Curriculum Council
Santa Barbara County
October 12, 2018

Network:
Nojoqui Falls

Password:

Agenda Review

8:30 - 11:15 a.m.

AGENDA

8:30
Coffee and refreshments

8:45
State Policy Update
S. Berger
Discussion and LCAP updates, including a discussion of approach to local indicators. Assessment supports crosswalks. We will also discuss the findings and potential causes of the recently released report: Getting Down to Facts II.

9:35
Beyond Safety: Inclusion, Affirmation, & the CHYA
S. Aranguren
As part of our focus on the CA Health Framework and SEL, we will look at the resources available to support your implementation of the CA Healthy Youth Act, and make connections to your equity and SEL initiatives.

10:15
Updates on English Learners
C. Pagán
Updates on legislation affecting English Learners, reporting for ELPAC, and State Seal of Biliteracy. Additionally, we will discuss the CA Ed.G.E guidelines and reclassification.

10:45
State Database Access
M. Zuchowicz
The state has purchased 3 databases, ProQuest, Encyclopedia Britannica, and TeachingBooks for all K-12 students in CA. Matt will share a simple way to access these instructional resources, demonstrate the structure, features, and lead exploration and dialogue around their use.

11:00
Upcoming Opportunities / Announcements

11:15
Close

Welcome to the Santa Barbara County Education Office Curriculum Council Meeting on October 12, 2018.

Welcome

Agenda Review

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.
With a partner at your table, introduce yourself and answer:

What did you learn from the most difficult part of your week, and how will this lesson benefit you going forward?

State Policy:
Dashboard
CAASPP
GDTFII

Santa Barbara County Education Office
Curriculum Council Meeting
October 12, 2018
Marriott Hotel, Building 1, Nojito Falls Room*
8:30 – 11:15 a.m.

AGENDA
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8:45 Welcome
8:45 State Policy Update
 Burgers
Dashboard and LCAP updates, including a discussion of how local indicators are used in assessments. Assessment updates will be shared with the audience. We will also discuss the findings and potential uses of the recently released report “Getting Down to Facts II.”

9:35 Beyond Safety: Inclusion, Affirmation, & the CDE/CA
"Aranguren"
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11:00 Upcoming Opportunities/Announcements
 Pagán
Teacher of the Year, Distinguished Schools, and Grants

11:15 Close

Next meeting: November 30, 2018
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Ellen’s Annual SBAC Supports Reminder!

It’s fall, which means it is time for....

SMATER BALANCED RESOURCES AND PRACTICES COMPARISON CROSSWALK
September 12, 2018

How do these discussions and determinations happen in your LEA, and how might this tool support that?
Dashboard

Priority 7: Broad Course of Study (p.11)

1. **How** are you tracking access for all?
2. **Summarize:** to what extent **do all** have access?
3. **Identify Barriers,** given the results
4. **Response, Decisions, New Actions**

Local Indicators - by November 16

Local Indicators

**Priority 2 (pp.5-7)**

What **structural,** **instructional,** and **equity** criteria do you use to determine your level of implementation?…
or if you write the narrative… how do you address these various aspects of standards implementation?

Discuss how Priority 2 and Priority 7 are complementary to one another…
College and Career Readiness Indicator

Criteria for Prepared: “STAND ALONE”

- **SBAC Scores**
  - 3 on ELA
  - 3 on Math

- **Passing Scores**
  - 2 AP exams
  - 2 IB exams

- **EARN:**
  - State Seal of Biliteracy

- **Passing Grades**
  - 2 semesters* dual enrollment (CTE or Acad.)

- **Passing Grades**
  - 2 courses
    - Military Leadership

Combinations:

- Complete A-G Requirements **OR** Complete CTE Pathway

AND one of the following:

- **SBAC Scores**
  - 3 on one
  - 2 on other

- **Passing Score**
  - 1 AP or
  - 1 IB exam

- **Passing grade**
  - 1 semester dual enrollment

**OR**

- The other course path (A-G or CTE)
Getting Down to Facts II

**WHY?**

- GDTF written 10 years ago
- Helped shape policy for current administration
- Elections/ New leaders
- Policy level as our state moves forward
- Useful at local level for perspective

**Snapshots**

- 19 Research Briefs
- 36 Technical Reports
Stay the course with reforms in place, while addressing gaps in implementation, capacity, finance and early education.
Explore the research briefs (and technical reports) to determine where you would find deeper information for your finding.
**Health Framework**

**Academic Social Emotional Learning**

**Equity**

- **Access**
- **Power**
- **Identity**
- **Achievement**

**Dimensions of Learning/Equity**

(Gutiérrez, 2007, 2009b, 2009)
Beyond Safety

Inclusion, Affirmation, and the California Healthy Youth Act

3%

5%

22% and 18%
3%
Percentage of students who identify as TGNC

5%
Percentage of LGBTQ students who say all of their teachers and school staff are supportive of LGBTQ people

22% and 18%
Percentage of students taught positive representations of LGBTQ people
Percentage of students taught negative content about LGBTQ people

What students are saying…

• Read the quotes on the Student Voices handout.

