

SENATE AND ASSEMBLY COMMITTEES ON EDUCATION
SENATOR ALLEN AND ASSEMBLY MEMBER O'DONNELL, Chairs
Hearing Room 126 — 9 a.m.
OVERSIGHT HEARING: California Association of Student Councils

Student Advisory Board on Legislation in Education (SABLE) 2018 Agenda

1. Introduction
 - a. Presented by: Ryan Chen, Education Policy Director, California Association of Student Councils (CASC)
2. Restorative Justice
 - a. Presented by: Gopika Yallapragada, Torrey Pines High School, San Diego; Chuofan Yu, Middle College High School, Stockton; Ava Hekmati, Beverly Hills High School, Los Angeles
3. Mental Health
 - a. Presented by: Aaron Gelberg, Academy of the Canyons; Daniel Luo, Northwood High School; Zachary Patterson, Standley Middle School
4. Student Voice
 - a. Presented by: Dan Johnson, Piedmont Hills High School, San Jose; Connor Gusman, C. K. McClatchy High School, Sacramento; Christine Kim, Leigh High School, San Jose
5. Immigration
 - a. Presented by: Gema Quetzal Cardenas, Life Academy, Oakland; Ayra Demirovich, California Virtual Academy, Simi Valley; Brandon Plowman, West Valley High School, Cottonwood
6. Environmental Awareness
 - a. Presented by: Kevin Phan, West Covina High School, West Covina; Avery Reed, Credo High School, Rohnert Park; Nevin Wolfe-Sallouti, Credo High, School, Rohnert Park
7. Closing
 - a. Presented by: Ryan Chen, Education Policy Director, CASC

The Student Advisory Board on Legislation in Education

Wednesday, January 17, 2018, Item #1

Topic: Restorative Justice
Speakers: Gopika Yallapragada, Torrey Pines High School, San Diego; Chuofan Yu, Middle College High School, Stockton; Ava Hekmati, Beverly Hills High School, Los Angeles
Writers: Joseph Scariano, Imperial High School, Imperial; Christopher Pak, Sierra Vista Middle School, Irvine; Josiah Meade, West Valley High School, Redding; Paul Andrew Osian, Middle College High School, Stockton; Darren Wang, Troy High School, Fullerton; Elizabeth Corr, McFarland High School, McFarland; Judy Min, Troy High School, Fullerton; Anthony Davis, Southern Trinity High School, Mad River
Facilitator: Kali Smiley, California State University, Sacramento
Research: Mori Leveroni, Hamilton High School, Chico

I. PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, has identified the implementation of restorative justice programs into disciplinary systems of districts throughout California as a priority.

II. RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board on Legislation in Education strongly advocates that the California Legislature creates a one-time competitive grant that will be awarded by the California Department of Education to a select number of school districts which have created a plan to implement restorative justice programs.

III. STATEWIDE IMPLEMENTATION DETAILS

The California Department of Education will create an application process for a one-time competitive grant to be awarded to a number of districts which the Department of Education has deemed to have the most effective plan to implement restorative justice. Restorative justice is defined as a holistic approach to discipline that focuses on the

rehabilitation of offenders through reconciliation with victims and the community as a whole. Forms of restorative justice include but are not limited to:

- Restorative discussions - discussions led by peer mentors or other trained facilitators to mediate minor student disputes, minor disruptions, interpersonal conflicts, challenging situations, and etc.
- Dialogue circles - circles consisting of entire classes, school council, and other staffs available to resolve class issues and problems affecting students as a whole
- Peer Jury - a jury system led by restorative justice coordinators, peer jurors, and staffs that handles staff or student-related conflicts or any harm regarding any persons or properties
- Mediation and Conferencing - Meetings led by professional facilitators or family members to resolve student conflicts, staff-student conflicts, minor issues involving harm to persons or properties, and etc.

It is within the discretion of the California Department of Education to decide how many districts will be awarded the grant and how much money will be allotted for the grant. Furthermore, the Department of Education also has the capacity to renew such a grant. Districts that apply for these grants must create a plan to implement restorative justice that is used before or in addition to cases of suspension and expulsion.

