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# California State Senate

## EDUCATION



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## AGENDA

Wednesday, January 17, 2024  
9:00 a.m. – 1021 O Street, Room 1200

## INFORMATIONAL HEARING

**Subject: Presentation by the California Association of Student Councils**

### Opening

Kristie To and Sue Oh

### Panel I- Food and Nutrition

- Claire Lee
- Lelia Cottin-Rack
- Jackson Richards

### Panel 2- Artificial Intelligence in Education

- Bashar Kabbarah
- T'mar Harris
- Harris Song

### Panel 3- Comprehensive Social Science Curriculum

- Claire Chin
- Chase Kim
- Alexa Koniares

### Panel 4- Restorative Justice

- Alicia Del Toro
- Bryan Rodriguez
- Joshua Lee

### Panel 5- Environmental Justice

- Walter Helvin
- Bethany Zhao
- Gracie Kim

### Panel 6- Awareness and Access for Immigrant Students

- Sean Lee
- Ebely Solorzano
- Leo Ding

### Panel 7- Access to Literature

- Kristie To
- Lavani Madadi
- Sue Oh

### Closing



# **STUDENT ADVISORY BOARD ON LEGISLATION IN EDUCATION PROPOSALS 2024**



California  
Association of  
Student Councils

# TABLE OF CONTENTS

Preface	3
Commendations	4
I. Food and Nutrition	6
II. Artificial Intelligence in Education	8
III. Comprehensive Social Science Curriculum	11
IV. Restorative Justice	14
V. Environmental Justice	18
VI. Awareness and Access for Immigrant Students	22
VII. Access to Literature	25

## 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 24 years, students at SABLE have served as representatives for the needs and perspectives of California students.

The 2024 Student Advisory Board on Legislation in Education took place from January 15th through January 17th. The delegation was composed of 70 high school students, from all grades and representing all regions of California. At SABLE, delegates discussed the issues in the California education system that they, as students, identified as most pertinent.

The proposals outlined in this packet are the direct result of the work of students. Over two days, students brainstormed and conducted thorough research to create effective and informed proposals to make tangible change in their communities and statewide. Delegates then researched and developed proposals for the State Legislature on how to best address these issues. We commend the delegation and their extraordinary initiative.

For the first time in history, the 2024 Student Advisory Board on Legislation in Education occurred with a full delegation, 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.

# COMMENDATIONS

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

The Student Advisory Board on Legislation in Education commends Lynn Lorber, Chief Consultant for the Senate Committee on Education, for her invaluable knowledge and for serving as an essential resource and support pillar for the duration of the Student Advisory Board on Legislation in Education conference.

The Student Advisory Board on Education commends the Honorable Josh Newman, State Senator of the 29th District and Chair of the Senate Committee on Education, for supporting student voice and for addressing the delegation this year.

The Student Advisory Board on Legislation in Education commends Kordell Hampton, consultant for the Senate Committee on Education, for his support of student involvement in education policymaking and his willingness to speak at the SABLE program.

The Student Advisory Board on Legislation in Education commends Patrick O'Donnell, former Chair of the Assembly Committee on Education, for his support of student involvement in education policymaking and his willingness to speak at the SABLE program.

The Student Advisory Board on Legislation in Education commends the Honorable Al Muratsuchi, State Assemblymember of the 66th District and Chair of the Assembly Committee on Education, for his continued support of the program and of student voices.

The Student Advisory Board on Legislation in Education commends Michelle Warshaw, legislative representative at the California Department of Education, for her enthusiasm and guidance in the proposal making process.

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

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

## STAFF MEMBERS

*Director:* Sue Oh, Sunny Hills High School (AD-59, SD-29)

*Assistant Director:* Akshaya Aalla, Whitney High School (AD-5, SD-6)

*Research Team Lead:* Kristie To, Northwood High School (AD-73, SD-37)

*Gamma:* Quincy Johnston, Scripps College (AD-6, SD-8)

*Advisor:* Olivia Nouriani, Graduate of University of California, Berkeley (AD-14, SD-9)

*Administrative Team:* Michelle Lee, Sunny Hills High School (AD-59, SD-29)

*Counselors:* Ava Gebhart, Connecticut College (AD-1, SD-1); Lavani Madadi, Angelo Rodriguez High School (AD-11, SD-3); Leah Perez, University of California, Berkeley (AD-1, SD-1); Jacqueline Adigwa, Fordham University (AD-67, SD-32); Sanya Dhama, Pitzer College (AD-63, SD-31); Sarah Joo, Lincoln High School (AD-13, SD-5)

*Research Team:* Amira Hutcherson, Shasta High School (AD-1, SD-1); Carter Beardsley, Frontier High School (AD-32, SD-12); George Balan, Miramonte High School (AD-16, SD-7); Jan Howa, Angelo Rodriguez High School (AD-11, SD-3); Shijoon Bae, Orange County School of the Arts (AD-73, SD-37); Victoria Cho, Troy High School (AD-73, SD-37)

# Food and Nutrition

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**Speakers:** Lelia Cottin-Rack, Lincoln High School (AD-13, SD-5); Claire Lee, Westlake High School (AD-42, SD-27); Jackson Richards, Shasta High School (AD-1, SD-1)

**Writer:** Hailey Cho, Orange County School of the Arts (AD-68, SD-34)

**Members:** Atticus Chan, Lincoln High School (AD-13, SD-5); Haley Whittington, Shasta High School (AD-3, SD-1); Maeve Cottin-Rack, Lincoln High School (AD-13, SD-5); Dana Lee, Sunny Hills High School (AD-59, SD-29); Na Young Kim, Royal High School (AD-42, SD-27); Katherine Kim, Royal High School (AD-42, SD-27); Ja Janmau Howa, Angelo Rodriguez High School (AD-11, SD-3); Micah Chan, Lincoln High School (AD-13, SD-5)

**Facilitator:** Sarah Joo, Lincoln High School (AD-13, SD-5)

**Research:** Victoria Cho, Troy High School (AD-73, SD-37)

## SUMMARY

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When the California School Dashboard measures the metrics of student achievement and school quality, the effect of hunger on student academic performance is not widely considered. Students, especially those who are economically disadvantaged, do not have access to enough food to sustain them throughout the whole day. This proposal mandates that all public schools provide students with three free meals, including breakfast, lunch, and dinner on an opt-in basis. These actions would ensure stronger attendance rates, less disruptive behavior, and increased academic performance amongst other benefits.

