

**CCSS Governmental Relations/Confab/Legislative Breakfast
March 5, 2016**

Chair: Frances L. (Cricket) Kidwell, Ed.D.

CCSS Legislative Breakfast (7:00-8:30 a.m.)

- I. Welcome (J Hill) and Introductions (CF Kidwell)**
- II. Presentation of Award (CF Kidwell)**
- III. Keynote Remarks (Nancy McTygue)**
- IV. Legislative Update (F Jones)**

Standards

AB 740 (Weber) -- calls for regular updates of all disciplines that have state approved content standards (would authorize SBE to update HSS Standards). Stuck in Senate Approp's, will be taken up in late Spring.

Curriculum

AB 1689 (Low) -- calls for the development of curriculum standards for courses that incorporate service learning and if/when adopted by SBE, requires districts to implement by 2018-19. Just introduced

AB 2016 (Alejo) -- requires SBE to develop/adopt model curriculum standards for an Ethnic Studies course and require districts to offer such as an elective. Last year's similar legislation was vetoed; this bill was just introduced.

Accountability

AB 2548 (Weber) -- requires SBE to adopt a statewide accountability system that align with recently changed federal law and future state adopted evaluations rubrics. Just introduced.

CCSS Confab/Governmental Relations Committee (11:30-1:30)

V. Introductions and Setting the Stage (CF Kidwell)

Cricket Kidwell began with a brief review of the Legislative Breakfast this morning. She explained that this session was intended to be a strategic planning opportunity with open discussion and inclusion of ideas in order to move the social studies agenda forward. We will need to use collaboration and the strength of the collective organizations to represent all the disciplines of social studies.

Frances Kidwell – Chair, CCSS Gov Relations Committee Katherine Rand – Gov Relations Committee; Region 10 Director will be taking notes for the meeting. Peg Hill – IECSS member Tony Zambelli – SS teacher Nancy McTygue – Executive Director of the CA History-Social Science Project @UC Davis Jim Charkins – CSUSB/Council on Economics Education Marshall Croddy – CRF Anthony Pennay - Reagan Foundation, Reagan Presidential Library Lily Sedaghat -International Studies Johanna Heavlin- Martinez – SS Teacher Fred Jones – Legislative Liaison CCSS

Jim Hill - CCSS Gov Relations Committee, Chair Emeritus
Avi Black –Past President CCSS Gov Committee Member
Denisha Connet -President-Elect, CCSS

VI. Legislative Update and Re-cap (Fred Jones)

Fred Jones provided a recap from morning session at Leg Breakfast. There is a great deal of legislation and new policy in progress. The framework revision is moving forward. The state HSS standards have not been updated since their creation in 1997 and even if the revision process bill is approved by the legislature, it will be several years before we see the changes.

At the same time, a system of accountability is being revised as the LCFF process. Accountability measurements and local assessments will be the central focus of the local plans. We need to be active in local LCAP developments in order to maintain a strong social studies presence and advocate for social studies as an integral part of the local measurements.

A bill to introduce an elective high school class such as ethnic studies is in development. A statutory structure to strengthen service learning is also under consideration.

VII. CCSS Position Papers (Assessment, Standards, Instruction, Professional Development, the Workforce, HSS and Literacy, and LCAP) – CF Kidwell

Since 2007 when the CCSS position papers were last updated, developments that have impacted social studies education include the COMMON CORE state standards, the C3 Framework, historiography and pedagogical changes, funding structures such as LCAP, political and economic discontent and attention, civic learning development, and many social justice movements that have impacted social studies education. The revised and updated revision papers will be posted on website.

The revisions did not structurally change the position papers but updated the language to include more current references to the Common Core State Standards, the C3 Framework process, recent scholarship, and assessment developments such as inquiry-based instruction, argumentation and evidence, taking a position, and 21st Century skills. The revisions broadened and equalized the disciplinary focus to include economics, geography, history, and civic education. The revision process also clarified language and specified some issues such as eliminating the 9th grade gap, ensuring that grade level state standards are developmentally appropriate, and advocating that a regular review and revision process of our state academic standards be established.

The position papers were developed based on the presentation of an ideal vision of K-12 social studies education in California. In reality, we know that final adoptions will be adjusted and compromised but the position papers can provide the vision, the language, and the rationale in our communications with policy makers, administrators, and school districts as the political process progresses.

VIII. Issues Overview and Discussion (J Hill)

Jim Hill gave a summary of the social studies issues associated with LCAP and state testing. These are two separate accountability systems but both have implications on how social studies assessments will be used in California.

At the state level, a proposed testing system has been released by Supt. Torlakson that recommends three social studies tests at elementary, middle school, and high school with selected response (multiple choice) and constructed response (short essay).

Comments included:

- That which isn't tested is not taught.
- Social studies needs to be a part of any developing state accountability system. It's the accountability system that matters.
- The West Ed report and recommendations that was a part of the SBE packet was referenced by CDE but the CDE assessment plan recommendations are a separate report and that is the one that goes to the SBE for discussion and consideration. State Board can accept the report but needs legislation to enact anything.
- There is some concern that the proposed high school level test may be focused only on civics.
- How much will these assessments COUNT in terms of a new state accountability system is yet to be determined.

The LCAPs (local accountability plans) are facing an increase in state accountability. Rubrics at a state level are being developed to address how each of the 8 priority components of the LCAP are to be established and implemented.

Comments included:

- District compliance with their approved LCAPs will most likely be a part of state accountability but how much is unknown at this point.
- We need to be proactive to encourage districts to use social studies activities that connect to other disciplines to meet the LCAP requirements.
- We need to encourage policy makers to reference and use the SSR Assessment publication for recommendations/explanations/tools. We need to support meaningful learning activities into their LCAP plans.
- The reporting of any accountability should address improved achievement in career and college readiness. Social Studies skills address this.
- We need to think about what, if any, positions we want to take based on information that we do not have at this time.
- The latest Social Studies Review publication is an opportunity to go beyond just the recommendations and provide concrete ideas and suggestions for schools, districts, and teachers. It is a road map of how to implement performance based assessments in social studies.
- We need to promote adoption of LCAP measures that assess through student performance using thinking skills applied to content (social studies!). Some of our fields of study are doing a better job than others in meeting this. The connections of performance assessment to analysis is critical.

IX. Next Steps Discussion: Where do we need to go from here?

- Is there value to consideration of state level accountability or should we just focus on LCAP?
- How do you take an LCAP and attach it to an API that is centrally controlled and managed when districts are so varied in their approach/content?
- The preliminary rubric for LCAP approval provides a four-point scale on how well the district is doing on the 8 performance criteria metrics but the criteria is not always reporting significant information (e.g., the number of students taking and passing AP exams which is limited in scope)
- The CDE and the SBE are in the midst of trying to sort it out.
- How consistent are the LCAP measures across all County Offices of Education? How do we show growth in a comparable manner?
- The report that the SBE included in the agenda was of two parts, the recommendations from the State Superintendent and the West Ed report from state focus groups. Information from the

West Ed report contributed to the development of the report from the State Superintendent but the Superintendent did not adopt all of the recommendations, per se, from West Ed.

- It's a long way from suggestions to solutions and figuring out the logistics. Everything remains in flux at this time.
- From the classroom perspective, we take SBAC seriously and have attempted to use more of the collaborative and inquiry-based approach. There has been some push back from teachers. We also fought for the DBQ format to make sure there would be a writing component. We have a substantial and rigorous district-level rubric at Capistrano USD. We benchmark the DBQ approach two times per year.
- Is any test OK? NO!
- Is the assessment going to be state-wide? LCAP is local, with local measures. A state-wide assessment would be a part of the STATE accountability system.
- LCAP has put the state funding from many different programs into one pot and districts must come up with one plan. A district local accountability plan (LCAP) allows for performance assessment, service learning, DBQs, etc.
- LCAP plans are required to report to their county offices of education (COE) and have the plan approved by them. There may be equal accountability for the COEs in terms of how they are working with LCAPs but not all COEs are equally as rigorous in their reviews. On a national level, ESSA parallels this.
- The Williams Case lawsuit still requires all schools to provide textbooks to all students and ensure access to courses for all students. This remains in effect today.
- "Subsidiarity" or distributing responsibilities to lower levels is a common theme of this administration, federal and local.
- I am used to working with county offices via curriculum but how do you work w/county offices with LCAP? Districts require open meetings and the actual plan must include parents, teachers, and stakeholders. What oversight or inclusive process guides the County Office?
- How can I respond to parents who are wanting more for their kids and don't know what to say? We provide equity and accessibility to courses with rigor and content.
- I interact with parents a lot. They want to know when you are going to teach their kids about being a good citizen. When will districts understand what we do? Look at skills we teach the kids...
- There is still a great deal of confusion about what is civic learning and how HSS supports and teaches civic skills, knowledge, and dispositions.
- The good part of LCAP is opportunity. The bad part is that it gives local people a lot of options... maybe too many? It can be a challenge about not just what the options are, but also how to use that into which they have already invested resources.
- The right message to right superintendent can make it happen and geometrically increase social studies instruction.
- We need to target counties and districts to revisit and revise LCAPs to be effective.
- Can you help us w/talking points? We can use the suggestions within SSR, the revised CCSS Position Papers from CCSS, the Power of Democracy website, the California Campaign for the Civic Mission of Schools website, etc.;
- We need to develop a strategic plan that is comparable to STEM/STEAM by reaching out in many ways simultaneously to advocate at the local level, the state level, and through the media. We need to speak with a unified voice.

- What are things we can do or should we be able to do to move in the direction of what we believe is high quality social studies education? One suggestion: develop a TOOL KIT with bulleted talking points;

Social Studies Toolkit Outreach Ideas

- Visit county and district superintendents to advocate for HSS
- Develop an outreach HSS Toolkit – talking points (Jim Hill, Fred Jones, CF Kidwell) – make it not overwhelming but succinct and powerful;
- Develop a bank of targeted districts
- Build a coalition (non-profits, professional organizations, etc.)
- Leverage the strength of the teachers and public interest
- Provide information to teachers (Nancy has 23,000 on a list serve)
- Build and maintain a common mission with information on LCAP and encourage teachers to talk to administrators
- Advocate for multiple forms of assessment
- Must combine all HSS disciplines with a common mission
- Conference calls
- A second meeting in August or September would provide the stage for more collaborative work and planning (Cricket to organize);

Katherine Rand/Frances (Cricket) Kidwell

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