Network: Nojoqui Falls
Password: Welcome

Welcome
Agenda Review

Curriculum Council
Santa Barbara County
February 1, 2019

8:30 – 11:15 a.m.

8:30 Coffee and refreshments
8:40 Welcome and Grounding
8:45 The ARTS!!!
Hannah Rubalcava & Kathy Koury
Presentation and interactive information about grants and opportunities to expand the arts in our schools and classrooms countywide. Hannah Rubalcava represents the SB county Office of Arts and Culture. Kathy Koury directs the Children’s Creative Project, and together, they are representing the Santa Barbara County Alliance for Arts Education (SBCAAE).
9:15 Frameworks and Materials
Carla Benchoff and Ellen Barger
We will be providing a free History Social Studies Framework rollout on April 30. Carla will provide a brief glimpse into the framework to demonstrate what a powerful and well-written resource it is for teachers. Ellen will share the information about the Science publisher’s fair next week (February 5-6).
9:40 ELPAC, Reclassification, Biliteracy and Dual Language
Carlos Pagán
Carlos will share the SBE action on ELPAC cut scores, and what it means for reclassification and student achievement in light of your current data. He’ll provide updates and reminders on Seal of Biliteracy and dual language programs around the county.
10:20 Federal Update: ESSA and School Level Accountability
Last week, the CDE released the list of schools that qualify for Comprehensive School Improvement (CSI) support, and Additional Targeted Improvement Support (ATIS). We will make sense of the criteria and deadlines, and look at the school level data.
11:05 Announcements and Upcoming Events
11:15 Close

Next meeting: April 12, 2019
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.
“9 (or 5) whys”

1. Why do you care about ensuring that each child has a broad and rich course of study (including the arts, science, etc.)?

2. And why is that important to you?

3. And why is that important to you?

4. And why is that important to you?

SWITCH ROLES

ARTS Education:
SB County
Alliance for Arts
Education

Santa Barbara County Education Office
Curriculum Council Meeting
February 1, 2019
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Nojoqui Falls Room*
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The Santa Barbara County Alliance for Arts Education undertakes programs and activities to enhance the arts in education equitably in every school and district throughout Santa Barbara County.
Arts Education Survey

https://tinyurl.com/sbartsed

- Grants
- County-wide Arts Planning
- Identifying Need and Recognizing Success
- Connecting Resources to Schools
- Leveraging Resources
- Taking Action

Watch for curriculum council email regarding Arts Ed Survey by SBC Alliance
Children's Creative Project

Kathy Koury

Children's Creative Project is a comprehensive visual arts program of the Santa Barbara County Education Office. It provides both visual and performing arts before going to college or careers in the arts. Children's Creative Project is a nonprofit arts education program of the Santa Barbara County Education Office. It includes a wide variety of arts education opportunities, including visual and performing arts instruction, arts education collaborations and partnerships, and professional development opportunities for educators.

Children's Creative Project serves all of the Santa Barbara Unified School District elementary classrooms with a variety of arts education opportunities, including visual and performing arts instruction, arts education collaborations and partnerships, and professional development opportunities for educators.

Children's Creative Project provides a program of the Santa Barbara County Education Office CCP SBCEO.org

Resident Artist Workshops
Touring Artist Performances
Free Annual Performance Event
I Madonnari Italian Street Painting Festival

Children's Creative Project
A program of the Santa Barbara County Education Office
ccp.sbceo.org

Santa Barbara County Education Office
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Children’s Creative Project

Kathy Koury

Children's Creative Project

Kathy Koury

History Social Studies Framework and Science Materials Publishers Fair

NGSS
History
Social Science Framework

Carla Benchoff,
Director, Instructional Support
cbenchoff@sbceo.org

myth 1

*the standards haven’t changed so I don’t need any new materials.
myth 2

* I know the standards, they haven’t changed, so I don’t need to change the way I teach history/social science

myth 3

* The history/social science in our ELA program is sufficient
comparison of standards to grade level introduction

* why just knowing the standards isn't enough
* what did you notice in the introduction that tells us more about the teaching and learning?
* how does this information bust one of the three myths?