## BACKGROUND

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The Student Advisory Board on Legislation in Education has identified that students who face food insecurities are not guaranteed three meals a day, resulting in chronic hunger which leads to poor performance in school. During the Covid-19 pandemic, school meals were provided

at no cost in order to provide relief to families debilitated by the pandemic. Following the return of in-person learning, California made history by becoming the first state to implement a state-funded mandate to provide K-12 students breakfast and lunch regardless of the student's family income. Despite this monumental success, however, students are still not guaranteed all the nutrition needed to grow and learn.

## PROBLEM

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Economically disadvantaged students face the challenge of not having enough food to adequately sustain themselves. Although students are currently being provided with two free meals in school (breakfast and lunch), those who are economically disadvantaged may be unable to secure a dinner. The problem of insufficient food is a pressing subject, as students would be unable to focus on their learning if they are more worried about satisfying their basic physiological needs of food and nutrition.

Furthermore, without the proper caloric intake, students are also more susceptible to suffer from increased symptoms of depression and anxiety, obtain substandard test scores, and display outbursts of aggressive behaviors. A study published in Sage Open Medicine showed that being underweight reduces the academic performance of children by 68%. Malnutrition can stunt a child's life as tissue damage occurs, causing long-term damage to the brain's cognitive process, motor, and language development.

## SOLUTION

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The Student Advisory Board on Legislation in Education urges the State Legislature to require that every public school (K-12) provide three free meals to every student who chooses to opt-in to this program. A pick-up system will be



set in place, where students are able to pick up their meal at the end of each school day. The meal provided must abide by all dietary restrictions and allergies. In the case that a student is absent, a family member or guardian may go in lieu of the student to pick up the food for them. These meals will be provided on school days, excluding breaks and weekends.

Implementation details would be left to Local Education Agencies (LEA's) to obtain and distribute meals. Methods of obtaining meals could include, but are not limited to: relocating excess food and forming partnerships with local food banks and restaurants.

## LEGISLATIVE PRECEDENT

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- In 2021, California made history by becoming the first state in the country to pass School Meals for All, enabling all children in the state to eat nourishing school meals for free, regardless of their family's income.
  - SB 348: This bill ensures that these nutritious and balanced meals are served every school day with a maximum of one free breakfast meal and one free lunch meal per day.
- In 2022, President Biden signed the 2023 Consolidated Appropriations Act. This included policy regarding non-congregate meals in rural areas.
  - PL 117-328: This act authorized a, permanent, non-congregate meal service over the summer in rural areas, when typically school meals could not be served or eaten off-campus

## PROVEN RESULTS

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- In a survey interviewing schools where the Universal Meals Program was implemented during the COVID-19 Pandemic, School Food Authorities reported that student meal participation increased by 79.2% and reduced the

stigma associated with receiving free or reduced-price meals by 39.7%.

- According to the Nutrition Policy Institution, about 80% of families saved time and money with the help of free school meals, and 75% experienced less overall stress during the 2022-2023 school year when the Universal Meals Program was implemented..

## RATIONALE

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The 3-Meal Promise is able to improve the environment of (K-12) schools by drastically increasing the mood and performance of students, and decreasing the amount of malnourished students in California. By taking on responsibilities for student wellness through providing adequate food for students, student nutrition would be prioritized. Parents who struggle with food insecurities would also benefit from the school providing a third meal as they would be able to focus more on other aspects of parenting. This promise can also ensure schools would be a place where students are able to combat chronic absenteeism, engage in class, and better their relationships with school staff. If students are provided with the right amount of food needed to sustain themselves throughout the day, they would be able to focus more on academics without constantly stressing about where their next meal might come from.

## FISCAL ANALYSIS

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Incurred costs will depend on each Local Educational Agency and varying levels of demand. These costs are absolutely necessary in order for students' livelihood and wellbeing. Necessary costs will go towards paying cafeteria staff preparing these meals, paying for extra meals as needed and for the packaging of these meals. If Local Education Agencies choose to provide excess lunch meals as dinner meals for students who opt in, they will be contributing to reducing food waste and can thus qualify for financial assistance under AB 1548.



# Artificial Intelligence in Education

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**Speakers:** Bashar Kabbarah, Monte Vista High School (AD-16, SD-7); Harris Song, High School (AD-56, SD-29/30); T'mar Harris, Compton Early College (AD-65, SD-35);

**Writer:** Tyler Lam, Claremont High School (AD-41, SD-25)

**Members:** Kyle Yeung, Pacific Academy (AD-73, SD-37); Gray Lee, Sunny Hills High School (AD-67, SD-34); Dylan Sham, Walnut High School (AD-56, SD-30); Neo Teigen, La Salle High School (AD-41, SD-25); Andrew Lieu, William C. Overfelt High School (AD-25, SD-15); Leo Xu, Rowland High School (AD-56, SD-29, SD-30) Willie Yao, Orange County School of the Arts (AD-59, SD-29/30)

**Facilitator:** Leah Perez, University of California, Berkeley (AD-1, SD-1)

**Research:** Carter Beardsley, Frontier High School (AD-32 SD-12)

## SUMMARY

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Across California, Artificial Intelligence (AI) is becoming exceedingly prevalent, especially within the context of schools. However, educators and administrators are often unprepared to effectively use AI due to insufficient instructional teacher resources and comprehensive guidelines. This proposal seeks to utilize existing technology-related grants, incentivizing teachers to take professional development courses on the topic of AI. Following their newfound knowledge, teachers would then be required to disseminate this knowledge to other teachers around the school and district to promote awareness and knowledge about understanding about AI.

## BACKGROUND

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Artificial Intelligence (AI) – the simulation of human intelligence by machines—primarily computerized systems – has increased exponentially in use throughout various fields, such as corporate professionalism, screenwriting, and education. Specifically, the

use of AI in the classroom has received varied responses between teachers and schools. Some teachers permit students to utilize Artificial Intelligence programs such as ChatGPT (a language model that uses advanced natural language processing to generate human-like text and engage in interactive conversations on various topics) while other teachers outright ban the chatbot. ChatGPT, a computer program developed by OpenAI, allows its users to ask questions and receive human-like responses from the virtual bot. Unfortunately, many students utilize ChatGPT to engage in academic dishonesty; ChatGPT can write eloquent 5 paragraph essays, give test answers, and even analyze entire books.

