

# **GATE COMMUNITY ADVISORY COMMITTEE MEETING - May 21, 2018 -**

<b>Topic</b>	<b>Time</b>	<b>Presenter</b>
Welcome & Approval of Minutes	9:00	Margaret Lloyd
Elementary VAPA Update	9:15	Jennifer Cardenas
Screening & Qualification	9:30	Laura Kresl
Comprehensive Sexual Health Education	9:50	Nicole Van Wilgen Moore & Laura Kresl
Presentation of Awards	10:15	Laura Kresl
Discussion	10:25	








## OUSD Visual & Performing Arts

*Laura Krest* *Coordinator, 21<sup>st</sup> Century Innovation & Instructional Design*  
*Jenn Cardenas* *TOSA, STEM & Arts Integration*

### OUSD VAPA – 5 Disciplines







- Band
- Orchestra
- Integrated Arts Wheel
  - Visual Art
  - Theatre
  - General Music



### Mariachi – Handy Elementary




### Honor Band & Orchestra Concerts

### Honor Choir Concert



### Musical Theatre – Linda Vista & Panorama

- *The Aristocats*
- *The Jungle Book*
- *Seussical Kids*



### Digital Art – Crescent Elementary

- Layering
- Still life
- Texture
- Color Wheels
- Monochromatic Landscapes
- 1 and 2-point Perspectives
- Science Stop Motion Movies
  - *Procreate*
  - *SeaScav*
  - *Pdplet*
  - *Google Classroom*
  - *Stop Motion*



### VAPA Teachers Professional Development



- ELD Strategies
- Special Ed
- Thinking Maps
- Write from the Beginning
- Growth Mindset
- Small Group Instruction
- Assessments
- SMART Goals

### THANK YOU!!

Kids who participate in the **ARTS** develop:

Dexterity  
 Motivation  
 Creativity  
 Fitness  
 Problem Solving  
 Confidence  
 Abilities  
 Persistence  
 Inspiration  
 Focus  
 Commitment  
 Leadership  
 Skills  
 Pride  
 Tolerance  
 Physical Health  
 Resilience  
 Communication  
 Collaboration  
 Critical Thinking  
 Self-Determination  
 Social Skills  
 Emotional Regulation  
 Cultural Awareness  
 Global Competence  
 Career Readiness  
 Financial Literacy  
 Health Literacy  
 Civic Engagement  
 Environmental Stewardship  
 Entrepreneurship  
 Innovation  
 Leadership  
 Resilience  
 Self-Determination  
 Social Skills  
 Emotional Regulation  
 Cultural Awareness  
 Global Competence  
 Career Readiness  
 Financial Literacy  
 Health Literacy  
 Civic Engagement  
 Environmental Stewardship  
 Entrepreneurship  
 Innovation

Laura Kresl — [lkresl@orangensd.org](mailto:lkresl@orangensd.org)  
 Jenn Cardenas — [jcardenas@orangensd.org](mailto:jcardenas@orangensd.org)

**2017-18 GATE  
Qualifications**

Orange Unified  
School District

**2,094**

total number of OUSD students screened

**7/40 = 18%**

number of 6th grade students qualified / screened

**18/59 = 31%**

number of 5th grade students qualified / screened

**24/76 = 32%**

number of 4th grade students qualified / screened

**89/1,700 = 5%**

number of 3rd grade students qualified / screened

**66/219 = 30%**

number of 2nd grade students qualified / screened

**68**

number of students eligible for 4th grade class at Nohi Canyon

## 2nd Grade Screening

### Currently

- Screening for all OUSD 2nd graders by referral
- 2nd grade students are given priority over 3rd grade students for placement into 4th grade
- There is only a 3rd grade GATE class at Crescent

### Potential Changes

- Screen 2nd graders but do not offer placement until 3rd graders have been screened
  - Offer placement for 4th grade by percentile rank
- Screen only 2nd graders who feed into Crescent
- Screen all OUSD 2nd graders and offer placement at Crescent based on percentile

## Recommendation?





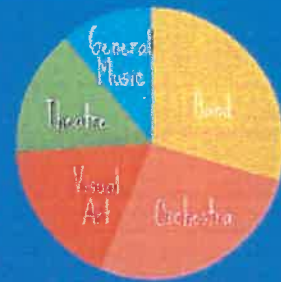
# 2017 - 2018 Elementary Visual & Performing Arts

Band - Orchestra - General Music - Theatre - Visual Art

Number of 5th/6th grade OUSD  
students who received VAPA  
instruction in 2017-18



# 3,844



Band



**1,110 students**

Orchestra



**1,013 students**

General Music



**419 students**

Theatre



**571 students**

Visual Art



**673 students**

**3 PILOT PROGRAMS**



Musical Theatre - Mariachi - Digital Art

**58 students**

**15 students**

**92 students**



# 8,415

Number of VAPA instructional  
minutes in 2017-18



# 187

Days of VAPA instruction  
in 2017-18

"I love that the children have music back in school! It opens the doors to confidence and learning that they may never have had the opportunity to divulge in. My daughter loves it so much that she wishes it was every day." -OUSD Parent

"VAPA is important to me because I can do what I love. From art to choir, from band to strings, we all have a part to play and we all fit in. Our teachers in VAPA encourage us to be us and let our creative minds flow. VAPA is something I am grateful I have and something I get to do twice a week." -OUSD Student







### Five Primary Purposes of CHYA

- To **promote understanding** of sexuality as a normal part of human development;
- To **ensure** pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.

\*Comprehensive Sexual Health & HIV/AIDS Instruction - California Healthy Youth Act, California Department of Education, <http://www.sdsoshschools.org/health>, April 2016.

### What Does Comprehensive Sexual Health Education Mean?

“Comprehensive sexual health education” means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections (EC 51931).

\*Comprehensive Sexual Health & HIV/AIDS Instruction - California Healthy Youth Act, California Department of Education, <http://www.sdsoshschools.org/health>, April 2016.

### What are the instructional criteria requirements for all comprehensive sexual health education and HIV prevention Education?


- Be age appropriate
- Be medically accurate and objective;
- Align with and support the purposes of the California Healthy Youth Act, as described above;
- Be appropriate for use with pupils of all races, genders, sexual orientations, ethnic and cultural backgrounds;
- Be appropriate for and equally available to English language learners;

\*Comprehensive Sexual Health & HIV/AIDS Instruction - California Healthy Youth Act, California Department of Education, <http://www.sdsoshschools.org/health>, April 2016.

### What are the instructional criteria requirements for all comprehensive sexual health education and HIV prevention Education?

- Be appropriate for and accessible to pupils with disabilities;
- Affirmatively recognize different sexual orientations and be inclusive of same sex relationships in discussions and examples;
- Teach about gender, gender expression, gender identity, and the harm of negative gender stereotypes;
- Encourage students to communicate with their parents/guardians and other trusted adults about topics related to sex, gender identity, and sexual health.

\*Comprehensive Sexual Health & HIV/AIDS Instruction - California Healthy Youth Act, California Department of Education, <http://www.sdsoshschools.org/health>, April 2016.




### What are the instructional criteria requirements for all comprehensive sexual health education and HIV prevention Education?

- Teach the value of and prepare students to have and maintain committed relationships such as marriage;
- Provide knowledge and skills for forming healthy relationships that are free from violence; and
- Provide knowledge and skills for making and implementing healthy decisions about sexuality including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision making skills to avoid high-risk activities.

\*Comprehensive Sexual Health & HIV/AIDS Instruction - California Healthy Youth Act, California Department of Education, [www.sos.ca.gov/education](http://www.sos.ca.gov/education), April 2016.

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### What About Abstinence Education?

Abstinence from sexual activity and injection drug use shall be taught within the context of comprehensive sexual health and HIV prevention education (EC 51934[3]), however, abstinence-only education is not permitted in California public schools.

\*Comprehensive Sexual Health & HIV/AIDS Instruction - California Healthy Youth Act, California Department of Education, [www.sos.ca.gov/education](http://www.sos.ca.gov/education), April 2016.

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### What does the law say about lesbian, gay, bisexual, transgender and questioning (LGBTQ) students, sexual orientation and gender/gender identity?

Instruction shall affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, must be inclusive of same-sex relationships. (EC § 51933(d)(5).)

It must also teach students about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes. (EC § 51933(d)(6).) This means that schools must teach about all sexual orientations and what being LGBTQ means.

\*Comprehensive Sexual Health & HIV/AIDS Instruction - California Healthy Youth Act, California Department of Education, [www.sos.ca.gov/education](http://www.sos.ca.gov/education), April 2016.

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### What does the law say about lesbian, gay, bisexual, transgender and questioning (LGBTQ) students, sexual orientation and gender/gender identity?

The California Healthy Youth Act requires that sexual health education be appropriate for use with students of all genders and sexual orientations (EC § 51933(d)) and clearly states that part of the intent of the law is to provide pupils with the knowledge and skills they need to attain healthy attitudes concerning adolescent growth and development, including gender, sexual orientation or relationships with their own families." (EC § 51930(b)(2).)

\*Comprehensive Sexual Health & HIV/AIDS Instruction - California Healthy Youth Act, California Department of Education, [www.sos.ca.gov/education](http://www.sos.ca.gov/education), April 2016.

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## What About Parental Notification and Opt-Out?

- Parents or guardians must be notified by the school or district about planned instruction in comprehensive sexual health and HIV prevention education.
- Parents or guardians must be notified in writing that the child can be withdrawn from the instruction if the parent/guardian writes that the child will attend the instruction. (EC § 51938(b)(4).)

Comprehensive Sexual Health & HIV/AIDS Instruction - California Health Care Act, 2015  
Department of Education, <http://www.sos.ca.gov/education>, April 2015.

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## What About Parental Notification and Opt-Out?

- Schools may not require active consent ("opt-in") for participation in comprehensive sexual health and HIV prevention education. If the parent/guardian does not respond in writing that the child will be withdrawn from the instruction, the child will attend the instruction. (EC § 51938(a).)

Comprehensive Sexual Health & HIV/AIDS Instruction - California Health Care Act, 2015  
Department of Education, <http://www.sos.ca.gov/education>, April 2015.

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## What About Parental Notification and Opt-Out?

This Act, including the "opt-out" provision, does not apply to instruction, materials, presentations, or programming that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions. (EC § 51932(b).) This is to ensure a positive school climate so that all students feel safe on and off campus knowing that all peers have the same basic understanding on acceptable and unacceptable behaviors.

Comprehensive Sexual Health & HIV/AIDS Instruction - California Health Care Act, 2015  
Department of Education, <http://www.sos.ca.gov/education>, April 2015.

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## What Opt-Out Looks Like in OUSD

- | Middle School   | High School  |
|---|--|
| Students who are opted-out of Comprehensive Sexual Health and HIV Prevention instruction, will not participate in any instruction, including the gender identity component because sexual health content is taught in every unit. | Students who are opted-out of Comprehensive Sexual Health and HIV Prevention instruction, will still participate in the gender identity unit since sexual health content is not taught in that unit. |

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**Health and Safety of Students in California & Orange County Public Schools**

**Participants Demographics**

<b>N = 6884</b>	<b>Asian/Pacific Islander</b>	<b>18.1%</b>
<b>M = 50.1%</b>	<b>American Indian</b>	<b>0.8%</b>
<b>F = 49.9%</b>	<b>Black</b>	<b>1.3%</b>
<b>7<sup>th</sup> grade = 36.9%</b>	<b>White</b>	<b>21.9%</b>
<b>9<sup>th</sup> grade = 32.2%</b>	<b>Multiracial</b>	<b>8.9%</b>
<b>11<sup>th</sup> grade = 30.9%</b>	<b>Latino</b>	<b>49.1%</b>

**Methods:** The data presented in this fact sheet were collected as part of the California Healthy Kids Survey in the 2015-2016 academic year at middle and high schools across Orange County. The data were collected using a paper and pencil survey administered by school sites and reported to and compiled by WestEd. Kris De Pedro, Ph.D. at Chapman University, the ACLU of California, and John Eilers at the Central Coast Coalition for Inclusive Schools requested the dataset from WestEd. The data were analyzed running Chi-Square tests using SPSS statistical software. All differences reported here are statistically significant. The California Healthy Kids Survey was developed by WestEd under contract to the California Department of Education. This fact sheet was prepared by Kris De Pedro, Ph.D. at Chapman University in collaboration with the Central Coast Coalition for Inclusive Schools and the American Civil Liberties Union (ACLU) of California.