• Using the CASEL wheel as a lens, what do these student voices indicate about curriculum and instruction, practices and policies, and community partnerships?
Section 220

No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.

§ Ed. Code Section 220

The Fair, Accurate, Inclusive, and Respectful (FAIR) Education Act

Instruction in social sciences shall include...both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups...

§ Ed. Code 51204.5

A teacher shall not give instruction and a school district shall not sponsor any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, or because of a characteristic listed in Section 220.

§ Ed. Code 51501
The California Healthy Youth Act

All comprehensive sexual health education and HIV prevention education...shall satisfy the following criteria:

1. Instruction and materials shall not reflect or promote bias against any person on the basis of any category protected by Section 220.

2. Instruction and materials shall **affirmatively recognize** that people have different sexual orientations, and when discussing and providing examples of relationships and couples, shall be **inclusive** of same-sex relationships. § Ed. Code 51933 (5)

Closing the Circle

Non-Discrimination

Inclusion

Affirmation

Section 220

FAIR Act

CHYA
Shared Responsibility

“"All California educators have a duty to protect students' right to obtain an education in a safe and welcoming environment, and their right to physical and psychological safety and ensure that each of their students has the opportunity to thrive."

— Health Education Framework, Chapter 7: Access and Equity

“A governing board shall not adopt any instructional materials for use in the schools that, in its determination, contain:

(a) Any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, sexual orientation, occupation, or because of a characteristic listed in Section 220.”

— EC 60044

California Health Education Framework (Rev. 2019)

Curriculum Frameworks
Guidelines for implementing the content standards adopted by the California State Board of Education that are developed by the Instructional Quality Commission.

2019 Revision of the Health Education Framework
The CDE, Instructional Quality Commission, and State Board of Education have begun the revision process for the Health Education Framework. Information and updates concerning the revision of the Health Education Framework will be posted here.

- Schedule of Significant Events for the 2019 Revision of the Health Education Framework
- Approved by the State Board of Education on September 3, 2019.
- Opportunities to Participate
- Opportunities to Participate (PDF)

DRAFT Health Education Framework
The Instructional Quality Commission approved the Draft Health Education Framework for public review and comment on March 25, 2019. To follow the framework revision process, go to the ICC 2019 Public Meeting Notice, agendas, minutes.

To view or download the draft chapters and appendix documents approved by the Instructional Quality Commission, select the links below:

- Chapter 1: Introduction (DOCX)
- Chapter 2: Supporting Health Education (DOCX)
- Chapter 3: Transitional Kindergarten Through Grade Three (DOCX)
- Chapter 4: Grades Four Through Six (DOCX)
- Chapter 5: Grades Seven and Eight (DOCX)
- Chapter 6: Grades Nine Through Twelve (DOCX)
- Chapter 7: Access and Equity (DOCX)

https://www.cde.ca.gov/ci/he/cf/
California Health Education Framework (Rev. 2019)

Grades Four through Six
Growth, Development, and Sexual Health
begins on line 1347

Chapter 4: Grades Four Through Six, April 2018 Review, Page 53 of 123

Partnering with the family: Good health begins with the entire family. Share nutrition
education handouts with the family. Parents, guardians, and caregivers can visit a local
organic farm, farmer’s market, or health food store with their child (5.8.1-N, Health
Promotion). Students can learn about and participate in physical activities that their
family members enjoyed when they were in fifth grade.

Grades Four through Six
Growth, Development, and Sexual Health (DG)

Students in fifth grade are experiencing many changes with their own bodies related to
development and puberty. Students at this age may also be developing romantic
interest in others or experiencing their first “crush.” The Sexuality Information and
Education Council of the United States (SIECUS 2017) states, “sexuality education is a
helping learning process of acquiring information. As young people grow and mature,
they need access to accurate information about their sexuality.” Adolescents and even
pre-adolescents are developing the attitudes, knowledge, and skills needed to become
sexually healthy adults (SIECUS 2017). Providing medically accurate, unbiased
information on sexual health to students is important and necessary; therefore, teachers
are often motivated to teach development and sexuality education. Teachers and
administrators should ensure they have the knowledge, resources, support, and
a collaborative environment to do so effectively.

