Curriculum Council
Santa Barbara County
August 25, 2017

Welcome, Introductions, and Grounding

AGENDA
8:30 Coffee and refreshments
8:40 Welcome
Introductions and Grounding
8:55 Accountability and Support Update
CA ESSA State Plan Highlights – Focus on T1 Part A
CA State Accountability: Fall Dashboard Release; Local Indicators – planning and options; State Indicator: College and Career Readiness
9:50 MTSS Grants – Statewide opportunity to building capacity
Monetary support, tools, and training for each LEA to develop your Multi-Tiered Systems of Support and build coherence across programs and initiatives.
Break
10:10 Equity: Common Theme and Focus Area this Year within LCAPs:
Equity from both the structure and instructional perspective
Leveraging Professional Learning Communities and Expansion of the Arts and PE
Measuring our impact with leading/proximal/impact data
The myth of political neutrality in pursuing equity
10:45 History/Social Studies and Cultural Proficiency in the Spotlight
Standards, frameworks, instructional materials; Resources and training
11:05 ELPAC and English Learner updates
11:15 Networked Improvement Communities and Upcoming Opportunities
11:15 Close

Next meeting: October 13

For notes and information
http://ets.sbceo.org
http://instruction.sbceo.org
http://teacherprograms.sbceo.org

*Publisher display fees generated by the SBCEO Publishers’ Fair provide funding for the meeting room and refreshments
I am approaching this school year

**Hello! I'm Awesome**

<table>
<thead>
<tr>
<th>Movement</th>
<th>Feelings</th>
<th>Sound</th>
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<tbody>
<tr>
<td>energetically</td>
<td>cautiously</td>
<td>loudly</td>
</tr>
<tr>
<td>gracefully</td>
<td>viciously</td>
<td>silently</td>
</tr>
<tr>
<td>rapidly</td>
<td>kindly</td>
<td>quietly</td>
</tr>
<tr>
<td>quickly</td>
<td>nastily</td>
<td>noisily</td>
</tr>
<tr>
<td>slowly</td>
<td>carelessly</td>
<td>musically</td>
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<tr>
<td>slothfully</td>
<td>wilfully</td>
<td>discordantly</td>
</tr>
<tr>
<td>jerkily</td>
<td>sorrowfully</td>
<td>softly</td>
</tr>
</tbody>
</table>

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**Most Distinctive 'ly' Adverbs by Author**

<table>
<thead>
<tr>
<th>SUZANNE COLLINS Hunger Games Series</th>
<th>STEPHENIE MEYER Twilight Series</th>
<th>J.K. ROWLING Harry Potter Series</th>
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<tr>
<td>Repeatedly</td>
<td>Amazingly</td>
<td>Feedly</td>
</tr>
<tr>
<td>Genuinely</td>
<td>Intently</td>
<td>Promptly</td>
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<tr>
<td>Genetically</td>
<td>Deliberately</td>
<td>Forcefully</td>
</tr>
<tr>
<td>Intensely</td>
<td>Crookedly</td>
<td>Grumpily</td>
</tr>
<tr>
<td>Intensely</td>
<td>Anxiously</td>
<td>Kindly</td>
</tr>
<tr>
<td>Basically</td>
<td>Physically</td>
<td>Coldly</td>
</tr>
<tr>
<td>Currently</td>
<td>Furiously</td>
<td>Miserably</td>
</tr>
<tr>
<td>Severely</td>
<td>Strangely</td>
<td>Dreamily</td>
</tr>
<tr>
<td>Exclusively</td>
<td>Wildly</td>
<td>Resolutely</td>
</tr>
<tr>
<td>Obediently</td>
<td>Slowly</td>
<td>Apprehensively</td>
</tr>
<tr>
<td>Voluntarily</td>
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</table>
Participation in 16-17 SBCEO Workshops for your LEA

Organized two ways:
- By Workshop
- By Participant

CA Assessment Timeline
Updated August 1, 2017

<table>
<thead>
<tr>
<th>Summative Assessment</th>
<th>SBAC</th>
<th>CAA</th>
<th>CAST (CA Science Test (NGSS))</th>
<th>CAST (Alternative Assessment)</th>
<th>CSA (CA Spanish Test)</th>
<th>ELPAC</th>
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</thead>
<tbody>
<tr>
<td>Field</td>
<td>2014 ELA/Math</td>
<td></td>
<td>Spring 2018</td>
<td>Spring 2018</td>
<td>Fall 2018</td>
<td>Summative Spring 2017/ Initial Fall 2017</td>
</tr>
</tbody>
</table>
State and Federal Accountability Update:
CA ESSA Plan
Planning for Fall Dashboard

CA ESSA State Plan
Will be submitted to ED after September Board Meeting; on September 18

Clear statement - State Accountability is driver;
CA will MEET, not EXCEED requirements

Title 1 Part A: Improving Basic Programs Run by LEAs
• Assessment
• Accountability
• School Support and Improvement
• Access to Educators, Conditions, School Transitions

ESSA - Schools; CA - LEAs/Districts
CA ESSA State Plan

<table>
<thead>
<tr>
<th>Indicator Type</th>
<th>Elementary and Middle School Indicators</th>
<th>High School Indicators</th>
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</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Academic (ELA &amp; mathematics)</td>
<td>College/Career (includes ELA &amp; mathematics)</td>
</tr>
<tr>
<td></td>
<td>English Learner Progress</td>
<td>English Learner Progress</td>
</tr>
<tr>
<td></td>
<td>Chronic Absenteeism</td>
<td>Graduation Rate</td>
</tr>
<tr>
<td>Non Academic</td>
<td>Suspension</td>
<td>Suspension</td>
</tr>
</tbody>
</table>

Using State Indicators

CA ESSA State Plan

Long Term Goals?

- How long? Will revise every Seven Years
- How will we identify lowest 5%?
- What happens to the lowest 5%?
- Ineffective Teachers?
### Long Term Goals

#### Elem/MS ELA

**Status/Change grids**

For ELA
Green: H/M
dotted line - all good

Currently, 28.1% of schools there

<table>
<thead>
<tr>
<th>Levels</th>
<th>Declined Significantly 127 Schools by more than 15 points</th>
<th>Declined 1,137 Schools by 1 to 15 points</th>
<th>Maintained 1,798 Schools</th>
<th>Increased 2,959 Schools by 7 to less than 20 points</th>
<th>Increased Significantly 1,130 Schools by 20 points or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High 854 Schools</td>
<td>2 (0%) Yellow</td>
<td>64 (0.9%) Green</td>
<td>202 (2.8%) Blue</td>
<td>446 (6.2%) Blue</td>
<td>140 (2%) Blue</td>
</tr>
<tr>
<td>High 1,274 Schools</td>
<td>7</td>
<td>330 (4.5%) Green</td>
<td>578 (8.1%) Green</td>
<td>260 (3.6%) Blue</td>
<td></td>
</tr>
<tr>
<td>Medium 719 Schools</td>
<td>7 (0.1%) Orange</td>
<td>81 (1.1%) Orange</td>
<td>173 (2.4%) Yellow</td>
<td>310 (4.3%) Green</td>
<td>148 (2.1%) Green</td>
</tr>
<tr>
<td>LOW 3,778 Schools</td>
<td>73 (1%) Red</td>
<td>690 (9.6%) Orange</td>
<td>959 (13.4%) Yellow</td>
<td>1,495 (20.9%) Yellow</td>
<td>561 (7.8%) Yellow</td>
</tr>
</tbody>
</table>

