

Compliance Assessment Tool (CAT) California Healthy Youth Act

Notes for the Reviewer

- a) This is a fillable PDF version of the California Healthy Youth Act (CHYA) Curriculum Assessment Tool (CAT). Use this tool to assess the intended curriculum, supplemental materials, and other instructional materials used for the purpose of teaching sexual health education to students of a public high school or middle school (including charter schools) for alignment with CHYA requirements. There are components of CHYA that can only be met by a local education agency (LEA) as a result of their district-level support and planning. This tool can help guide curricular decision-making but does not replace LEA responsibility for understanding and analyzing material and support structures embedded in CHYA.
- b) For additional guidance on policies and practices for implementation of CHYA, please visit California Department of Education's [Comprehensive Sexual Health & HIV/AIDS Instruction](#) page, [California's Health Education Initiatives](#) page or [ASHWG's](#) website.
- c) In order to facilitate assessment of a curriculum's compliance, CHYA provisions are divided into sections based on the specific criterion that each provision addresses (column 1), with a reference to the Education Code. LEA responsibilities are also noted in column 1. The full language describing the requirement is also provided (column 2). Questions or details regarding specific aspects of the requirement or content of the curriculum/ instruction are provided to guide the reviewer in determining whether the criterion is met or not (column 3). Finally, a determination of compliance, as well as comments and recommendations for any future action or adaptation, is to be made based on this assessment (column 4).
- d) The Compliance Assessment column space is limited. To save space, note evidence of compliance or non-compliance by identifying the lesson and activity as such: [L#A#](#). For example, to point out that evidence may be found in Lesson 1, Activity A Step 2 and Lesson 4 Activity B Step 3, you may simply write: [L1A2; L4B3](#). Additional notes or evidence may be included in the "comments" section in column 4.
- e) Under the Determination and Recommendations column, identify whether the curriculum/material is deemed in compliance with a particular requirement and/or whether it requires an adaptation to meet requirement. Minor adaptations are usually modifications that can be made at the LEA level, such as adding a clarifying definition or including an additional contraceptive method. Major adaptations indicate that the criterion is not met and the changes needed to be in compliance are substantial, including removal of erroneous information, modification of thematic elements throughout a curriculum (such as heteronormative language), and/or complete absence of content on a major topic. These changes may be feasible at the LEA level. Missing components or erroneous sections may be addressed through use of vetted guest speakers, ideally, and/or additional approved content (by the curriculum publishers/authors or with use of separate curricular content). Use the comment section to add any other evidence of compliance or non-compliance, changes to be made, strengths or weaknesses, or any other findings.
- f) Depending on the way a curriculum is written, lessons may alternately be called sessions, sections or modules. Some CHYA requirements may be addressed in whole lessons or activities, while others may be evident in specific paragraphs or statements. List the lesson & activity or the section and page number, as you deem fit to efficiently direct another reviewer to such evidence.

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Agency:

Email:

Part 1. CURRICULUM/ INSTRUCTIONAL MATERIAL

Published Curriculum

Other Instructional Materials and Supplements

Curriculum Title: McGraw Hill Middle

Title: McGraw Hill Middle

Edition/Version:

Printing (Year):

Source:

Intended Grade Level(s): 7-8

Author:

Intended Grade Level(s):

Other Information:

Criteria	Description	Compliance Assessment (List lessons that evidence compliance or non-compliance/conflict with CHYA requirements)	Determination and Recommendations Action/Curriculum adaptation needed to meet CHYA requirements.
1. CA Education Code Requirements starting Jan. 2019, CA Healthy Youth Act			
Note: Section A provides an overall description of the CA Healthy Youth Act and its purposes. We recommend completing the rest of the CAT before providing comments regarding alignment with the purposes of CHYA. Adherence to the purposes of CHYA may be determined by compliance with the provisions detailed in the succeeding sections.			
Alignment with and Support of CHYA Purposes	All instruction and materials must align with and support the purposes of the California Healthy Youth Act. EC § 51933 (c)	To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes: The volume of missing content
	All instruction and materials shall align with and support the purposes of this chapter as set forth in paragraphs (1) to (5), inclusive, of subdivision (b) of Section 51930 and may not conflict with them.	To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning (a) adolescent growth and development, (b) body image, (c) gender, (d) sexual orientation, (e) relationships, (f) marriage, and (g) family.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:

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Alignment with and Support of CHYA Purposes		To promote the understanding of sexuality as a normal part of human development.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:
		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.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:
		To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behavior.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:

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B. Instruction and Materials			
1. Age Appropriate and Objective Material	Instruction and materials shall be age appropriate. EC § 51933(a) “Age appropriate refers to 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.” EC § 51931(a)	• Intended Grade Level(s): • Intended Age Groups: Curriculum developed for youth is age appropriate: ☒ Yes. ☐ No. List lessons/activities that are not age appropriate:	Compliant: ☒ Needs minor adaptations: ☐ Needs major adaptations: ☐ Comments/Notes:
2. Medically Accurate and Objective Information	All factual information presented shall be medically accurate and objective. EC § 51933(b). “Medically accurate” means 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.” EC § 51931(f)	Factual information presented is medically accurate and objective. Does the curriculum use appropriate citations for all medical information? ☐ Yes. ☒ No. List lessons/activities that provide conflicting messages/information, if any:	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:

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3. Appropriate for diverse pupils	Instruction and materials shall be appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities and English Learners. EC § 51933(d)(1) <i>LEA Responsibility (partial)</i>	☐ Yes, curriculum is inclusive and appropriate for use with pupils of all: ☒ races ☐ genders ☐ sexual orientations ☒ ethnic and cultural backgrounds Note: The LEA has the responsibility to tailor materials to the needs of students with disabilities and English learners. This is not a requirement of the curriculum.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:
4. English Learners	Instruction and materials shall be made available on an equal basis to a pupil who is an English learner, consistent with the existing curriculum and alternative options for an English learner pupil as otherwise provided in this code. EC § 51933(d)(2) <i>LEA Responsibility</i>	LEA Responsibility, however, if curriculum, materials and supplements are accessible to English learners, check the box below. Otherwise, leave blank. ☐ Yes, curriculum, materials and supplements are accessible for English Learners whose primary language is:	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes: Known
5. Youth with Disabilities	Instruction and materials shall be accessible to pupils with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aides. EC § 51933(d)(3) <i>LEA Responsibility</i>	This is the responsibility of the LEA. If the curriculum, materials and supplements are appropriate for and accessible to pupils with disabilities, check the box below. Otherwise, leave blank. ☐ Yes, curriculum, materials and supplements are appropriate for and accessible to youth with disabilities.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes: unknown

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6. Unbiased Instruction	Instruction and materials shall not reflect or promote bias against any person on the basis of any category protected by Section 220. EC § 51933 (d)(4) 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 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. EC § 51933 (d)(4)	Instruction and materials do not reflect bias or present conflicting information or messages that could promote bias against any person on the basis of the criteria. ☐ Yes. Curriculum is <i>free from bias</i> for all categories below: ☐ disability ☐ gender ☐ gender identity ☐ gender expression ☐ nationality ☐ race or ethnicity ☐ religion ☒ sexual orientation List specific lessons/activities where conflicting messages/information or bias appears against any person on the basis of any criteria above:	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:

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7. Sexual Orientation	Instruction and materials shall affirmatively recognize that people have different sexual orientations and, when discussion or providing examples of relationships and couples, shall be inclusive of same-sex relationships. EC § 51933 (d)(5)	Includes definitions and affirmative language that acknowledges sexual diversity as normal and healthy. ☐ Yes. List lessons/activities: ☒ No. Includes relationship examples that are distinctly between people of the same gender, cannot only include gender neutral couple names. ☐ Yes. List lessons/activities: ☒ No.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:
8. Gender	Instruction and materials shall teach pupils about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes. EC § 51933(d)(6)	Teaches about gender, gender expression, gender identity, and explores the harm of negative gender stereotypes. ☐ Yes. List lessons/activities below. ☐ gender ☐ gender expression ☐ gender identity ☐ harm of negative gender stereotypes ☒ No.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:

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9. Adolescent Development and Body Image	To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family. EC § 51930(b)(2)	Teaches and promotes healthy attitudes about adolescent development and body image. Content should not promote shame or stigma related to this content. Avoidance of relevant content (i.e., menstruation) promotes shame and stigma. - Adolescent development may include puberty in middle school and mention of continued development for older age groups. - Body image may include media literacy, eating disorders, gender expectations related to appearance, etc. ☐ Yes. List lessons/activities: ☒ No.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:
10. Inclusion of Communication with Parents, Guardians, Trusted Adults	Instruction and materials shall encourage a pupil to communicate with his or her parents, guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so. EC § 51933(e)	Encourages communication with parents, guardians or other trusted adults about human sexuality and provides the knowledge and skills to do so. Knowledge and skills include practice phrases, opportunities for in-class practice, and/or homework assignments to speak with trusted adults. ☐ Yes. List lessons/activities: ☒ No.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:

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11. Committed Relationships	Instruction and materials shall teach the value of and prepare pupils to have and maintain committed relationships such as marriage. EC § 51933(f)	Teaches the value and prepares pupils to have and maintain committed relationships, such as marriage. ☐ Yes. List lessons/activities: ☐ No.	Compliant: ☐ Needs minor adaptations: ☒ Needs major adaptations: ☐ Comments/Notes:
12. Healthy Relationships	Instruction and materials shall provide pupils with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation. EC § 51933(g)	Provides <i>knowledge and skills</i> to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation. Knowledge and skills include practice phrases, opportunities for in-class practice, and/or homework assignments to speak with trusted adults. ☒ Yes. List lessons/activities: ☐ No.	Compliant: ☒ Needs minor adaptations: ☐ Needs major adaptations: ☐ Comments/Notes:

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13. Healthy Decision Making	Instruction and materials shall provide pupils with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist pupils in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities. EC § 51933(h)	Provides <i>knowledge and skills</i> for making and implementing healthy decisions about sexuality. Should include negotiation skills in addition to refusal skills. Scenarios and activities should include harm reduction and nuanced social situations, not only refusal skills. - Knowledge and skills include practice phrases, opportunities for in-class practice, and/or homework assignments to speak with trusted adults. ☐ Yes. List lessons/activities below. ☐ Negotiation to assist pupils in overcoming peer pressure ☒ Refusal skills to assist pupils in overcoming peer pressure ☐ Effective decision-making skills to avoid high-risk activities ☒ No.	Compliant: ☐ Needs minor adaptations: ☒ Needs major adaptations: ☐ Comments/Notes:
14. Religious Doctrine	Instruction and materials may not teach or promote religious doctrine. EC § 51933 (i)	☐ Does not promote religion/religious doctrine. ☐ Promotes religion/religious doctrine. List lessons/activities:	Compliant: ☐ Needs minor adaptations: ☒ Needs major adaptations: ☐ Comments/Notes:

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15. Nature of HIV and other STIs	Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body. EC § 51934 (a)(1)	Provides information on the nature of HIV and its effects on the human body. ☒ Yes. List lessons/activities: ☐ No.	Compliant: ☒ Needs minor adaptations: ☐ Needs major adaptations: ☐ Comments/Notes:
		Provides information on the nature of other STIs and their effects on the human body. ☐ Yes, includes the following STIs: ☐ Chlamydia ☐ Gonorrhea ☐ Genital/Oral herpes ☐ HPV ☐ Syphilis ☐ Hepatitis C ☐ Others: List lessons/activities: ☒ No. Either missing information altogether or information is limited.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes: Missing HCV

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16. Transmission of HIV and other STIs	Information on the manner in which HIV and other STIs are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use. EC § 51934 (a)(2)	Provides information regarding the transmission of HIV and relative risk of infection according to the behaviors. (<i>STIs assessed in following section.</i>) ☐ Yes. List lessons/activities below. ☐ Vaginal sex transmission ☐ Oral sex transmission (low risk) ☐ Anal sex transmission (highest risk) ☐ Breastfeeding transmission ☐ Pregnant parent-to-child transmission ☐ Injection drug use ☐ How HIV is <u>not</u> transmitted (e.g. mosquitos, kissing, holding hands.) ☒ No.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes: Missing
17. Transmission of other STIs	Information on the manner in which other STIs are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use. EC § 51934 (a)(2)	Provides information regarding the transmission of STIs other than HIV. ☐ Yes. List lessons/activities below. ☐ Vaginal sex transmission ☐ Oral sex transmission ☐ Anal sex transmission ☐ Skin-to-skin contact ☐ Pregnant parent-to-child transmission ☐ Injection drug use ☒ No.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes: Missing

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18. Abstinence from Sexual Activity and Drug Use	Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. Instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy. EC § 51934(a)(3)	Provides information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other STIs. ☐ Yes, defines abstinence to include abstaining from: (List activities below) ☐ Sexual activity to prevent HIV and STIs ☐ Nude genital-to-genital rubbing to prevent STIs ☐ Vaginal intercourse to prevent unintended pregnancy ☐ Injection drug use to prevent HIV and STIs ☐ No.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☐ Comments/Notes:
		Provides medically accurate information on prevention methods (condoms, contraception). ☐ Yes. List lessons/activities below. ☐ Other HIV prevention methods ☐ Other STI prevention methods ☐ Other pregnancy prevention methods Provides information on the value of delaying sexual activity. ☐ Yes. List lessons/activities: ☐ No.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:

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19. Methods of Protection, HIV and STIs	Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention. EC § 51934 (a)(4)	Provides information about the effectiveness and safety of the FDA approved antiretroviral medical intervention consistent with the U.S. Centers for Disease Control and Prevention. ☐ Yes. List lessons/activities below. ☐ Pre-exposure prophylaxis (PrEP) ☐ Post-exposure prophylaxis (PEP) ☒ No. Provides information about the effectiveness and safety of the FDA approved methods that prevent or reduce the risk of contracting HIV and other STIs. ☐ Yes. List lessons/activities below. ☐ Internal and external condoms – to reduce risk of HIV and STIs ☐ HPV vaccine ☐ Hepatitis B vaccine ☒ No.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes: Missing
20. HIV Risk Reduction	Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing. EC § 51934 (a)(5)	Provides information about the effectiveness and safety of reducing HIV transmission by decreasing needle use and needle sharing. Yes. List lessons/activities: ☒ ☐ No.	Compliant: ☒ Needs minor adaptations: ☐ Needs major adaptations: ☐ Comments/Notes:

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21. Treatment of HIV and STIs	Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.	Provides information about treatment STIs, which could also reduce the risk of HIV transmission. ☐ Yes. List lessons/activities: ☒ No.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes: Missing
	EC § 51934 (a)(6)	Provides information how antiretroviral therapy (ART) can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others. ☐ Yes. List lessons/activities below. ☐ ART prolongs life of HIV-positive people: ☐ ART use can eliminate HIV transmission if used correctly by HIV-positive people (treatment as prevention [TasP], undetectable equals untransmittable): ☐ Use of PrEP and PEP specifically to prevent transmission: ☒ No.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes: The workbook and textbook do not discuss that treating an STI will reduce the risk of HIV transmission.

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22. Social Views About HIV and AIDS	Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV- positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested. EC § 51934 (a)(7)	Provides opportunities for discussion on social views and addresses myths and stereotypes about HIV and AIDS, and people living with HIV. ☐ Yes. List specific lessons/activities. ☐ Unfounded stereotypes and myths about HIV, AIDS, and people living with HIV. ☒ No.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:
		Emphasizes the following required CHYA instruction: ☐ Yes. List lessons/activities below. ☐ That successfully treated HIV-positive individuals have a normal life expectancy: ☐ All people are at risk for contracting HIV: ☐ The only way to know if someone has HIV is to get tested: ☒ No.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:

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23. Resources and Rights to Sexual and Reproductive Health Care Access	Information about local resources, how to access local resources, and pupils' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence. EC § 51934 (a)(8) <i>LEA Responsibility</i>	Provides information about local resources, how to access local resources, and youth's legal rights to access local resources for sexual and reproductive health. ☐ Yes, List lessons/activities below. ☐ Pupils legal rights to access local resources for sexual and reproductive health care: ☐ Minor consent for sexual health services: ☐ How to access sexual and reproductive health care services: ☒ No. These are the responsibility of the LEA. Check box if included in curriculum. If not, leave blank. Add notes below as necessary. ☐ Local resources - pregnancy prevention and care: ☐ Local resources - Testing and treatment for HIV and other STIs: ☐ Local resources - Assistance for sexual assault and intimate partner violence: ☒ No.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes: The information provided is all inaccurate for California Information can be found using The Adolescent Sexual Health Work Group has a document entitled "Students' Rights and Resources List (Template) that meets this requirement. It is available here: www.ashwg.org/resources/

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24. FDA-Approved Contraceptive Methods	Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. EC § 51934(a)(9)	Provides information on all FDA-approved contraceptive methods: ☐ Yes. List lessons/activities below. ☐ Sterilization Surgery ☐ Implantable Rod ☐ Intrauterine Devices (IUDs) [Hormonal/Copper] ☐ Injection/The Shot ☐ Oral Contraceptives (Combined, Mini, Extended/Continuous Use) ☐ Contraceptive Patch ☐ Vaginal Contraceptive Ring ☐ External/Male Condom ☐ Internal/Female Condom ☐ Spermicides ☐ Other barrier/combination methods (diaphragm, cervical cap, etc.) ☐ Emergency Contraception (Plan B, ella, Copper IUD) ☐ Withdrawal (not necessary but often included in the context of the difficulty to use effectively, and the risk for STIs/HIV) ☒ No.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:

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25. Legally Available Pregnancy Outcomes	Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all the following: (A) Parenting, adoption and abortion (B) Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code (C) The importance of pre-natal care EC § 51934(a)(9)(A)(B)(C)	Includes instructional method that leads to an objective discussion on all the following legally available pregnancy outcomes. ☐ Yes. List lessons/activities below. ☐ Parenting ☐ Adoption ☐ Abortion ☐ Baby Safe Surrender ☐ Importance of pre-natal care ☒ No.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:
26. Harassment, Abuse, Violence and Trafficking	Information about sexual harassment, sexual assault, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following: (A) Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance. (B) Information on how social media and mobile device applications are used for human trafficking. EC § 51934 (a)(10)(A)(B)	Provides information about sexual harassment, sexual assault, sexual abuse, and human trafficking. ☐ Yes. List lessons/activities below. ☐ Sexual harassment ☐ Sexual assault ☐ Sexual abuse ☐ Human trafficking (HT) - prevalence ☐ HT - strategies to reduce risk ☐ HT - healthy/unhealthy relationships ☐ HT - seeking assistance/resources ☐ HT - social media/mobile device warnings ☒ No.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:

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27. Adolescent Relationship Abuse and Intimate Partner Violence	Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof. EC § 51934 (a)(11)	Provides information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof. ☒ Yes. List lessons/activities below. ☐ Adolescent relationship abuse ☐ Intimate partner violence (IPV) ☐ Early warning signs of relationship abuse and IPV ☐ No.	Compliant: ☒ Needs minor adaptations: ☐ Needs major adaptations: ☐ Comments/Notes:
Optional Content			
28. Sharing Sexually Explicit Content and Material via Social Media/ Internet	A school district may provide optional instruction, as part of comprehensive sexual health education and HIV prevention education, regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking Internet Web sites, computer networks, or other digital media. EC § 51934 (b)	Provides instruction regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking Internet Web sites, computer networks, or other digital media. ☒ Yes. List lessons/activities:	OPTIONAL Included? ☒ Yes ☐ No Comments:

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29. Comprehensive Sexual Health Education or HIV Prevention Education Prior to Grade 7	A school district may provide comprehensive sexual health education or HIV prevention education consisting of age-appropriate instruction earlier than grade 7 using instructors trained in the appropriate courses. A school district that elects to offer comprehensive sexual health education or HIV prevention education earlier than grade 7 may provide age appropriate and medically accurate information on any of the general topics contained in paragraphs (1) to (11), inclusive, of subdivision (a). EC § 51934 (c)	Provides comprehensive sexual health education or HIV prevention education consisting of age-appropriate instruction earlier than grade 7 using instructors trained in the appropriate courses. ☐ Yes. List lessons/activities:	OPTIONAL Are materials available earlier than grade 7? ☐ Yes ☒ No Comments:
Additional CA Education Code requirements that allow for implementation of the CA Healthy Youth Act			
30. Right to Obtain Confidential Services	The governing board of each school district shall, each academic year, "notify pupils in grades 7-12 inclusive and the parents and guardians of all pupils enrolled in the district, that school authorities may excuse any pupil from school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian." EC § 46010.1 [Also refer to Row#23, EC § 51934 (a)(8)] LEA Responsibility	Provides information for parents of the right for the pupil to be excused from school to obtain confidential services without parent/guardian consent or notification. ☐ Yes. Included in parent/guardian materials.	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:

Compliance Assessment Tool (CAT) California Healthy Youth Act

Criteria	Description	Compliance Assessment (List lessons that evidence compliance or non-compliance/conflict with CHYA requirements)	Determination and Recommendations Action/Curriculum adaptation needed to meet CHYA requirements.
31. Resources and Rights for LGBTQ pupils	Information on existing school site and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) pupils must be provided EC § 234.1(d) [Also refer to Row#23, EC § 51934 (a)(8)] <i>LEA Responsibility</i>	Provides information about local resources, how to access local resources, and youth's legal rights to access local resources that support LGBTQ pupils and their families. ☐ Yes. List lessons/activities below. ☐ School site LGBTQ resources ☐ Community LGBTQ resources	Compliant: ☐ Needs minor adaptations: ☐ Needs major adaptations: ☒ Comments/Notes:
32. Affirmative Consent	Comprehensive information for grades 9–12, inclusive, on sexual harassment and violence that includes but is not limited to all of the following: a discussion of the affirmative consent standard, as defined in paragraph (1) of subdivision (a) of Section 67386. EC § 33544(a)(2) [Also refer to Row# 12, EC § 51933(g)] <i>Required only if a health education course is a graduation requirement.</i>	Provides knowledge of the affirmative consent standard and skills needed to establish boundaries in peer and dating relationships. ☐ Yes. List lessons/activities.	Compliant: ☐ Needs minor adaptations: ☒ Needs major adaptations: ☐ Comments/Notes:
End of CAT			

ADDITIONAL RECOMMENDATIONS OR COMMENTS: