

Second Reading May 23, 2023

Resolution #37-2022/2023

**Resolution regarding the implementation of TK-12 Mental Health Literacy as a Core Curriculum in the
Culver City Unified School District**

BEFORE THE GOVERNING BOARD OF THE CULVER CITY UNIFIED SCHOOL DISTRICT

WHEREAS, Culver City Unified School District prides itself on valuing diversity, equity, and inclusion. [Youth Truth Survey](#) data shows the mental health crisis is disproportionately affecting CCUSD high school students who identify as LGBTQ+, BIPOC, and low-income. According to the 2022 Youth Truth Survey results, 84% of LGBTQ+ identifying students reported feeling “depressed, stressed, or anxious” compared to only 43% of non LGBTQ+ identifying students. Furthermore, according to a 2022 study published by [Science Direct](#), “Latinx, Black, and ‘other’ race/ethnicity students had worse mental health symptoms.” Additionally, according to the [National Library of Medicine](#), living in a low income household has been linked to “increased risk for mental health problems” and “children and families living in poverty are least likely to be connected with high-quality mental health care.” This is especially concerning because 31.9% of CCUSD students are identified as socioeconomically disadvantaged; and

WHEREAS, Culver City High School’s mission statement places “all students’ social and emotional wellbeing” as its **number one** priority, yet mental health education is not reflected in the existing curriculum. While students physical health is addressed K-12 through Physical Education and Health lessons, mental health education is relegated to a unit within 9th grade health class and to annual Suicide Prevention Presentations; and

WHEREAS, in the 2022 Youth Truth Survey, 54% of Culver City High School students — over 1,000 students — reported feeling “depressed, stressed, or anxious, ” which is 4% higher than a typical CA high school and 14% higher than the national average as reported in a [2022 study](#) by the Center for Disease Control (CDC) which stated that 44% of US teenagers felt “persistent feelings of sadness or hopelessness”; and

WHEREAS, Culver City Unified School District prides itself on ensuring that “each student possesses the academic and personal skills necessary to achieve their highest potential.” According to a study published by the [National](#)

[Library of Medicine](#), mental health is “a significant predictor of future academic performance” and “students whose mental health improved between first and third grade made better academic progress than students whose mental health did not improve or worsened.” Without the tools to care for their mental health, students will not be able to achieve their full potential as they will inevitably encounter stressors, if not concurrently, throughout their lives; and

WHEREAS, research from The Collaborative for Academic, Social, and Emotional Learning (CASEL), has identified social and emotional learning (SEL) as an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Social and emotional learning helps to support student mental health needs by fostering a sense of safety and security, building positive relationships with others, and providing equitable support to learn. By promoting responsive relationships, emotionally safe environments, and skills development, SEL cultivates important “protective factors” to buffer against mental health risks; and

WHEREAS, while CCUSD has implemented various programs that address social emotional learning (SEL) and mental health, the district recognizes that current programs are not adequately addressing the mental health needs of ALL of our students. For grades TK-5, elementary schools have implemented Second Step as a Tier 1 SEL instruction and SAEBRS, a universal screener to identify school-, class-, and individual-level social-emotional learning needs. For grades 6-12, Culver City Middle School has implemented Second Step, Signs of Suicide, POD and PAWs lessons focused on SEL and mental health, as well as mySAEBRS screener. For grades 9-12, Culver City High School students only receive lessons regarding mental health within a unit in their 9th grade health class and an annual Signs of Suicide Prevention Presentations; and

WHEREAS, student mental health is exacerbated by threats of violence and concerns of safety, including gun violence across the nation and recent fights on our own campuses. At the February 14, 2023 CCUSD Board Meeting, several parents expressed concerns in regards to campus safety in response to the school fights. These concerns over school fights are only a manifestation of national violence on school campuses; at the forefront of students' minds are gun violence.

According to a 2018 study published by the Harris Poll for the [American Psychological Association](#), 75 percent of people aged 15-21 expressed that mass shootings were “a significant source of stress”; and

NOW, THEREFORE BE IT RESOLVED, Mental Health Literacy, as a core educational component for every TK-12 student, every year to promote both principle and practice in developing and maintaining a healthy mental state; and

THEREFORE, BE IT FURTHER RESOLVED, that the Culver City Unified School District mandates Tier One compulsory and comprehensive TK-12 Mental Health Literacy standards. To this end, the Board directs the Superintendent or designee to lead a committee to create a Mental Health Literacy curriculum Action Plan by June 2023, to be operationalized by the start of the 2023-2024 school year; and

THEREFORE, BE IT FURTHER RESOLVED, that the Culver City Unified School District directs the Superintendent or designee, to designate mental health literacy as a graduation requirement.

ADOPTED this 23rd day of May 2023, by the Culver City Unified School District Board of Education in Los Angeles County, California.

Paula Amezola, President

Stephanie Loreda, Parliamentarian

Kelly Kent, Ph.D., Vice-President

Brian Guerrero, Board Member

Triston Ezidore, Clerk

Quoc Tran, Superintendent