IV. KEY ISSUES

- Many administrative authorities over-rely on ineffective traditional methods to conduct disciplinary actions.
- Administration tends to react to misbehavior instead of initiating an investigation to determine the root cause of the offense, usually leading to further offenses.
- Many school districts are unaware of the positive outcomes of restorative justice.
- Administrators who are unaware of restorative justice are skeptical to implement restorative justice because they assume extensive resources are needed or that it is ineffective.
- Students who experience suspension or expulsion are ten times more likely to dropout of high school and go through the juvenile justice system.

- In California, the rate of youth recidivism, or the tendency of perpetrators to reoffend, is as high as 90%.
- Suspensions and expulsions deprive students of their educational opportunities and reduce the amount of funding received by the school district.

V. PROVEN RESULTS

- A study published in *Youth Violence and Juvenile Justice* stated that the implementation of restorative justice reduced the number of youth recidivism from 50% to 31%.
- Schools in Peoria, Illinois, have implemented dialogue circles as a form of restorative justice and has since experienced a 43% drop in detention referrals of African American students.
- In Merced, California, six schools have implemented restorative justice and experienced a decrease in suspension ranging from 20% to 40%.
- Restorative justice has been proven to lower dropout rates, which decreases the chances of students becoming financially troubled or conducting a crime. This will save schools countywide approximately \$120,000 per year.

VI. FISCAL ANALYSIS

The amount of money awarded for the grant as well as the number of grants awarded will be decided as per the discretion of the California Department of Education; however, the amount of money awarded should be substantial enough to promote the submission of a significant number of district applications, thus incentivising the generation of more restorative justice programs throughout California. Additionally, there will be costs dedicated to staff who craft the aforementioned application and who select the school(s) receiving the grant.

VII. RATIONALE

The implementation of restorative justice programs results in significant decreases in expulsion, suspension, and recidivism. The significant decrease in rates of expulsion and

suspension means less students are losing crucial instructional time in the classroom. Protecting students from the loss of this class time in turn also protects students from falling into a vicious cycle. Students who are taken out of the classroom as a punishment are then frustrated when they quickly fall behind in school. This frustration is then expressed in other suspendable actions on campus and the cycle repeats. This is the result of the current disciplinary system in California, a continuous cycle of frustration and punishment for the very people it should heal. Restorative justice is proven to break this cycle. An example of this is shown in the case of a student from Oakland Unified School District. In that case, a student had a 0.77 GPA and severe anger mismanagement. After being legally charged with assault with firearms, the student underwent restorative justice programs. As a direct result, the student became more motivated and eventually graduated with a 3.27 GPA and is attending the University of Florida to pursue a career in marine biology. This coupled with the recorded thirty-five percent drop in detention referrals clearly shows restorative justice programs will reduce recidivism rates, dropout rates, detention rates, suspension rates, and other negative indicators in education while providing a long-term benefit for the students, the school culture, and the community.

VII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

- A. Previous California Association of Student Council Recommendations:
 - a. Discipline, SABLE 2017
Recommended the implementation of restorative justice programs in all school districts as the foremost alternative measure prior to issuing standard disciplinary actions.
- B. Previous Pertinent Regulations and Policy:
 - a. Education Code Section 48900 - addresses pupil disciplinary measures
- C. Previous Legislations:
 - a. SB 607 (Skinner) (2017) - Eliminates the authority to suspend or recommend to expel students in kindergarten or grade one to five for the reasons of class disruption or willful defiance.
 - b. AB 576 (Levine) (2017) - School employee is required to make an effort to contact the student's parent or guardian to schedule a conference before the student's suspension. The parent or guardian must be informed about the suspension before it takes effect.

- c. AB 667 (Reyes) (2017) - At the informal conference before a student is suspended, the student should be informed about alternative measures available before the suspension is imposed.
- d. AB 420 (Dickinson) (2014) - Eliminates the authority to suspend a student in kindergarten to third grade for disrupting school activities or willful defiance.
- e. Proposition 47 (2014) - Reduce penalty for less-serious drug or property crimes. The money that the state saves from the reduce in penalty will fund mental health and drug programs, K-12 education, and crime victims.
- f. AB 1729 (Ammiano) (2012) - Authorizes the use and documentation of other means of correction and alternatives to suspension or expulsion that are age appropriate and designed to address the pupil's specific misbehavior; and, defines other means of correction.
- g. AB 2242 (Dickinson) (2012) - If the superintendent determines that a pupil has disrupted school activities the pupil may be subject to other means of correction such as, community service during nonschool hours.