Currently, the California Department of Education (CDE) provides a limited hub of technology education-related resources for students and teachers alike. The technology resources given by the California Department of Education are limited to the CDE's tips on how to create a more secure IT environment, however, these tips do not include sufficient information on the everchanging use of AI in students' daily lives and the academic work they produce. Additionally, the CDE provides information on how technology can be used for students from preschool through college through Computer-Using Educators (CUE), an instructional technology mailing list, and a Technology Information Center for Administrative Leadership, however, all of these resources lack a comprehensive overview of how AI can be properly utilized by teachers, thus limiting the spread of such knowledge throughout schools, districts, and the state

## PROBLEM

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With artificial intelligence rapidly evolving and guidelines stagnant, a gap between the technology and its regulation has been steadily increasing. This leads to most educators struggling to understand how to utilize AI

optimally, which has shown to be a powerful resource to boost learning by simulating one-on-one experiences between teachers and students.

## **SOLUTION**

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The Student Advisory Board on Legislation in Education recommends that the State Legislature mandates the alteration of professional development days for staff in schools across California, with the main purpose of implementing a new curriculum framework for such development days in regards to educating school staff on how to strategically utilize AI as a tool in the classroom. By incentivizing teachers with technology-related grants such as the Google AI Education and STEM-related grants provided by the California Department of Education, staff from across the state will undergo these revised development days, and knowledge about AI will be disseminated via peer coaching. Once teachers receive this training from these revised professional development days, teachers will be well-equipped with knowledge in regards to how AI can be beneficial inside and outside of the classroom, and this information will spread district-wide, thus gradually working to impact the state as a whole.

## **LEGISLATIVE PRECEDENT**

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- Mississippi HB 633
  - The State Department of Education (SBE) is directed to implement a K-12 computer science curriculum including instruction in AI and machine learning
- California Education Codes 44470 - 44472
  - Standards for Professional Development discusses the proposals conditions and requirements held forth by the SBE

## **PROVEN RESULTS**

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- Georgia: Launched in 2021 by the Georgia Department of Education, the AI4GA initiative focuses on enhancing AI knowledge among middle school teachers. It includes an online professional development course, aiming to build AI fluency and confidence in educators. The course offers a mix of hands-on demonstrations, guided experimentation, and project-based learning, with a strong emphasis on culturally responsive teaching. This program is part of a broader effort to integrate AI into the middle school curriculum, demonstrating a commitment to preparing educators for teaching AI in diverse classroom settings
- Florida: Focused on professional development in AI for educators, this initiative, led by the University of Florida, offers seminars, workshops, and modules to equip teachers with AI teaching skills. The program aims to prepare educators for teaching AI, emphasizing the importance of integrating emerging technologies into education

## **RATIONALE**

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Artificial Intelligence, otherwise known as AI, are various programs that are constantly evolving in this era of technological revolution. Unfortunately, due to the novel nature of AI technology, teachers are left unsure and unable to effectively implement AI into the classroom without students using it to cheat. Thus, our solution provides teachers with the techniques necessary to incorporate AI into the classroom, as a resource, without a lack of academic integrity. Rather than antagonizing AI due to the lack of understanding of the programs, our proposal aims to encourage educators to better comprehend the benefits and detriments of AI;

## FISCAL ANALYSIS

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To participate in the paid training sessions, staff members must share their knowledge with peers on an educator-to-educator basis within their institutions, making the information more accessible to teachers without a technical background in computer science. This approach not only enhances the dissemination of knowledge but also minimizes expenditures on development days, instructors, and substitute teachers. While these AI development sessions are imperative for maintaining an informed and advanced teaching force, they come at a cost. Given the constraints of a comprehensive and packed Local Control and Accountability Plan (LCAP), there is limited room for additional allocations at the district level. To address this, a proposal is put forth, suggesting that the legislature explore the utilization of STEM grants provided by the California Department of Education (CDE) or tap into private grant funds, such as Google's grant for AI Education, to secure funding for these crucial staff development sessions.

# Comprehensive Social Science Curriculum

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**Speakers:** Chase Kim, Yorba Linda High School (AD-59, SD-29); Claire Chin, Monte Vista High School (AD-16, SD-7); Alexa Koniarens, Westlake High School (AD-44, SD-27)

**Writer:** Jennifer Abdon, Inderkum High School (AD-6, SD-8)

**Members:** Justin Park, Troy High School (AD-67, SD-29); Ivy Kim, California School of the Arts, San Gabriel Valley (AD-48, SD-25); Makailah Bishop, Weston Ranch High School (AD-13, SD-5); Alejandra Ramirez-Peralta, Academy of the Redwoods (AD-2, SD-2); Carter Wuensche, Archbishop Mitty High School (AD-25, SD-15); EunChan Kim, Biomedical Science and Technology Academy at Chino High School (AD-59, SD-29); Daniel Chung-Lee, Portola High School (AD-73, SD-37)

**Facilitator:** Ava Gebhart, Connecticut College (AD-1, SD-1)

**Research:** Amira Hutcherson, Shasta High School (AD-1, SD-1)

create a space of biases/misinformation in teaching complex topics. For example, global affairs topics lack clear outlines in the curriculum leading to teachers possibly inadvertently influencing students with personal biases. Furthermore, reports on global issues often exhibit writer bias, leading to misinformation and polarization. In terms of the lack of exposure to diversity, the high school curriculum predominantly focuses on history, leading to the lack of a comprehensive understanding of various social science branches. Additionally, censorship in controversial topics including avoiding certain events such as Critical Race Theory is caused by the external pressures from parents and community members which influences censorship decisions. Finally, regarding the framework emphasis on minority representation, implementation issues persist. For example, textbooks often omit and present outdated histories of minority groups. Minority representation is hindered by biased and stereotypical portrayals and a lack of access to unbiased information.

## SUMMARY

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The Student Advisory Board on Legislation and Education has identified that social science—the analytical study of societies and human behavior, including disciplines such as sociology, global affairs, economics, and psychology—is crucial for global understanding and societal roles for students, however, it does not emphasize enough aspects of student inquiry, literacy, citizenship, and the diverse groups of California. As a result, the mandate of an open and transparent platform encouraging open discussion between parents, students, and teachers is crucial in the development of such critical competencies in a student's role in society.

## BACKGROUND

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In California high schools, the implications of the lack of parental, teacher, and student integration in the social science curriculum

## PROBLEM

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The lack of a comprehensive social science curriculum undermines the discussions and the anxieties surrounding such topics resulting in an implication without district committees surrounded by ethnic studies and the stagnation in the progress of such significant topics. When addressing the complex layers as mentioned before of such curriculum being taught, the root problems lie within the lack of encouragement and mandate in these aspects. Furthermore, allowing the emphasized integration of parents, students, and teachers within the development, promotes a more holistic curriculum of the ethnic studies course.



