

The Student Advisory Board of Education

Monday, November 2, 2022

Staff Qualification and Training

Speaker: Ida Ahola, Northwood High School, Irvine

Writer: Lavani Madadi, Angelo Rodriguez High School, Fairfield

Research: Fiona Lu, Northwood High School, Irvine

Facilitator: Yashelyn Hernandez, California State University Long Beach, Long Beach

Group Members: Neela Mohanpuhr, College Preparatory School, Oakland, Daniel Chung-Lee, Portola High School, Irvine, Luba Al-Khalili, University High School, Irvine, Aneri Shah, Saratoga High School, Saratoga.

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified that personnel misconduct, within the state, is not being addressed for creating unsafe and non-inclusive environments for students due to a lack of accountability.

II. RECOMMENDED SBE ACTION

Current legislation enforces the Uniform Complaint Procedure, an outline to ensure compliance—through an investigation that may lead to corrective action and remedy to all affected pupils, parents and guardians—with state and federal laws and regulations undertaken by individual districts. All programs and activities implemented by the District, as well as the personnel behavior, are subject to the UCP. Students can file the UCP themselves, have a parent, an interested third party, or other organizations, on their behalf with the goal of conducting an investigation into the issue.

The Student Advisory Board on Education urges the State Board of Education to recommend that Local Education Agencies adopt the Uniform Complaint Procedure as a universal model and make it visibly accessible online and in-person at all LEA sites.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

1. The State Board of Education will design a model Universal Complaint Procedure form to increase its accessibility and publicity for both students and parents from grades K-12.
 - This form will outline the procedure in student-friendly dialogue, and ensure that the reader is well-informed on the process before submitting the form.

2. LEAs would provide the universal UCP outline on their district website as well as those of individual schools. Additionally, printed copies of the model UCP will be made visible in district and school offices.
 3. Further locations for the universal UCP outline may include:
 - a. School bulletins
 - b. Links on school social media platforms
 - c. Student services centers
 - d. Counselor offices
 - e. Within Student and Parent Handbook
 4. Elements of the publicization efforts may include:
 - a. School student-run social media platforms
 - b. Posters in schools
 - c. Newsletters sent from (Districts, CDE, SBE, etc)
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IV. KEY ISSUES

Local Personal are not being held accountable for violating mandates that exist to provide safe and inclusive environments for students.

- Berkley High School, A student who was sexually assaulted in an empty classroom (2019) filed a lawsuit against administrators who knew the student's attacker had history of assault with at least six other students, but still failed to report his misconduct. The lawsuit also stated that the student's attacker continued to victimize and harass the student, leading to her withdrawal from the school.
- Northwood High School, In a Spanish class, during the "human rights" unit, the class was asked to play a game of Would you Rather between "slavery" and "torture," in their Spanish terms. This caused students to feel uncomfortable discussing slavery in a classroom setting without any relation to the subject.
- Beacon Park K-8 School, A teacher made multiple racist remarks, treating white people 'favorably'. Despite being reported by a number of BIPOC parents, the issue was brushed over. The teacher then left the school on their own accord but still taught at another school within the district.

Students or Parents do not have knowledge of the UCP or access to resources in order to hold staff accountable.

- Rodriguez High School, Students were unaware of possible pathways to ensure teacher accountability and as a result resorted to social media to get a teacher fired for misconduct. This caused compromising information about interactions between the teacher and students to be leaked.
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V. PROVEN RESULTS

LAUSD's website inhabits the various types of complaints the universal UCP will be utilized to cover, along with citing the appropriate code sections. Additionally, they provide 9 languages (Farsi, Chinese, Korean, English, Armenian, Polish, Russian, Spanish, and Tagalog) for both their UCP Complaint Form and Brochure. Their page displays a video providing a step-by-step overview of the form and how to navigate filing a complaint. The district has been successful in the implementation of this procedure.

VI. FISCAL ANALYSIS

The development of accessible formatting will be allocated to an existing division of the California Department of Education, incurring minimal costs to the State Board of Education. Similarly, local education agencies will not be required to make costly alterations to their existing UCP systems.

VII. RATIONALE

As a consequence of the innate power imbalance between adults and students, students often feel powerless in seeking accountability for misconduct. Students also do not know that they have the option to report incidents. Our hope is to create an accessible process for students to share their concerns regarding their educators.

