Welcome!

Agenda Review

8:45 Human Trafficking
Megan Riker-Rheinschild
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9:00 Resource Exploration: Social Emotional Learning Embedded within Core Educational Documents
We will explore tools resources, which cross-reference the elements of CASEL framework with current state frameworks to intentionally support SEL skills instruction through pedagogical approaches and academic integration into content area curriculum.

9:25 ELPAC and CA Spanish Assessment
Carlos Pagán
Carlos will share the latest information on the ELPAC, including timeline and requirements for pencil and paper and electronic versions and the timelines and features of the CA Spanish Assessment. Other Assessment updates will also be shared.

9:40 CA Seal of Civic Engagement
Carla Berchtolf
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11:05 Announcements and Upcoming Events

11:15 Close

Next meeting: May 10, 2019
For notes and information
http://ets.sbceo.org
http://instruction.sbceo.org
http://teacherprograms.sbceo.org

Publisher display fees generated by the SBCEO Publishers’ Fair provide funding for the meeting room and refreshments.
Share with a partner

Think of something you accomplished in the past 2-3 weeks that you didn’t know you could do... until you did it!!

What or whom provided encouragement or support to get you there?

Santa Barbara County Education Office
Curriculum Council Meeting
April 12, 2019
Marriott Hotel, Buellton “Nojoqui Falls Room”*
8:30 – 11:15 a.m.

0:30 Coffee and refreshments
0:40 Welcome and Grounding

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Why are we talking about Human Trafficking at Curriculum Council?

Curriculum and Teaching Resources for Health Teachers

Awareness Recognition & Prevention for Every Adult in our Schools

CA Healthy Youth Act Happening Here

Megan Riker-Rheinschild
Director, Victim Witness Assistance Program
Santa Barbara County District Attorney’s Office
See Megan’s Tedx Talk for more information on sex trafficking

https://tedxsantabarbara.com/2017/megan-rheinschild/

CA Healthy Youth Act Checklist

Compliance Evaluation Checklist for
Districts: Grades 7-12

DISTRICT NAME: 

SCHOOL NAME: 

GRADES IN WHICH SEXUAL HEALTH EDUCATION IS TAUGHT (circle all that apply): 

K 1 2 3 4 5 6 7 8 9 10 11 12 

PROGRAMMATIC & CONTENT REQUIREMENTS

F 1. INSTRUCTION IN MIDDLE SCHOOL AND HIGH SCHOOL Comprehensive sexual health education and HIV prevention education are taught at least once in junior high or middle school and at least once in high school. Starting in the 2019-2020 school year, this mandate also applies to charter schools. California Education Code (EC) § 51934(a).

F 2. AGE-APPROPRIATE Instruction and materials are age-appropriate. EC § 51933(a).

"AGE-APPROPRIATE" is defined in EC § 51931(a) as “topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.”

F 3. MEDICALLY ACCURATE AND OBJECTIVE All factual information is medically accurate and objective. EC § 51933(b).

"MEDICALLY ACCURATE" is defined in EC § 51931(f) as “verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists.”

F 4. ALIGNS WITH PURPOSE OF CA HEALTHY YOUTH ACT All components of comprehensive sexual health education align with and support the purpose of the California Healthy Youth Act. EC § 51933(c). Tone and content is consistent across all instruction and materials, even if individual components are provided by different teachers or by guest speakers or outside consultants.

# 25 Human Trafficking
Health Education Curriculum Materials (k-8)

May 2019: SBE Adopts Health Framework & Materials Criteria
Summer 2019: Recruit for Reviewers of Materials
Summer 2020: Materials Review
November 2020: SBE Health Materials Adoption (K-8)
Early 2021: Health Ed Publisher’s Fair

Support for choosing HS materials NOW

Social Emotional Learning Embedded in Core Education Documents

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“The promotion of social, emotional, and academic learning is not a shifting educational fad. It is the substance of education itself... It is how instruction can succeed.”

Skills
- Paying attention
- Setting Goals
- Collaboration
- Planning for the future

Attitudes
- Internal Motivation
- Perseverance
- Sense of Purpose

Values
- Responsibility
- Honesty
- Integrity

Abilities
- Think Critically
- Consider Different Viewpoints
- Problem Solve
“Educating the whole student requires rethinking teaching and learning so that academics and students’ social, emotional, and cognitive development are joined not just occasionally, but throughout the day.”

“Students are intentionally taught these skills and asked to exercise them as they learn academic content and interact with peers and adults.

MTSS for SEL

“Tier 1”

“Tier 2”

“Tier 3”

Trend: Many schools focus on/ implement “Tier 3” intensive supports ahead of establishing their Universal/ “Tier 1” SEL
Universal SEL (Tier 1)

Explicit SEL Curriculum

Integrated SEL Competencies

Some Health Ed Stand.