For further information about this Fact Sheet, contact Kris De Pedro, Ph.D. at [kdeped@chapman.edu](mailto:kdeped@chapman.edu)

**CHAPMAN UNIVERSITY**

Chapman University - LGBTQ Youth Research and Advocacy Project, California Healthy Kids Survey (7th, 9th, 11th grades)

**Health and Safety of Students in California & Orange County Public Schools**

	California		Orange County		Trans		Non-Trans	
	LGB	Non-LGB	LGB	Non-LGB	LGB	Non-LGB	LGB	Non-LGB
Survey Respondents	5.4%	1.0%	84.8%	85%	1.0%	0.8%	99%	99.2%
How safe do you feel when at school? (unsafe or very unsafe)	10.3%	15.9%	4.1%	4.3%	21.2%	27.2%	4.3%	5.1%
Did you ever seriously consider attempting suicide? (past 12 months)	45.8%	8%	15.8%	18.1%	40.2%	31.8%	18.2%	18.5%
In past 12 months on school property, have you had rumors/ies spread about you?	46.7%	54.4%	30.3%	21.5%	60.2%	52.7%	31.1%	28.4%

Chapman University - LGBTQ Youth Research and Advocacy Project, California Healthy Kids Survey (7th, 9th, 11th grades)

**Health and Safety of Students in California & Orange County Public Schools**

	California		Orange County		Trans		Non-Trans	
	LGB	Non-LGB	LGB	Non-LGB	LGB	Non-LGB	LGB	Non-LGB
Survey Respondents	5.4%	1.0%	84.8%	85%	1.0%	0.8%	99%	99.2%
In the past 12 months on school property, have you been teased, joked, comments, or gestures made to you?	59%	52.8%	25.8%	26.1%	55.6%	32.4%	28.1%	27.2%
In the past 12 months on school property have you been made fun of because of your looks or the way you talked?	48.8%	48.1%	28%	11.2%	51.8%	38.4%	28.8%	27.2%

Chapman University - LGBTQ Youth Research and Advocacy Project, California Healthy Kids Survey (7th, 9th, 11th grades)



**Health and Safety of Students in California & Orange County Public Schools**

	California		Orange County	
	LGB	Non-LGB	Trans	Non-Trans
Survey Respondents	5.4%	1.0%	65.0%	30%
In the past 12 months on school property, you were harassed or bullied because you are gay or lesbian or somebody thought you were?	43.2%	47.2%	8%	3.8%
In the past 12 months on school property, you were harassed or bullied for any other reason?	32.7%	36.1%	15.6%	20.6%

Chapman University, LGBTQ Youth Research and Advisory Project, California Healthy Kids Survey (7th, 9th, 11th grades)



**How is Apex Health Extended taught in High School?**

- Hybrid online/face-to-face
- 1 quarter

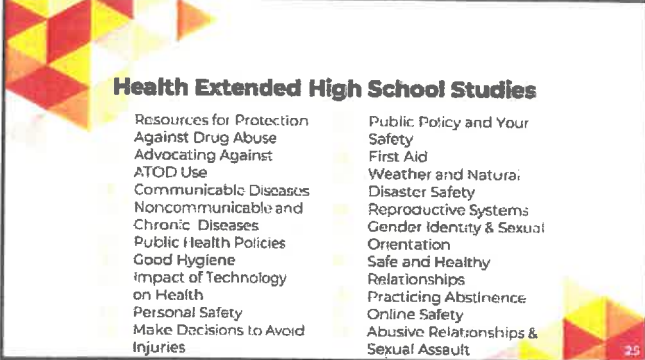
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**Health Extended High School Studies**

- What is Health?
- Taking Control of Your Health
- Stress Management & Self-Esteem
- Influences on Mental & Emotional Health
- Suicide
- Violence and Gang Involvement
- Communication Strategies
- Physical Fitness
- Good Nutrition
- Evaluating Health Products, Practices, and Services
- Eating Disorders
- Setting Goals and Formulating a Plan
- Alcohol, Tobacco, and Other Drugs
- Influences on Drug Usage
- Communicating About Drugs

