Welcome to Curriculum Council

April 15, 2016

Santa Barbara County Education Office
Password:

Santa Barbara County Education Office
William J. Crone, Superintendent

Welcome
Policy Updates
Assessment & Frameworks

AGENDA
8:30 Coffee and refreshments
8:40 Welcome
Policy and State Board Updates
• Assessment and Frameworks update
• Accountability update
• Transition from NCLB to ESSA – requirements for 2015-17
• Recently passed legislation – impact on program for 2016-17 (Healthy Youth Act, Mathematics Placement Act)
• Legislation to watch

9:45 EAP and 4th year Math & Expository Reading and Writing Courses (ERWC)
Clancy Chiu and Carlos Pagan will share progress and opportunities in the development of courses for fourth year high school students who are “conditionally ready” on EAP. Training for ERWC at the middle school is also available.

10:00 Break
10:10 LCAP
• Clarification on Sections 3A and 3B
• Foster Youth Services Coordinating Program (Dolores Daniel) - sample language for LCAP re: Foster Youth
• Input – Gather input from Curriculum Council for suggested changes to LCAP template for next year

10:40 English Learners and Reclassification
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11:05 Announcements & Upcoming Events
11:15 Close

Next Meeting: May 13, 2016


*Publisher display fees generated by the SBCEO Publishers' Fair provide funding for the meeting room and refreshments.
Matrix One:
Universal Tools (U)
Designated Supports (D)
Accommodations (A)

Part I: Embedded Resources
Part II: Non-Embedded Resources
Part III: Resources for CAA
Part IV: Unlisted Resources

These do not change or alter the construct being measured
Must get approval
List of resources that changes construct measured

Contact Marci Perry if uncertain about a resource
STATE ROLE IN ASSESSMENT

State Administered Assessments
- Used for Accountability
- Results go to state
- Used for Public Reporting of data, Snapshot of performance
- Examples: CAASPP tests,

State Supported Assessments
- Provided or vetted; local use
- Model high-quality assessment
- Means of PD
- Examples: Gr.2 diagnostic, Interim & Digital Library

RECOMMENDATION 1: STATE ASSESSMENT FOR HSS

Develop and administer three state computer-based summative assessments in History/Social Science in elementary, middle and high school.
- Middle school - inclusive of geography
- High school - inclusive of civics
- **Innovative item types** inclusive of constructed response items to ensure the measurement of critical thinking skills and analysis.
- Student and group measurement information while at the same time sampling content among students to reduce testing time.
RECOMMENDATION 2:
FORMATIVE RESOURCES FOR SCIENCE

The CDE shall provide state-supported formative assessment resources that are aligned with California Next Generation Science Standards (CA NGSS) in the Digital Library.

• Commission, collect, and vet formative assessment resources (e.g., rubrics, interdisciplinary classroom activities, performance tasks) for inclusion into the Digital Library (DL).
• Utilize trained State Network of Educators to vet resources, as well as measurement experts as appropriate.
• Consult with Smarter Balanced regarding the inclusion of CA NGSS resources in the DL.

RECOMMENDATION 3:
COMPREHENSIVE SYSTEM

The CDE shall vet state-supported resources and tools that support implementation of a comprehensive assessment system and provide those resources for local use.

• Extensive stakeholder feedback supports the need to begin the vetting of assessment resources and tools (e.g., rubrics, classroom activities, performance tasks, assessments) in several content areas.
• Potential for U.S. Department of Education (ED) state assessment audit grant assuming the grant allows for local assessment audits.
• If the grant is not available for this purpose, the CDE shall utilize a survey to prioritize the collection and vetting of other content area.
RECOMMENDATION 4
REGIONAL SUPPORTS

Provide regional assessment support to schools and districts on the implementation of the comprehensive assessment tools and resources.

- Collaborate with a regional network as a means to provide localized support and professional development to schools and districts.
- Support might be conducted via the already existing Regional Assessment Network.
- CDE would provide presentation material and training for the regional network to support schools and districts.

