

California Association of Student Councils



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**Student Advisory Board
On
Legislation In Education**

2019 PROPOSALS

Student Advisory Board on Legislation in Education (SABLE) *Proposals Developed January 14, 15, 2016*

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Commendation: The Student Advisory Board on Legislation in Education commends the California Assembly Education Committee and their Chief Consultant Tanya Lieberman, the California Senate Education Committee and their Chief Consultant Lynn Lorber for their dedication to enhancing the quality of public education in California and for their encouragement of student input in decision making, especially by considering the proposals of the Student Advisory Board.

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The Student Advisory Board on Legislation in Education

Wednesday, January 15, 2019, Item #1

Topic: Student Involvement in School Finances
 Speakers: Siena Burgart, Newark Memorial High School, Newark; Stephen Kim, Sunny Hills High School, Fullerton; Ian Sills, San Benito High School, Hollister
 Writers: Sabrina Cisneros, Serrano High School, Phelan; Hanwul Choi, South Pasadena High School, South Pasadena; Emelia-Rose Engel, C. K. McClatchy High School, Sacramento; Faith Fernandez, San Benito High School, Hollister; Colin Lira, Rio Vista High School, Rio Vista; Luana Yeung, Amador Valley High School, Pleasanton
 Facilitator: Darren Wang, Troy High School, Fullerton
 Research: Quincy Johnston, C. K. McClatchy High School, Sacramento

I. PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, has identified student input and involvement in school finances as a priority.

II. RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board on Legislation in Education strongly recommends that the California Legislature mandate the creation of a Budget Advisory Committee -- consisting of students -- in every district of California to increase the amount of student input in the process of allocating funds at the district level. This council, known as "BAC" (Budget Advisory Committee), would be led by the School Board's Student Member, meet at least once every three months, serve as a supporting body to the School Board's Student Member, and provide an exclusive, student perspective to the School Board and the District Superintendent.

III. STATEWIDE IMPLEMENTATION DETAILS

School districts will establish a Budget Advisory Committee of varying size depending on the needs of the district. The committee will be chaired by the district's Student Board Member and will convene quarterly. Undoubtedly, student input and perspectives are invaluable and distinct from adult board members. Therefore, to ensure student voices are heard in the process of allocating funds at the district level, we recommend that:

- The committee consists of a minimum of one student from every high school within the district.
- Interested students should be approved upon review by school principals and the district's School Board.
- The meeting location and time will be up to the discretion and availability of the Student Board Member and the committee members.
- There will be an informational presentation at every School Board Meeting on behalf of the BAC presented by the Student Board Member.

Other recommendations include:

- High School Principals should encourage students of diverse backgrounds and socioeconomic status to get involved with the committee.
- BAC meetings should be held in anticipation of every School Board meeting to give an organic, consistent student perspective.
- The District Superintendent should attend BAC meetings to discuss and engage with the students.

IV. KEY ISSUES

- At South Pasadena High School in South Pasadena Unified School District, a misallocation of funds led to a lack of available teachers to work. As a result, there were fewer classes taught which stripped the students of opportunities to take highly sought after classes.
- At C. K. McClatchy High School in Sacramento County Unified School District, several Spanish classes were eliminated without the consultation of students. Despite the nature of budget cuts, students would have appreciated voicing their opinions regarding these cuts because of the high and increasing demand of Spanish classes.

- At Newark Memorial High School in the Newark Unified School District, three high school counselors were fired because of a funding re-allocation. As a result, students lost necessary one-on-one time with their counselors.

V. PROVEN RESULTS

- Garden Grove Unified School District formed a Board Representative Council (BRC) comprised of four students from each of the High Schools in their district. The BRC meets once a month with the Superintendent or Vice Superintendent to discuss hot topics, the budget, and issues that will be discussed in upcoming School Board meetings. The purpose of this board is to gather student data to best advise the School Board members during their meetings.
- According to the California Department of Education, 7 of California's 330 Unified School Districts have implemented a student committee that listens to student input on their school's budget. The 7 districts include: Sacramento City Unified School District, Lynwood USD, Los Angeles USD, Azusa USD, Pasadena USD, San Diego USD, San Lorenzo USD
- In Sacramento, students have been elected to be part of financial committees that focus on participatory budgeting. This has allowed the students to have platform to voice their needs and become civically engaged.
- At San Jose's East Side Union High School District and Sacramento's Met High School, students restored the Driver's Education program through participatory public voting. Students were able to identify that the program was cut due to budgeting, realized the importance of the program, and brought it back through continuous effort.

VI. FISCAL ANALYSIS

The establishment of Budget Advisory Committees in respective California school districts would create no additional cost. Because meetings would be held in the proximity of the local district, transportation costs would be negligible. Additionally, the use of existing facilities at district offices for meeting locations would dismiss

VII. RATIONALE

Student input on education finance allows for the invaluable perspective of a group that has many implications for its results. Students are directly impacted from district policies and decisions. Therefore, they should be able to provide feedback to administrators who often are disconnected from the students' needs especially in relation to the allocation of funds. Moreover, a warranted platform for student input allows for the creation of popularly-supported budget allocations and serves to better the public school environment. Ultimately, this creates a stronger relationship between the students and their administration.