## **SOLUTION**

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The Student Advisory Board on Legislation in Education recommends the State Legislature to establish parent, teacher, and student district committees within the development of the new upcoming graduation requirement for the ethnic studies course responding to the lack of the role of community engagement in Assembly Bill 101, which adds Ethnic Studies as a high school graduation requirement beginning in the 2025/2026 school year. First, members of the committee will record their own experiences with the implementation of AB 101 in their own districts. A report of the district-wide efficacy will be sent to the state. Second, committees will hold an open forum per meeting to address any concerns or questions from the general public, ensuring clear communication on the implementation of requirements in ethnic studies. In this way, committees will ensure consistency and transparency in the implementation of AB 101 across all districts in California. These organizations will inform state oversight and community contributors alike.

## **LEGISLATIVE PRECEDENT**

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- CDE's Ethnic Studies Model Curriculum (ESMC) Assembly Bill 101: Mandated a minimum of a 1-semester course in Ethnic Studies as a high school graduation requirement. Passed in the 2021 legislative cycle and will be going into effect beginning the 2025-2026 academic year. On page five it states that ESMC shall, "Include course outlines that allow for local, state-specific, national, and global inquiry into ethnic studies. This is the framework for the curriculum."
- CDE History-Social Science Framework: Adopted on July 14, 2016, the framework contains 23 chapters, which primarily focus on a different grade level.
- AB 873: Requires media literacy to be taught for every grade level. This will be incorporated into the social science

curriculum and further aim to address and reduce misinformation.

## **PROVEN RESULTS**

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Given the current lack of development, early initiatives, and the fiscal nature of addressing the identified issues, it is even more important for such measures to be taken. The absence of significant progress necessitates the automatic requirement of the implementation of our proposal, further ensuring a more comprehensive and unbiased learning experience for students in their education curricula.

For example: The CSU system also has an Ethnic Studies Task Force that focuses on "finding cost-effective and equitable approaches that sustain and advance Ethnic Studies while also enhancing program quality and inclusive excellence."

## **RATIONALE**

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The attention and need for the implementation of an Ethnic Studies course is stressed by the anxieties surrounding controversial topics. The addition of a council not only provides an open platform to address the new concerns and possible obstacles that parents, students, and teachers may face within their schools and school districts but as well as ensuring the consistency and implementation of the curriculum. It is especially crucial to extend the engagement in meaningful discussions, ensuring transparency of developing comprehensive understanding and preventing censorship or partiality in all California schools. The proposal presents a proactive response to the need for cultural awareness, as it provides an opportunity for a more comprehensive understanding of diverse perspectives, fostering inclusivity, and addressing the potential biases in the education curriculum.

## **FISCAL ANALYSIS**

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The fiscal feasibility of requiring the subdivision within each California high school will be supported by the generosity of existing budget considerations and strategic allocation of funds within districts. The current considerations include location fees, staff overtime payments, transportation fees, and childcare amenities. The need for additional expenditures is significantly reduced, however, it may include advertisement payment or food offered. Due to this nature, the expected fiscality across districts is upwards of \$20,000.



# Restorative Justice

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**Speakers:** Alicia Del Toro, St. Francis High School (AD-10, SD-8); Joshua Lee, Sunny Hills High School (AD-67, SD-29); Bryan Rodriguez, SIATech Downtown Los Angeles Independent Study High School (AD-65 SD-35)

**Writer:** Rhea Dhama, Santiago High School (AD-63 SD-31)

**Members:** Madeline Pinches, Los Alamitos High School (AD-70, SD-36); Sharan Bir, Centennial High School (AD-63, SD-31); Robin Comas, University Preparatory (AD-1, SD-1); Ethan Chen, Enterprise High School (AD-1, SD-1); Jesus Chavarria Gonzalez, Capitol Academy (AD-8, SD-6); Casey Kim, John Marshall High School (AD-52, SD-26)

**Facilitator:** Lavani Madadi, Angelo Rodriguez High School (AD-11, SD-3)

**Research:** Shijoon Bae, Orange County School of the Arts (AD-73, SD-37)

## SUMMARY

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Students in the state of California often lack trust in the decisions made by district boards due to a variety of external factors, with a primary issue surrounding the lack of student voice present during district board hearings. This proposal mandates that school districts offer their Student Board Member, if that district has an active member, to be directly involved within expulsion hearings. Furthermore, the individual undergoing the hearing shall also be given the opportunity to decide if they want the Student Board Member to be present at their hearing. In addition, Student Board Members shall have an unbiased voice in the final decision of the district board regarding punishment for students.

## BACKGROUND

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Beginning in 1977, decisions regarding the constitutionality of corporal punishment have been taken into consideration in regards to the development of a referral system. The Supreme Court has been taking such steps in order to implement a disciplinary system that focuses on

virtue rather than harm. Restorative justice has been proven to be an effective system, benefiting students and improving school culture. Restorative justice can be defined as justice in a radically different way than conventional criminal justice responses; rather than justice as a punishment, restorative justice conceives of justice as repair to the harm caused by conflict, according to the US Department of Justice. This practice offers an alternative approach from the traditional punitive approach, focusing on the needs of the offenders, victims, and community as a whole. Due to the uplifting nature of restorative justice, various states have begun to support its principles and implement it into their own school districts in order to promote community values and reduce recidivism.

## PROBLEM

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In the current punitive system present within California school districts, student voices are withheld during school disciplinary measures. Students are given unjust punishments instead of opportunities to gain knowledge, create self-awareness, and be accountable for their actions. When it comes to finalizing a decision regarding a pupil's punishment, Student Board Members are not given the opportunity to participate and give their opinion in expulsion proceedings. As a result, students have a lack of trust within the school system and the traditional punitive procedures regarding disciplinary measures currently in place in California school districts.

## SOLUTION

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The Student Advisory Board on Legislation in Education recommends a mandate by the State Legislature for California school districts to offer the involvement of their Student Board Member in closed sessions relating to expulsion. This option will only be presented to the Student Board Member if the individual facing the

hearing agrees. Student Board Members can provide their opinions on the situation and possess a vote that contributes to the final decision. If there is no active Student Board Member within a school district, the district must inform students of AB 824, which requires districts to instate a Student Board Member after receiving a petition from students.