ASSESSMENT TIMELINE

New State-Administered Assessments

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>CAA for ELA/Math</td>
<td>NGSS PILOT</td>
<td>NGSS FieldTest</td>
<td>NGSS Operational</td>
<td>CAA for Science</td>
</tr>
<tr>
<td>ELPAC Summative FieldTest SP 17</td>
<td>ELPAC Initial FieldTest Fall 17</td>
<td>ELPAC Summative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDE ask FEDS to skip CST Science</td>
<td></td>
<td></td>
<td></td>
<td>CAHSEE still Suspended</td>
</tr>
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</tr>
</tbody>
</table>
ASSESSMENT

NGSS Assessment Design

Administered:
Grade 5
Grade 8
High School

Some Matrix Sampling:
Designed to test the broad range
Student Scores and Group Scores

3 Segments

Designed for 2 Hours or less

Short items & In-depth to test the SEPs and CCCs - Will not be in weak areas

<table>
<thead>
<tr>
<th>Segment A</th>
<th>Segment B</th>
<th>Segment C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Level</td>
<td>Contributes to Student and Group Score</td>
<td>Contributes to Student and Group Score</td>
</tr>
<tr>
<td>Scope and Depth</td>
<td>Wide breadth—measures a broad sample of CA NGSS PEs</td>
<td>Deep measurement of targeted sample of 1-2 item sets (multiple CA NGSS SEPs and CCCs per item set, and one or more DCIs per item set as specified by task models)</td>
</tr>
<tr>
<td>Type of Items</td>
<td>Selected-response, machine-scoreable items. Items primarily independent but some organized in sets.</td>
<td>Item sets which require students to solve a series of complex problems set in discipline-specific contexts.</td>
</tr>
<tr>
<td>CA NGSS PEs measured by grade/grade span</td>
<td>Gr. 5: Grade 5-specific PEs Gr. 8: Grade-span PEs Gr. 10/11/12: Grade-span PEs</td>
<td>Gr. 5: Grade 5-specific PEs Gr. 8: Grade-span PEs Gr. 10/11/12: Grade-span PEs</td>
</tr>
</tbody>
</table>
FRAMEWORK FOCUS

Science

Still in Editing and Revising Stage… HOWEVER:
Important tool for implementation planning

High Schools
should begin to analyze 3-
course and 4-course
models
Collect data to determine
resource needs (human)
Lessons from CCSS
implementation, but new
context

Middle Schools
Integrated (preferred) v.
Subject Specific

All Grades:
Explore the progressions
of the SEPs - choose 1 or 2
Invest in understanding of
content

FRAMEWORK FOCUS

History / Social Studies

To SBE for Approval in May 2016

Inquiry Approach: Questions of Significance
Explicit Connections to CCSS ELA
Explicit Connections to ELD expectations
Explicit Connections to C3 Framework

No Change to Standards (in Appendix)
FRAMEWORK FOCUS
History / Social Studies

- Organized by Grade Level Chapters

- CONTENT:
  - New: Focus on India in 7th Grade; US History Updates; Contributions of the LGBT Community
  - Grade 9 Chapter Updated with attention to Ethnic Studies
  - Civic Learning increased focused and integrated throughout

- Thematic Approach to World History in Appendix

- Chapters on Instructional Practice at Grade Spans integrate C3, ELD and instructional design features; Vignettes

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FRAMEWORK FOCUS
History / Social Studies

- Instructional Strategies Chapter and other chapters (Assessment, Equity, etc.) create common messages in context of discipline.

- Opportunity to revisit Disciplinary Literacy and Language Development in authentic meaningful ways. Disciplinary Analysis Skills in economics, history, geography, etc.

- Reminder that VAPA standards align with HSS content standards at each grade
TRANSACTION TO ESSA

Recommendations for the Transition Plan
Going to the State Board in May

Program Improvement

No LEA/School will advance in PI during 16/17 school year

No New PI LEAs/Schools will be identified in 16/17

LEAS and Schools currently in PI will be required to implement improvement activities relevant for PI year during 16/17

TRANSACTION TO ESSA

Recommendations

Supplemental Educational Services

20% Set-aside for SES/Choice to be removed

LEAs will not be required to offer SES (may offer alternative activities for SES)

LEAs who offer SES should set aside enough $ to cover

LEAs may be required to list alternatives, report # students participating, and report cost in ConApp
**Recommendations**

### School Choice

- District may choose NOT to offer School Choice in 16/17

- Students currently participating in the School Choice program shall be allowed to remain at transferred school until they complete the highest grade at that school

- Districts shall set aside funds for transportation for students participating in school choice

### Parent Notification Letters

- Districts will **not** be required to send Parent Notification Letters for: *Program Improvement, SES, School Choice*

- If a district chooses to offer SES and SC, they *may* send home a letter. Template will be available

### Federal Program Monitoring

- Revising FPM instruments based on ESSA
- Revised Instruments Should be ready for May SBE presentation of plan
LEGISLATION IMPACTING PROGRAM

Mathematics Placement Act of 2015
SB359 (Mitchell)
EC 51224.7

Purpose and Principles
Board Policy
Placement Checkpoint within first month
Annual examination and report of data: disproportionality

LEGISLATION IMPACTING PROGRAM

CA Comprehensive Sexual Health & HIV/AIDS Prevention Act
EC 51930 - 39

51930. Purpose
51931. Definitions
51932. When the law does not apply
51933. Requirements for all instruction, IN ALL GRADES
51934. Requirements for instruction, IN GRADES 7-12
51935. In-service training
51936. Outside consultants or guest speakers
51937. Rights of parents and guardians
51938. Parental notification and opt-out
51939. Health behaviors/risks tests, questionnaires, or s
LEGISLATION IMPACTING PROGRAM

CA Comprehensive Sexual Health & HIV/AIDS Prevention Act
EC 51930 - 39

2 Primary Purposes
Requirements
Parent notification, opt out and opportunity to review curriculum
Instructor knowledge/ training

Pink FAQ Document

LEGISLATION TO WATCH

All New Education-Related Bills on Website

AB2663: Funding for after-school programs. Daily reimbursement of $7.50 per student per day has been flat funded for 10 years

AB2016: Ethnic Studies

Many others organized by topic, compiled by Capitol Advisors
Expository Reading and Writing Course (ERWC)

- For 9th-12th teachers
- Course offered senior year
- Must pass with a grade of “C” or better to be exempt from Early Start Program
- Teacher training required
  - 4 days (2 and 2)
  - Training Opportunity: June 13th and 14th; September 22nd; and October 16th, 2016 Location: SLOCOE
  - Training Opportunity: November 1 and 15, 2016; February 9, 2017; and March 9, 2017 Location: SBCEO North County
Middle School Program

- For grades 6th-8th
- CSU working on 6th grade curriculum
- Not a year long course
- Modules to enhance or replace units
- Teacher training required
- 3 days (2 and 1)
- Training dates: October 17 and 18, 2016; January 26, 2017 Location: TBD
- Training is fee-based

Early Assessment Program (EAP)
4th Year Math Course

- Materials in development at Sacramento State University
- Committee Review Spring 2016
- Pilot Program 2016-2017
- Goal: A - G approved & Implementation Fall 2017
- Teacher Training Module to Follow ERWC
LCAP GUIDING PRINCIPLES

Local Control
Decision making at the local level provides flexibility to use funding to improve student outcomes

Transparency
Engage community stakeholders; Describe how funds will increase or improve services for unduplicated pupils

Student-Focused
Assess local needs to set goals and actions focused on improving outcomes & closing the equity gap

INCREASED OR IMPROVED SERVICES

PROPORTIONALITY IS ABOUT EQUITY
INCREASED OR IMPROVED SERVICES?

Necessary, but Insufficient

Do Unduplicated Students Benefit from Service?

Principally Directed toward & Effective

Best way to meet the goals for Unduplicated Pupils

WHAT IS THE DIFFERENCE BETWEEN SECTION 3A AND 3B

3A: $ How will you spend S&C funds? … and justify if not targeted (any $$ spent districtwide)

3B: % How will you increase or improve services in proportion with S&C funds?
LCAP SECTION 3A
15496(B)(1)

A school district that has an enrollment of unduplicated pupils of 55% or more of the district’s total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

(B) Describe in the LCAP how such services are principally directed towards and are effective in, meeting the district’s goals for unduplicated pupils in the state and any local priority areas.

LCAP SECTION 3A
15496(B)(2)(C)

A school district that has an enrollment of unduplicated pupils of less than 55% of the district’s total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(… See A and B from previous page…) AND:

(C) Describe how these services are the most effective use of the funds to meet the district’s goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.
LCAP SECTION 3A

☑ Identify Supplemental/Concentration Amount on line $__________

☑ Describe how LEA plans to spend Supplemental and Concentration funds

☑ Any funds used Schoolwide/Districtwide: must justify how funds are principally directed toward and effective in meeting goals for UPs

LCAP SECTION 3A

☑ If LEA is below 55%/40% concentration and uses funds in Schoolwide/Districtwide manner:

☑ Must Describe use of funds

☑ Must Justify (principally directed and effective)

☑ Must Describe how this is MOST EFFECTIVE USE of FUNDS (alternatives, evidence, research)
**LCAP SECTION 3B**

15496

Requirements for LEAs to Demonstrate Increased or Improved Services for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants

(a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1).

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**LCAP SECTION 3B**

- ![Checkmark] Identify Percentage (Increased or Improved) and include in box __%__

- ![Checkmark] Describe how services provided for unduplicated pupils in LCAP year improve or increase services in proportion to increase in funding
**LCAP Sections 3A and 3B**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Section 3A</th>
<th>Section 3B</th>
</tr>
</thead>
<tbody>
<tr>
<td>On what will you spend your Supplemental &amp; Concentration Funds?</td>
<td><strong>Section 3A</strong></td>
<td>How do you plan to Increase or Improve Services for Unduplicated Pupils in Proportion with your MPP%</td>
</tr>
<tr>
<td><strong>Expenditures and Services</strong></td>
<td><strong>Section 3A</strong></td>
<td><strong>Section 3B</strong></td>
</tr>
<tr>
<td>Actions and services attributed to S&amp;C funds in section 2, that are targeted to one or more groups of unduplicated pupils</td>
<td>Describe in 3A</td>
<td>Describe how these funds and services contribute to that proportional increase or improvement of service</td>
</tr>
<tr>
<td>Describe in 3A</td>
<td>Justify how they are principally directed towards... and effective...</td>
<td>This is where you can show how you improve the services qualitatively and how you direct other resources (time, talent, and attention) to increase services proportionally.</td>
</tr>
<tr>
<td>Actions and services in section 2, that have no additional cost but provide increased or improved services for one or more groups of unduplicated pupils</td>
<td>DO NOT INCLUDE in 3A</td>
<td></td>
</tr>
</tbody>
</table>

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**Santa Barbara County Education Office**  
**Curriculum Council Meeting**  
**April 15, 2016**  
**Marriott Hotel, Buellton Jockey Club Room**

**AGENDA**

8:30 Coffee and refreshments

8:40 Welcome  
Policy and State Board Updates  
• Assessment and Framework update  
• Accountability update  
• Transparency and NCLB to ESSA – requirements for 2016-17  
• Recently passed legislation – impact on program for 2016-17 [Healthy Youth Act and Mathematics Placement Act]  
• Legislation to watch

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Next Meeting: May 13, 2016

http://ets.sbceo.org  
http://instruction.sbceo.org  
http://teacherprograms.sbceo.org

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GOAL 1: Foster youth will be provided a strong academic environment, consistent delivery of support services and appropriate social/emotional support through coordinated services that minimize disruption in school placement and facilitate efficient transfer of records for foster youth.

Identified Need: Due to frequent placement changes experienced by foster youth, there is a critical need to identify and refine processes and protocols specific to the sharing of information regarding health and education records, the efficient and expeditious transfer of records, the provision of support services, and the timely evaluation of transcripts to ensure access to AB 216 for foster youth. (Metrics include: meeting minutes; signed MOU specific to data sharing system; policies and administrative regulations, and training log.)

Goal Applies to: Schools: [ ] Local: [ ] Specify _______________________

Expected Annual Measurable Outcomes:

1.a District staff will participate in a countywide workgroup to identify effective practices concerning information sharing specific to foster youth, analyze results, potentially execute a Memorandum of Understanding regarding information sharing and if an MOU is signed, district will attend necessary trainings, effectively implement system, and participate in countywide evaluation. (Metrics: Signed MOU specific to data sharing system, meeting minutes, and training log.)

1.b District staff will attend workgroup meetings to refine practices associated with the transfer of student records, provision of services, prompt enrollment, and the awarding of partial credits to transferring foster youth. District will begin developing procedures for collecting baseline data regarding the enrollment of foster youth and the awarding of partial credits. (Metrics: policies, administrative regulations, workgroup meeting logs and agendas)

1.c District will develop policies and protocols to identify 100% of students who qualify for AB 216 and provide training to staff regarding the requirement to ensure access to AB 216. (Metrics: policies, administrative regulations, training logs and agendas)

Actions/Services

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>Low Income pupils, English Learners, Foster Youth, Redesignated fluent English proficient, Other Subgroups (Specify)</td>
<td></td>
</tr>
</tbody>
</table>

LCAP Year 1: 2016-17
Santa Barbara County Education Office  
Curriculum Council Meeting  
April 15, 2016

Marriott Hotel, Buellton Jockey Club Room*  
8:30 – 11:15 a.m.

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Redesignation

2014 - 2015
Santa Barbara County
Total Enrollment: 68,581
35% ENGLISH LANGUAGE LEARNERS

Twenty-four thousand, thirty three

Redesignation Data

How does our county rank?
**Talk with an elbow partner…**

**What do the results imply?**

**How did I influence the outcome?**

**What are the drawbacks/benefits of early/late reclassification?**

### Santa Barbara County Districts: Redesignation Data

<table>
<thead>
<tr>
<th>District Name</th>
<th>Enrollment</th>
<th># English Learners</th>
<th>% English Learners</th>
<th># Students Redesignated FEP</th>
<th>% Students Redesignated FEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montecito Union Elementary</td>
<td>448</td>
<td>30</td>
<td>7%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>College Elementary</td>
<td>408</td>
<td>92</td>
<td>23%</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Santa Barbara County Office of Education</td>
<td>309</td>
<td>131</td>
<td>42%</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Los Olivos Elementary</td>
<td>473</td>
<td>24</td>
<td>5%</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Orcutt Union Elementary</td>
<td>5,269</td>
<td>638</td>
<td>12%</td>
<td>27</td>
<td>4%</td>
</tr>
<tr>
<td>Santa Maria-Bonita</td>
<td>16,026</td>
<td>10,494</td>
<td>66%</td>
<td>722</td>
<td>7%</td>
</tr>
<tr>
<td>Santa Barbara Unified</td>
<td>15,593</td>
<td>4,822</td>
<td>31%</td>
<td>377</td>
<td>8%</td>
</tr>
<tr>
<td>Guadalupe Union Elementary</td>
<td>1,282</td>
<td>620</td>
<td>48%</td>
<td>47</td>
<td>8%</td>
</tr>
<tr>
<td>Goleta Union Elementary</td>
<td>3,701</td>
<td>1,173</td>
<td>32%</td>
<td>95</td>
<td>8%</td>
</tr>
<tr>
<td>Lompoc Unified</td>
<td>10,076</td>
<td>2,347</td>
<td>23%</td>
<td>193</td>
<td>8%</td>
</tr>
<tr>
<td>Santa Maria Joint Union High</td>
<td>7,782</td>
<td>2,138</td>
<td>28%</td>
<td>174</td>
<td>9%</td>
</tr>
<tr>
<td>Hope Elementary</td>
<td>1,031</td>
<td>210</td>
<td>21%</td>
<td>26</td>
<td>12%</td>
</tr>
<tr>
<td>Carpinteria Unified</td>
<td>2,239</td>
<td>787</td>
<td>35%</td>
<td>111</td>
<td>13%</td>
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<tr>
<td>Buellton Union Elementary</td>
<td>626</td>
<td>156</td>
<td>25%</td>
<td>25</td>
<td>14%</td>
</tr>
<tr>
<td>Blochman Union Elementary</td>
<td>1,063</td>
<td>23</td>
<td>2%</td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td>Cuyama Joint Unified</td>
<td>233</td>
<td>100</td>
<td>43%</td>
<td>18</td>
<td>17%</td>
</tr>
<tr>
<td>Solvang Elementary</td>
<td>591</td>
<td>183</td>
<td>31%</td>
<td>37</td>
<td>18%</td>
</tr>
<tr>
<td>Vista del Mar Union</td>
<td>118</td>
<td>14</td>
<td>12%</td>
<td>4</td>
<td>27%</td>
</tr>
<tr>
<td>Santa Ynez Valley Union High</td>
<td>1,025</td>
<td>52</td>
<td>5%</td>
<td>16</td>
<td>26%</td>
</tr>
<tr>
<td><strong>County Totals:</strong></td>
<td>68,292</td>
<td>24,027</td>
<td>35%</td>
<td>1,880</td>
<td>8%</td>
</tr>
<tr>
<td><strong>State Totals:</strong></td>
<td>6,235,528</td>
<td>1,392,263</td>
<td>22%</td>
<td>154,959</td>
<td>11%</td>
</tr>
</tbody>
</table>
Assessment of English Language Proficiency:
Current Instrument - CELDT
Achievement Level: District Control