An estimated 3.1 percent of California high school students reported being sexually
active before the age of 13 with rates increasing to 12.3 percent in high school (CDC
2015a). Setting a standards-based foundation for growth and development education,
including sexual health, in fifth grade can have a positive influence on academic
performance, retention, and social and emotional wellbeing. Sexual health education
can play a role in preventing pregnancy, sexually transmitted infection (STI) and human

Access and Equity
Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Students
begins on line 654
Curriculum Guidance
Provides information on curriculum and how to obtain curriculum for loan.

Adolescent Sexual Health Work Group

The Adolescent Sexual Health Work Group (ASHWG) is an organized collaborative of governmental and non-governmental organizations (NGO) to promote and protect the sexual and reproductive health of youth in California. ASHWG is comprised of program managers from the California Department of Public Health (CDPH), California CDE, and key NGOs committed to working more effectively to address the sexual and reproductive health of California adolescents since 2003.

In June of 2016, a group of eight reviewers were recruited via the ASHWG to form an ad-hoc ASHWG sub-committee charged with reviewing a subset of comprehensive sexual health education curricula for alignment and compliance with the CHYA. The group formed in response to extensive requests across California for guidance on which curricula meet the requirements of the new law (which went into effect on January 1, 2016). The goals of this review were to: (1) provide school district staff, teachers, and community education providers with information about a number of widely available curricula in order to inform local processes for curriculum selection; and (2) provide curriculum publishers and authors input from an outside review group on the alignment of their materials with the CHYA. The reports are listed below and links to the publisher responses are provided when available.

These reviews should not replace local reviews by educators. These reviews do not reflect any endorsement from the agencies participating in the review process, including but not limited to the CDE.

To view the ASHWG curricula reviews for compliance with CHYA, please visit the ASHWG Web page.

Current and Relevant Resources to Support Local Implementation of Comprehensive Sexual Health Education in California Schools

The Tools and Training subcommittee of ASHWG assembled a resource list to help district administrators, teachers, parents or others seeking current resources for implementing comprehensive sexual health education in California.

Compliance Assessment Tool: California Healthy Youth Act

This rubric will guide users in determining if a curricula is compliant with the California Healthy Youth Act.
Resources

Adolescent Sexual Health Work Group

CHYA Compliance Evaluation Checklist

LGBTQ Gender Inclusiveness Tool

2018 HRC LGBTQ Youth Report

2015 GLSEN National School Climate Survey

2019 Revision of the Health Education Framework
“School is such a toxic environment for me that I couldn’t force myself to go for almost a month or two and now I can’t miss anymore. If I do, I can fail my senior year of high school.”

“I’m not sure if I can deal with the hate for the full four years. I’ve been dealing with the hitting and kicking for too long.”

“LGBTQ students who did not plan to graduate high school (e.g., who planned to drop out or were not sure if they would finish high school) most commonly reported mental health concerns and hostile school climate as reasons for leaving school.”

— GLSEN School Climate Survey (2015)
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- Pagán
Carlos will share the latest updates on legislation affecting English Learners, reporting for ELPAC, the Dashboard, and State Seal of Biliteracy. Additionally, we will discuss the CA.Ed.G.E guidelines and reclassification.

11:00 Upcoming Opportunities / Announcements
- UDL, Standard Response Protocols, PBIS, Leadership, E-Safety, Standard Response Protocols, and much more
- Teacher of the Year, Distinguished Schools, and Grants
- Other announcements

Close

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Legislative Updates

AB 2735 (O’Donnell): EL Participation in Standard Instructional Program

AB 2514 (Thurmond): Dual Language Immersion Grant Program

AB 2239 (E. Garcia): Foreign Language Courses A-G Course Certification

AB 3022 (Gonzalez Fletcher): Retroactive Grant of High School Diplomas for Departed or Deported Pupils
The SBE unanimously approved the addition of the State Seal of Biliteracy to the College and Career Indicator at the September 2018 meeting.

How do students qualify for the State Seal of Biliteracy?

**English Language Requirements:**
- Complete all ELA graduation requirements with a GPA of 2.0 AND
- Pass CAASPP/ELA with at or above “standard met”

**Target Language Requirements:**
- Pass World Language AP Exam with 3 or higher; OR
- Pass an International Baccalaureate Exam with 4 or higher; OR
- Complete 4-year high school course of study with a GPA of 3.0 or higher; OR
- Pass a district test with a score of proficient or higher; OR
- Pass SAT II World Language Exam with a score of 600 or higher

In addition, if primary language of pupil is other than English, demonstrate English language proficiency on the ELPAC.
Major Changes:

- A big change to accommodations is the allowance of American Sign Language (ASL)/Manually Coded English, to be used as a mode of communication, for the Listening, Speaking, and Writing domains for both the presentation of and responses to test questions. Test examiners must transcribe answers into the answer book.