Grade 4

Grade 7

sample lessons from the framework

* how do these lessons support teachers when planning, teaching, and assessing?
* how do these lessons support teachers making a grade level change?
* how does this information bust one of the three myths?
April 30th

* Beyond the Rollout! History/Social Science Framework
* full day, 8:30am-3:30pm
* free to attend

Rollout funded by a grant from the SD Bechtel Jr. Foundation

Science Materials !!!

Tuesday Feb 5  4PM - 7PM
Wednesday Feb 6  9AM - 4PM

18 different companies
Elementary  
MS Integrated  
MS Disc.-Specific  
High School  
Booths and Presentations

FREE
**Science Materials!!!**

**Tuesday**  
Feb 5  
4PM - 7PM

**Wednesday**  
Feb 6  
9AM - 4PM

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### Santa Barbara County Education Office  
**Circuit Council Meeting**  
February 1, 2019

**Marriott Hotel, Buellton  
Nojoqui Falls Room**  
**6:30 – 11:15 a.m.**

---

### ELPAC Scores  
Bi-literacy  
Dual-Language  
Immersion

---

**2019 SCIENCE PUBLISHERS FAIR**  
**Presentation Schedule**

**TUESDAY, FEBRUARY 5, 2019**

<table>
<thead>
<tr>
<th>Time Slot</th>
<th>Foundation</th>
<th>TLE</th>
<th>Cabinet Conference Room</th>
<th>Board Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:30</td>
<td>NoJoqui</td>
<td>8/5/6</td>
<td>8/5/6</td>
<td>8/5/6</td>
</tr>
<tr>
<td>9:00 – 9:45</td>
<td>Amplify</td>
<td>8/5/6</td>
<td>8/5/6</td>
<td>8/5/6</td>
</tr>
<tr>
<td>10:00 – 10:45</td>
<td>Scholastic</td>
<td>8/5/6</td>
<td>8/5/6</td>
<td>8/5/6</td>
</tr>
<tr>
<td>11:00 – 11:45</td>
<td>McGraw Hill</td>
<td>8/5/6</td>
<td>8/5/6</td>
<td>8/5/6</td>
</tr>
<tr>
<td>12:00 – 12:45</td>
<td>Pearson</td>
<td>8/5/6</td>
<td>8/5/6</td>
<td>8/5/6</td>
</tr>
<tr>
<td>1:00 – 1:45</td>
<td>Pearson</td>
<td>8/5/6</td>
<td>8/5/6</td>
<td>8/5/6</td>
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<tr>
<td>2:00 – 2:45</td>
<td>Amplify</td>
<td>8/5/6</td>
<td>8/5/6</td>
<td>8/5/6</td>
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<tr>
<td>3:00 – 3:45</td>
<td>McGraw Hill</td>
<td>8/5/6</td>
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<td>8/5/6</td>
</tr>
<tr>
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<td>8/5/6</td>
<td>8/5/6</td>
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<td>5:00 – 6:00</td>
<td>Activistle</td>
<td>8/5/6</td>
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**WEDNESDAY, FEBRUARY 6, 2019**

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<td>8/5/6</td>
<td>8/5/6</td>
</tr>
</tbody>
</table>

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Auditorium booths to remain open, but there are no sessions scheduled after 6 p.m.

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**Announcements and Upcoming Events**

### ELPAC Scores

Bi-literacy  
Dual-Language  
Immersion

---

**Welcome**

---

### The ACT/SID

Presentation and interactive information about grants and opportunities to extend the arts in our schools and classrooms counties. Hannah Rubalcava represents the SBCEA and School Improvement (CSI) support, and Additional Targeted Improvement Support (ATSI). We will make sense of the criteria and timelines, and look at the school level data.

---

### ELPAC Scores

Bi-literacy and Dual Language programs around the county.

---

### ELLC Scores

Bi-literacy and Dual Language programs around the county.

---

### Break

---

### Federal Update: ESSA and School Level Accountability

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### Announcements and Upcoming Events

---

Next meeting: April 12, 2019  
For notes and information:

- [Santa Barbara County Education Office](http://www.sbceo.org)  
- [Teacher Programs](http://teacherprograms.sbceo.org)  
- [Publishers Fair](http://ets.sbceo.org)  
- [Circuit Council Meeting](http://instruction.sbceo.org)  
- [Media Training Center](http://www.sbceo.org)
January 18, 2018
Page 2

The CDE ELPAC web page at

In January 2018, based on the new 2016–18 Summative ELPAC threshold scores, the SBE approved the use of ELPAC Overall Performance Level (PL) 4 as the statewide standardized ELP criterion for reclassification beginning with the 2016–17 Summative ELPAC administration for grades K–12. Therefore, LEAs shall use Overall PL 4 to determine whether a student has met the ELP assessment criterion. All other criteria remain locally determined. Pursuant to 5 CCR, 11363 (c)(4) (Advisory Committee), any local reclassification procedures must be reviewed by the school district advisory committee on programs and services for English learners.

Use of Smarter Balanced Summative Assessment Results for Reclassification

The CDE continues to provide the following guidelines for LEAs using Smarter Balanced Summative Assessment results as a local measure of the fourth criterion:

- For all grade levels, LEAs can identify local assessments to be used to determine whether English learners are meeting academic measures and are ready to be reclassified.
- For grades 3–8, and 11, LEAs also have the option of using Smarter Balanced Summative Assessment results to determine whether English learners are meeting academic measures and are ready to be reclassified.

For reclassification information and Frequently Asked Questions, please contact the Language Policy and Leadership Office by phone at 916-319-0546 or visit the CDE Reclassification web page at https://www.cde.ca.gov/ta/tg/elm/elpacsumreclassification.

For questions related to EL assessment, please contact the English Language Proficiency and Spanish Assessments Office by email at ELPAcademic@ca.sde.ca.gov.

Sincerely,

Thomas Adams, Ph.D., Deputy Superintendent
Teaching and Learning Support Branch
TA:
cc: Regional Assessment Network
TES III Directors
Title III Regional Office of Education English Learner Specialists
Bilingual Coordinator Network
LEA ELPAC Coordinators

---

**ELPAC - Percent PL 4**

**Spring 2018 (CA Dashboard)**

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>% PL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ballard</td>
<td>NA</td>
</tr>
<tr>
<td>Blochman</td>
<td>46%</td>
</tr>
<tr>
<td>Buellton</td>
<td>31%</td>
</tr>
<tr>
<td>Carpinteria</td>
<td>30%</td>
</tr>
<tr>
<td>Cold Spring</td>
<td>NA</td>
</tr>
<tr>
<td>College</td>
<td>NA</td>
</tr>
<tr>
<td>Cuyama</td>
<td>39%</td>
</tr>
<tr>
<td>Goleta</td>
<td>45%</td>
</tr>
<tr>
<td>Guadalupe</td>
<td>21%</td>
</tr>
<tr>
<td>Hope</td>
<td>47%</td>
</tr>
<tr>
<td>Lompoc</td>
<td>26%</td>
</tr>
<tr>
<td>Los Olivos</td>
<td>NA</td>
</tr>
<tr>
<td>Montecito</td>
<td>60%</td>
</tr>
<tr>
<td>Orcutt</td>
<td>43%</td>
</tr>
<tr>
<td>Santa Barbara</td>
<td>34%</td>
</tr>
<tr>
<td>Santa Maria-Bonita</td>
<td>20%</td>
</tr>
<tr>
<td>Santa Maria JU High</td>
<td>12%</td>
</tr>
<tr>
<td>Santa Ynez Valley</td>
<td>22%</td>
</tr>
<tr>
<td>Solvang</td>
<td>39%</td>
</tr>
<tr>
<td>Vista del Mar</td>
<td>17%</td>
</tr>
</tbody>
</table>

Percent of English Learners Scoring PL 4 on ELPAC 2018
### Santa Barbara County
#### Dual Language Immersion Programs (90/10)
##### 2018-2019