VII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

- A. The current system of pupil funding in California is the LCFF. This is a multi-tiered formula that directs funding to high-need students including groups that are economically disadvantaged, English learners, or foster youth. Districts are required to create LCAPs to demonstrate how they will effectively distribute the money given to them by the state for these purposes.
 - a. Student input in the LCAP is mandated in Section 1. However, this required student feedback can vary from limited student involvement in personal electronic surveys to town hall meetings.
- B. Previous Pertinent Regulations and Policy
 - a. ED Code: ARTICLE 2. Budget Requirements [42122 - 42129]
 - i. Districts must come up with a budget and have it approved at a meeting. The budget and supporting data shall be maintained and made available for public review.
 - b. CHAPTER 11.3 Educational Services [42920 - 42926]
 - i. Code that speaks to the success of the LCFF program in terms of helping high-need students. In this case, foster kids.
 - c. EDUCATION CODE SECTION 52855 and EC 64001

A School Site Council (SSC) is to develop, annually review and updates the single plan for Student Achievement (SPSA). The SSC must recommend the SPSA to the local governing board for approval.

Bill Language: Creating District Student Budget Advisory Committees

- (1) Existing law states that students must be consulted in some manner during the LCAPs process.
- (2) This bill would establish the student budget advisory committee, which mandates student involvement in the full district budgeting process.

42127: (a) On or before July 1 of each year, the governing board of each school district shall accomplish the following:

(1) Hold a public hearing conducted in accordance with Section 42103 on the budget to be adopted for the subsequent fiscal year. The budget to be adopted shall be prepared in accordance with Section 42126. The agenda for that hearing shall be posted at least 72 hours before the public hearing and shall include the location where the budget will be available for public inspection.

(2) (A) Adopt a budget. Not later than five days after that adoption or by July 1, whichever occurs first, the governing board of the school district shall file that budget with the county superintendent of schools. The budget and supporting data shall be maintained and made available for public review. If the governing board of the school district does not want all or a portion of the property tax requirement levied for the purpose of making payments for the interest and redemption charges on indebtedness as described in paragraph (1) or (2) of subdivision (b) of Section 1 of Article XIII A of the California Constitution, the budget shall include a statement of the amount or portion for which a levy shall not be made. For the 2014–15 fiscal year and each fiscal year thereafter, the governing board of the school district shall not adopt a budget before the governing board of the school district adopts a local control and accountability plan, if an existing local control and accountability plan or annual update to a local control and accountability plan is not effective for the budget year. The governing board of a school district shall not adopt a budget that does not include the expenditures necessary to implement the local control and accountability plan or the annual update to a local control and accountability plan that is effective for the budget year.

...

(D) The Superintendent of each district shall form a student Budgeting Advisory Committee (BAC).

- (1) This committee shall be comprised of a minimum of one student from every high school within the district.
- (1) This committee would be lead by the Student Board's Student Member.
- (2) This committee would meet at least once every three months.

- (3) This committee would increase the amount of student input in the process of allocating funds at the district level, be a supporting body to the School Board's Student Member, and provide a student perspective to the District Superintendent.
- (4) The committee should be approved upon review by school principals and the district's School Board.
- (5) The meeting location and time will be up to the discretion and availability of the Student Board Member and committee members.
- (6) There will be an informational presentation at every School Board Meeting on behalf of the BAC presented by the Student Board Member.

The Student Advisory Board on Legislation in Education

Wednesday, January 16, 2019, Item #2

Topic: Non-Binary Gender Inclusivity
Speaker: Kylie Chaudhry, Middle College High School, Stockton; Chloe Madden, Credo High School, Rohnert Park; Rae Parker, Credo High School, Rohnert Park
Writer: Isaiah Colmenero, High Tech High, San Diego; Rose Clara, C.K. McClatchy High School, Sacramento; Diana Gallegos, Garden Grove High School, Garden Grove; Alanah Martinez, San Benito High School, Hollister

I. PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, has identified the need for inclusion of readily accessible gender-neutral restrooms in all California Public Schools.

II. RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board on Legislation in Education strongly advocates that the California Legislature requires all schools have a gender-neutral restroom that remains unlocked and easily accessible to all students.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

- Local education agencies will be responsible for the implementation of gender-neutral restrooms in the schools that do not already have an established gender-neutral restroom.
- In the case that schools already have gender-neutral restrooms, these facilities must be readily accessible to all students.
 - In the context of this proposal, “readily accessible” means that the steps necessary to using these facilities shall be no different than that of regular other schoolwide restrooms.

IV. KEY ISSUES

- Gender-nonconforming students have little to no access to gender-neutral restrooms in California schools.

- The lack of inclusivity on school campuses impacts the self-esteem and mental health of gender-nonconforming students
- Gender-nonconforming students feel uninvited in school and tend to avoid using restrooms that are not equivalent to their gender identification.
- The lack of a safe space for gender-nonconforming students in schools increases levels of anxiety. Information gathered from the UCLA School of Law and the UCLA Center for Health Policy Research shows that these youth are 10% more likely to experience severe psychological distress.
- Information gathered from the above stated UCLA research shows that 75% of transgender and gender-nonconforming youth feel unsafe at school.

