Welcome to Curriculum Council

December 12, 2014

Santa Barbara County Education Office
Curriculum Council Meeting
December 12, 2014
Marriott Hotel, Buellton Jockey Club Room*
8:30 – 11:15 a.m.

AGENDA

8:30 Coffee and refreshments

8:40 Welcome
CDE & State Board Updates – Ellen Barger

8:55 LCAP Template – Ellen Barger
  - New Template: Overview of Changes and Clarifications; Organization
  - Navigating the New Section: Annual Update
  - Next Steps, Support, and Resources

Break

10:10 Positive Classroom Norms that Set the Stage for CCSS
Lydia Song, Coordinator Instructional Support
Seven key messages to build the habits of mind for both students and teachers and embrace the tenets of Common Core. Provides a powerful lens for classroom observation; Replicable activity for staff in leadership meeting.

10:30 Smarter Balanced: Achievement Level Descriptors – Ellen Barger

10:50 #HourOfCode: Computer Science Resources; Highlights and Activities.
David Bernier, Coordinator Instructional Support and Technology Integration

11:15 Close

Next meeting: January 30, 2015

All Curriculum Council Resources Posted here: http://sbceo.org/s/CurriculumCouncil

Professional Learning Opportunities

*Publisher display fees generated by the SBCEO Publishers * Fee provides funding for the meeting room and refreshments.
Framework, Curriculum and Standards Updates

Calendar frameworks & adoptions

HSS & Science Frameworks

ELA/ELD Instructional Materials

Assessment timelines

Schedule for Curriculum Framework Development and Adoption of K-8 Instructional Materials

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>2013</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
<th>22</th>
<th>23</th>
<th>24</th>
<th>25</th>
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</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>A</td>
<td>F</td>
<td>A</td>
<td>F</td>
<td>A</td>
<td>F</td>
<td>A</td>
<td>F</td>
<td>A</td>
<td>F</td>
<td>A</td>
<td>F</td>
<td>A</td>
</tr>
<tr>
<td>Science</td>
<td>F</td>
<td>A</td>
<td>F</td>
<td>A</td>
<td>F</td>
<td>A</td>
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<td>F</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>F</td>
<td>A</td>
<td>F</td>
<td>A</td>
<td>F</td>
<td>A</td>
<td>F</td>
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<td>F</td>
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<td>A</td>
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</tr>
<tr>
<td>Physical Education</td>
<td>F</td>
<td>A</td>
<td>F</td>
<td>A</td>
<td>F</td>
<td>A</td>
<td>F</td>
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</table>

Model content standards but no SBE-adopted instructional materials

Above calendar is based upon current law as of January 1, 2014. All dates refer to year of final SBE action.

A = Adoption of K-8 Instructional Materials

F = Curriculum Framework

California Department of Education

Posted November 2014
History and Science Frameworks

History / SS

- Started in 2008 - 2009 - was suspended (AB X 4 2)
- Work resumed July 2014
- 1st draft - 60 day period ended - 450 comments to address
- Feb-March 2015: 60 day review for public comment
- Approval: May 2015

Science

- Framework writing committee working on 1st draft now
- Difficulty describing effective classroom practice; many people do not realize instructional demands
- April - draft for review
- 2nd review period: October 2015
- Action: January 2016

ELA/ELD Adoption

Programs:

- #1: Basic ELA
- #2 Basic ELA/ELD
- #3 Basic Biliteracy
- #4 Intensive Intervention ELA
- #5 Specialized ELD