The Student Advisory Board on Legislation in Education

Wednesday, January 17, 2018, Item #2

Topic: Mental Health
Speaker: Aaron Gelberg, Academy of the Canyons; Daniel Luo, Northwood High School; Zachary Patterson, Standley Middle School
Writers: Elijah Tsai, Lincoln High School; Kavina Desai, Santa Teresa High School; Man Tang, Edgewood High School; Melani Thrasher, Frontier High School; Vidhima Shetty, California High School; Rebecca Zamora, Sylmar Charter High School, San Ramon, Jennifer Su, Rio Americano High School; Jonathan Meshkani, Beverly Hills High School
Facilitator: Jadrian Teunissen, Willamette University, Salem
Research: Kenneth Kim, Brea Olinda, Brea

I. **PRIORITY**

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, identifies the proper implementation of mental health standards as a priority.

II. **RECOMMENDED LEGISLATIVE ACTION**

The Student Advisory Board on Legislation in Education recommends that the Senate and Assembly Committees on Education create a task force appointed by the Superintendent of Public Instruction that includes stakeholders such as teachers, students, parents, and psychologists who will evaluate the implementation of existin*g mental health standards in the California Education System.

III. **PROVEN RESULTS AND RATIONALE**

- In a multi-site, randomized controlled research trial in Alberta, Canada, both students and teachers showed a significant increase in knowledge regarding mental health and attitudes towards mental health when correctly integrated into the school curriculum and taught by teachers.
- According to a 2017 study in the *Harvard Review of Psychiatry*, the effective integration of school-based mental health programs nationally, had short and long-term benefits such as reducing anxiety, bullying, and the rates of substance abuse among youth.
- A study by the US National Library of Medicine National Institute of Health states that the implementation of a prevention promotional program in the primary tier of education

was proven highly successful, for example students were less likely to experience anxiety, depression, or deliberate self harm.

- Children spend more time in their school than in any other formal institution. Schools are responsible for much of the students' mental health and wellbeing development.
 - In a sample of eleven (11) students from various schools in the California education system, zero (0) received formal mental health education in their respective middle schools.
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IV. **KEY ISSUES**

- Students have an inadequate understanding about mental health issues across the California education system.
 - According to the US Department of Health and Human Services, more than 90% of children who commit suicide have a pre-existing mental health condition.
 - There are Health Education contents standard-curriculum embedded from K-12 that include standards on mental health. However, schools do not enforce or emphasize these existing standard-curriculum in classes enough.
 - There is a positive correlation between severe mental health illness in students, especially high school students, and suicide rate among teens.
 - Suicide is the second leading cause of death among youth. A large amount of youth have considered (17 percent of high school students) suicide and over 8 percent of high school students have attempted suicide.
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V. **FISCAL ANALYSIS**

The proposal's requirement for a task force to provide recommendations for the proper implementation of mental health standards will result in minor and absorbable costs such as transportation and housing.

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

A. **Previous Legislative Action:**

- **AB 3632:** required counties to provide mental health services to students who needed these services in order to benefit from their education

B. **Current Legislative Action:**

- **AB 1261:** requires governmental body of a local educational agency that serves pupils in grades 7-12 to adopt a policy on the prevention of suicide that particularly

addresses the preventative measures needs of students with a high risk of suicide as well as students under disciplinary procedures

C. Past CASC/Student Action

- **SABE 2017: Mental Health**-- Delegates recommended that the California State Board of Education urge the state legislature to require one semester (.5 units) of health education, including the current mental health standards, as a state minimum course requirement for graduation.
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VII. SUMMARY OF LOCAL ACTION

- A. Schools in Glassboro, New Jersey have a comprehensive lesson plan tackling the different mental health , which has been proven by researchers at Rowan University to improve student cognitive and engagement levels.
- B. A large randomized controlled trial in Ottawa, Ontario, Canada demonstrates the effectiveness of curriculum emphasizing on mental health literacy holds on a student population while establishing that the high school students tested had a more positive attitude towards mental health.
- C. Wisconsin law requires schools to educate students about suicide prevention using health curriculum, thus, lower suicide rates among students.