V. PROVEN RESULTS

- In San Diego County, three schools have already made it a priority to make sure their campus is safe and welcoming to all students. The Bishop's School, located in La Jolla, CA, has five gender-neutral restrooms with a total of 800 students. At La Jolla Country Day School, all the single-stall restrooms on the campus are gender-neutral, serving the 1,150 3rd-12th students. At La Jolla High School, there are eight restrooms that are open to all genders.
- Beginning in 2017, Brown University has made it a priority to support their LGBTQ students and in doing so, have implemented many gender inclusive restrooms around the campus. Even after this progress, Brown University is still seeking areas on campus that would benefit from the construction of more gender-neutral restrooms. To accomplish the building of more restrooms, Brown University is including gender-inclusive bathrooms to all future renovations.
- The North Kansas City School District in Missouri is currently in the process of implementing gender-neutral restrooms at two elementary schools and at North Kansas City High School. The first gender-neutral restrooms located in the school district were at the Northland Innovation Center for gifted students. The school district received positive feedback from both students and parents stating that they were even more private and allowed for better staff monitoring. Since the implementation of these restrooms in 2016, the district has made it a goal to continue the inclusion of gender-neutral restrooms in new construction projects across their schools and in ongoing renovation processes.

VI. FISCAL ANALYSIS

- The Student Advisory Board on Legislation in Education recognizes that the implementation of this proposal will be a substantial cost for conversion of or creation of new facilities to be incurred at the state and local level based on site circumstances where schools do not already have an established gender-neutral restroom.
 - If there is an existing restroom on campus, schools can convert the facility to be gender-neutral. In this case, the only cost incurred would then be the maintenance and upkeep of the gender-neutral restroom.
 - This substantial cost could be supplemented from prop 98. Proposition 98 requires the state to provide K-14 education at least 39 percent of General Fund tax revenues.
 - This initial cost is no longer applicable once the restroom facilities have been built and delegated; recurring costs will only apply to maintenance of said facilities.
 - The plan for these funds could be integrated into the pending O'Donnell school bond bill in 2020-2022, or else at the schools convenience, i.e. a priority in upcoming construction projects.
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VII. RATIONALE

- To improve the life of the Student Body of any school, it is necessary for every student to be able to have easy access to the restroom no matter their gender.
- The aforementioned UCLA research shows students who identify as gender non-conforming make up 27% of California youth ages twelve to seventeen which is 796,000 students in California. Thus, it is important for the state and schools to support the youth, and in doing so will reduce the amount of anxiety and depression that these youth are often experiencing.
- Having gender-neutral restrooms at schools validates gender diversity of the student population and encourages the inclusion of gender-nonconforming students.
- The prioritization of inclusivity will reduce stigma between binary and gender-nonconforming persons.

- Gender-neutral restrooms will reduce the need for gender-nonconforming individuals to avoid using restrooms, ultimately reducing anxiety and promoting mental health. This will lead to deeper and focused learning.
 - Gender-neutral restrooms will raise staff and faculty awareness of student diversity and needs.
 - Gender-neutral restrooms will reduce the likeliness of physical ailments such as urinary tract infections, bladder infections, and kidney stones among gender-nonconforming youth.
 - By decreasing detrimental and unnecessary stigma around gender-nonconforming individuals through the recognition of gender-nonconforming people and their needs will encourage mental health which will stimulate productivity among all students.
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VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

A. Previous Legislative Action:

1. Assembly Bill - 1318: (2017-2018) AB-1318 requires that the California Department of Education provide support to youth, and their families, who have been subjected to bullying, harassment on the basis of disability, gender, gender identity, gender expression, or sexual orientation, or perceived disability.
2. Senate Bill - 179: (2017) SB-179 enacts the Gender Recognition Act. For purposes of obtaining a new birth certificate, the bill authorizes a person to submit an application to the State Registrar to change their gender on their birth certificate, thus deleting the requirement that a person has to undergo treatment to seek a court judgment to recognize a change of gender.
3. Assembly Bill - 1732: (2016) AB-1732 requires establishments with single-occupancy restrooms to be identified “as all-gender toilet facilities” and that the signs used to designate these restrooms comply with the Title 24 of the California Code of Regulations.
4. Assembly Bill - 1266: (2013) AB-1266 requires that all students be permitted to participate in sex-segregated school programs and activities without regard to the pupil’s sex, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil’s records.

B. Previous Student Advisory Board on Education Proposals:

1. In 2017 the Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, had identified the lack of enforcement and

integration of standards and accommodations for the LGBTQ+ community in California public high schools as a critical issue facing California Education.

Bill Language: Gender Neutral Restrooms**Bill Summary**

- (1) Existing law states that nothing can construe any educational institution from maintaining separate toilet facilities.
- (2) This bill would require that all public schools also include gender neutral toilet facilities that are readily accessible to all students.

231.

(1) Nothing herein shall be construed to prohibit any educational institution from maintaining separate toilet facilities, locker rooms, or living facilities for the different sexes, so long as comparable facilities are provided.

(2) In addition to the toilet facilities mentioned in part (1), all schools shall create and maintain gender neutral restrooms.

- (a) These restrooms must be readily accessible, meaning that the steps necessary to using these facilities shall be no different than that of regular other schoolwide restrooms.

The Student Advisory Board on Legislation in Education

Wednesday, January 16, 2019, Item #3

Topic: Curriculum Reform (Financial Literacy and Civic Engagement Curriculum)

Speakers: Hyun Kim, South Pasadena High School, South Pasadena; Kier Keenan, Mira Loma High School, Sacramento; Oliver French, Credo High School, Rohnert Park.

Writers: Jack McDonald-Doxsee, Credo High School, Rohnert Park

I. PRIORITY

The Student Advisory Board on Education in Legislation seeks to ensure California schools provide students with access to effective courses pertaining to comprehensive financial literacy and civic engagement. These Courses will equip students with the practical skills necessary to deal with challenges in life beyond high school.

II. RECOMMENDED LEGISLATURE ACTION

Upon the revisions to the California educational curriculum in 2024, the Student Advisory Board on Legislation in Education recommends the amendment of Education Code Section 51284.5(a) and 33540 to additionally consider the implementation of the following items in the History-Social Science Framework: filing taxes, obtaining internships, writing resumes, creating individual retirement plans, investing in retirement, maintaining a good credit score, civic engagement and job preparedness.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Following the passing of this as a bill in the California legislature, Education Code would be amended to include the aforementioned criteria to the Education Code for the Instructional Quality Commission (IQC) to consider as additions and construct curriculum for the History-Social Science Framework during the next curriculum review cycle in 2024. The availability of the IQC developed course curriculum would then be made available to the districts within California and implemented in all California public high schools. Some of our suggested amendments are:

- Retirement plans

- Credit Score
 - Credit Card Management
 - Filing taxes
 - Job applications/interviews
 - Writing resumes/cover letters
 - Civic engagement
 - Voter Pre-registration
 - Professional Etiquette
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IV. KEY ISSUES

- Many High schools do not teach their students or do not adequately teach their students the necessary skills for adulthood and life after high school. This includes filing taxes, obtaining internships, writing resumes, creating individual retirement plans, investing in retirement, and other above-listed skills.
- A lack of implementation of this curriculum is resulting in many graduating students not possessing the necessary skills to succeed independently outside of high school such as job preparedness, personal financial literacy, overall personal success, and beyond.
- Although these skills may appear in elective classes (especially Career Technical Education classes), students consistently do not take these electives, as their schedules are often filled with mandatory classes, leaving little to no room for electives of this nature.
- Due to the competitive culture in California surrounding college admissions and applications, many students do not or would not take an elective class of this nature if they believe it may impact their GPA negatively thus affecting their college admission rates. Instead, these students may choose a less personally beneficial AP, honors, or IB course that gives them a positive weight towards their GPA.
- California received an F when graded in the 2017 National Report Card on State Efforts to Improve Financial Literacy in High Schools created by Champlain College's Center for Financial Literacy. California has no curriculum throughout K-12 learning (required, optional, or integrated) that teaches comprehensive

personal finance. Reported by the Council for Economic Education 2018 study:
Economic and Personal Finance Education in our Nation's Schools.

V. PROVEN RESULTS

- Using a national survey of students who completed the high school personal finance curriculum supplied by the National Endowment for Financial Education (NEFE), Danes (2004) and Danes, Casas, and Boyce (1999) found that in the short run, self-reported financial behavior improved immediately after exposure to the NEFE curriculum. They conducted a 3 month follow-up survey and found that over half of the respondents reported that they had made changes in their spending and savings habits. Students were more apt to comparison shop, set money aside for the future, and repay debts on time.
- Based on the 2012 National Financial Capability Study (NFCS), the mean financial literacy score of those who took a financial education course is significantly higher than the mean score for people who did not take any financial education course (mean=2.83).
- According to the Brookings Institute, in a recent consumer study, 21 percent of individuals surveyed – including 38 percent of those with income below \$25,000 – reported that winning the lottery was “the most practical strategy for accumulating several hundred thousand dollars” of wealth for their own retirement.
- In addition, 16 percent thought that winning the lottery was the best retirement strategy for all Americans, not just themselves (Consumer Federation of America and The Financial Planning Association, 2006).
- According to the report of the National Financial Capabilities Study, twelve percent of millennials are unbanked—a figure that is more than double the boomers’ and silent generation’s unbanked rates. Non-bank borrowing—that is, using typically costly forms of borrowing like payday loans, pawn shops, rent to-own stores, auto title loans and tax refund services— is fairly common. Forty-three percent of millennials have used one of these five forms of non-bank borrowing in the last five years.

- From the above study, “Millennials exhibit very low levels of financial literacy—only 24 percent can answer four or five questions correctly on a five-question financial literacy quiz.”
- The 2012 National Financial Capability Study shows that when asked five questions about economics and financial concepts such as compound interest, 61% of adults are unable to answer more than three questions correctly.

VI. FISCAL ANALYSIS

This proposal, since it is the amendment of Education Code Section 51284.5 and 33540, should not incur significant cost upon the State of California. Any cost that would be incurred in the development of curriculum based on these suggestions will already be incurred when the Instructional Quality Committee meets in 2024 to review the History-Social Science framework as described in the aforementioned Education Code Sections.