| Elem/MS Math

For Math
Green: H/M
dotted line - all good

Currently, 24.8% of schools there

<table>
<thead>
<tr>
<th>Levels</th>
<th>Declined Significantly 43 Schools by more than 10 points</th>
<th>Declined 1,190 Schools by 1 to 10 points</th>
<th>Maintained 1,530 Schools</th>
<th>Increased 2,928 Schools by 5 to less than 15 points</th>
<th>Increased Significantly 1,177 Schools by 15 points or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High 669 Schools</td>
<td>7 (0.1%) Yellow</td>
<td>69 (0.9%) Green</td>
<td>112 (1.6%) Blue</td>
<td>330 (4.4%) Blue</td>
<td>155 (2.2%) Blue</td>
</tr>
<tr>
<td>High 1,024 Schools</td>
<td>13</td>
<td>255 (3.8%) Green</td>
<td>481 (6.9%) Green</td>
<td>369 (5.2%) Blue</td>
<td></td>
</tr>
<tr>
<td>Medium 944 Schools</td>
<td>29 (0.4%) Orange</td>
<td>131 (1.8%) Orange</td>
<td>171 (2.4%) Yellow</td>
<td>353 (4.3%) Green</td>
<td>260 (3.6%) Green</td>
</tr>
<tr>
<td>LOW 3,842 Schools</td>
<td>276 (3.9%) Red</td>
<td>757 (10.3%) Orange</td>
<td>906 (12.7%) Yellow</td>
<td>1,257 (17.8%) Yellow</td>
<td>664 (9.3%) Yellow</td>
</tr>
<tr>
<td>Very Low 431 Schools</td>
<td>94 (1.3%) Red</td>
<td>127 (1.8%) Red</td>
<td>84 (1.2%) Red</td>
<td>97 (1.4%) Orange</td>
<td>29 (0.4%) Yellow</td>
</tr>
</tbody>
</table>
Grad Rate

For Grad Green: H/M
dotted line - all good

Currently, 59% of schools there

Graduation Change

Levels

Very High 530 Schools
95% or more

High
85% to less than 95%

Medium 164 Schools
85% to less than 95%

Low 264 Schools
67% to less than 85%

Very Low 122 Schools
Less than 67%

Declined Significantly
73 Schools
Declined by greater than 5%

Declined 199 Schools
Declined by 1% to 5%

Maintained 333 Schools
Declined or increased by less than 1%

Increased 483 Schools
Increased by 1% to 5%

Increased Significantly
275 Schools
Increased by 5% or greater

<table>
<thead>
<tr>
<th>Levels</th>
<th>Declined Significantly</th>
<th>Declined 199 Schools</th>
<th>Maintained 333 Schools</th>
<th>Increased 483 Schools</th>
<th>Increased Significantly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>N/A</td>
<td>39 (2.9%) Blue</td>
<td>203 (14.9%) Blue</td>
<td>224 (16.4%) Blue</td>
<td>54 (4.0%) Blue</td>
</tr>
<tr>
<td>High</td>
<td></td>
<td>71 (5.2%) Green</td>
<td></td>
<td>142 (10.4%) Green</td>
<td>71 (5.2%) Blue</td>
</tr>
<tr>
<td>Medium</td>
<td></td>
<td>28 (2.1%) Orange</td>
<td>28 (2.1%) Yellow</td>
<td>55 (4.0%) Green</td>
<td>48 (3.4%) Green</td>
</tr>
<tr>
<td>Low</td>
<td></td>
<td>52 (3.8%) Yellow</td>
<td>52 (3.8%) Yellow</td>
<td>70 (5.1%) Yellow</td>
<td></td>
</tr>
<tr>
<td>Very Low</td>
<td>34 (2.5%) Red</td>
<td>24 (1.8%) Red</td>
<td>10 (0.7%) Red</td>
<td>34 (2.5%) Red</td>
<td></td>
</tr>
</tbody>
</table>

Long Term Goals

ELP Indicator (ES, MS, HS)
Will be updated once we have 2 years of data with the ELPAC
Currently 23.1% of school meeting or exceeding goal

CCR Indicator (HS only)
Need to adopt 5x5 grid prior to Fall 2018
In this Fall’s dashboard release will be stars only
How will we identify lowest 5%?

CA will focus identification of Title 1 schools in greatest need of support under ESSA within LEAs identified for support under LCFF

Start with schools that have **ALL RED Indicators** on ESSA indicators (does not result in 5%). Continue to identify color combinations until we have 5% of schools

If school is identified “**T1 greatest need**”, LEA will be identified for Technical Assistance (TA)

**Identification in Fall 2018**

How often are Schools Identified?

Every 3 years - 3 years of support

Support based on LCFF system of differentiated assistance

Intensive interventions & support for schools who do not exit in 4 years

Ineffective Teachers?

CA definition for data collection and monitoring for equity gaps is aligned w/ LCFF Priority 1

Mis-assigned or teaching without a full Credential
CA ESSA Application

Revised State Template for the Consolidated State Plan
The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

CA State Accountability

Fall Dashboard Release: Local Indicators

What needs to be done before December?