The Student Advisory Board on Legislation in Education

Wednesday, January 17th, 2018, Item #3

Topic: Student Representation
Speakers: Dan Johnson, Piedmont Hills High School, San Jose; Connor Gusman, C. K. McClatchy High School, Sacramento; Christine Kim, Leigh High School, San Jose
Writers: Annie Hu, Diamond Bar High School, Diamond Bar; Karen Nguyen Vo, Middle College High School, Stockton, Quincy Johnston, C. K. McClatchy High School, Sacramento; Xavier Valladarez, Southwest Senior High School, San Diego; Brandon Dela Cruz, Newark Memorial High School, Newark; Vincent Xie, Walnut High School, Walnut; Mark Napasa, Pacifica High School, Garden Grove; Siena Burgart, Newark Memorial High School, Newark;
Facilitator: Krystal Hu, Duke University, North Carolina
Research: Michaela Earl, Beaumont High School, Beaumont

I. PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, has come to a consensus that in California, identifies the lack of adequate opportunities for student representation on state level best practices identification as a priority.

II. RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board on Legislation in Education proposes for the California State Legislature to urge the State Superintendent of Public Instruction (SPI) to appoint a high school student representative to all future task forces that address an issue in which students are directly involved.

III. RATIONALE AND PROVEN RESULTS

The input of students, who are the primary stakeholders of the education system and experience its day-to-day workings, is the most accurate reflection of their learning environment. Therefore, the student input has the ability to better inform the task forces convened by the SPI of the effects of existing and prospective policies towards students by offering their perspective, leading to more effective implementations and progress in education, as shown in the following cases:

- The Superintendent and board in the East Side Union High School District in Santa Clara County created the Student Voice Task Force which is giving students an active voice directly in their school governance.
 - Student representatives participating in the mission and vision statements task force of Sweetwater Union High School District led to statements that represent all members of the school district community.
 - The student members on the California State Board of Education, and the State Boards of Education of other states, help represent student opinions to their respective Boards.
 - Local district Boards of Education utilize student members to solicit student opinion on policies.
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IV. KEY ISSUES

- Information sharing entities in the California education system lack student representation. For example, the single CASC representative on the Alliance for Continuous Improvement (ACI) is the only source of student representation on the issue of the dashboard.
 - Other task forces, such as the statewide STEM task force, did not include a student representative even though they are aimed towards students who are the primary stakeholders in K-12 STEM education.
 - There is a need for a liaison between the local and state level to provide diverse student groups a platform to provide input on a state level.
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V. FISCAL ANALYSIS

The inclusion of student representatives to future task forces regarding K-12 education would create no additional cost to the addition of an adult member.

VI. PREVIOUS ACTION

- EDUCATION CODE-33530
 - The State Board is encouraged to consider the role of other representatives of the educational community in the development of curriculum and instructional materials, including, but not limited to, administrators, governing school board members, pupils, and parents who are reflective of the various ethnic groups and types of school districts in California.
- ASSEMBLY BILL-261¹

¹ https://leginfo.legislature.ca.gov/faces/billAnalysisClient.xhtml?bill_id=201720180AB261 (Bill Analysis)

- The intention of AB-261 is for a pupil member of the governing board of a school district shall have preferential vote.
- ASSEMBLY BILL 1204
 - This bill encourages the State Board to appoint a student representative to the Instructional Quality Commission. The member would serve one-year as a full voting member.
- SENATE BILL-532
 - Senate Bill-532 mandates that within 60 days of a receipt of a petition for pupil representation or at least the next regularly scheduled board meeting that the governing board order the inclusion of at least one non-voting pupil member.
- SENATE BILL-468
 - This bill mandates that Student Board Members are to receive all open meeting materials at the same time the materials are presented to the board members, and requires governing boards to invite the student member to staff briefings provided to board members or provide a separate briefing within the same timeframe as the briefing of board members².