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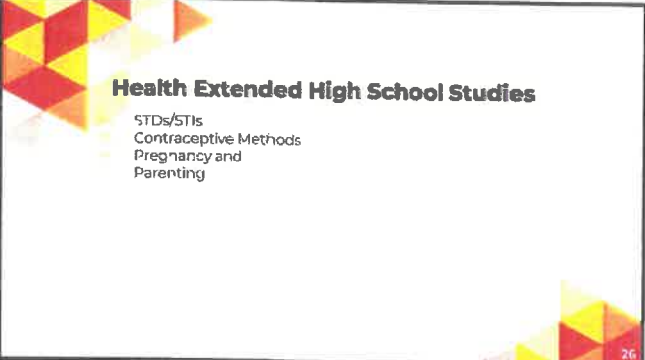




### Health Extended High School Studies

- Resources for Protection Against Drug Abuse
- Advocating Against ATOD Use
- Communicable Diseases
- Noncommunicable and Chronic Diseases
- Public Health Policies
- Good Hygiene
- Impact of Technology on Health
- Personal Safety
- Make Decisions to Avoid Injuries
- Public Policy and Your Safety
- First Aid
- Weather and Natural Disaster Safety
- Reproductive Systems
- Gender Identity & Sexual Orientation
- Safe and Healthy Relationships
- Practicing Abstinence
- Online Safety
- Abusive Relationships & Sexual Assault

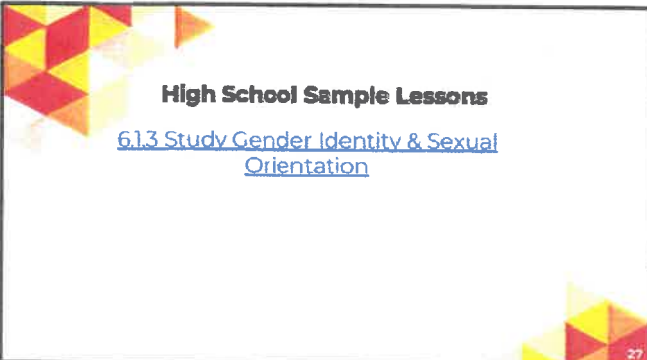
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### Health Extended High School Studies

- STDs/STIs
- Contraceptive Methods
- Pregnancy and Parenting

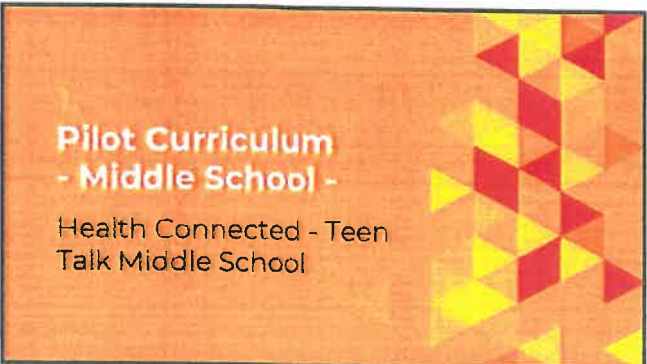
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### High School Sample Lessons

[6.13 Study Gender Identity & Sexual Orientation](#)

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### Pilot Curriculum - Middle School -

Health Connected - Teen Talk Middle School



### How is Teen Talk taught in Middle School?

- Ten hours of instruction divided between 7th and 8th grade Science.
- Face-to-face classroom instruction
- Taught by the student's science teacher.

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### Teen Talk Middle School Units

#### 7th Grade

Introduction, Values,  
Parent Communication  
Your Body & How It  
Works Anatomy  
Sexual Identity  
What is Sex, Types of  
Sex, and Not Having Sex  
Abstinence  
All About Birth Control  
Pregnancy Option

#### 8th Grade

Introduction, Values,  
Parent Communication  
The Facts About STIs &  
HIV  
We Have a Healthy  
Relationship  
Sex in the Media  
Sexual Assault  
Thinking About Sex and  
Decision Making  
Say Again? Review

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### Middle School Sample Lesson

- [5.2 All About Birth Control](#)

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Questions?

# Thanks!

Feel free to contact us.

- Office of Curriculum & Instruction
- (714) 628 5452



## Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
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