Adoption of the existing CDE Uniform Complaint Procedure as the universal outline will allow for students, parents, or any other third parties, to report any personnel misconduct in an uniform and efficient manner. Additionally, the universal UCP form would be multilingual and published in all district and school websites, as well as being in-person as printed forms at school and district sites. This would allow for those Non-English speakers or English learners to have equal representation in all matters regarding personnel accountability. Consequently, this would empower all students to hold their admin accountable.

Increased access to a universal UCP form will strengthen and secure a safe learning environment for all students in the California Education System. Students and families should have agency to protect their safety in learning environments, and this solution will provide them a reliable means to do so.

The Student Advisory Board of Education

Wednesday, November 2, 2022

POLITICAL LITERACY

Speaker: Gwen Singer, Van Nuys High School, Van Nuys, CA

Writer: Audrey Wang, Santiago High School, Corona, CA

Research: Kyra Victor, Westlake High School, Westlake Village, CA

Facilitator: Madyson Chung-Lee, Portola High School, Irvine, CA

Group Members: Miles Rhoe, Newbury Park High School, Newbury Park, CA; Issei Nagata, Anaheim High School, Anaheim, CA; Sue Oh, Sunny Hills High School, Fullerton, CA; Anya Ayyappan, Dougherty Valley High School, San Ramone, CA; Eduardo Corona, Canyon Springs, Moreno Valley, CA; Junnie Niu, Del Norte High School, San Diego, CA

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified that political education, although an integral part of developing a civically active future generation, is not introduced early enough in school and lacks consistent emphasis throughout all levels of education.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education urges the State Board of Education to assess and expand existing K-12 History/Social Science curriculum standards to establish a milestone system that takes an continual, interactive, and interdisciplinary approach to political education.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

The appropriate division of the California Department of Education would revisit and update existing K-12 history/social science curriculum standards every five years to enforce continual, interactive political education. Additionally, interdisciplinary standards can be integrated into the revised curriculum, connecting political processes to relatable, real-life applications.

Suggested changes in curriculum standards include but are not limited to:

- K-5: introductions to democratic systems through simulations of the election process, judicial review, and similar political processes in classrooms. For example, mock elections or demonstrative skits would engage students in an impactful way by utilizing experiential teaching methods.
- 6-8: formal political instruction regarding voting, elections, and the function of local and national government from the 6th through 8th grades.
- 9-12: an interdisciplinary approach exploring the practical applications of political process and how policies impact the world. This should highlight how all fields and subjects are influenced by

political processes. For instance, highlighting the National Aeronautics Space Act of 1958, which furthered space research through the establishment of NASA, would teach students how the legislative process affects fields such as math and science.

School districts will be responsible for the distribution of resources and training to help teachers adapt to changes in instructional plans. The CDE can also provide supportive resources for local agencies.

IV. KEY ISSUES

In-depth political education curriculum is introduced too late in students' education, which results in learning gaps and lack of fundamental understanding of their society's governing mechanisms.

- All council group members observe that primary education touched briefly on politics at the surface level: students learned only basic vocabulary and politics in history (such as the American Revolution), but not the details of the democratic process nor the role that it plays in all levels of government.
- Former Deputy Superintendent Tom Adams recognized that the current curriculum standards were established 34 years ago and therefore may need to be reevaluated.
- At Del Norte High School, Van Nuys High School, and Santiago High School, civics classes are limited to grade 12 students.
- In Los Angeles County, the Student Election Worker Program (SEWP), an opportunity for students to learn about local election processes, is limited to ages 16 and up.

Students lack knowledge in local policy, terms, and concepts specifically relating to student involvement in government. Though students are required to take 3 courses in social studies (including United States history and geography; world history, culture, and geography; and a one-semester course in American government and civics), students are often unable to apply their knowledge.

- At the Fullerton Joint Union High School District GENup Chapter, 90% of student members did not know who their local assembly member or senator is.
- Students from Van Nuys High School are unable to name the Speaker of the House and assert that they had never been taught to recognize important US political figures.
- Students at Canyon Springs High School express a desire to become civically engaged but do not know where to start due to a lack of resources and conversation pertaining to civic engagement.

V. PROVEN RESULTS

The New York Civic Readiness Initiative promotes political literacy through the implementation of specific civic competencies in students' education.