PBIS

SEL Competencies

Choose one competency

How explicitly taught?

How are students asked to build while learning academic content?
This document is a response to the question, where is social and emotional learning (SEL) embedded in core education documents that inform and guide California K-12 Education?

To answer this question, a review was conducted of a variety of education documents to determine where social and emotional skills were included. The result of this effort, while not exhaustive, is presented in this document.

The aim of this review is to inform the work of teachers and administrators to develop, enhance, and support youth social and emotional development. For teachers, this document can provide awareness and a starting point to intentionally support SEL skill instruction through pedagogical approaches and academic integration into content area curriculum.

For administrators, it can inform the development of a district’s Local Control and Accountability Plan, School Plans, and Multi-tiered System of Support. This review may also benefit policy makers by informing their deliberations of opportunities to strengthen the commitment and supports for making social and emotional learning an integral component of a well-rounded education.

This document is offered in support of the California Department of Education’s Social and Emotional Learning Guiding Principles (2018).

## Purpose

### Connection to Health Ed Framework

2009 CA Health Standards  
2019 CA Health Education Framework draft

### August

**Connections**

**Page 16 (yellow)**

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### ELPAC and CA Spanish Assessment

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Fair provide funding for the meeting room and refreshments.
## Computer-Based (CB) ELPAC Transition Timeline

<table>
<thead>
<tr>
<th>Assessment</th>
<th>2018–19</th>
<th>2019–20</th>
<th>2020–21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td>Paper-Pencil Test (PPT)</td>
<td>PPT CB field test—fall 2019</td>
<td>Operational CB ELPAC (July 1, 2020)</td>
</tr>
<tr>
<td>Summative</td>
<td>PPT</td>
<td>CB field test—fall 2019</td>
<td>Continuing operational CB ELPAC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Operational CB ELPAC (February 1, 2020)</td>
<td></td>
</tr>
</tbody>
</table>

## What’s ahead for the transition to the CB ELPAC?

- February 2019: Item Review for 2019–20 field test
- April 2019: Usability Pilot
- May 2019: High-level Test Design (HLTD) to State Board of Education (SBE)
- May 2019: Revised blueprints to SBE
- October 1–25, 2019: Initial and Summative ELPAC Combined Field Test
CB ELPAC Field Test

- What is the purpose?
  - Item-level statistics
  - Comparability Mode Study

- Who can participate?
  - LEAs with 20 or more initial fluent English proficient students or English learners (ELs) in grades K–12

- How can LEAs participate?
  - Contact Sacramento County Office of Education by phone at 916-228-2207 or by email at elpac@scoe.net

California Spanish Assessment (CSA)
Purpose of the CSA

The optional CSA will:
• Measure a student’s competency in Spanish reading/language arts and provide student-level data
• Evaluate the implementation of Spanish reading/language arts programs at the local level
• Provide a high school measure suitable to be used, in part, for the State Seal of Biliteracy

Linguistic Augmentations in the CCSS en Español

<table>
<thead>
<tr>
<th>GRADE THREE READING STANDARDS: FOUNDATIONAL SKILLS</th>
<th>TERCER GRADO ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonics and Word Recognition</td>
<td>Fonética y reconocimiento de palabras</td>
</tr>
<tr>
<td>3. Know and apply grade-level phonics and word</td>
<td>3. Conocen y aplican la fonética y las destrezas</td>
</tr>
<tr>
<td>analysis skills in decoding words both in isolation</td>
<td>de análisis de palabras a nivel de grado, en la</td>
</tr>
<tr>
<td>and in text. CA</td>
<td>decodificación de palabras, tanto en forma aislada</td>
</tr>
<tr>
<td>d. Read grade-appropriate irregularly spelled</td>
<td>como en un texto. CA</td>
</tr>
<tr>
<td>words.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Lean palabras a nivel de grado, con deletreo</td>
</tr>
<tr>
<td></td>
<td>irregular (ejemplo: reconocen que la h es muda,</td>
</tr>
<tr>
<td></td>
<td>excepto en el digrafo ch, y que la u es muda en las</td>
</tr>
<tr>
<td></td>
<td>situaciones en que, que, gu, guí).</td>
</tr>
<tr>
<td></td>
<td>e. Reconocen cognados entre el inglés y español</td>
</tr>
<tr>
<td></td>
<td>y explican las diferencias en su pronunciación y</td>
</tr>
<tr>
<td></td>
<td>ortografía.</td>
</tr>
</tbody>
</table>
Who is Tested?

Any student in grades three through eight and high school seeking a measure of their Spanish-specific reading, writing mechanics, and listening skills.