Program Descriptions in Framework CH 12, p.6
http://sbceo.org/s/ELAELD12

- Review: Spring/Summer 2015
- SBE Approval November 2015

SBCEO Publishers’ Fair:
Early 2016
CAASP Assessment Schedule

<table>
<thead>
<tr>
<th>School Year</th>
<th>Status</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>2015–16</td>
<td>Existing</td>
<td>Smarter Balanced, Summative Assessment, ELA and mathematics in grades 3–8 and grade 11</td>
</tr>
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<td>2015–16</td>
<td>Existing</td>
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<td>CST/CMA/CAPA for Science Assessment in grades 5, 8, and 10</td>
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<tr>
<td>2015–16</td>
<td>Existing</td>
<td>STS–RLA, grades 2–11</td>
</tr>
<tr>
<td>2015–16</td>
<td>New</td>
<td>Alternate Assessment (successor to CAPA), ELA and mathematics in grades 3–8 and grade 11</td>
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<tr>
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<td>Existing</td>
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<td>Science Assessment (successor to CST/CMA/CAPA), including alternate assessments</td>
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<td>Primary Language Assessment (successor to STS) for RLA in grades 3–11</td>
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<td>Alternate Assessment, ELA and mathematics in grades 3–8 inclusive and grade 11</td>
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Updates from Teacher Programs

No Distinguished Schools This Year:

“Gold Ribbon Schools Program”

Teacher of the Year District Nominees: due January 16

Applications available for self-nomination
New LCAP Template

- Review of LCAP context
- Overview of Changes and Clarifications
  - Template Organization, Clarifications
- Focus on Annual Update (Section “2B”)
- Resources
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 to neediest students

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

8 Priorities:
Conditions, Engagement, Outcomes

- COE only: Expelled Youth (9)
- Basic Services (1)
- Implementation of State Standards (2)
- Course Access (7)
- COE only: Foster Youth (10)
- Pupil Achievement (4)
- Other Pupil Outcomes (8)
- Parent Involvement (3)
- Pupil Engagement (5)
- School Climate (6)
- ENGAGEMENT
## Overview of Template Changes

<table>
<thead>
<tr>
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<th>New Template</th>
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<tbody>
<tr>
<td><strong>~ Introduction</strong></td>
<td><strong>~ Introduction</strong> (gold)</td>
</tr>
<tr>
<td><strong>~ Section 1:</strong></td>
<td><strong>~ Section 1:</strong> (tan)</td>
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<tr>
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<td><strong>~ Section 2:</strong> (pink)</td>
</tr>
<tr>
<td>• Goals &amp; Progress Indicators</td>
<td>• Goals, Indicators, Actions, Services &amp; Expenditures</td>
</tr>
<tr>
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<td><strong>~ Section 3:</strong> (blue)</td>
</tr>
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<td>• Actions, Services, Expenditures (3A and 3B)</td>
<td>• Annual Update (yellow)</td>
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**Revised Introduction**

**Pages 8 and 9**

Additions to Introduction

- Language changes in the Introduction include:
  - The LCAP and Annual Update Template must be completed by all LEAs each year.
  - In developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities.
  - However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the LCAP.
Clarifications to State Priorities

### Implementation of State Standards
- Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

### Parental Involvement
- Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation for programs for unduplicated pupils and special need subgroups. (Priority 3)
Revised LCAP Template

Section 1: Stakeholder Engagement

Section 2: Goals, Actions, Services, Expenditures & Progress Indicators

Section “2B”: Annual Update

Section 3: Use of Supplemental and Concentration Grant Funds & Proportionality
Section “2B”: Annual Update

NEW - First time for Annual Update

*skipped these columns last year*

- Guiding Questions
- Crosswalk (yellow sheet)
- Expected & Actual: Outcomes (Metrics)
- Planned & Actual: Actions and Services

Annual Update Instructions: For each goal in the prior LCAP year, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.
Guiding Questions: Annual Update

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?
Annual Update: template

Goal
State Priorities
Metrics/ Outcomes
Actions/Services
Scope
Expenditures
Impact on 2015-16

Old Section 2

Old Sections 3A & 3B

Impact for next year

New Template – Annual Update
Annual Update: template

Old Sections 3A & 3B (pages 8-9)

Each action or service needs a box.
Duplicate fields as necessary

May need to add new measures

Describe actions/services and connect to impact
Actual Outcomes
Actual Actions & Associated Expenditures
Summary of changes from stakeholder review
Revised LCAP Template

Section 1: Stakeholder Engagement

Section 2: Goals, Actions, Services, Expenditures & Progress Indicators

Section “2B”: Annual Update

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Revised LCAP Template

Section 1: Stakeholder Engagement

- Annual Update for 2014-15 Section 1
- Instructions & Clarifications

Stakeholder input for 2015-16
Guiding Questions
### 2015-16 Process and Impact on LCAP