Priority 6: Student Perceptions
School Safety & Connectedness

Priority 2: Self assessment of standards implementation

Priority 3: Parent involvement in decision making and programs
What needs to be done before December?

Choose & calendar board date before end of January

Determine when receive results w/ enough time to analyze

plan administration of survey for at least one grade per grade span (K-5, 6-8, 9-12)

Surveys given last school year are okay for fall dashboard

Priority 6: Student Perceptions School Safety & Connectedness

Getting to “Met” for Priority 6

Indicator: Student perceptions of school safety and connectedness

Frequency: Minimum of every other year to one grade in each grade span LEA serves

Tool: Local Climate Survey - CHKS or other

Accountability: Reporting to Board Report results to governing board at a regularly scheduled public meeting

Accountability: Reporting to Stakeholders Narrative summary and analysis of climate survey; Report results to stakeholders and public through evaluation rubrics
Priority 2: Two Options

Standards Implementation - All CA Standards

Option 1: Narrative
- Identify locally-selected tools or measures
- Briefly describe why tool(s) were chosen
- Summarize progress in implementing ALL standards using the tools

Option 2: Reflection Tool
- Complete optional self-reflection tool provided within web-based interface
- Both options require public sharing at board meeting and on dashboard

What needs to be done before December?

- Choose & calendar board date before end of January
- Decide which option for this year (could change next year)
- Determine who will give input and how you might approach the process for aggregating input
- Prepare logistics/ calendar dates

Priority 2: Self assessment of standards implementation
Option 2: Look at the categories (#1-3) for defining implementation. How do those compare to your elements of implementation? What might you add or change?

Option 2: Page 2 (#4-6) Discuss how and if these questions would be helpful in characterizing your implementation of state standards. (I think the date will be changed to 16-17)

What other tools have you considered? Who will be involved in this self assessment in your LEA?
### Priority 3: Two Options

<table>
<thead>
<tr>
<th>Option 1: Survey</th>
<th>Option 2: Local Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer a local survey to parents in at least one grade/grade span</td>
<td>Determine ways to quantify or measure:</td>
</tr>
<tr>
<td>Summarize Key Findings: ~seeking input in decisions ~promoting parental involvement</td>
<td>~seeking input on decisions</td>
</tr>
<tr>
<td>Why this survey and how related to goals</td>
<td>~promoting parental participation</td>
</tr>
<tr>
<td></td>
<td>Why selected these measures and whether findings relate to goals</td>
</tr>
</tbody>
</table>

### What needs to be done before December?

- **Priority 3:** Parent involvement in decision making and programs

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose &amp; calendar board date before end of January</td>
</tr>
<tr>
<td>Determine option for this year</td>
</tr>
<tr>
<td>If giving survey, work backward. If using measures, determine what is available before board meeting</td>
</tr>
<tr>
<td>plan logistics and enlist the support of a team to help</td>
</tr>
</tbody>
</table>
For the districts receiving an FPM Visit...

September 14 - please RSVP to Kathy Hollis khollis@sbceo.org

Bring EVERYONE so you don’t have to train them

This is much bigger than it ought to be. Put it on every cabinet agenda. Enlist everyone’s help.
State Grant: Funding for MTSS
(Multi-Tiered Systems of Support)

AGENDA
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*RFA for Cohort 2 of 3
Applications due Oct 31
$25,000 per LEA
All SWIFT training is free

Every LEA can & should be funded
MTSS Grants

Bring a team and do much of the learning and work at the trainings

Training and Tools from SWIFT.
Not the content of MTSS and interventions…
Systems and structures to support and integrate

Making it specific to your context.
Tools and resources

Contact Carla Benchoff for support with application
cbenchoff@sbceo.org
### Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
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<tbody>
<tr>
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<td></td>
<td>Tiered Systems of Support and build coherence across programs and initiatives</td>
</tr>
<tr>
<td></td>
<td>Break</td>
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<td>10:10</td>
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Equity

Our systems are perfectly designed to create the results we are getting.