## LEGISLATIVE PRECEDENT

- AB 275: Pupil Board Representation Composition of County Board of Education:
    - Each pupil member shall have the right to attend each and all meetings of the county board of education, except closed sessions.
  - Senate Bill 274: Suspensions and expulsions; willful defiance; interventions and support.
    - Pupils cannot be suspended from school or be advised for expulsion, unless an adult with authority such as the superintendent or the principal of the school, that the pupil is enrolled at, concludes that the pupil has executed specified acts such as defying adults and administration on campus as well as disruptive acts.
  - EdC Section 48900(w): The Multi-Tiered System of Supports (MTSS).
    - California schools should include restorative justice practices, trauma-informed practices, social and emotional learning, and positive behavior interventions and support shall be used to assist in understanding pupil actions
- thoroughly, and respond accordingly.
- AB 1165 Pupil discipline: racist bullying, harassment, or intimidation: restorative justice practice:
    - Existing law requires suspension to only be imposed when other means of correction, including, but not limited to, participation in a restorative justice program, fail to bring about proper conduct, except that the suspension of a pupil for a first offense is authorized if the principal or superintendent of schools determines that the pupil violated one of a certain subset of those enumerated acts or that the pupil's presence causes a danger to persons. For an incident of racist bullying, harassment, or intimidation, encourage local educational agencies to have both the victim and perpetrator engage in a restorative justice practice that is found to suit the needs of both the victim and the perpetrator
  - AB 599: Suspensions and expulsions: tobacco
    - This bill dictates it will remove the offense of tobacco used or possessed from the list of which students can be suspended or advised expulsion. There will be a requirement of a model policy to address the student's possession of illicit drugs. The pupil would be required to collaborate with the department to establish a plan for educational treatment available by July, 2025.

## PROVEN RESULTS

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- Restorative justice practices have been implemented within school districts in California since the early 2000s. These test runs have resulted in a positive outcome overall.
  - In Oakland, California, staff surveys have shown that after the adoption of restorative justice practice, there is a massive improvement in student behavior within schools. After the implementation of restorative justice practices, high school students' graduation rates increased by 60%. In addition to this, 70% of the respondents reported that restorative justice practices resulted in an improvement in school climate. As a result, 80% of the respondents supported the continuation of implementing restorative justice practices.
- Positive results of restorative justice have been shown within school districts beyond California. In addition to this, restorative justice practices have been beneficial to students outside of high school.
  - In one of Philadelphia's most "Persistently Dangerous Schools", West Philadelphia High School, the implementation of restorative justice drastically made a positive impact on student behavior. In fact, violent acts and serious incidents that occurred at the high school dropped by 52 percent just after the first year of implementing restorative justice within their school. The following year this dropped another 40 percent.
  - In Denver Public Schools, yearly results from 7 schools that have adopted restorative justice practices have shown a 13 percent improvement in out-of-school suspensions as a massive drop from 23-7 expulsions a year.
  - The implementation of restorative justice before high school has successfully improved student behavior as well as academics. At a middle school in San Antonio, suspension rates dropped from 57 to 36 percent. In addition to this, after adopting restorative justice practices, standardized math and reading testing scores for Black students in both 6th and 7th grade improved greatly.

## RATIONALE

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- Student voice allows for appropriate representation and input, thus contributing to a more restorative approach to discipline in schools rather than existing punitive measures
- The importance of restorative justice over punitive punishment becomes especially amplified as marginalized students with infractions experience higher dropout rates and worsened academic performance.
- Works to diversify the decision-making processes, allowing students to gain trust and have faith in their ability to make a meaningful impact on the social, academic, and emotional welfare of all California students, breaking the cycle of constant infractions and in constructing a more promising future.

- The current punitive system has shown an increase in negative results and does not improve student behavior and student success. Through the implementation of this system, studies have shown that there has been an increase in dropout rates, students are twice as likely to repeat a grade as well as they are three times as likely to be affiliated with the juvenile justice system due to the harsh punishments they receive.

## **FISCAL ANALYSIS**

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The presence of an existing District Student Board Members in expulsion hearings is extremely feasible as the process would take little to no new resources or expenses. In addition to this, minimal cost will be needed to implement this proposal as Student Board Members would simply attend hearings and, if needed, go through a training session regarding bias and the confidentiality of students, aimed to promote student safety.

# Environmental Justice

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**Speakers:** Bethany Zhao, High School (AD-23, SD-13); Gracie Kim, High School (AD-42, SD-27); Walter Helvin, Ghidotti Early College High School (AD-1, SD-1)

**Writer:** Sean Kim, University Preparatory School (AD-1, SD-1)

**Members:** Mary Lee, Portola High School (AD-73 SD-37); Ava Wong, Chino Hills High School (AD-59, SD-29); Kieon Miller, South San Francisco High School (AD-21, SD-13); Jazmine Arevalo, Centennial High School (AD-65, SD-35); Eliot Waldvogel, Lincoln High School (AD-13, SD-05), Toby

**Facilitator:** Jacqueline Adigwu, Fordham University (AD-67, SD-32)

**Research:** Janhtoipan Howa, Angelo Rodriguez High School (AD-11, SD-3)

Transitioning to another instance within the Compton Unified School District, specific safety concerns arise at Compton Early College High School and Centennial High School, located near gas stations with a history of frequent leaks. Disturbingly, these incidents have been disregarded by school staff and faculty, who instructed students to remain confined to their classrooms, shutting doors and windows, while neglecting to adequately communicate the potential health risks to parents. This situation disproportionately affects students with pre-existing health conditions, such as asthma and heart problems, who are compelled to endure compromised air quality without appropriate recourse.

## SUMMARY

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California school districts don't place emphasis on environmental concerns, affecting the health and safety of their students. The delegation of the Student Advisory Board on Legislation in Education proposes a mandate that all school district boards must create an environmental health and justice committee composed of a diverse group of people that addresses environmental health hazards in and around school sites.

## BACKGROUND

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An incident at University Preparatory School in Redding, where a bird collided with nearby power lines, resulting in both the loss of animal life and a power outage, had ripple effects beyond the immediate outage. Despite its occurrence before official school hours, students were prohibited from accessing office hours, and the University Preparatory School's swim team's morning practice was forced to end early due to the malfunctioning heater. This power outage serves as an illustration of the profound impact of human society on both the natural environment and educational infrastructure.

Another serious concern was the burning of Whiskeytown Environmental School. A traditional site for elementary schoolers for Redding, the famed science camp lost 18 cabins from the Carr Fire. While no one was harmed, the site was unable to be used by the students, being closed for an indefinite amount of time. While the Carr Fire may not have come from natural causes (being caused by a vehicle), the rising temperatures and droughts caused trees to dry up, serving as fuel to allow the fire to spread faster, which emphasizes the necessity to take action to raise environmental awareness to students in schools.