CASC STUDENT ACTION

- In 2016 the Student Advisory board on Education recommended that the Education Technology task force be reconvened and include at least one student member. This committee would act as a resource for and recommend best practices regarding implementation of technology in schools to school districts.
- In 2009 the Student Advisory Board on Legislation in Education recommended that the legislature established standards for informing students of upcoming policy decisions that affect them, with advisors and principles informing students about pending decisions that they could weigh in on.

² https://leginfo.legislature.ca.gov/faces/billAnalysisClient.xhtml?bill_id=201720180SB468 (Bill Analysis)

The Student Advisory Board on Legislation in Education

Wednesday, January 17, 2018, Item #4

Topic: Immigration in Education
Speakers: Gema Quetzal Cardenas, Life Academy; Ayra Demirovich, California Virtual Academy; Brandon Plowman, West Valley High School
Writers: Olivia Ahn, Campbell Hall; Yong Min Lee, Troy High School
Group Members: Cathy Sun, University High School; Jaime Rizo, McFarland High School; Crystal Sung, Classical Academy High School; Valerie Savala, Imperial High School; Christopher Elizondo, Coronado High School; Jesus Gonzalez, Rancho Alamitos High School
Facilitator: Bridget Lee, University of Southern California, Los Angeles
Research: Rachel Lu, South Pasadena High School, South Pasadena

I. PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, identifies the discrepancy amongst the educational opportunities provided for students of different immigration and citizenship statuses, and the lack a facilitated transition into a new culture and language as a priority.

II. RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board on Legislation in Education is requesting that the State Legislature allocates funds from the existing Immigrant Student Education Program through a competitive grant process to create three pilot “newcomer” programs.

III. STATEWIDE IMPLEMENTATION DETAILS

School districts will apply for grants to create three pilot “newcomer” programs, each based and modeled after Oakland Unified School District’s (OUSD) existing program. Three separate grants be offered to districts of large, medium, and small student population with a significant percentage of these districts being immigrants to participate in these pilot newcomer programs. This program will be funded through allocations from

the Immigrant Student Education program. “The purpose of the Title III Immigrant Student Education Program subgrants is to pay for enhanced instructional opportunities to immigrant students and their families. LEAs may choose from activities authorized by Title III” (Immigrant Program Overview, California Department of Education).

The California Department of Education will determine the fiscal amount from the existing Title III Immigrant Student Education Program for each of the pilot program school districts.

IV. KEY ISSUES

- Immigrant students do not feel safe in the current environment of public schools in California.
 - Migrant Educational Programs (MEP) Title I, Part C does not thoroughly solve the problem of incorporating educational programs to *all* immigrants in California.
 - MEP requires an extensive interview personally conducted by a Migrant Education recruit. Intimate examinations between the immigrant and interviewee entails a background check on both the student and his or her parents, therefore excluding the undocumented minority currently residing in California.
 - Additionally, the eligibility for MEP requires that the student’s family has migrated to the United States in the past 3 years. Although there is some leniency for the amount of time families have to apply for MEPs, a lack of social counseling to guide immigrant families on a path to citizenship inadvertently supports oblivious families that are not accustomed to the current programs that are offered in the United States.
 - The Trump Administration’s recent policies and statements regarding immigration have propelled the topic into the national spotlight. Controversy has arisen, with strong opposition and advocacy towards the repeal of deferred action programs for immigrants.
- There is a lack of funding to thoroughly support immigration protection programs on a statewide or national level prohibits the academic proficiency of English learning immigrants.