VII. RATIONALE

Although Education Code Section 51284.5(a) provides that the IQC considers the implementation of financial literacy in high school curriculum during the next framework revision of history-social science and Education Code 33540 (3) suggests the IQC review the implementation of voter education during the next framework revision of history-social science, there are many other crucial life skills that are not recognized in the above list. These include filing taxes, obtaining internships, writing resumes, creating individual retirement plans, investing in retirement, maintaining a good credit score, civic engagement and job preparedness (professional etiquette, interviews). The additions would provide the first steps to teaching high school students necessary and relevant curriculum that prepares them for their life after high school.

While some level of financial literacy is required in California, at some high schools such as Mira Loma High school in Sacramento, an individual can take a two-year course divided into the first-year class of History of the Americas and a second year class of Global Studies each lasting

two semesters, that fulfills the credits for Economy and American Government class requirements. Although it briefly covers the class requirements for Economy and American Government, it does not adequately cover the information and does not teach students these skills or other above-listed skills.

Furthermore, at some high schools such as Enterprise High School in Redding CA, some teachers have taken it upon themselves to teach financial literacy and necessary post-high school skills to their students due to a lack of this information being taught otherwise. This can lead to these skills not being taught properly or in an ineffective manner by non-qualified individuals. However, when this curriculum is integrated into some schools, it has been positively received such as with Credo High School in Rohnert Park. At the popular request of the students, an elective class titled *Adulthood* has been made available. The students have received it well with positive responses to learning, feeling independent, and financially confident with many of the above-listed items.

Along with the increase of post-high school success, the benefits of this curriculum would have lasting effects on the American economy. A quote from a 2012 paper Financial Literacy: Empowering Americans to Prevent the Next Financial Crisis by Mark A. Calabria, former senior professional staff of the U.S. Senate Committee on Banking, Housing, and Urban Affairs, “It is my contention that financial literacy, at least on the part of consumers, was at most a minor factor in the recent financial crisis.” His input describes how an increase in financial literacy would benefit the American economy by providing young adults with the knowledge they need to make educated life choices beneficial to themselves and society as a whole.

Additionally, our proposal falls in line with much of the changes that Governor Gavin Newsom wishes to see made within California related to the education system. Our proposal heavily reflects Gavin Newsom’s “cradle-to-career” education system, incorporating much of the roots in a system guiding an individual to their career path..

VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

1. Previous Policies (*HR 30 2018*)

a. SB 897 - 2014

- i. Refers to civics education and explains the effects of voter education, the importance of voter registration, how to register, how to request an absentee ballot, how to find a polling place, and many other subjects.
- b. AB 2546 - 2016
 - i. Refers to financial education within curriculum, and explains the banking use, personal finance, and budget principles, employment, loans (including student loans), insurance, forms of taxation, principles of investing, identity theft, planning/paying for postsecondary education, charitable giving.

Preface: This proposal is split into two bills. The first bill tackles the live skills/readiness criteria outlined in the proposal for Economics courses. The second bill tackles the civic participation criteria outlined in American Government courses.

Bill Language #1: Economics Course Expansion

An act to amend Education Code Section 51284.

(1) Existing law states that when the Instructional Quality Commission reviews the History-Social Science Framework after January 1, 2017, they must consider the suggested topics for Economics courses.

(2) This bill would add the following topics to subsection (a) of Education Code Section 51284:

- Retirement plans
- Credit Score
- Credit Card Management
- Filing taxes
- Job applications/interviews
- Writing resumes/cover letters
- Professional Etiquette

51284.5.

Notwithstanding Section 51284, when the history-social science curriculum framework is revised after January 1, 2017, the Instructional Quality Commission shall consider including both of the following:

(a) Age-appropriate information for grade spans, as listed in paragraphs (1) to (3), inclusive, of subdivision (b), on **financial literacy** that includes, but is not limited to, all of the following:

- (1) Fundamentals of banking for personal use, including, but not limited to, savings and checking.
- (2) Principles of budgeting and personal finance.
- (3) Employment and understanding factors that affect net income.
- (4) Uses and effects of credit, including the relation of debt and interest to credit.

- (5) Uses and costs of loans, including student loans.
 - (6) Types and costs of insurance.
 - (7) Forms of governmental taxation.
 - (8) Principles of investing and building wealth.
 - (9) Identity theft and security.
 - (10) Planning and paying for postsecondary education.
 - (11) Charitable giving.
 - (12) Retirement plans
 - (13) Credit Score
 - (14) Credit Card Management
 - (15) Filing taxes
 - (16) Job applications/interviews
 - (17) Writing resumes/cover letters
 - (18) Professional Etiquette
-

Bill Language #2: American Government Course Expansion

(1) Existing law states that when the Instructional Quality Commission reviews the History-Social Science Framework after January 1, 2017, they must consider the suggested topics for American Government course.

(2) This bill would add the following topics to Education Code Section 33540:

- Civic engagement
- Voter Pre-registration

33540.