Adding to these concerns, a gas leak near Olive Grove Elementary School in Sacramento County shows the broader environmental challenges faced by schools. Despite the broken 2-inch pipe, prompt action by the school's principal, which involved moving activities indoors and shutting down the air conditioning system, helped mitigate potential risks. However, incidents like these highlight the need for proactive measures and environmental consciousness in school management.

Educational institutions themselves contribute significantly to environmental issues through the pervasive use of plastic and generation of waste.



Students are compelled to receive meals on plastic trays, wrapped in plastic, employing plastic utensils, and are subsequently required to dispose of unwanted food. The absence of recycling facilities exacerbates the problem, leading to the increase of trash and bottles not only on school premises but also in surrounding communities. This pervasive environmental negligence not only dampens student morale but also fosters a culture of waste, perpetuating adverse environmental impacts. In a broader context, natural disasters and large-scale environmental hazards, exacerbated by climate change, significantly disrupt and devalue students' education as well as their health and safety in school. Addressing these issues is integral to fostering a sustainable and environmentally just educational system.

## **PROBLEM**

School district boards lack guidelines and methods regarding environmental hazards and sustainable practices. As a result, high schools are left to improvise under researched methods, placing students in harmful and unhealthy environments.

## **SOLUTION**

The Student Advisory Board on Legislation in Education urges the State Legislature to mandate a committee dedicated to addressing local environmental hazards across school boards. We recommend these local committees be appointed by the school board trustees, and staffed by a combination of students, faculty, and parents. To account for the wide variety of districts across California, the committees would have the freedom to operate independently of each other rather than under a specific design or set of requirements, and thereby be able to respond to specific hazards as they differ from district to district. Funding to address these specific hazards would be accessed through the school boards and supplied from a pool of money, referred to as the Environmental Action Fund, on a case-by-case basis, similar to the grant system (see the fiscal analysis section).

To ensure that adequate progress is accomplished by each district, we have included a list of examples and pre-existing guidelines for these committees to follow.

The committees' responsibilities include, but are not limited to:

- a) Researching and advising the school board with an environmental justice plan.
- b) Creating and analyzing a district-wide environmental concerns survey.
- c) Outreaching and raising awareness around their environmental plans and the importance of environmental justice.

Hazards addressed by the committees include, but are not limited to:

- a) Gas leaks
- b) Air pollution
- c) Water contamination
- d) Plastic waste
- e) Fires or fire hazards, such as brush

Further suggestions for maintaining responsible, environmentally-conscious schools can be found on the website for the Environmental Protection Agency, at [www.epa.gov/schools](http://www.epa.gov/schools). The EPA provides a litany of resources meant to guide schools toward sustainability, including a set of School Environmental Health Guidelines.

## **LEGISLATIVE PRECEDENT**

- Energy Independence and Security Act of 2007:
  - U.S. EPA is required to communicate and create voluntary recommendations after discussing with federal agencies. These recommendations aim to implement programs that address environmental health issues at K-12 schools.
- Senate Bill 54:
  - Establishes extended producer responsibility program (EPR) in order to regulate single-use plastics in packaging.
  - States that harmful technology cannot be used to fulfill



- recycling rates (e.g. plastic burning)
- Assembly Bill 341:
  - Establishes goal for state-wide waste regulation: 75% of solid waste ideally moved away from landfills as of 2020
  - Commercial solid waste recycling programs should be implemented by local governments in order to mitigate businesses' negative impact on solid waste.
- Senate Bill 1383:
  - Using the mandated organic and commercial recycling programs as a foundation, this bill broadens definitions for organic waste to include but not limited to pruning waste, organic carpets, and food scraps.
- Inflation Reduction Act
  - Establishes a goal that, by 2030, carbon emissions are cut down by approximately 40%. The IRA also allocates \$369 billion for Energy Security and Climate Change programs until 2023.
  - Allocation of federal tax credits for more affordable infrastructure geared to clean energy across K-12 school districts.
  - School districts can qualify for the tax credits. The schools can claim tax credits for electric vehicles (Alternative Fuel Vehicle Refueling Property Credit) and clean energy (Production Tax Credit; Investment Tax Credit).
  - Low-income regions can apply for bonus credit on an annual basis.
  - Greenhouse Gas Reduction Fund Sec. 60103 allocates money ("Green Banks") to expand the use of eco-friendly technology, including at schools. Schools themselves are not eligible for this fund;

however, they can benefit from partners who receive the funding.

- Integrated Waste Management Act
  - Made all California cities, counties, and approved regional solid waste management agencies responsible for enacting plans and implementing programs to divert 25 percent of their solid waste by 1995 and 50 percent by year 2000. Later legislation mandates the 50 percent diversion requirement be achieved every year
  - Oversees and provides assistance to local governments as they develop and implement plans to meet the mandates of the IWMA and subsequent legislation.

## PROVEN RESULTS

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- Woodland Joint Unified School District (WJUSD) has created an Environmental Stewardship Committee with the purposes of making schools and campuses safe and environmentally healthy places of learning and working, reducing the district's ecological footprint and to integrate sustainability principles throughout all aspects of the school system management, and helping inform and educate the next generation of environmental citizens.
  - Oak Park Unified School District (OPUSD) has created an Environmental Education and Awareness Committee where students, parents, and faculty are provided with forums to discuss issues and recommend action regarding environmental education and sustainability programs in OPUSD.
  - In Culver City Unified School District (CCUSD), sustainability efforts are led by a Sustainability Coordinator who works with the Environmental Sustainability Committee (ESC), the

Superintendent, CCUSD Business Services, principals, school liaisons, staff, teachers, parents, students, volunteers, and other stakeholders to help facilitate their environmental actions.

## **RATIONALE**

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The establishment of environmental justice committees within school district boards serves several purposes aimed at ensuring the safety of schools from environmental hazards and fostering environmental awareness. These committees are recommended to leverage the resources and regulations provided by the United States Environmental Protection Agency (EPA) as a guiding framework.

According to the EPA, studies indicate that maintaining a healthy school environment has far-reaching benefits. These include a reduction in absenteeism, improvement in test scores, enhanced productivity among students and staff, and overall better health outcomes for both students and staff members. Furthermore, recognizing the interconnectedness of our environment with various aspects of our lives, the health of the environment is deemed crucial for the well-being of current and future generations.

The environment contributes significantly to our economy, society, and the sustainability of life.. To put these principles into action the environmental justice committees within school district boards will actively enforce the EPA's mission, centered on protecting human health and the environment. This proactive approach not only ensures the immediate safety of schools but also aligns with a broader commitment to fostering a sustainable, health-conscious, and environmentally just educational system for the benefit of present and future generations.

## **FISCAL ANALYSIS**

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Implementation of this proposal does not currently require the creation of new funds. Accessing existing resources and grants allocated to addressing environmental concerns can ensure the utmost efficacy and impact of this proposal; although it is highly recommended that a state fund ("Environmental Action Fund") is eventually created solely for environmental health and justice committees to directly combat environmental hazards on the local level, in order for the essence of the proposal to be accomplished, no new funds are necessary for its success.

# Awareness and Access for Immigrant Students

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**Speakers:** Sean Lee, Sunny Hills High School (AD-67, SD-29) Ebely Solorzano, Siatech High School (AD-57, SD-28); Leonardo Ding, Miramonte High School (AD-16, SD-7);

**Writer:** Vanessa Yang, Troy High School (AD-56, SD-29)

**Members:** Timothy Jan, Troy High School (AD-56, SD-29); Nox James Lyon, Shasta Charter Academy (AD-1, SD-1); Maria Nava, SIATech (AD-65, SD-35); Damaris Diaz, High School (AD-22, SD-5); Martha Connsero, SIATech High School (AD-65, SD-35); Eliasar Enoch Avalos Jr., SIATech (AD-54, SD-26)

**Facilitator:** Sanya Dhama, Pitzer College (AD-63, SD-31)

**Research:** George Balan, Miramonte High School (AD-16, SD-7)

## SUMMARY

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Students have recognized the difficulties documented and undocumented immigrant students face in the current education system. More specifically, there is both a lack of awareness of resources for students, teachers, and school staff and accessibility to educational opportunities for immigrant students attending California K-12 public schools. The delegation proposes a two-pronged solution as a remedy. Firstly, Prong 1 will address the awareness issue with posters, pamphlets, and publicly available online resources. Secondly, Prong 2 will address the issue of access in the form of a resolution directed to the United States Citizenship and Immigration Services to expand F1 student visa accessibility for prospective US K-12 students. Together, these two prongs will support advocacy surrounding awareness of and access to education for immigrant students.

## BACKGROUND

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Immigrant students often encounter difficulties in their education because of the uncoordinated distribution of information and resources. It is

often difficult to manage conflicts surrounding immigration when students have little education on how to obtain resources regarding their rights, basic needs, and navigation of the education system. (Prong 1)

Beyond unawareness, there exists an issue with access to education. During an incident at SIATech School, a student was deported in the middle of the school year because their visa had expired. This was a huge disturbance for the students, as they were unable to continue their studies in the States or their home country. (Prong 2)

Immigrant students, both documented and undocumented, are experiencing difficulties with pursuing their education. These challenges are exacerbated due to an unawareness of resources available to assist students in their self-advocating. This problem is furthered by a lack of access to opportunities for safe, stable, and sustained education throughout California students' K-12 education journey due to a lack of a student visa. Undocumented immigrants have the right to attend school.

## PRONG 1: PROBLEM

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Psychologists specializing in immigrant communities stress the profound stress, vulnerability, and lifelong health consequences experienced by immigrants, asylum seekers, and refugees due to barriers limiting their access to psychological care (American Psychological Association). Approximately 20% of schools enroll 75% of the nation's English Learners (ELs), with a substantial proportion of EL students coming from disadvantaged backgrounds, experiencing poverty, and having non-college-educated parents (Brookings Institute). High-poverty schools, where many ELL students are enrolled, often face additional hurdles. The academic impact of migration is a significant concern, contributing to negative consequences for academic outcomes and potentially leading to a higher dropout rate (Warren 1996). These challenges highlight the

need to provide resources and support to mitigate academic difficulties. Mental health among immigrant students is a critical problem. Recognizing and appropriately treating mental health problems among new immigrants and refugees pose challenges due to language and cultural differences, as well as specific stressors associated with migration and resettlement (National Library of Medicine). Although immigrant students are in need of aid, tens of thousands of undocumented immigrants are eligible for financial aid, only about 14% actually receive it (Cal Matters). **more all encompassing end needed**

## PRONG 1: SOLUTION

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Regarding awareness, the Student Advisory Board on Legislation in Education strongly recommends that the State Legislature mandates that schoolsites and districts publish and distribute informational posters and pamphlets around campus. This calls for the California Department of Education (CDE) to develop model posters that include basic information about the immigration process, the rights of immigrants, and a QR code to access more detailed information. If 10 percent or more of the school's population speaks a language other than English, the poster must also be displayed in that language. Schools and districts should also distribute pamphlets to all school counselors, teachers, and administrators for their awareness and to distribute them to students who may need them. This pamphlet will consist of a list of resources categorized by subjects, including information regarding legal aid, immigrant rights, scholarships, educational resources, tutoring opportunities, housing assistance, and more.

## PRONG 1: PRECEDENT

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- AB 748 requires each school site in a school district, county office of education (COE), or charter school serving pupils in grades 6 to 12 to create and post a poster on pupil mental health.
- AB 800 (2023) requires that any minor seeking the signature of a verifying

authority on a Statement of Intent be provided with a document clearly explaining basic labor rights extended to workers.

- SB 396 requires all California employers to post a "Transgender Rights in the Workplace" poster. If 10 percent or more of a company's workforce speaks a language other than English, the poster must also be displayed in that language.
- Miranda v. Arizona, 384 US 436 (1966)- Entails an arrested individual's right to remain silent and to only answer questions in the presence of a lawyer or authority. This applies to non-citizens.

## PRONG 2: PROBLEM

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WHEREAS, While undocumented students in California have the right and responsibility to attend K-12 school, students are not safe from deportation during this period;

WHEREAS, US Citizenship and Immigration services determine that students enrolled in Californian and US universities are eligible for F1 student visas. However, there exists no such visa for prospective K-12 Californian and US students;

WHEREAS, In California, 7% of native-born people reported not having a high school degree compared to the 29% of immigrants (Public Policy Institution of California);

WHEREAS, 59% of US-born latinos feared that someone close to them would be deported while 56% knew someone who was deported (Migration Policy Institute);

WHEREAS, Children experience fear and shame surrounding deportation, impacting sense of self and wellbeing (Community Psychology);

WHEREAS, More than half a sample of 306 immigrant high school students reported levels of anxiety, depression, and post-traumatic stress disorder that were high enough to warrant a clinical diagnosis as a direct result of students' fear of immigration enforcement (Migration Policy Institute);

WHEREAS, Undocumented immigrant students attending K-12 public schools in California



consistently feel unsafe and uncomfortable due to real risks of being deported;

## **PRONG 2: SOLUTION**

BE IT THEREFORE RESOLVED, The California State Senate urges the United States Citizenship and Immigration Services to expand the F1 student visa program, thereby increasing access to education for prospective K-12 US students.