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>SITE</th>
<th>LANGUAGES</th>
<th>GRADES</th>
<th>START DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Barbara Unified</td>
<td>Adelante Charter</td>
<td>Spanish/English</td>
<td>K-6</td>
<td>2000/2010</td>
</tr>
<tr>
<td>Lompoc Unified</td>
<td>Haggard Elementary</td>
<td>Spanish/English</td>
<td>K-6</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Santa Maria-Bonita</td>
<td>Jiménez Elementary</td>
<td>Spanish/English</td>
<td>K-6</td>
<td>2015-2016</td>
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<tr>
<td>Carpinteria Unified</td>
<td>Canallino Elementary</td>
<td>Spanish/English</td>
<td>K-5</td>
<td>2017-2018</td>
</tr>
<tr>
<td>Guadalupe Union</td>
<td>Mary Buren School</td>
<td>Spanish/English</td>
<td>K-8</td>
<td>2019-2020</td>
</tr>
<tr>
<td>Goleta Union</td>
<td>El Camino School</td>
<td>Spanish/English</td>
<td>K-6</td>
<td>2020-2021</td>
</tr>
</tbody>
</table>

### Santa Barbara County

<table>
<thead>
<tr>
<th>Participating Districts</th>
<th>Participating Schools</th>
<th>American Sign Language</th>
<th>French</th>
<th>German</th>
<th>Korean</th>
<th>Latin</th>
<th>Mandarin</th>
<th>Spanish</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpinteria Unified</td>
<td>Carpinteria High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>Lompoc Unified</td>
<td>Carlini High; Lompoc High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>Orcutt Union Elementary</td>
<td>Orcutt Academy Charter High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Santa Barbara Unified</td>
<td>Dos Pueblos High; Santa Barbara High; San Marcos High</td>
<td></td>
<td>1</td>
<td></td>
<td>14</td>
<td>2</td>
<td>0</td>
<td>18</td>
<td></td>
<td>177</td>
</tr>
<tr>
<td>Santa Maria Joint Union High</td>
<td>Errol Heights High; Placer Valley High; Santa Maria High</td>
<td></td>
<td>0</td>
<td></td>
<td>27</td>
<td>0</td>
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<tr>
<td>Santa Ynez Valley Union High</td>
<td>Santa Ynez High Valley Union High</td>
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<td></td>
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<td>0</td>
<td>0</td>
<td>47</td>
<td></td>
<td>47</td>
</tr>
<tr>
<td>Santa Barbara County</td>
<td>Total: 5</td>
<td></td>
<td>91</td>
<td>42</td>
<td>2</td>
<td>9</td>
<td>18</td>
<td>8</td>
<td>487</td>
<td>532</td>
</tr>
</tbody>
</table>
Making Sense of ESSA Support for Schools CSI, TSI, ATSI

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ESSA Support for School Improvement

Federal Support and Accountability

CA State Support and Accountability

SCHOOLS

DISTRICTS

Both use Dashboard Indicators

ESSA Support for School Improvement

Federal Support and Accountability

SCHOOLS

CSI → “ALL”

TSI & ATSI → Specific Student Groups

California School DASHBOARD
CSI: Comprehensive Support & Improvement ( "ALL")

2 ways to qualify

#1
Grad Rate < 67%
ALL high schools
(Title I, non Title I, DASS, etc)

#2
Lowest Performing 5% of all Title I schools
"Mostly Red"

CSI: ALL

<table>
<thead>
<tr>
<th>All REDs</th>
<th>All REDs &amp; Oranges</th>
<th>All REDs &amp; 1 other</th>
<th>If 5, Red Majority</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ diagrams showing different color combinations indicating qualifications ]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CSI: Comprehensive Support and Improvement

Schools identified for 1st time in Jan. 2019
Identified every 3 years

Schools can exit each year based on dashboard. New schools identified each year
Application is for 3 years
LCAP/SPSA become improvement plan - not separate
Restart Cycle to align w/ LCAP cycle

CSI: Comprehensive Support and Improvement

Sample High School: Title 1
Grad Rate (2017): 69.8%
Grad Rate (2018): 66.2%
(2-yr Avg =68%)

<table>
<thead>
<tr>
<th>Dashboard Data Year</th>
<th>State Indicator</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>ELA</td>
<td>Orange</td>
</tr>
<tr>
<td>2018</td>
<td>Mathematics</td>
<td>Red</td>
</tr>
<tr>
<td>2018</td>
<td>Graduation Rate</td>
<td>Red</td>
</tr>
<tr>
<td>2018</td>
<td>Suspension</td>
<td>Green</td>
</tr>
<tr>
<td>2018</td>
<td>CCI</td>
<td>Red</td>
</tr>
</tbody>
</table>

Does this School Qualify?
CSI: Comprehensive Support and Improvement

CSI Example 2: Title I DASS High School

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>Performance Level</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Red</td>
<td>Graduating Class</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Red</td>
<td>2018: 55.7</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>Red</td>
<td>2017: 49.9</td>
</tr>
<tr>
<td>Suspension</td>
<td>Blue</td>
<td>Two–year Average</td>
</tr>
<tr>
<td>CCI</td>
<td>Orange</td>
<td>52.8</td>
</tr>
</tbody>
</table>

Is school identified for CSI? If so, based on which criteria?

CSI: Comprehensive Support and Improvement

CSI Example 3: Title I Small K-3 School

<table>
<thead>
<tr>
<th>Dashboard Data Year</th>
<th>Suspension</th>
<th>Chronic Absenteeism</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Red</td>
<td>Red</td>
</tr>
</tbody>
</table>

CSI Example 4: Title I Small K-3 School

<table>
<thead>
<tr>
<th>Dashboard Data Year</th>
<th>Suspension</th>
<th>Chronic Absenteeism</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>Orange</td>
<td>Orange</td>
</tr>
</tbody>
</table>
CSI: Comprehensive Support & Improvement ("ALL")

Questions on identification of schools for CSI?

ESSA Support for School Improvement

**TSI: TARGETED Support and Improvement**

Schools with consistently underperforming student groups

ALL Schools Eligible

For one or more Student group: 2 Consecutive years meet the criteria for 5% criteria. (if they receive at least 2 colors)

selection is Annual -based on 2 years
**TSI: TARGETED Support and Improvement**

**ALL Schools** (Title I and non-Title I)

**Student Group**... Must have **at least 2 colors**

**“Mostly Red” - 4 criteria** (All Red; Reds & Oranges; Reds +1other; Majority red if 5)

**Student group** meet one of the criteria for **2 consecutive years**

This Year - moved to **ATSI**. (per fed requirement) **Will be ANNUAL**

**DASS Schools** can’t qualify until next year (no 2017 dash)

---

**TSI: TARGETED Support and Improvement**

**TSI Example 1: EL Student Group**

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>2017 Dashboard</th>
<th>2018 Dashboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Red</td>
<td>Red</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Red</td>
<td>Red</td>
</tr>
<tr>
<td>ELPI</td>
<td>Red</td>
<td>n/a</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>n/a</td>
<td>Orange</td>
</tr>
<tr>
<td>Suspension</td>
<td>Green</td>
<td>Orange</td>
</tr>
</tbody>
</table>

Does the school qualify for TSI (or ATSI)? Why or Why not?
TSI: TARGETED Support and Improvement

TSI Example 2: K–12 Charter School Students with Disabilities (SWD) Student Group

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>2017 Dashboard</th>
<th>2018 Dashboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>Orange</td>
<td>Orange</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Red</td>
<td>Orange</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>Red</td>
<td>Orange</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>n/a</td>
<td>Orange</td>
</tr>
<tr>
<td>Suspension</td>
<td>Yellow</td>
<td>Orange</td>
</tr>
<tr>
<td>CCI</td>
<td>Red</td>
<td>Orange</td>
</tr>
</tbody>
</table>

Does the school qualify for TSI (or ATSI)? Why or Why not?

Identification for ATSI & TSI

ESSA School Support Level Comparisons (2019)