- The stages aim to develop "civic ready students to use civic knowledge, skills and mindsets to make decisions and take actions for themselves, their communities, and public good as members of a culturally diverse, democratic society".
- Students who attain a high level of proficiency in these standards receive the Seal of Civic Readiness.

The Connecticut Department of Education encourages schools to develop civics programs and classes through the Red, White & Blue Schools Initiative, where yearly themes and award systems encourage statewide engagement.

VI. FISCAL ANALYSIS

The mobilization of staff for assessment and review of standards will entail unknown costs to the State Board of Education. School districts will also need to divert resources to adapt to changes in instructional plans. However, because civic engagement fosters democratic and representative decision making, these costs will ensure efficient allocation of funds in the long term.

VII. RATIONALE

Political literacy is crucial to democracy and effective civic engagement. Education plays a vital role in guiding students through the early stages of governmental knowledge.

Reevaluating the existing curriculum standards would allow schools to ensure students are equipped with the knowledge necessary to be involved in the political process. Furthermore, consistent exposure to political jargon and concepts that is spaced out through each stage in education will prevent students from being overwhelmed with an influx in information. By doing so, students will be more receptive and interactive in the classroom when faced with topics pertaining to our political system.

Designating schools as the first point of exposure for students allows independent and proactive learning of political sources before being exposed to polarizing media ridden with convoluted and biased language. This early introduction would develop students' understanding of all levels of government and gradually prepare them to participate in political processes before they reach voting age.

VIII. SUMMARY OF PREVIOUS DISCUSSION AND ACTION

A. Previous Legislation Promoting Civic Education

- 1) AB-2576 (2022): funds programs that integrate voter registration and preregistration with civic education for high school students, including programs to allow students to serve as election workers.

B. Previous Legislation Promoting Civic Engagement

- 1) AB-24 (2017): established the State Seal of Civic Engagement, which recognizes high school students who demonstrate civic knowledge and engagement.
- 2) SB-955 (2021): allows students one excused absence for civil or political events.

The Student Advisory Board of Education

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STUDENT MENTAL WELLNESS SUPPORT

Speaker: Hau Lam Lung, Monte Vista High School, Danville

Writer: Alexa Aguilar, Granite Hills High School, El Cajon

Research: Casey Kim, John Marshall Senior High School, Los Angeles

Facilitator: Ko Er (Carol) Rau, Chino Hills High School, Chino Hills

Group Members: Tiana Zhang, Valencia High School, Placentia, Selah Han, Torrance High School, Torrance, Alicia Del Toro, St. Francis Catholic High School, Sacramento, Arlene Ramos, Golden Valley High School, Bakersfield, Chase Kim, Yorba Linda High School, Yorba Linda, Ivy Kim, California School of the Arts SGV, Duarte, Shreya Shetty, Cupertino High School, Cupertino

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has recognized that students are hesitant to reach out to staff members with mental health concerns due to cultural disconnects and privacy concerns. This strained relationship prevents students from seeking proper intervention, endangering their mental wellbeing.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education suggests that the State Board of Education considers the following actions:

1. Establishing guidelines and resources for local peer mentoring programs. These resources could be used to train student confidants who are familiar with mental health resources and understand how mental health affects their peers.
 - a. We define student confidants as high school students trained on skills such as peer mediation, identification of mental health symptoms, and referral to appropriate professional resources. Student confidants will not offer diagnoses or attempt to treat conditions.
 - b. Students in need may interact with trained student confidants through school-sanctioned programs.
2. Recommending to LEAs and school programs to then implement these guidelines to existing and/or upcoming student confidant groups.
3. Creating recommended standards for all student confidants to meet prior to training and becoming a confidant.

- a. We recommend mental health experts are consulted to finalize the standards.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

1. The California State Board of Education provides curriculum to local governing boards and district administration for the training of student confidants in high school peer-to-peer programs.
 - Definitions:
 - Student Confidant: a student trained by state-issued curriculum to be a capable guide in providing support for peers in need of aid for mental wellness.
 - Local governing boards should consider the proposed curriculum, which may consist of, but is not limited to, training on situational awareness, coping mechanisms, mental health definitions, and communication skills, accountability, confidentiality, empathy, and listening skills.
 - The student confidant's role is to refer students to professional help and/or be a resource for student to student communication and outreach.
 - Student confidants cannot diagnose other students or attempt to administer treatment.
2. The State Board of Education recommends to schools and local governing boards of districts to utilize existing resources, such as the Mental Health First Aid Program, in the development of their curriculum.
3. Governing boards of districts may establish their own committees and panels to evaluate how mental health strategies will best suit their district conditions, such as overall demand and common issues that their students struggle with.