Assessment of Basic Skills:
Current Instrument - ?
Achievement Level: District Control

Teacher Evaluation:
Instrument - ?
Achievement Level: District Control

Parent Opinion and Consultation:
Reclassification Forms

Academic Criteria for Reclassification
GOLD RIBBON SCHOOLS

2016 Elementary Schools

Announced April 13

- Ballard School
- Cold Spring
- Fillmore
- Franklin
- Hope School
- Manzanita Charter
- Monte Vista
- Santa Ynez

Ballard (Ballard)
Cold Spring (Cold Spring)
Fillmore (Lompoc)
Franklin (SBUSD)
Hope (Hope)
Manzanita Charter (Lompoc)
Monte Vista (College)

UPCOMING EVENTS

April 28, 2016
$25/ person
Complete Unit
Holocaust Survivor

April 28, 2016
$285
STOT
May 10 & 24
All materials
$285
REIMBURSEMENT FOR TK TEACHERS - SUMMER INSTITUTE

June 13-17 (5 days)
Grant - reimburses TK and K teachers for units
4 Units- Brandman

This institute is for you if:
• You are a TK Teacher
• You are a TK/K combo Teacher
• You are a credentialed teacher working with TK students
• A member of the teaching staff in a State Preschool Program

Topics include:
• Using Theory to Support Play
• Using Circles of Inquiry for Reflection
• Using Loose Parts to Promote STEAM
• ELD for our youngest learners
• Social and Emotional Development

This will be a dynamic and interactive week with focus on Developmentally Appropriate Practices for our 4-6 year olds.

Presenters and Facilitators include:
• Annie White, CSUCI
• Susan Walsh, CA. Preschool Instructional Network & U. of LaVerne
• Karin Dominguez, SMBSD
• Miriam Beloglovsky & Lisa Daly, authors of Loose Parts
• Joyce Stone, SBCCCPC
• Carla Benchoff, SBCEO

Please contact Carla Benchoff: (805)964-4710 ext 5373 or cbenchoff@sbceo.org

Early Learning Summer Institute
June 13-17, 2016
8:30am - 4:30pm
Earn 3 Continuing Education units from an accredited university; all costs are reimbursable for TK and Pre School Teachers under the CA Transitional Kindergarten Stipend.

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FINAL MEETING
MAY 13

SANTA BARBARA COUNTY EDUCATION OFFICE
WILLIAMS/CRONE, SUPERINTENDENT