- The Senate and Assembly Committees on Education should accommodate for the higher percentage of immigrants in the Californian population in comparison to the United States.
 - According to the Public Policy Institute of California research in 2015, the organization reports that 27 percent of the California population are immigrants, while 15.5 percent of the United States population are immigrants.
- Student attendance rate drops as U.S. Immigrations and Customs Enforcement (ICE) deportation numbers increase in fear of being deported.
 - In response, both the Los Angeles Unified School District (LAUSD) and San Francisco Unified School District have begun measures to protect students from U.S. Immigration and Customs Enforcement investigations.
 - In Life Academy of Oakland Unified School District, many immigrants did not feel comfortable going to school after the election of Trump because of anti-immigrant sentiment
 - School districts in California have reacted to these aforementioned investigations:
 - To limit the amount of disruption to the learning environment and to ensure the safety of their staff and students, which may include denying an individual from accessing a campus during school hours. (Educ. Code §§ 32212, 35160.)
 - In the unlikely event that ICE or other government authorities decide to pursue immigration-related investigations on school campuses, school staff should follow appropriate district procedures applicable to any visitor on campus, which could include, but are not limited to: (1) requesting that the agent sign in at the front desk; (2) that the agent provide valid identification and statement of purpose; and (3) approval from the site administrator or Superintendent. Immediate access to the student should be given if the agent has a warrant or a court order.

V. **PROVEN RESULTS AND RATIONALE**

With a substantial population of foreign-born students, Oakland Unified School District (OUSD) recognized the importance of immigrant student integration and responded

accordingly in their 'Newcomer Program.' OUSD defines a 'newcomer' as someone who has been in the United States for less than three years and someone speaks another language at home besides English. The "Newcomer Program" provides "specialized services to meet their academic, social-emotional, and mental health needs" (OUSD). Additionally, this program has helped immigrants have an equal opportunity. This aid provided by the OUSD has increased graduation rates have increased by 13% for ELL students which includes undocumented immigrants. (Oakland Unified School District). This newcomer program has also been implemented in Oklahoma where Putnam City West High School created The Compadres Project. This project discusses topics such as the legal rights that belong to immigrants as well as. While incorporating the english language culture wholly encouraging the immigrants' domestic culture. In addition the high school has consolidated community service into their ELL curriculum. Beginning in 2007 the Compadres in Education has positively impacted the graduation rate among hispanic students within their school district by 70% Involvement in the Hispanic community has significantly increased through the district. For example the attendance of a traditional event in Oklahoma City has increased from 50 to more than 250 participants.

VI. FISCAL ANALYSIS

The amount of money awarded for the grant as well as the number of grants awarded will be decided as per the discretion of the California Department of Education; however, the amount of money awarded should be substantial enough to promote the submission of a significant number of district applications, thus incentivising the generation of more restorative justice programs throughout California. Additionally, there will relevant staff costs for the CDE to administer the grant.

VII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

- A. AB 699 (in effect January 2019)
 - a. Emphasized that immigration status-based discrimination is prohibited in California's public K-12 school system, also directs Attorney General to

publish/schools adopt policies to limit assistance w/ immigration enforcements while remaining consistent with federal law

B. AB 1622 (in effect starting 2018-2019 school year)

- a. Requires the governing board of a school district or county office of education that maintains any of grades 9-12 to designate a Dream Resource Liaison at each of their respective campuses that includes any of those grades. By requiring certain school districts and county offices of education to designate a Dream Resource Liaison, this bill imposes a state-mandated local program. The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.”
- b. Existing law establishes a system of public elementary and secondary schools in this state, and authorizes local educational agencies throughout the state to operate schools and provide instruction to pupils in kindergarten and grades 1 to 12, inclusive.

C. Senate Bill No. 1174

- a. School districts and county offices of education shall, at a minimum, provide English learners with a structured English immersion program, as specified. The bill would authorize parents or legal guardians of pupils enrolled in the school to choose a language acquisition program that best suits their child, as provided.

D. S. 1615 - DREAM Act of 2017

- a. Proposed in 2001 and has been developed over time. In 2017, a final revision has been constituted, proposing that the children of undocumented immigrants be granted permanent residence and a path to citizenship, under the conditions of the following: Comes to the United States as a child, obtains a high school degree and GED, demonstrates a proficiency in the English language, has no criminal record, and passes a background test
- b. A Democratic standpoint on the immigration policies within the education system.

- i. “These young people have lived in America since they were children and built their lives here. There is support across the country for allowing Dreamers — who have records of achievement — to stay, work, and reach their full potential. We should not squander these young people’s talents and penalize our own nation. Our legislation would allow these young people — who grew up in the United States — to contribute more fully to the country they love”(Sen. Lindsey Graham (R-SC)).