IV. KEY ISSUES

- Students are discouraged in the status quo to reach out to adult counselors and speak about mental health because of mental health stigmatization and a negatively held perception of adult mental health counselors in schools.
 - “The counselors are snitches.” A student at Yorba Linda High School delayed her visit to the mental wellness counselor for months as a result of fear of adult confrontation and confidentiality abuse.
 - LGBTQ+ students at Torrance High School do not feel confident in confiding in a mental wellness counselor in fear of bringing the

conversation of their sexual orientation or gender identity to parents and/or other adults.

- A counselor at Lawson Middle School ignored a student once the student was in-person on campus; the vulnerable student lost trust in counselors, both in and out of school.
 - Valencia High School and Yorba Linda High School students stigmatize serious approaches to mental health and inappropriately use humor to cope, rather than using more viable methods that would better allow them to deal with their complex emotions.
 - Campus culture and student relations have been estranged in connection and information, especially after COVID-19.
 - Students at Golden Valley High School are unaware that their counselors are also mental health resources.
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V. PROVEN RESULTS

- Lori Hurley, an advisor for Clovis West High School's peer counseling program, said up to 200 students a year receive help through the program. Especially during the pandemic, the program has played a valuable role in helping students readjust to in-person school.
 - Mental Health First Aid, an in-person course, teaches teens and adults how to identify, understand, and respond to mental illnesses and disorders. This program has shown improvements in mental health for both the trained personnel and receiver of care as well as a reduction of stigma towards individuals with mental health issues.
 - A study found that implementation of peer support groups in school environments increased average student satisfaction on criteria such as guidance, reassurance of worth, and reliable alliance.
 - A study conducted on 8,100 students in high-need urban areas over a two-year period found that those involved in PGC (peer group counseling) had improved attendance rates and educational performance.
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VI. FISCAL ANALYSIS

The mobilization of CDE employees for the development of curriculum will incur necessary costs to the State Board of Education. Local agencies may need to further allocate resources to the implementation of such programs.

VII. RATIONALE

The application of curriculum made to train peer counselors will allow high schools to not only spread awareness and inform local communities about mental health, but will also encourage the implementation of peer counselors in high schools state-wide. The passage of this proposal provides empirically effective solutions to issues in student mental wellness.

Not only will students feel comfortable confiding in peers, students will also be educated on situational awareness, coping mechanisms, mental health terminology, communication skills, accountability, confidentiality, empathy, and listening skills. For student confidants, methods to address personal health situations will be emphasized within the curriculum guidelines.

The Student Advisory Board of Education

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SCHOOL SAFETY

Speaker: Ashley Castillo, Hollywood High School, Los Angeles

Writer: Sarah Joo, Lincoln High School, Stockton

Research: Jason Jiang, Lincoln High School, Stockton

Facilitator: Ellie Lian, Portola High School, Irvine

Group Members: Kavya Suresh, San Marcos Senior High School, Santa Barbara; Skylar Enumerables, Eastlake High School, Chula Vista; Jackson Richards, Shasta High School, Redding; Amanda Liu, Valencia High School, Placentia-Yorba Linda; Mike Vu, Edison High School, Stockton; Ann Albumalalah, El Camino High School, Sacramento; Jihoo Yoon, Northwood High School, Irvine

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified a lack of information provided to students, families, and staff on emergency procedures, preventing organized and informed responses to disaster.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education strongly recommends that the State Board of Education distribute statewide School Safety Guidelines outlining strategies LEAs can utilize to inform their community of various safety protocols.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

