Welcome, Grounding, Grant Updates
10 more school days
What are your 2 MIP? (most important things)

2-4 weeks vacation!
How will you recharge?

December 2017

January 2018

Classified Employees Credentialing Grant
Bilingual Teachers Professional Development
LEA MTSS Grants Cohorts 2 and 3
Classified Employees Credentialing Grant

SBC4: Santa Barbara County Classified Credentialing Consortium

Eligibility, FAQs and Application - see handout

Cohort 1
Applications due December 8 (went out Nov 17)

over 50% of interested part. are bilingual 20% already enrolled

Please share with principals to identify future candidates

$3,000 per year for tuition/fees
$300/year for test/credentialing

Bilingual Teachers Professional Development

Consortium with several counties

2 cohorts: SB County and SLO County

3 district partners

Provides coursework and support for B-CLAD, including proficiency assessment tutoring

For more info: Carlos Pagán or Michael Babb

Opportunity to expand in future years...
LEA MTSS Grants
Cohorts 2 and 3

$25,000 and free training for each LEA

Cohort 1:
Buellton
Goleta
Lompoc
Manzanita

Cohort 2:
Blochman College
Los Olivos
Orcutt
Hope SD
Family Ptnrshp
Peabody
SB Charter

will begin in February

Cohort 3:
Application Window:
February 1-March 31, 2018

Accountability Update

Santa Barbara County Education Office
Curriculum Council Meeting
December 1, 2017
Marriott Hotel, Buellton
Figueroa A Room*  
8:30 – 11:15 a.m.

AGENDA

8:30 Coffee and refreshments
8:40 Welcome and grounding
8:45 Grant Updates:
  Classified Employee Credentialing, Bilingual Teachers PG, MTSS

8:50 Accountability Updates
  Changes to the Dashboard Academic Indicators explained; Status and updates of other
  changes to accountability indicators; Discussion around dashboards, stakeholders, and next
  steps for LCAP

9:35 ELPAC 101
  Carlos Pagán
  A glimpse into the format and sections of the summative assessment and various task
types. Discussion around linguistic demand and the vocabulary students need for the test,
  updates on the summative and initial assessment training opportunities.

10:10 Standards Implementation:
  Sharing of results and framework from recent WestEd study of implementation in CA;
  Structural Elements: Approved adoptions and frameworks; Legislative requirements
  (health, mathematics, and FAIR Act)
  Instructional Elements: Social Studies PLC workshops (framework dive-in)

10:45 Resource Sharing and Spotlights:
  Supporting Students with Disabilities; Visual and Performing Arts

11:00 CISC Symposium Update and Upcoming Opportunities

11:15 Close

Next meeting: February 2, 2018

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

*Publisher display fees generated by the SBCEO Publishers. Fees provide funding for the meeting room and refreshments
**Fall 2017 Dashboard**

TODAY: Deadline for Local Indicators

Fall 2017 Dashboard Preview: Rolled out in Nov.  
**Link to preview on table tents**  
Goes public Monday

Confusion: Fall 2017 Local Indicators were visible with Spring State indicators this week on public site

All Districts who qualify for Technical Assistance have been notified.  Nothing public.

---

**Academic Indicators**

Original 5x5 grids were based on 2 years of status and 1 year of growth  
Not as much growth in year 3 - typical  
HUGE swings - >1000 schools with a 2+ color swing - not sig. diff

Technical Design Group Considered many options  
State board approved changes to ELA & Math Indicators  
Trying to have a meaningful system - not create ways to fail
### Changes to Academic Indicators

State board decided on Nov 8, and the current dashboard reflects:

- **Change:** Revised Change Cut Scores for ELA and MATH
- **Status:** Revised High and Medium Cut Scores for MATH
- Revised 5x5 Color Grid

