- **Senate Bill 607:** disallows teachers from suspending students for acts of willful defiance and instead requires teachers to refer the student to the principal or any other acting disciplinarian in the school

##### C. Past CASC/Student Action

- **SABE 2016: Discipline--** Delegates recommended that the SBE suggest the creation of a district committee including but not limited to students, teachers, and administrators to meet annually in order to discuss, and if necessary, suggest revisions to the disciplinary policy for that district.
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## VII. SUMMARY OF LOCAL ACTION

- A. At San Joaquin Middle College High School in Stockton, the school has a student tribunal, where a group of students determine and give the disciplinary action on those students who break the rules. The students who break the rules are able to talk with the student tribunal and prove themselves innocent because they might not have did it.
- B. The Oakland Unified School District has been using a restorative justice program for many years; as a result, the district has been seeing reductions in problems, such as suspensions, and an increase in attendance. Their program lets the students talk about their problems and their concerns with their fellow peers. It also enables those, who are suspended, to be integrated back into their schools.
- C. The Napa Valley Unified School District is using restorative practices and conflict resolution rather than giving suspensions, expulsions, and other harsh punishments. In their restorative practice, the schools in that district have the students express how they feel about the situation, how they could change to feel better, and how the situation could be avoided next time.

# The Student Advisory Board on Legislation in Education

Presented to the California Senate Committee

Wednesday, February 22, 2017, Item #5

Topic: Student Support  
Presenters: Arelli Adams, Harmony Magnet Academy, Strathmore; Krystal Hu, Solebury School, New Hope, Pennsylvania; Annie Hu, Diamond Bar High School, Diamond Bar  
Writers: Jose Acevedo, Strathmore High School Strathmore; Sebastian Hart, Excelsior Charter School, Victorville; Kevon Mayhan, Excelsior Charter School, Victorville; Lisa Pinto, Excelsior Charter, Victorville; Gabriella Stanton, Excelsior Charter School, Norco; Camille Tran, Excelsior Charter School, Victorville; Megan Weinman, Los Alamitos High School, Los Alamitos  
Facilitator: Judy Zhou, Mills College, Oakland

## I. **PRIORITY**

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, identifies the lack of systemic support from pupil personnel services to high school students as a priority.

## II. **RECOMMENDED LEGISLATIVE ACTION**

The Student Advisory Board recommends that the legislature:

- Mandates a system for students to provide feedback to their counselors to be conducted at district levels.
- Allows districts to decide how to conduct feedback systems through Local Control Accountability Program
- Allows student input in creating categories for feedback system such as:
  - meeting time
  - how supported a student feels
  - college readiness
  - availability of counselors

## III. **PROVEN RESULTS AND RATIONALE**

- The information gathered from the student to counselor feedback system will help create a set of guidelines to further improve high school counseling programs. This system will provide substantive information on student priorities, including concerns regarding counselor performance and accessibility.
- San Diego and Los Angeles Counties have served as model school districts with regard to student feedback as shown in substantive use of the Healthy Kids survey. The information collected was found too valuable to lose, so the districts continued the implementation of this student feedback system. This example highlights the importance of student feedback within the district system as shown by the Center for School-Based Youth Development at UC Santa Barbara.
- SB 1422 (Romero), which added section 52760 to the Education Code, only

touches on student to teacher feedback, but does not include student to counselor feedback. This proposal addresses the lack of a student counselor feedback system that already exists between students and teachers:

- Schools that offer comprehensive counseling programs have proven that their high school students are more academically successful as shown by their higher Grade Point Averages. A student to counselor feedback system provides counselors with the information needed to implement effective comprehensive counseling programs in schools district wide.

Lapan, Gysbers, & Sun (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counseling & Development*, 75, 292-302.

- “29 percent of California school districts have no counseling programs at all. When counseling programs exist, counselors are often asked to add administrative duties such as testing, supervising, and class scheduling. The ratio of students per counselor in this state averages 945 to 1, compared to the national average of 477 to 1, ranking California last in the nation.”

“Research on School Counseling Effectiveness,” California Department of Education. <http://www.cde.ca.gov/ls/cg/rh/counseffective.asp>

#### IV. KEY ISSUES

- Lack of a set program for counselors to receive feedback from their students
- Limit of pupil personnel services at high schools throughout the state of California
  - i. Estimated ratio of student to education counselor is 945:1 and
  - ii. Leads to less time spent with each student

#### V. FISCAL ANALYSIS

This proposal will have fiscal implications, the details of which will be incorporated into the current LCAP process in order to avoid unnecessary costs put towards creating a new committee or task force.

#### VI. PREVIOUS ACTION

##### *Relevant Education Code*

- Part 25: Employees; Chapter 3: Certificated Employees; Article 11: Evaluation and Assessment of Performance of Certificated Employees; Sections 44660-44665
- Part 25: Employees; Chapter 2: Teacher Credentialing; Article 4: Credential Types; Sections 44250-44409
- Part 27: Pupils; Chapter 10: Educational Counseling

##### *Student/CASC action*

- “Study of Pupil Personnel Ratios, Services, and Programs” (CASC 2003) was done

as a comprehensive study to look at the status of pupil services in California.

- SB 1422 Pupil Survey of Instruction, Senator Romero, Added Article 5 to Chapter 11 of Part 28 of Division 4 of Title 2 of the Education Code relating to teachers.

# The Student Advisory Board on Legislation in Education

Presented to the California Senate Committee

Wednesday, February 22, 2017, Item #6

Topic: Application deadline for the Student Board Member position on the State Board of Education  
Speaker: Nandeen Patel, Vista Murrieta High School, Murrieta, CA  
Writers: Julia Greensfelder, Albany High School, Albany, CA; Nandeen Patel, Vista Murrieta High School, Murrieta, CA

## I. PRIORITY

The State Council of the California Association of Student Councils (CASC) has identified that the late deadline for the Student Board Member (SBM) on the State Board of Education application as a critical issue facing the California education system.

## II. RECOMMENDED LEGISLATIVE ACTION

The CASC State Council recommends that the California State Legislature amend education code 33000 to redefine the deadlines for the Student Board Member selection process. The changes are reflected in the attached code.

## III. KEY ISSUES

- If moving on in the selection process, the finalist candidates running for the SBM position are not able to commit to other extracurricular activities that they are passionate about because of the potential time commitment that would come if appointed to this position.
- SBM candidates are not adequately prepared for the selection process continued at CASC's Student Advisory Board on Education in the first week of November.
- The one-week time frame between application deadlines and the Student Advisory Board on Education, the conference at which twelve candidates are narrowed down to six, leads to miscommunication and on part of the candidates, CASC staff members, and the State Board of Education.

## IV. RATIONALE

There is one main reason as to why these set dates for the SBM selection process fall earlier than that of which it is now: these students deserve the rights to make other commitments if this seat is not secured for them. The SBM finalists who have to wait until late April/May to hear their results avoid applying for other demanding roles that they are passionate about upon the hope that they can be chosen as the SBM. This change in deadlines will allow these students to run for student councils

positions, commit to other extracurricular activities, and perhaps pick a different course load. Additionally, setting early, specific deadlines will allow for more room for communication in a manner that prioritizes the needs and time of the students running for the SBM position.

**V. FISCAL ANALYSIS**

There are no costs related to setting earlier, more specific deadlines for the SBM selection process.