CSA Administration Window

April 1–July 15, 2019
TOMS Administrations: Instructional Calendar

CSA Operational Assessment
This test can be administered anytime between April 1, 2019, and July 15, 2019.
Activate this Test Administration
Test Administration Start Date: April 1, 2019
Test Administration End Date: July 15, 2019

CSA Student Score Reports

CSA Scores Report
A New Kind of Spanish Assessment for California
The California Spanish Assessment (CSA) is a computer-based Spanish language test that measures your understanding of Spanish language and culture. The CSA is designed to help you develop the skills needed to succeed in college and in your career.

High Degree Level 3
Intermediate Level 2
Beginning Level 1

High Degree
Intermediate
Beginning

Spanish Area Performance
Reading: What do my clients understand or speak? What do I understand or speak?
Listening: How well do I understand or speak in Spanish?
Writing: How well do I write in Spanish?

Additional Resources
Visit the test score website at http://www.csadashboard.org for more information.
Resources (1)

- November 2018—Training Tests
- January 2019—Practice Tests
- February 2019—What is the CSA? Video
- February 2019—Test Administration Manual

Benefits for Local Educational Agencies (LEAs)

- Provides CSA results in addition to English language arts results
- Inform instructional practices
- Allows local educational agencies to test ELs and non-ELs at no cost
Contact Information

English Language Proficiency and Spanish Assessments Office
Phone: 916-319-0784

ELPAC email: elpac@cde.ca.gov
ELPAC web page: http://www.cde.ca.gov/ta/tg/ep/

CSA email: ccaaspp@cde.ca.gov
CSA web page: http://www.ccaaspp.org/ (under the Test Administration tab)

10-Minute Break
Speaking of Assessment...

Past 4 Years: CAASPP - paper reports

This year: ELECTRONIC Reports. LEA will not get box of reports
Parents will access through LEA SIS

More information and links; More languages

3 prior years’ data also available.
Integrates with SIS systems
Tested - Readable on Smart phones/ multiple devices

Will have a single landing page for families later this year with supports and links : “Starting SMARTER”

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State Seal of Civic Engagement

SSCE

(AB 24)

Inclusive of ALL students

- gain civic knowledge
- practice, and apply civic skills
- realize civic responsibilities
- cultivate relationships

CDE Recommends:
Six Proven Practices for Effective Civic Learning document

GUIDEBOOK:
SIX PROVEN PRACTICES FOR EFFECTIVE CIVIC LEARNING

"The necessary elements of effective civic education include classroom instruction in civics & government, history, economics, law and geography; service learning linked to classroom learning; experiential learning; learning through participation in models and simulations of democratic processes; guided classroom discussion of current issues and events, and meaningful participation in school governance."
SSCE Implementation Guidance

* each LEA can determine how to implement the criteria in their own local contexts with local board approval

- high school diploma
- passing course work
- civic engagement project
- self reflection
- letter of recommendation

Be in good standing and on track to satisfy requirements to earn a high school diploma

* provide instruction in government, history, law, and democracy
* provide instruction through interactive strategies
* teach students to present solutions to local problems
* districts may use their own definition of in ‘good standing’ for a student to graduate

"The practice of democracy is not passed down through the gene pool. It must be taught and learned anew by each generation of citizens."

— Justice Sandra Day O’Connor
Demonstrate a ‘competent understanding’ of all state high school History-Social Science course requirements with a passing grade in each course

- classroom discussions, presentations, real-life connections, debates
- simulations of democratic processes
- LEA’s may determine, through Board of Education policy, their local definitions of a passing grade

Participate in informed civic engagement projects to address real world problems

- Students are encouraged to pursue projects that relate to issues that matter to them; the goal is for all students to have opportunities for experiential learning to advance democratic ideas

Suggestions...

- mock trial
- serve on an elected position related to student government
- campaign for current school district issues
- impact of recycling on local community
- school/local project-recycling, beautification
- start a new campaign for their school campus
**Present a written or oral reflection of student civic engagement activities**

- include the impact on the student’s learning, their growth in civic skills, effectiveness of their actions

**suggestions...**
- a portfolio of activity including reflection
- a power point, photo exhibit, social media use, including reflection
- a public presentation including learning of roadblocks, new issues which arose

**Exhibit character traits that support civic mindedness, supported by a letter of recommendation**

- a letter of recommendation from a peer, educator, mentor, local elected official, non-familial community member

- ability to value differences, standing up for a friend, demonstrating concern for others, tolerate and appreciate a variety of perspectives
considerations and discussions

Fall of 2019

* setting the criteria for your district
* monitoring student involvement, progress, and accomplishments
* reaching out to inform community and families
* acceptable models of self reflection
* acceptable project and/or letter of intended project

resources from cde

document presents data and details the importance of schools to offer young people opportunities to learn fundamental skills and facts while engaging with their communities

The Republic is (Still) at Risk— and Civics is Part of the Solution


GUIDEBOOK: SIX PROVEN PRACTICES FOR EFFECTIVE CIVIC LEARNING

A “what’s next” for administrators, teachers and educational leaders to place civic learning and engagement into practice.