### “Change” Revisions for ELA/Math

<table>
<thead>
<tr>
<th>New “Change” cut scores for ELA &amp; Math</th>
<th>Old ELA</th>
<th>Old Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Significantly by 15 points or more</td>
<td>20+</td>
<td>15+</td>
</tr>
<tr>
<td>Increased 3 to less than 15 points</td>
<td>7-20</td>
<td>3-15</td>
</tr>
<tr>
<td>Maintained less than 3 points each way</td>
<td>1-7 points</td>
<td>1-5</td>
</tr>
<tr>
<td>Decreased by 3 to 15 points</td>
<td>1-15</td>
<td>1-10</td>
</tr>
<tr>
<td>Decreased Significantly by more than 15 points</td>
<td>&gt;15</td>
<td>&gt;10</td>
</tr>
</tbody>
</table>
**Status: Revised High and Medium Cut Scores for MATH**

**Status Cut Scores**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td></td>
<td>≥ 35</td>
</tr>
<tr>
<td>High</td>
<td></td>
<td>0.0 – 34.9</td>
</tr>
<tr>
<td>Medium</td>
<td>-25 points below to less than Zero</td>
<td>-25.0 to -0.1</td>
</tr>
<tr>
<td>Low</td>
<td>-25.1 points to -95 points</td>
<td>-25.1 to -95.0</td>
</tr>
<tr>
<td>Very Low</td>
<td></td>
<td>≤ -95</td>
</tr>
</tbody>
</table>

**Average Distance from level 3**

**OLD GRID** (Spring 2017)

<table>
<thead>
<tr>
<th>Level</th>
<th>Declined Significantly</th>
<th>Declined up to 34 points</th>
<th>Maintained</th>
<th>Increased up to 35 points</th>
<th>Increased more than 35 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High</td>
<td>Yellow</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>Orange</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium</td>
<td>Orange</td>
<td></td>
<td>Green</td>
<td></td>
<td>Blue</td>
</tr>
<tr>
<td>Low</td>
<td>Red</td>
<td>Yellow</td>
<td>Yellow</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>Very Low</td>
<td>Orange</td>
<td>Red</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
</tr>
</tbody>
</table>

**New GRID** (Fall 2017)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Status: Very High</td>
<td>Green</td>
<td>Green</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
<tr>
<td>Status: High</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Blue</td>
</tr>
<tr>
<td>Status: Medium</td>
<td>Yellow</td>
<td>Yellow</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Status: Low</td>
<td>Orange</td>
<td>Orange</td>
<td>Orange</td>
<td>Orange</td>
<td>Orange</td>
<td>Orange</td>
</tr>
<tr>
<td>Status: Very Low</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
</tr>
</tbody>
</table>
## Dialogue: Changes to Academic Indicators:

What do you appreciate about these changes?

What do you wonder… what questions might you be asked?

How did the changes benefit your LEA or schools?

### OLD GRID (Spring 2017)

<table>
<thead>
<tr>
<th>Level</th>
<th>Declined Significantly</th>
<th>Declined</th>
<th>Maintained</th>
<th>Increased Significantly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High: 30 or more</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High: 20 to less than 30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium: 15 to less than 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower than 15: 0 to less than 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Low: 0 to less than 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th>Change Declined Significantly</th>
<th>Change Declined</th>
<th>Change Maintained</th>
<th>Change Increased</th>
<th>Change Increased Significantly</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Green</td>
<td>Green</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
<tr>
<td>Medium</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Green</td>
<td>Blue</td>
</tr>
<tr>
<td>Low</td>
<td>Yellow</td>
<td>Yellow</td>
<td>Yellow</td>
<td>Yellow</td>
<td>Green</td>
</tr>
<tr>
<td>Very Low</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Orange</td>
</tr>
</tbody>
</table>

### New GRID (Fall 2017)

<table>
<thead>
<tr>
<th>Level</th>
<th>Declined Significantly</th>
<th>Declined</th>
<th>Maintained</th>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
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</tbody>
</table>

<table>
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<th>Change Maintained</th>
<th>Change Increased</th>
<th>Change Increased Significantly</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Green</td>
<td>Green</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
<tr>
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<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Orange</td>
</tr>
</tbody>
</table>
Dashboard and LCAP interface…at LEA level:

Must identify and address ALL **REDS** and **ORANGES**

*Must* identify and address ALL 2 color gaps between “All students” and any subgroup

*May* use the dashboard to identify areas of greatest progress

(Greatest need, performance gaps, progress)

Not limited to the dashboard, but must incorporate current year’s dashboard into year 2 LCAP

**State Indicator Changes for Fall 2017**

<table>
<thead>
<tr>
<th>Academic Indicator: ELA &amp; Math 3-8</th>
<th>Changes to cut scores and color layout</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL Progress 1-12</td>
<td>Change to numerator. Bonus for progress of LTEls</td>
</tr>
<tr>
<td>Graduation Rate 9-12</td>
<td>No change this fall</td>
</tr>
<tr>
<td>Suspension Rate K-12</td>
<td>No change this fall</td>
</tr>
</tbody>
</table>
State Indicators for Fall 2017

College and Career Readiness Indicator 9-12

Status Only this Fall (2015-16)

Chronic Absenteeism K-12

This Fall – will have links in Dashboard to Dataquest Chronic Absenteeism data.

Filters for digging into gender, school, grade span, ethnicity, etc

State Indicators

The College/Career Indicator (CCI) contains both college and career measures which are used to show that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.

Chronic Absenteeism

K-12

This Fall – will have links in Dashboard to Dataquest Chronic Absenteeism data.

Chronic Absenteeism

At-risk < 5%
Moderate CA 5-10%
Severe CA ≥ 10%

Filters for digging into gender, school, grade span, ethnicity, etc
Fall 2017 Dashboard

What information and messages so you want to share with your stakeholders?

What actions do you need to take?

corresponds

ELPAC: English Language Proficiency Assessment for California

ELPAC 101
A glimpse into the format and sections of the summative assessment and various task types. Resource: visual sharing linguistic demand and key vocabulary students need for the test. Updates on the summative and initial assessment training opportunities.

Break

10:10 Standards Implementation:
Sharing of results and framework from recent WestEd study of implementation in CA; Structural Elements: approved adoptions and frameworks; Legislative requirements (health, mathematics, and FAIR Act)
Institutional Elements: Social Studies PLC work (framework dive-in)

10:45 Resource Sharing and Spotlights:
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11:00 CISC Symposium Update and Upcoming Opportunities

11:15 Close

Next meeting: February 2, 2018

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English Language Proficiency Assessments for California (ELPAC)

<table>
<thead>
<tr>
<th>CELDT</th>
<th>ELPAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligned with the 1999 California English Language Development (ELD) Standards with five proficiency levels</td>
<td>Must be aligned with the 2012 California ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging)</td>
</tr>
<tr>
<td>One test used for two purposes: initial assessment and annual assessment</td>
<td>Two separate tests for two purposes: (1) initial identification; and (2) annual summative assessment. The initial identification will be brief and locally scored.</td>
</tr>
<tr>
<td>Paper-pencil tests</td>
<td>Paper-pencil tests with a potential to transition to computer-based tests</td>
</tr>
<tr>
<td>July 1–October 31 Annual Assessment window</td>
<td>Annual Summative Assessment window to be a four month period after January 1 (proposed February 1–May 31), allowing for more pre-test instructional time</td>
</tr>
<tr>
<td>Five grades/grade spans: K–1, 2, 3–6, 6–8, and 9–12</td>
<td>Seven grades/grade spans: K, 1, 2, 3–6, 6–8, 9–10, and 11–12</td>
</tr>
<tr>
<td>Five performance levels</td>
<td>Four performance levels</td>
</tr>
</tbody>
</table>

Domains & Task Types

[Handout]

- **ELPAC Domain Information Sheet**
  - **Listening Domain**
  - **Writing Domain**
**Frequently Asked Questions**

Who can administer and score the ELPAC?

A Test Examiner must be an employee or contractor of an LEA or nonpublic school (NPS) who signs the ELPAC Test Security Affidavit, who is proficient in English and has complete command of pronunciation, intonation, and fluency, and who certifies that he or she has completed training in administration of the ELPAC.
Time Estimates for Test Administration

• Estimated Testing Time Tables in the Examiner’s Manual

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Estimated Testing Time in Minutes by Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-5, Form 1</td>
<td>Minutes</td>
</tr>
<tr>
<td>Listening (Group administration)</td>
<td>35</td>
</tr>
<tr>
<td>Reading (Group administration)</td>
<td>40-50</td>
</tr>
<tr>
<td>Writing (Group administration)</td>
<td>40-50</td>
</tr>
<tr>
<td>Speaking (Individual administration)</td>
<td>20</td>
</tr>
<tr>
<td>Total estimated test administration time</td>
<td>80-110</td>
</tr>
</tbody>
</table>

Training Opportunities
Santa Barbara County Education Office  
Curriculum Council Meeting  
December 1, 2017  
Marriott Hotel, Buellton  
Figueroa A Room*  
8:30 – 11:15 a.m.  

**AGENDA**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Coffee and refreshments</td>
</tr>
<tr>
<td>8:45</td>
<td>Welcome and grounding</td>
</tr>
<tr>
<td>8:45</td>
<td><em>Grant Updates: Classified Employee Credentialing, Bilingual Teachers PD, MTSS</em></td>
</tr>
<tr>
<td>8:50</td>
<td>Accountability Updates</td>
</tr>
<tr>
<td>8:50</td>
<td>Changes to the Accountability Academic Indicators explained. Status and updates of other data and other indicators. Discussion around dashboard, stakeholders, and next steps for LCAP.</td>
</tr>
<tr>
<td>9:30</td>
<td>ELPAC 101</td>
</tr>
<tr>
<td>9:30</td>
<td>Carlos Pagán</td>
</tr>
<tr>
<td>10:10</td>
<td>Standards Implementation:</td>
</tr>
<tr>
<td>10:10</td>
<td>Sharing of results and framework from recent WestEd study of implementation in CA; Structural Elements: approved additions and frameworks; Legislative requirements (health, mathematics, and FAIR Act); Instructional Elements: Social Studies PLC work (framework dive-in)</td>
</tr>
<tr>
<td>10:45</td>
<td>Resource Sharing and Spotlights:</td>
</tr>
<tr>
<td>10:45</td>
<td>Supporting Students with Disabilities, Visual and Performing Arts;</td>
</tr>
<tr>
<td>11:00</td>
<td>CISC Symposium Update and Upcoming Opportunities</td>
</tr>
<tr>
<td>11:15</td>
<td>Close</td>
</tr>
</tbody>
</table>

Next meeting: February 2, 2018

For notes and information:
- [http://ets.sbceo.org](http://ets.sbceo.org)
- [http://instruction.sbceo.org](http://instruction.sbceo.org)
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Standards Implementation

Structural

Instructional

WestEd: CA Standards Implementation:
What Educators are Saying

12 states involved in MLI Standards implementation studies

May be useful when thinking about Standards Implementation in your LEA

Reflective of the CA approach to standards - trends and data

10 Page report on website

http://sbceo.org/s/standards
Some Highlights for CA

More site-based learning with peer teachers

May 2017 ATP surveys: Higher %’s of CA teachers report in 2016/17...

- Observing another teacher’s classroom to get ideas for their own instruction or to offer feedback (increased from 45% to 54%)
- Meeting with or working with peers (+2-3%) to:
  - Discuss standards and instruction
  - Develop materials or activities
  - Review student assessment data

Some Highlights for CA

Professional support & collaboration

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>School convenes grade-level teams, PLCs, or other teacher teams to support standards implementation</td>
</tr>
<tr>
<td>Teachers work together to develop or revise instructional units around the CA standards</td>
</tr>
<tr>
<td>School leaders provide opportunities for teachers to discuss CA Standards across grades &amp; subjects</td>
</tr>
<tr>
<td>Teachers have sufficient opportunities to collaborate with other teachers</td>
</tr>
<tr>
<td>School/district leaders provide adequate time to support the school’s implementation of the CA Standards</td>
</tr>
</tbody>
</table>
Practice-Based Research

Need for focused, inquiry-based teacher collaboration

Teachers are more likely to revise their practices when their collaborative work is “focused on designing, adapting, and improving specific instructional plans and students’ work, rather than more superficial discussions of practice” (Stosich, 2016: p. 1725).

Self-Reported Needs

What do CA teachers say they need to implement standards?

CA teachers were asked to select 5 things they need most to advance implementation of CA Standards at their school:

1. Higher-quality textbooks, curricula and/or instructional materials aligned with state standards [64%]
2. Digital tools (on-line textbooks, webinars, on-line communities, applications/apps, etc.) [52%]
3. More opportunities to collaborate with other teachers [45%]
4. More time to observe other teachers teaching [44%]
5. More effective strategies for teaching students with special needs [44%]
Teacher Influence and Voice

CA teachers report comfort & influence at their schools

<table>
<thead>
<tr>
<th>Perception</th>
<th>MLI states</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel comfortable voicing my concerns in this school</td>
<td>69%</td>
<td>78%</td>
</tr>
<tr>
<td>Teachers have a lot of informal opportunities to influence what</td>
<td>62%</td>
<td>68%</td>
</tr>
<tr>
<td>happens in this school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers are involved in making the important decisions in</td>
<td>58%</td>
<td>65%</td>
</tr>
<tr>
<td>this school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Some Highlights for CA

CA teachers influence specific school policies

<table>
<thead>
<tr>
<th>Policy</th>
<th>MLI states</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determining books and other instructional materials used in classrooms</td>
<td>63%</td>
<td>65%</td>
</tr>
<tr>
<td>Setting standards for student behavior</td>
<td>55%</td>
<td>64%</td>
</tr>
<tr>
<td>Determining how students' progress is measured</td>
<td>47%</td>
<td>59%</td>
</tr>
<tr>
<td>Determining specific professional and teaching assignments</td>
<td>31%</td>
<td>46%</td>
</tr>
<tr>
<td>Determining the school's schedule, including teacher preparation</td>
<td>32%</td>
<td>45%</td>
</tr>
<tr>
<td>periods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determining the content of in-service programs</td>
<td>36%</td>
<td>42%</td>
</tr>
<tr>
<td>Planning how discretionary school funds should be used</td>
<td>24%</td>
<td>40%</td>
</tr>
</tbody>
</table>
Teacher Leadership in Implementation

Teacher leaders support collaboration and learning

- 65% of CA teachers agreed in Oct 2016 & May 2017 surveys that their school cultivates **teacher leaders** to make progress in implementing standards
- California’s teacher leaders provide:
  - Effective expertise & guidance during peer collaborations (68% agreed)
  - Materials, tools, or equipment that help teachers work together more effectively (64% agreed)
- **Local practices**: Coaches/TOSAs develop & share demo lessons and/or lead school-based professional learning (and meet as their own network)

Standards in Practice

Standards are reportedly shaping instructional practice

- District leaders were asked in fall 2016 about the ways in which they’ve instituted new local practices or changed existing approaches to support the implementation of the CA Standards
- 66% indicated that their most significant local change was the development of new instructional strategies
### Standards in Practice

**Teachers reporting instructional shifts in ELA**

ELA teachers report *increasing* emphasis on having students:

<table>
<thead>
<tr>
<th>Activity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain their reasoning or thinking in solving problems</td>
<td>63%</td>
</tr>
<tr>
<td>Construct viable arguments supported with evidence</td>
<td>59%</td>
</tr>
<tr>
<td>Analyze how two or more texts address similar themes</td>
<td>55%</td>
</tr>
<tr>
<td>Use evidence from a text to make inferences or support conclusions</td>
<td>55%</td>
</tr>
</tbody>
</table>

### Standards in Practice

**Teachers reporting instructional shifts in math**

Math teachers report *increasing* emphasis on having students:

<table>
<thead>
<tr>
<th>Activity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain their reasoning/methods for solving a problem</td>
<td>66%</td>
</tr>
<tr>
<td>Compare &amp; contrast different methods for solving a problem</td>
<td>55%</td>
</tr>
<tr>
<td>Apply math to solve problems in real-world contexts</td>
<td>54%</td>
</tr>
<tr>
<td>Consider multiple representations in solving a problem (numbers, graphs)</td>
<td>53%</td>
</tr>
<tr>
<td>Work in pairs/small groups on math exercises, problems, tasks</td>
<td>52%</td>
</tr>
<tr>
<td>Build on each other’s ideas during discussion</td>
<td>51%</td>
</tr>
</tbody>
</table>
Standards Implementation: Structural Legislative Requirements

Mathematics Placement Act
- Policy aligns with intent
- Collaborative w/ feeders
- Multiple means to show
- Board Policy
- Easily found on website
- Parent appeal process
- check w/in 30 days
- annual disproportionality study; presented to board

CA Healthy Youth Act
https://www.cde.ca.gov/ls/he/se/

FAIR Act
https://www.cde.ca.gov/ci/cr/cf/senatebill48faq.asp

Standards Implementation: Instructional
The PLC work for HSS Teachers: Using the Framework to lead the Instructional

2 Chapters:
CH 11: (Grade 7) & CH 20: Access & Equity

How can we use the framework to support instruction for all students and to frame our choice of instructional materials?
Grade Level Chapters: Questions of Historical Significance: Critical Thinking and Inquiry

Each grade level has a handful of inquiry questions:
Read the 5 Inquiry questions that frame grade 7 course

Partner A: Share your thoughts when reading and thinking about these questions
Partner B: Talk about how these questions might engage and challenge 7th graders

Big ideas: Structure of units; Questions for each unit
A few pages excerpted - sense of structure and content

Chapter 20: Access and Equity: Discipline Specific Integrated ELD

Part II of the ELD standards: Learning about how English Works

Structuring Cohesive Texts
Expanding and Enriching Ideas
Connecting and Condensing Ideas
Sentence Unpacking & Nominalizations
Complex Sentence Structure
Chapter 20: Access and Equity: Discipline Specific Integrated ELD

Components of Academic Language:

Content Specific Knowledge:
- Topical (Reconstruction, mercantilism)
- Disciplinary (political, economic)

Task-Specific Skills (comparing, analyzing, etc)

Vocabulary

Helping teachers become aware of how they use and make sense of language to learn, and explicitly teaching it to students

Symposium and Upcoming Opportunities

Santa Barbara County Education Office
Curriculum Council Meeting
December 1, 2017
Marriott Hotel, Santa Maria
Figueroa A Room*
8:30 – 11:15 a.m.

AGENDA
8:30 Coffee and refreshments
8:45 Welcome and grounding
Ellen Barger
8:45 Grant Updates:
Classified Employee Credentialing, Bilingual Teachers PD, MTSS
8:55 Accountability Updates
Changes to the California Academic Indicators explained. Status and updates of other state and local indicators. Discussion around dashboards and next steps for LCAP.
9:30 ELPAC 101
Carlos Pagán
A glimpse into the format and sections of the summative assessment and various task types. Resource: handout showing linguistic demand and the vocabulary students need for the test. Updates on the summative and initial assessment training opportunities.
10:15 Standards Implementation:
Sharing of results and framework from recent WestEd study of implementation in CA; Structural Elements: approved adoptions and frameworks; Legislative requirements (health, mathematics, and FAIR Act); Instructional Elements: Social Studies PLC work (framework dive-in)
10:45 Resource Sharing and Spotlights:
Supporting Students with Disabilities; Visual and Performing Arts;
11:00 CSC Symposium Update and Upcoming Opportunities
11:15 Close

Next meeting: February 2, 2018

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

*Publisher display fees generated by the SBCEO Publishers. Fees provide funding for the meeting room and refreshments.
CISC Symposium
February 21-23

4 Keynotes
67 breakout sessions

Wednesday Pre-conference: Ed Tech
TEAL: Tech-enhanced Arts Learning  Coding  Digital Badging  Tech integration in MTSS

Highlights of Conference
Improvement Science Strand  UDL: Katie Novak
10 sessions on equity & Culturally responsive schools
MTSS  Leadership Development

Executive Functioning and Memory

Dr. Joseph Hollifield is a school psychologist who has trained and practiced in the areas of memory and Executive Functioning and has worked extensively in schools in Santa Barbara and San Luis Obispo counties.
Innovation Day

Morning: Administrators

Evening: Showcase of Innovative Learning

Next Meeting: February 2

✓ Aug 25
✓ Oct. 13
✓ Dec. 1
✓ Feb. 2
✓ Mar. 23
✓ May 11

http://sbgeo.org/s/CurriculumCouncil