(a) The state board and the department shall request that the commission review and revise, as necessary, the course requirements in the history-social science framework developed by the History-Social Science Curriculum Framework and Criteria Committee of the state board to ensure that minimum standards for courses in American government and **civics** include sufficient attention to teaching pupils how to interact, in a practical manner, with state and local governmental agencies and representatives to solve problems and to petition for changes in laws and procedures, and that the course requirements in the history-social science framework are also included in all history and social science courses and all grade levels, as appropriate.

(b) Whenever the history-social science framework is revised as required by law, the commission shall do, as appropriate and based on the subject matter of the course, all of the following:

(1) Receive input from **civics** learning experts, including **civics** education program providers, associations of **civics** educators, and organizations dedicated to research on **civics** learning, for purposes of integrating **civics** learning content, concepts, and skills, at all appropriate grade levels, with the standards established by the state board in core curriculum areas, as specified in Section 60605, as that section read on June 30, 2011, and Section 60605.8.

(2) Consider how **civics** and history instruction, at all appropriate grade levels, includes, in addition to the acquisition of content knowledge, the application of that content to develop the competence and skills needed for **civic** engagement.

(3) Ensure that voter education information is included in the American government and **civics** curriculum at the high school level, including, but not limited to, information on the importance of registering to vote in local, state, and federal elections, how to register to vote, both online and by mail, what the requirements are to register to vote, [how to pre-register to vote](#), how to request an absentee ballot, how to fill out and return an absentee ballot, what to expect on election day, how to find a polling place, and where and how to access and understand the voter information pamphlet and other materials to become an informed voter.

The Student Advisory Board on Legislation in Education

Wednesday, January 16, 2019, Item #4

Topic: Sexual Assault Support and Sexual Harassment Education
 Speakers: Evan Rosales, Ayla Cimen, Alyssa Escamilla
 Writers: Kate Heller, Credo High School, Rohnert Park, Silayan Camson, Bolsa Grande, Garden Grove, Juliana Kim, Yorba Linda High School, Yorba Linda, Evan Rosales, San Benito High School, Hollister, Ayla Cimen, Credo High, Rohnert Park, Alyssa Escamilla, San Marino High School, San Marino, Vivianna Patino, Golden Valley High School, Bakersfield, Diego Bustamente, Lincoln High School, Stockton

I. PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, has identified a need for transparency and freedom of information in all matters relating to sexual assault and harassment in public schools.

II. RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board on Legislation in Education recommends that the California State Legislature mandate all schools to:

- Publicize their sexual harassment and assault protocol clearly in frequented places within schools.
- Post the number of suspensions and expulsions relating to sexual assault and sexual harassment on the School Dashboard under the existing published expulsion and suspension numbers. (Maybe expand to: post the number of suspensions, expulsions and all pertinent data relating to sexual assault and harassment)

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Should there be an opening statement that sums up what this section is?

- A physical copy of a school's protocol for cases of sexual assault and harassment and a list of personnel that work with such cases and provide support for the victims shall be

displayed in a prominent location. A prominent location is a location where notices regarding the institution's rules, regulations, procedures, and standards of conduct are posted. The copy of the school's protocol shall be posted in such locations permanently. If there is a valid reason to change the location, the copy shall be moved to another prominent location.

- A physical copy of the rights of the accuser and the accused in regards to cases of sexual assault and harassment shall be indefinitely displayed in the same prominent location. If there is a valid reason to change the location, the copy shall be moved to another prominent location.
- Statistics on the number of students suspended or expelled for sexual assault or harassment on an annual basis shall be posted on the School Dashboard.

IV. KEY ISSUES

- Lack of transparency of localized protocol pertaining to the handling of sexual abuse and sexual harassment claims.
- Lack of student awareness due to limited accessibility and public knowledge of sexual abuse and harassment protocol and statistics.
- Hostility towards addressing and acknowledging sexual abuse and harassment on school campuses.
- Lack of accountability for perpetrators and school administrations.

V. PROVEN RESULTS

- This is a new idea and, as such, there are no successful or unsuccessful precedents. However, the examples below suggest that this proposal would greatly help combat the issue of sexual assault and harassment on high school campuses.
- The #MeToo movement raised awareness about sexual assault and harassment. This led to the implementation of strategies that are aimed to prevent sexual offenses and the silencing of victims. Since this movement, nearly one-third of 1,034 executives surveyed said they have changed their behaviors to a moderate, great or very great extent to avoid behavior that could be perceived as sexual harassment, according to new research by the Society for Human Resource Management. Our proposal would raise awareness initiated by this movement by publicizing the prevalence of sexual assault and harassment in

pre-secondary schools. This would have a similar effect to that of the #MeToo movement on workplace environments by extending the same benefits to the high school and middle school level.

VI. FISCAL ANALYSIS

This proposal would incur no cost to the State. The only cost to schools would be that of compiling the statistics and disseminating the information.

VII. RATIONALE

Our suggested solution would proactively prevent sexual assault and harassment as well as help schools react in a way that is sensitive and effective. By making the consequences of and protocol for handling sexual assault and harassment clear, this bill would discourage potential perpetrators and ensure that those proven guilty are punished according to protocol. Furthermore, it would allow students to know the procedures surrounding this issue and what reporting and following through on a case of sexual assault or harassment would entail. Therefore, this would encourage students to report cases of sexual assault and harassment and encourage schools to provide them with the resources to do so.