## **PRONG 2: PRECEDENT**

- Many Canadian public high schools now accept international students into their programs. After qualification through previous grades and language proficiency, international students are welcome to Canadian public schools on a study visa which can last multiple years. Schools are managed at the local level by elected school boards, which deliver a standard curriculum or program of study for the international students.
- F1 Student Visa: A visa type allowing foreigners to enter the United States as full-time students at an accredited educational institution (excluding public elementary/middle schools, and high schools for a period exceeding a maximum of one year).

## **RATIONALE**

This solution provides immigrant students who lack the necessary awareness and/or qualifications to maintain access to education. Many immigrant students are struggling with obtaining legal status and/or are confused about receiving accommodations. By offering them information through posters and a concrete path through the Visa program, immigrant students

will obtain better awareness and access in a cost-effective fashion. Additionally, the distribution of such information will also aid school counselors and administrators in their understanding of the immigration process, resulting in students gaining a confidant and mentor.

## **FISCAL ANALYSIS**

Necessary costs would be incurred through the development and distribution of resources and Visas, but should be minimal based on existing infrastructure.

- A website is created on existing web pages of the CDE, requiring minimal software engineering and web maintenance cost.
- Title III funds are already allocated to \$123 per pupil, which could be partly split towards the creation and distribution to resources.
- Resources for such websites are largely crowd funded.
- Infrastructure of pamphlet and poster distribution are prevalent for Mental Health and Career Resources.
- \$160 is required for a F1 visa application, which would also apply for our new proposed Visa.

## **KEY CONCEPT**

Immigrant Rights: Deriving from the Civil Rights Laws, immigrants, regardless of their status, are granted rights and are protected from unlawful discrimination in employment, housing, education, and public accommodations.

# Access to Literature

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**Speakers:** Kristie To, Northwood High School  
(AD-73, SD-37); Lavani Madadi, Angelo  
Rodriguez High School (AD-11, SD-3)

**Writers:** Kristie To, Northwood High School  
(AD-73, SD-37); Lavani Madadi, Angelo  
Rodriguez High School (AD-11, SD-3);  
Sue Oh, Sunny Hills High School  
(AD-59, SD-29)

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## SUMMARY

As the governing body of CASC, the State Council's vision is to expand educational resources for all students within California's public education system, with a particular emphasis on allowing students to channel their creativity by expanding access to books. Our goal is to ensure that students across the state have equitable opportunities for learning and enrichment through an increased availability of books of all genres, shaping a more diverse mindset for each student, developing sensitive and caring leaders of our futures, and giving students a sense of freedom over their educations inside and outside of the classroom.

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## BACKGROUND

The CASC State Council has identified that many elementary schools across California do not have libraries containing a diverse array of books, or do not have libraries at all; according to the California Department of Education, sixteen percent of the schools responding to a survey conducted by the CDE do not even have a library. According to a study conducted throughout California based in the Bay Area, it has been found that, for the past 40 years, California has consistently ranked near the very bottom for school library funding nationwide. This has resulted in a limited number of books per child in schools, a reduced number of librarians, and, in some cases, no operating school library. Due to this, students lack a sensitive and ethical understanding of diverse perspectives and experiences, hindering their exposure to the richness of the literary world and

contributing to educational inequities that will persist in their lives forever such as negatively affecting students' literacy rates and learning capabilities, especially since California has the second lowest literacy rate in the nation.

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## PROBLEM

The CASC State Council has identified that many elementary schools across California do not have libraries containing a diverse array of books, or do not have libraries at all.

Although textbooks and instructional materials can be found online, this does not prompt the creative imaginations of California's students, found through recreational books that should be offered in their school's libraries. According to a study conducted throughout California based in the Bay Area, it has been found that, for the past 40 years, California has consistently ranked near the very bottom for school library funding nationwide. This has resulted in a limited number of books per child in schools, a reduced number of librarians, and, in some cases, no operating school library.

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## SOLUTION

The California Association of Student Councils' State Council urges the State Legislature to mandate the California Department of Education to create a digital library of books containing a varying number of genres catered for ages 4-18 that will be accessible to every student in California, especially to those who do not have access to a school library.

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## LEGISLATIVE PRECEDENT

- The Statewide Imagination Library Program (SB 1183, 2022): Established and funded a comprehensive statewide initiative for encouraging preschool



children to develop a love of reading and learning, including providing books to children at home through Dolly Parton's Imagination Library.

- In 1850, California's new legislature established the California State Library. Library Cards are available to state employees. Digital resources are available through the library.
- California Library Literacy and English Acquisition Services Program (2011 California Education Code. TITLE 1. GENERAL EDUCATION CODE CHAPTER 4.6. Section 18880: Establishes the California Library Literacy and English Acquisition Services Program within the California State Library as a public library program designed to reduce illiteracy among children and adults by providing English language literacy instruction and related services to native and nonnative English speaking youth and adults residing in California.

## **PROVEN RESULTS**

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- Dolly Parton Imagination Library; Dolly Parton's Imagination Library is a book gifting program that mails free books to children from birth until they begin school in participating areas. It primarily functions off grants that are given by the State or individual donors.
- LAUSD paid for by the California State Library
- Open Library; an online project intended to create "one web page for every book ever published."
- Districts including LAUSD offer
- The Digital Public Library of America is a resource in which students can access digital books, but are limited in the variety of genres available to them such as fiction novels and children's literature, thus calling for a more comprehensive online hub of books.
- Project Gutenberg; a volunteer effort to digitize and archive cultural works, as

well as to "encourage the creation and distribution of eBooks." It was founded in 1971 by American writer Michael S. Hart and is the oldest digital library. It holds over 70,000 documents.

- Districts including LAUSD offer digital library services to their students in partnership with the California State Library, the Digital Public Library of America, and other digital library services.

## **RATIONALE**

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E-books enhance accessibility, allowing students to access a vast library of resources anytime, anywhere. This is particularly beneficial for students who may not have easy access to physical libraries or those with physical disabilities that make handling traditional books challenging.

## **FISCAL ANALYSIS**

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Apart from the initial creation of the digital library and maintenance of it, there are no other fiscal needs required to ensure the success of this proposal.