1. The California Department of Education will develop periodically updated School Safety Guidelines (SSG) and distribute them to local education agencies across California.
 - a. The California Department of Education will build on existing Comprehensive School Safety Plans (CSSP) to create easily understandable SSGs.
 - b. LEAs will be responsible for translating the SSGs into locally spoken languages, as well as focusing on types of disasters that most affect the community.
 - c. The guideline will include instructions for a locally conducted annual revision process.
2. In order to ensure that the community is able to respond to disaster at moment's notice, SSG instructions should include, but are not limited to:
 - a. Evacuation maps, disaster protocol, health emergency responses, etc.
 - b. Differentiated response steps for students, families, staff, etc.
3. Creation of these guidelines at the state level will include interagency collaboration, building on existing legislation that requires the participation of law enforcement and fire departments/first responders in the development of individual CSSPs. Past legislative precedent include:
 - a. California Education Codes 32280-32289.9: Requires local creation of CSSP

- b. AB 1747 (School Safety Plans) requires schools to consult with local fire departments and other first responder agencies to create safety plans
 4. On a local level, publication of safety information may include, but is not limited to:
 - a. Easily seen, easily accessible informational resources posted online and on campus, as well as distributed to students, families, personnel, and community partners
 - b. Posting laminated copies of evacuation maps on the doors of each room to allow for quick access of protocols during emergencies.
 - c. Adding safety protocol information in student handbooks
 5. Safety procedures and ways to access the SSGs should be expanded upon by school staff through:
 - a. School-wide safety assemblies.
 - b. Safety drills in which faculty teach students safety procedures and ways to access the SSG.
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IV. KEY ISSUES

Members of school communities don't receive enough information and discussion about different types of emergencies and how to respond to them.

- At Eastlake High School in Chula Vista City, a fire alarm was pulled in response to a teacher having a seizure, distracting the ambulance.
- At Hollywood High School in Los Angeles United School District, an outside call was made, claiming that students were shot in a classroom, causing armed police to come to campus without notifying students or staff. This caused panic within the school because students and staff did not know how to respond to the police.
- At San Marcos Senior High School in Santa Barbara, students have pulled the fire alarm when a suspected external threat or intruder was detected instead of responding accordingly.

Information on individual school safety plans and procedures are not required to be communicated or distributed; access to existing information is inequitable.

- AB 1747 mandates the drafting of a Comprehensive School Safety Plan every year with no requisite to share the information with school communities (i.e. students, families, etc.).
 - At Northwood High School in Irvine, students expected to participate in the Great ShakeOut drill, but the principal said to listen to instructions and not participate in the drill which was required by Education Code 32282. The principal did not face any repercussions for ignoring the safety drill.
 - Each school gets to choose how, and if, they distribute safety information, so the postage of evacuation maps, effective multi-option response drills (conducted by only 42% of California schools), analysis of school safety violations, etc. are not regulated by the state
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V. PROVEN RESULTS

- Well trained schools have had successes in dealing with emergencies. At Oxford High School in Michigan, students were trained in dealing with outsiders. The extra caution that they had saved them from possible harm. Their protocol called for a barricade created by desks, which was able to effectively block a bullet that had pierced through the door.

- At Lincoln High School in Stockton, informational safety procedure packets are provided in every classroom. In times of emergency, the teacher will take the packet to follow the safety procedures, allowing them to organize their students and respond to the emergency quickly.
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VI. FISCAL ANALYSIS

Developing a set of guidelines will be placed under an existing resource created by the California Department of Education, meaning our proposal would incur minimal costs to the State Board of Education. Similarly, local education agencies will not face significant costs to adapt, print, and distribute the resource, as costs will fall under existing funds allocated for implementing the school's Comprehensive School Safety Plan (CSSP).

VII. RATIONALE

Without a thorough understanding on what to do in emergency situations that threaten the safety of students throughout California's schools, many students have been unable to respond appropriately to emergency situations. As such, it is imperative that we find a sound method of distributing information on what to do in times of emergency at school.

The Student Advisory Board on Education hereby proposes our recommended SBE action to promote and ensure increased student and staff awareness on what course of action to take in response to emergencies. Developing guidelines on communication policies given to everyone in the school community would guarantee that there is someone who is aware of what to do in the case of an emergency at all times. The framework and recommended communication methods of the emergency guideline provides LEAs with the ability to ensure that their emergency resources are sufficient in accomplishing the aforementioned goals. Students will be able to find the procedures for a drill or an emergency in a timely manner by having SSGs posted in every room.