Furthermore, forcing schools to publicize their statistics on suspensions and expulsions related to sexual assault and harassment would incentivize schools to further prevent sexual assault and harassment. Also, these statistics would allow both students and parents to know how safe or unsafe schools are and how certain schools compare to others in this regard. Together, the publicization of protocol and statistics would allow students and parents to hold their administrations accountable and ensure that they do not break protocol.

Lastly, there is an undeniable need for these measures in regard to the wellbeing of students. Victims of sexual assault and/or harassment experience long-lasting emotional trauma. This affects their academic and social lives. It is often hard for victims to focus in school because they don't feel safe, supported, and valid. This leads to a decrease in academic performance and an increase in mental illness. According to the American Psychological Association, "Sexual assault predicted later onset of major depressive episodes, substance use disorders, and anxiety disorders. Those who were assaulted in childhood were more likely than those first assaulted in adulthood to report the subsequent development of a mental disorder." In a study done by the National Violence Against Women Prevention Research Center, 30% of rape victims reported having had at least one major depressive episode during their

lifetime and 33% of rape victims admitted to having seriously considered committing suicide. Evidently, sexual assault and harassment is a widespread, serious problem. As such, it is our civic duty to do everything in our power to help prevent it and support victims of it.

VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

B. Previous Pertinent Regulations and Policy:

1. 2015 AB 969* (vetoed)

The bill would have:

- required, in order to receive state funds for student financial assistance, the governing board of each community college district, the Trustees of the California State University, the Regents of the University of California, and the governing board of each independent postsecondary institution to report, on or before October 1, 2018, and on an annual basis thereafter, specified data relating to cases of alleged sexual assault, domestic violence, dating violence, and stalking
- required that report to be posted on the respective institution's Internet Web site in a manner easily accessible to students
- required that the information reported pursuant to these provisions be reported in a manner that provides appropriate protections for the privacy of individuals involved, including, but not necessarily limited to, protection of the confidentiality of the alleged victim and of the alleged perpetrator

*rearranged version using text from the original document

Preface: This proposal is split into two bills. The first bill tackles expanding the data of suspensions and expulsions at a school site to include the specific numbers of those suspensions and expulsions based on sexual harassment, sexual harassment, or sexual battery offense. The second bill tackles requiring schools to post protocols regarding sexual harassment and sexual assault in a prominent location of easy access to students.

Bill Language #1: Dashboard Implementation of Sexual Assault Based Suspensions and Expulsions

- (1) Existing law states that the California School Dashboards must include pupil suspension and expulsion rates.
- (2) This bill would expand the existing law to specify that pupil suspension and expulsion rates must include specific numbers of suspensions and expulsions as a result of sexual harassment, sexual assault, and sexual battery offense.

52060.

(a) On or before July 1, 2014, the governing board of each school district shall adopt a local control and accountability plan using a template adopted by the state board.

(b) A local control and accountability plan adopted by the governing board of a school district shall be effective for a period of three years, and shall be updated on or before July 1 of each year.

(c) A local control and accountability plan adopted by the governing board of a school district shall include, for the school district and each school within the school district, all of the information specified in the template adopted by the state board pursuant to Section 52064.

(d) All of the following are state priorities for purposes of a school district's local control and accountability plan:

...

(6) School climate, as measured by all of the following, as applicable:

(A) Pupil suspension rates.

(B) Pupil expulsion rates.

(C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness including the specific number of suspensions and expulsions as a result of sexual harassment, sexual assault, and sexual battery

(D) "sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, physical conduct of a sexual nature, or cyber

sexual bullying as defined in Section 48900 of the Education Code made by someone from or in the work or educational setting,
(E) sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

Bill Language #2: Dissemination of Sexual Assault Protocol Across School Sites

- (1) This bill would require that schools publish in a frequented location by students the school's protocols for handling sexual assault cases including the rights of the accuser and accused and personnel responsible for handling reports

Education Code Section 48928

- (a) A physical copy of a school's protocol for cases of sexual assault and harassment in a list of personnel that work with such cases and provide support for the victims shall be displayed in a prominent location. A prominent location is a location where notices regarding the institution's rules, regulations, procedures, and standards of conduct are posted a public area accessible to all students.-The copy of the school's protocol shall be posted in such locations permanently. If there is a valid reason to change the location, the copy shall be moved to another prominent location.
- (b) A physical copy of the rights of the accuser and the accused in regards to cases of sexual assault and harassment shall be displayed in a prominent location. A prominent location is a location where notices regarding the institution's rules, regulations, procedures, and standards of conduct are posted a public area accessible to all students.-The copy of the school's protocol shall be posted in such locations permanently. If there is a valid reason to change the location, the copy shall be moved to another prominent location.

The Student Advisory Board of Legislation in Education

Wednesday, January 16th, 2019, Item #5

Topic: State Funding
 Speakers: Arvin Hariri, Berkeley High School, Berkeley; Rachel Lu, South Pasadena High School, South Pasadena; Kenneth Kim, Brea Olinda High School, Brea
 Writers: California Association of Student Councils -- Legislative Policy Committee
 Group Members: California Association of Student Councils -- State Council

I. PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils (CASC), identifies a crucial need for a student platform and civic engagement throughout the California education system. As California's population consists of diverse socioeconomic and ethnocultural backgrounds — reflected in its 6.3 million students — these different perspectives are pivotal in providing a student voice representative of California's youth. Thus, disparate accessibility to CASC conferences is a pressing issue.

II. RECOMMENDED LEGISLATURE ACTION

The Student Advisory Board on Education, a program of the California Association of Student Councils (CASC), recommends that state funding for CASC be implemented in the form of an annual \$150,000 grant.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Scholarships:

- Funds received as a result of the current request for \$150,000 will be used primarily to support provide scholarships for students on the free and reduced lunch program to attend the CASC summer leadership conference, the Staff Development Program (to become leadership trainers), the Student Advisory Board on Education, Student Advisory Board on Legislation in Education, the Youth Action Summit of California, and middle school skills development workshops. CASC will continue to seek foundation support and contributions from individuals to provide scholarship aid to other low-income students who cannot afford the full cost of programs. We anticipate that the state funding would allow us to provide funding for a minimum of 17% of each delegation to be students on the free and reduced lunch program. This percentage represents the percentage of California students currently eligible for the free and reduced lunch program.

Outreach:

- The remaining balance will be used for outreach efforts to schools, parents and students. This will cover visits to schools, materials and short video clips to reach out to educators, parents and students and increase awareness of opportunities for civic engagement training offered through CASC.

IV. KEY ISSUES

- There is currently no other platform besides CASC conferences where students can come together to address pressing educational issues and have their voices heard directly by the State Board of Education as well as the Assembly Committees on Education.
- In our current social and political climate, it is imperative that students have the opportunity to come together to create tangible solutions to the pressing social issues they see in their respective communities as well as the world.
- All CASC conferences equip students with the necessary training and workshops that empower each delegate to become leaders in their community and advocate for their beliefs.
- CASC seeks to increase the diversity of participants from all different socioeconomic backgrounds. However, many students lack the appropriate funds to cover the cost of our in-year programs: the Student Advisory Board of Education, Student Advisory Board on Legislation in Education, and the Youth Action Summit of California.
- Through our funded outreach efforts, we will strive to ensure that every student in California, regardless of socioeconomic status, has an inclusive opportunity to join our efforts and share our vision for student civic engagement.

V. PROVEN RESULTS

- Our organization, the California Association of Student Councils, was founded in 1946 by the CDE and California Association of School Administrators (ACSA's predecessor) to bring students together from across the state and promote civic responsibility among students. Over more than 70 years, we've greatly expanded our impact. Currently, we have two major initiatives: advocating for student rights

and voice at the capitol and providing leadership training for students across the state.

VI. FISCAL ANALYSIS

Scholarships:

\$40,300 CASC Summer Leadership Program (65 students)
 \$15,240 Student Advisory Board on Education (26 students)
 \$13,000 Student Advisory Board on Legislation in Education (26 students)
 \$24,250 Youth Action Summit of California (50 students)
 \$6,000 Middle School Life Skills Workshops (200 students)

\$98,790 Total - 367 students

Outreach:

\$25,000 outreach to schools and families
 \$15,000 coordination/administration
 \$11,210 materials, video, phone and travel

\$51,210 Total

VII. RATIONALE

- While our organization strives to represent all students, it is difficult to do so with the ever increasing costs to participate in our activities. We're at a point in our organization where we do not have many options left in terms of our financial situation. We need this money to better serve the communities that need our training the most. Our youth empowerment and leadership training programs have proven to be especially effective when dealing with students from low-income, urban areas, but it is nearly impossible to reach them with our current financial situation.
- Currently, there are other organizations that receive state funding. Namely, the California YMCA Youth and Government receives \$150,000 annually under fund code 8077 in the Governor's

budget under the Department of Education. We need this funding to continue to survive and effectively represent the students at the Capitol. The students are the future and this investment has the potential to transform the lives of countless students throughout the state.

VIII. SUMMARY OF PREVIOUS STATEWIDE DISCUSSION AND ACTION

Other Organizations and Past State Funding

- I. Pursuant to Article 4.5 (commencing with Section 18736) of Chapter 3 of Part 10.2 of Division 2 of the Revenue and Taxation Code (RTC), YMCA Youth and Government benefits from the ability of residents to donate an amount towards the YMCA Youth and Government Fund which may be used to support the organization during a fiscal year in which they receive less than 300,000 dollars in donations.
- II. Through the Workforce Investment Act Funding the State of California provided up to 400,000 dollars to develop the California Youth Council Institute in order to develop youth councils across California in 2001.

Past CASC State Funding:

Years	Item 6100-242-0001	Item 6100-117-0001
1985-1988	\$90,000	\$0
1989-1999	\$50,000	\$0
2000-2003	\$33,000	\$50,000
2004	\$33,000	\$0
2005-2008	\$33,000	\$50,000
2009-2011	\$26,000	\$45,000
2012	\$26,000	\$0
2013	\$0	\$0