- Changes to the Test Security Affidavit reflect language clean up and now includes the LST correspondence administrator and the LST data entry staff as members who are required to sign the affidavit.

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**English Learner Progress Indicator (ELPI)**

**Fall 2018 EL Data Reports**

For the 2018 Dashboard, the CDE will only have one year of ELPAC Summative results from the spring 2018 test administration. As a result, the CDE will not be able to produce Status for the ELPI. Instead, the CDE will report the percent of EL students in each of ELPAC’s four performance levels:

- Level 1 – Minimally Developed
- Level 2 – Somewhat Developed
- Level 3 – Moderately Developed
- Level 4 – Well Developed
The EL Student Group is in **ALL** State Indicators

Although Status and Change cannot currently be reported for the ELPI, Status and Change will continue to be reported for the English Learner student group for other State Indicators in the 2018 Dashboard, including:

- Chronic Absenteeism
- Academic Indicator (English language arts/literacy and mathematics)
- College/Career
- Suspension
- Graduation Rate

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**Reclassification**

**2018–19 Interim Reclassification Guidance Letter**

- Sent September 14, 2018

**California Observation Protocol for Teachers of English Learners**

- Follow design requirements of AB 1808
- Use to document, evaluate, and monitor English learners’ classroom-based uses of English in peer interactions during academic content learning
A Parent’s Guide to Multilingual Education

California Education for a Global Economy Initiative

CA Ed.G.E. Initiative

Announcements

LCAP Federal Addendum

• Submission of the 2018–19 LCAP Federal Addendum Template postponed until spring 2019
• LEAs are required to keep their 2018–19 Title III plan updated locally
• CDE Title III LCAP Addendum Criteria and Guidance web page at https://www.cde.ca.gov/sp/el/t3/lcapreviewguidance.asp

Accountability Leadership Institute

December 3–4, 2018
Westin St. Francis
San Francisco, CA

Registration Opened: September 20, 2018
Registration Deadline: November 13, 2018

For details, visit the CDE Accountability Leadership Institute web page at https://www.cde.ca.gov/sp/el/t3/all.asp
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9:45 - 10:15 Updates on English Learners

10:15 - 10:45 State Database Access

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California State Databases

April 2018

California became the 49th state in the union
Culture grams

ProQuest SIRS Discoverer
A massive collection of multidisciplinary periodical and digital media content designed for middle and high school students, undergraduates at community colleges and universities, instructors, and librarians. Editorially created pages provide valuable content for both common and more unusual topics of research. All content is 100% full-text, including documents from books, magazines, journals, newspapers, photographs, transcripts, and videos. The collection covers a wide range of subjects. While you may search it, brary from this page, we recommend using our Guided Research interface, which is tailored to the student researcher.

Subject coverage
- Business
- Education
- General Interest
- Health
- Language Arts
- Science
- Social Science

Want to Learn More?
- Try one of these options:
  - Search the entire ProQuest content
  - Discover answers to common questions
  - Contact Support if you need further assistance.

Search Tip
- By default, we will look for documents with all the terms entered. Use "exact match" to search for exact
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Secondary Schools this year

Eligibility announced after dashboard is released in Dec.

No details yet; Will be like last year
2020 Teacher of the Year

District nominee due to Steven Keithley
December 7, 2018

Application due February 1, 2019

Announcement in May, 2019

No Flier for this one: Email or call K Moore
kmoore@sbunified.org
805-963-4388

Standard Response Protocols (SRPs)
Trainer Training -

Kelly Moore
SBUSD Safety Coordinator

Monday, October 22
8:00 - 4:00
Goleta Valley JH
$100

- Lockout
- Lockdown
- Evacuate
- Shelter

Send 2 people who can train other staff

No Flier for this one: Email or call K Moore
kmoore@sbunified.org 805-963-4388
CISC Registration for February
Now Open

October 23

EVERYONE LEARNING, EVERYONE LEADING!

RENEGADE LEADER

TRANSFORM THE WAY YOU LEAD

In this series we will see Dr. Chacon's groundbreaking work. Renegade Leaders share their strategies for digital-age schools, as a guide to:

- Change the very nature of learning in digital-age schools
- Transform professional development to better serve learners
- Transform professional development to better serve learners
- Transform professional development to better serve learners

October 29

CISC Registration for February
Now Open

November 29

U.S. Network Series

What you don't know can hurt you...

WE’VE GOT YOUR BACK!

The U.S. Network is a group of leaders and learning professionals who meet regularly to focus on the best practices and successful implementations in our schools... and we want YOU to join us!

Register online at http://cisc.org/ussaf

Other Announcements
or news to share...
Next Meeting: November 30

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

http://sbgeo.org/s/CurriculumCouncil