This plan would increase knowledge of the procedures that are to be taken in the case of an emergency along with increasing the ease of access to said information. Frequent exposure of this information will ingrain it into students' minds and making sure that it is widespread and in every classroom will guarantee that there is no way to lose the information. Students and staff will always be aware of what to do and these guidelines would incentivize districts to take the initiative in promoting school safety.

The Student Advisory Board of Education

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SOCIOECONOMIC EQUITY

Speaker: Nethra Dhamodaran (Dougherty Valley High School, San Ramon)

Writer: Lawrence Kim (Biomedical Science and Technology Academy at Chino High School, Chino)

Research: Esther Kim, (Chino Hills High School, Chino Hills)

Facilitator: Mina Lee (Dickinson College, Pennsylvania)

Group Members: Willie Yao (Orange County School of Arts, Santa Ana); Matthew Cheng (Valencia High School, Placentia); Katie Xin (Palm Desert High School, Palm Desert); Kristie To (Northwood High School, Irvine); Keira Bird (Fred C Beyer High School, Modesto); Kieon Miller (South San Francisco High School, South San Francisco)

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, has identified that although Local Control and Accountability Plan (LCAP) committees must reflect community demographics, marginalized individuals outside the committee are often uninformed and disengaged throughout the LCAP process, preventing equitable representation.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education advises the State Board of Education to develop a recommended plan for LEAs to incorporate strategies that promote marginalized communities' engagement with LCAP advisory committees by adding an additional section to the LCAP template.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

1. The State Board of Education will include the following text under the "Engaging Educational Partners" section of the LCAP template:

"Community's Access to Power

Engaging educational partners of diverse socioeconomic backgrounds with the LCAP process and advisory committee(s) will ensure that LCAP's goals and actions serve the needs of all.

Local LCAP boards are strongly recommended to design solutions that address their community's unique needs and demographics, such as:

- *Email newsletter subscriptions*

- *Translations and transcriptions for meetings and communications*
 - *Virtual streaming and participation options for community advisory meetings*
 - *Physical and digital meeting summaries sent to students' homes*
 - *In-person outreach to marginalized families."*
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IV. KEY ISSUES

- Students, families, and guardians must be aware of and provided with the necessary resources to participate effectively in decision-making. Without this imperative input from diverse viewpoints, funds and resources are not appropriately allocated. This leads to a misuse of valuable resources and may disadvantage less privileged students.
 - Students and families of underserved communities are left out of conversations because they lack access to administrative, decision-making meetings. This disengagement generates a lack of diverse participants and an absence of concurrence between stakeholders.
 - At Davis High School in Modesto City Schools, immigrants and refugee students of low socioeconomic status labeled as underachieving were forced to leave the school.
 - In 2014, the high school dropout rate among 16-24-year-olds was the highest in low-income families, with a staggering 11.6%
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V. PROVEN RESULTS

- According to the National Library of Medicine, "The virtual format of the annual conference led to a significant increase in the number of countries and geographic regions represented."
 - The Association of Women Surgeons (AWS) hosts annual conferences, then compares in-person and virtual conferences' attendance rates. Their research highlights more representation in virtual settings due to increased accessibility.
 - A systematic analysis exhibits a 900% increase in participants when meetings become virtual. In addition, the number of minority ethnic group participants also increases from 19 to 331.
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VI. FISCAL ANALYSIS

Utilizing existing Department of Education and local agency staff, this solution will incur minimum cost to implement on all levels. In addition, online meetings will help local LCAP boards save time and resources by minimizing costly in-person meetings.

VII. RATIONALE

As the distribution of information is visibly favorable towards socioeconomically privileged students, it is evident that many of their less privileged peers face a lack of access to resources, whether it be technological barriers or unawareness. Furthermore, their unequal access to power often causes underserved students to be unable to participate in their school district's decision-making process. Consequently, decisions made do not adequately appeal to all students' needs equally. This could also decrease the opportunities financially disadvantaged students receive, continuing the cycle of inequality.

Through the added emphasis on access to power for marginalized members of the education system LCAP guidelines, individuals of lower socioeconomic status will receive the opportunity to present and advocate their ideas with the knowledge acquired from LCAP advisory committee meetings. If implemented, this proposal will set the path for more solutions in the future; by adding a subsection dedicated to increasing diversity and offering greater access to the power of the community. As a result, the California Department of Education can foster a system that disregards socioeconomic status and strives to better all students' K-12 experience.