Revitalizing K-12 Civic Learning In California: A Blueprint For Action

elaborates on the recommendations, shares learning success stories from around the state, provides suggestions for actions to improve the quality of civic learning.
In the beginning... There was the LCAP

<table>
<thead>
<tr>
<th>LCFF of 2013</th>
<th>1st LCAP: 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>New template: 2015</td>
<td>3 year: 2017</td>
</tr>
<tr>
<td>Plan summary &amp; Dashboard</td>
<td>2019: BOfP, LCAP Addendum CSI; New SPSA</td>
</tr>
</tbody>
</table>
**LCAP is the Central Document**

**Adopted:**
By Governing Board before
July 1 ahead of budget

**Submitted:**
to COE (districts)
to State (COEs)
to authorizer (charter)
within 5 days (by July 1)
Post on Website

---

**School Plan for Student Achievement**

**Adopted:**
By SSC; Then Governing
Board AHEAD of LCAP

**Submitted**
To Board by CSI Schools or
Schools taking any Title
funds;
NOT by single school LEAs

**Relationship to LCAP**
corporated in LCAP;
Assurances
SPSA for CSI Schools

District and School Responsibility

Process of “No Separate Plan”

The School Site Council (SSC) develops the School Plan for Student Achievement (SPSA)

• The SPSA includes CSI Planning requirements
• The LEA governing board approves the SPSA
• The LEA reports the CSI Planning Summary in the LCAP Plan Summary

• The COE approves the LCAP (including CSI Plan Summary)
• The CDE recommends list of approved LCAPs with CSI plans to the SBE for approval

IN the LCAP...

CSI Assurances/ Prompts that will be in the Plan Summary

List the Identified Schools in the LEA

Describe how the LEA is supporting the identified schools to develop plans that include:
  school level needs assessment, resource inequities, evidenced based interventions

Describe how LEA will monitor and evaluate effectiveness of the plan
SPSA and LCAP...

What if School is not CSI?

Larger Districts require for allocation of S&C to sites (Cannot decide later) - Thus have to be approved ahead of LCAP

Single School districts do not have to have a separate SPSA. LCAP takes place of SPSA
Consider that it is school plan when writing

If single school is ATSI (one or more student group) … must do “assurances” section

Budget Overview for Parents

Adopted:
With the LCAP by Governing board (attached on top)

Submitted
With LCAP to same agency (to COE for districts)
Posted on Website

Relationship to LCAP
Transparency - Annual Update and IISUP for new plan year
Budget Overview for Parents

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Only include the template as cover sheet for the LCAP for your board packet and posted on website

"Annual Update"

Actual Expenditures (18-19)

Narrative Trigger: Describe how the difference impacted services to high needs students

Align fiscal info w/ Annual Update

<table>
<thead>
<tr>
<th>Expenditures for High Needs Students in the 2018-19 LCAP Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Budgeted Expenditures for High Needs Students in the LCAP</td>
<td>$8,975,000</td>
</tr>
<tr>
<td>Estimated Actual Expenditures for High Needs Students in LCAP</td>
<td>$8,784,580</td>
</tr>
</tbody>
</table>
ESSA Federal Addendum

Adopted:
By gov. board by July 1
*After LCAP
(not confirmed… but since it references LCAP)

Submitted
Electronically on state portal
Ahead of getting funds; Must have LCAP approval date
Does not go to COE

Relationship to LCAP
Makes references to plans within LCAP - Narrative

Most information on CDE Website is not updated yet for this year. Template from colleagues at RCOE Online Portal is supposed to open in Mid April

Several Webinars:

Tuesdays @ 2: April 30 - Watch for details

Webinar 2: LCAP Federal Addendum and PEAT
- Date and Time: April 17, 2019, 1:30 to 3:00 p.m.
- Event number: 661 742 151
- Event password: 165116
- Event registration/address for attendees: https://cdeevents.webex.com/cdeevents/onstage/g.php?MTID=e63a5f45f62f84d391a693845f66ba4aa293
LCAP is Central Document

- SPSA (School Plan)
- LCAP Annual Update
- Dashboard & Stakeholder
- Working on LCAP & Budget (w/ fiscal)
- LCAP Preview
- BOfP & MPP Preview
- Board Approve SPSAs
- Board Approve LCAP w/ BOfP, Budget, Addendum
- Submit and Post

NOW

July 1

Inform LCAP
PEAT analysis
ESSA Federal Addendum

Announcements or news to share...
Next Meeting: May 10, 2019

- Aug 24
- Oct. 12
- Nov. 30
- Feb. 1
- Apr. 12
- May 10

http://sbgeo.org/s/CurriculumCouncil