E. Deferred Action for Childhood Arrivals

- a. Under the Obama administration in 2012, the DACA (Deferred Action for Childhood Arrivals) program was enacted, delaying actions such as deportation for undocumented children. In conjunction with DACA, DAPA (Deferred Action for Parents of Americans) was also enacted, ultimately postponing immigration action for the undocumented parents of legal United States residents. 242,339 young people have received DACA status between 2012 and March, 2017 in California, (Migration Policy Institute).

The Student Advisory Board on Legislation in Education

Wednesday, January 17, 2018, Item #5

Topic: Environmental Awareness

Speakers: Kevin Phan, West Covina High School, West Covina; Avery Reed, Credo High School, Rohnert Park; Nevin Wolfe-Sallouti, Credo High School, Rohnert Park

Writers: Allison D'Souza, Cupertino High School, Cupertino; Alyssa Escamilla, San Marino High School, San Marino; William Gu, Evergreen Valley High School, San José; Alyssa Heeb, Vasquez High School, Acton; Sofia Jáquez, Piedmont Hills High School, San José; Veronica Phen, Middle College High School, Stockton; Maya Tureez, Middle College High School, Stockton; Evan Whitlock, Frontier High School, Bakersfield; Britney Wong, Lincoln High School, Stockton

Facilitator: Helen Huh, Swarthmore College, Swarthmore, Pennsylvania

Research: Evan Whitlock, Frontier High School, Bakersfield

I. PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, has identified the lack of awareness of student's environmental impact as a priority.

II. RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board on Legislation in Education urges the California State Legislature to instruct the Instructional Quality Commission to create a standard model curriculum for Environmental Action and to highly encourage California districts to adopt and implement such curriculum into their high school laboratory science classes for one unit in the academic year at any given time.

III. RATIONALE/PROVEN RESULTS

The implementation of an environmental action unit will allow high school students to understand human impact on the environment through hands-on experiences, creating long lasting impressions and habits. In addition to learning about environmental education in a textbook and through traditional means of learning, students are provided information through labs and projects which establish valuable habits. Laboratory science

courses are an A-G requirement for high school graduation, therefore all students will have access to the materials used in the growing sustainability workforce i.e. hydraulic engineers, solar technicians, and desalination. School districts would be able to decide how to implement the material into their current laboratory science curriculum, and science teachers will not require extensive training on the material as they should already possess a basic foundation in Environmental Science. There is a lack of environmental action programs available, those that do exist are not up to par with experiential application in a public high school curriculum. Developing a model curriculum allows districts to easily implement experiential learning and an environmental action unit.

IV. KEY ISSUES

- There is a lack of implementation of environmental science classes with a focus on individual sustainability practices.
 - Districts lack the resources to implement environmental awareness and action.
 - The current environmental literacy curriculum is not effective in generating cognizant environmental citizens who truly understand the impact that their actions have on the environment.
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V. FISCAL ANALYSIS

The California Department of Education would incur one-time General Fund costs necessary to develop the model curriculum in service learning over a three-year period. These costs would support an advisory committee (volunteers), a review of supplemental instructional resources, and curriculum experts.

Local educational agencies (LEAs) serving grades 9-12 are pressured by unknown local costs to offer units of environmental awareness. To implement this new curriculum, LEAs may need to hire new teachers, provide professional development for existing teachers, and purchase instructional materials. These costs would not be reimbursable by the state.

VI. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

Current Legislative Action

- SENATE BILL 424 -

- Revisions - Establishes the California Regional Environmental Education Community (CREEC) Network for the purpose of facilitating the implementation of high-quality environmental literacy in California public schools that reflects science, technology, engineering, and mathematics education and career technical education with a particular focus on the environmental literacy elements of the Next Generation Science Standards and framework, the California History-Social Science Standards and framework, and the Career Technical Education Model Curriculum Standards.

Past Legislative Action

- ASSEMBLY BILL 1826-
 - Fixes the requirements originally set in 2013 that make recycling mandatory for business or public entities (including schools) to recycle organic waste that was 8 cubic yards to 4 cubic yards.
- In 2009 and 2010, the Education & Environment Initiative curriculum launched statewide efforts that would start in kindergarten and continue to senior year of high school.