School Dashboard Results

Equity

Dimensions of Learning/Equity

(Gutiérrez, 2007, 2009b, 2009)
Equity

Structural

Instructional

Equity

Access:
- Disproportionality
- Enrollment/ Placement
- Participation
- Teacher v. IA
- Tasks and Curriculum

Achievement
Watch clip and read transcript (2:55 - 6:00)

Equity

Power

Identity
We have incredible opportunity and responsibility in the work we do … beyond access and achievement

The person who gets to tell the story, shapes the truth by inclusion or omission
Spotlight on History/Social Sciences

Rollout
September 6, 2017: VCOE

November 14, 2017: SBCEO

January 23, 2018:
Integrated ELD/Social Sciences, SBCEO

January 30-31, 2018: SBCEO

Demonstrating Culturally Proficient Practices, Alliance and Advocacy for Underserved Students

February 1, 2018
Stephanie Graham Rivas

- Cultural Proficiency
- Close Educational Gaps
- Alliance and Advocacy
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Transition from the California English Language Development Test (CELT) to the English Language Proficiency Assessments for California (ELPAC)

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>ELPAC Pilot Testing</td>
<td>December 2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Test Administrations (no scores reported)</td>
<td>ELPAC Summative (Spring 2017)</td>
<td>ELPAC Initial (Fall 2017)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operational Administrations (scores reported)</td>
<td>CELDT</td>
<td>CELDT</td>
<td>CELDT Initial only</td>
<td>ELPAC Summative (Spring 2018)</td>
</tr>
</tbody>
</table>

August 1st: LEA Coordinator
August : Register for November 3rd Training

November 3rd: ELPAC Summative Training, SBCEO

December 6th: ELPAC Makeup Training, SBCEO

February-May 2018: ELPAC Summative Testing Window
Proposition 58 Regulations Update

- Community Engagement
- Language Acquisition Programs (School Personnel, ELD, Evidence-based research, Allocated Sufficient Resources)
- Parental Notice
- Parent Request (30 or more same school, 20 or more same grade level and school)

Santa Barbara County Education Office
Curriculum Council Meeting
August 25, 2017
Marriott Hotel, Buellton — Joaquin Falla Room*
8:30 – 11:15 a.m.

AGENDA

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Superintendents, frameworks, instructional materials; Resources and Training

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11:05 Networked Improvement Communities and Upcoming Opportunities

11:15 Close

Next meeting: October 13

For notes and information
http://ets.sbceo.org
http://instruction.sbceo.org
http://teacherprograms.sbceo.org

*Publisher display fees generated by the SBCEO Publishers’ Fair provide funding for the meeting room and refreshments
Instructional Leaders Network
Register online at http://sbceo.k12oms.org
A networked improvement community where principals, coaches, mentors, coordinators, specialists and other instructional leaders put their heads together to support student learning.

Research tells us that if we want students to learn more, instructional leadership matters. But what does instructional leadership look like, specifically? How can these skills be developed to support the instructional team? How can we manage our work to engage with colleagues in purposeful, student-centered conversations that improve teaching and learning?

Join a network of interested educators for a series of interactive sessions that explore these questions and more. Through presentations, readings, discussions and reflections, TOSAs, coaches, school and district administrators and other instructional leaders will challenge themselves to master the leadership moves that positively impact student success.

Dates:
- Sept. 21, 2017
- Dec. 7, 2017
- March 1, 2018

Location:
Multimedia Training Center, SBCEO

Time:
8:30 a.m. - 3 p.m.

Cost:
$435 (3 sessions includes breakfast, lunch, and materials)

For more information, please contact:
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Also in September

September 20
KIN-DL Kindergarten with Digital Learning
TK-K

Also in September

Saturday, September 30
CODE.org Workshops
Conference Outcomes
Join us for three days of immersive professional development centered around the following:

Coherent Systems:
Participants will be exposed to strategies supporting the alignment of educational initiatives and priorities, resulting in a single, integrated system of support.

Continuous Improvement:
Participants will interact with tools and resources to support a strategic and systematic approach to ongoing educational improvement efforts.

Equity:
Participants will deepen their understanding of strategies, tools, and methodologies to address opportunity and achievement gaps for all learners.

http://sbceo.org/s/CurriculumCouncil