<table>
<thead>
<tr>
<th>Involvement Process</th>
<th>Impact on LCAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15 update process and impact</td>
<td></td>
</tr>
</tbody>
</table>

*** Feels out of order with new year before update

### 2014-15 Update Process and Impact on New Plan

<table>
<thead>
<tr>
<th>Annual Update:</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>How update was shared and impact on new plan</td>
<td></td>
</tr>
<tr>
<td>May include ongoing communication of progress; Changes to plan</td>
<td></td>
</tr>
</tbody>
</table>
New language and questions

Section 1: Stakeholder Engagement

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on the development of the annual update to LCAP goals, actions, services, and expenditures.

Old template said “engage”. Consult is in EdCode. Made language consistent

1. How have applicable stakeholders (e.g., including parents and pupils of unduplicated pupils and unduplicated pupils identified in Education Code 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners and others as appropriate) been engaged in developing, reviewing, and support

6. What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

7. How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?
Lydia Song,
Coordinator,
Instructional Support

CCSS Instruction:
Positive Classroom Norms/ 7 key messages

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Setting Up Positive Norms in Math Class

by Jo Boaler

Everyone can learn math to the highest levels
Mistakes are valuable
Questions are really important
Math is about creativity and making sense
Math is about connections and communicating
Math class is about learning and not performing
Depth is more important than speed

7 Key Messages

Select 2 key messages you would like to explore
Read the descriptions of the two key messages you selected.

Have a stand up conversation with 2 others
Move to your second key message

Have a stand up conversation with new people about this key message
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Attend to precision*

–CCSStandard for Mathematical Practice #6

*WE must watch our language and assumptions as we look at the new assessments

Achievement
Level Descriptors

Nice
Starting point for discussion of individual & group performance
Recognizing that NCLB required 4 bands and cut scores
Understanding that level bands have broad descriptors; Looking at scale scores
Talking about raising the bar

Naughty
Characterizing students/ their achievement by single measure
Assuming that a change in band represents significant differences in understanding
Mistaking levels (1,2,3,4) for “grade level” or advanced
Talking about scores “dropping”
Range: 2000 - 3000 for scale score
Correlates to nothing

More than 60% of CSU freshmen must remediate in Math and/or English. All were the top 1/3 of the class.

Unlike CST - these will allow us to teach growth over years.
AGENDA

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Last time we met...
“Let’s get 20 out of 20 districts in the county to participate in the Hour of Code.”

–Ellen Barger

Since then...
Fillmore ES — Lompoc

You’ll find these posters and posters like them up around school.

#HourOfCode @FillmoreUSD

Carpinteria and Goleta Schools
Righetti High School

ROOM 301
Lunch
Thursday 12/11
Friday 12/12

Hour of CODE

Local schools join global movement to inspire computer programmers

Santa Maria Bonita Schools
Santa Maria Bonita
Vision for Computer Science

Hour of Code
Posted on 11/06/2014

Launched in 2013, Code.org® is a non-profit dedicated to expanding participation in computer science by making it available in more schools, and increasing participation by women and underrepresented students of color. Our vision is that every student in every school should have the opportunity to learn computer science. We believe computer science and computer programming should be part of the core curriculum in education, alongside other science, technology, engineering, and mathematics (STEM) courses, such as biology, physics, chemistry and algebra.

County Results

- 20 out of 20 districts participated!
- 72 schools
- All levels (K-12)
- Huge increase over last year
We can’t let the kids have all the fun…

Let’s Try it Out!

☐ Go to: code.org/learn

☐ Try the Anna and Elsa or Angry Birds tutorial

☐ Work with a partner if needed

☐ Stickers!!!
Continuing the Learning

- [ ] cs-first.com
- [ ] studio.code.org
- [ ] exploringcs.org

Let’s Talk

- [ ] Let’s come up with a plan for expanding CS learning opportunities in your district
  - [ ] dbernier@sbceo.org
  - [ ] @sbceoedtech
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