<table>
<thead>
<tr>
<th>ESSA Identification</th>
<th>Comprehensive Support and Improvement (CSI)</th>
<th>Targeted Support and Improvement (TSI)</th>
<th>Additional Targeted Support Improvement (ATSI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>School</td>
<td>School</td>
<td>School</td>
</tr>
<tr>
<td>Cycle</td>
<td>3 year</td>
<td>Annual</td>
<td>3 year</td>
</tr>
<tr>
<td>Title 1 required?</td>
<td>NO (Grad); YES (color combos)</td>
<td>NO: All schools eligible</td>
<td>NO: All schools eligible</td>
</tr>
<tr>
<td>Hierarchy</td>
<td>CSI over TSI/ATSI</td>
<td>If not identified through CSI or ATSI</td>
<td>Eligible if not identified for CSI. This year and next, TSI schools will be moved to ATSI. In 2022, new ATSI cycle</td>
</tr>
<tr>
<td>Groups</td>
<td>“All” group at school level</td>
<td>Any student group at school level</td>
<td>Any student group at school level</td>
</tr>
<tr>
<td></td>
<td>May have different color combinations year-to-year and may have more than one student group qualify</td>
<td>May have different color combinations year-to-year and may have more than one student group qualify</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>ALL High schools, regardless of Title I status (including DASS), with graduation rate &lt;67%, averaged over two years (based on 2017 and 2018 average for this year)</td>
<td>Criteria is identical to ATSI</td>
<td>Criteria is the same as TSI. 2019: will be TSI schools. In 2022, will include any school in TSI for the previous 2 years</td>
</tr>
<tr>
<td></td>
<td>Low performing 5% of Title I schools that meet any of the following: All red indicators All but one indicator of another color All red and orange indicators Five or more indicators where majority are red</td>
<td>For two consecutive years, a student group meets any of the following: All red indicators All but one indicator of another color All red and orange indicators Five or more indicators where majority are red</td>
<td>For two consecutive years, a student group meets any of the following: All red indicators All but one indicator of another color All red and orange indicators Five or more indicators where majority are red</td>
</tr>
<tr>
<td>Exit</td>
<td>May exit annually if school no longer meets the criteria, AND if the status for the indicators has improved</td>
<td>May exit annually; criteria to be determined on an annual basis.</td>
<td>May exit annually; criteria to be determined on an annual basis.</td>
</tr>
</tbody>
</table>
Identification for ATSI & TSI

Like Sieve or Sifter

1st 3 year

CSI - All students - most comprehensive need

2nd 3 year

ATSI - student group mostly red for 2 years

3rd yearly

TSI - student groups off cycle

Identification for ATSI & TSI

ESSA Identification: Three Year Cycle Re-Starts with the 2019 Dashboard

California Department of Education
Processing your learning with a Partner

Discuss what is the same and what is different among the 3 - CSI, TSI, ATSI

Does your district have any identified schools?

What discussions do you plan to start having?

Looking at Data

DASHBOARD

https://caschooldashboard.org

RCOE Public Tableau

https://public.tableau.com/profile/rcoe#!/
Santa Barbara County Education Office
Curriculum Council Meeting
February 1, 2019
Marriott Hotel, Buellton  Nojoqui Falls Room*
8:30 – 11:15 a.m.

8:30 Coffee and refreshments
8:40 Welcome and Grounding
8:45 The ARTS!!!
Hannah Rubalcava & Kathy Koury
Presentation and interactive information about grants and opportunities to expand the arts in our schools and classrooms countywide. Hannah Rubalcava represents the SB county Office of Arts and Culture. Kathy Koury directs the Children’s Creative Project, and together, they are representing the Santa Barbara County Alliance for Arts Education (SBCAAE).

9:15 Frameworks and Materials
Carla Benchoff and Ellen Barger
We will be providing a free History Social Studies Framework rollout on April 30. Carla will provide a brief glimpse into the framework to demonstrate what a powerful and well-written resource it is for teachers. Ellen will share the information about the Science publisher’s fair next week (February 5-6).

9:40 ELPAC, Reclassification, Biliteracy and Dual Language
Carlos Pagán
Carlos will share the SBE action on ELPAC cut scores, and what it means for reclassification and student achievement in light of your current data. He’ll provide updates and reminders on Seal of Biliteracy and dual language programs around the county.

Break
10:20 Federal Update: ESSA and School Level Accountability
Last week, the CDE released the list of schools that qualify for Comprehensive School Improvement (CSI) support, and Additional Targeted Improvement Support (ATIS). We will make sense of the criteria and timelines, and look at the school level data.

11:05 Announcements and Upcoming Events

11:15 Close

Next meeting: April 12, 2019
For notes and information:
http://ets.sbceo.org
http://instruction.sbceo.org
http://teacherprograms.sbceo.org

*Publisher display fees generated by the SBCEO’s Fair provide funding for the meeting room and refreshments
LCAP Team Training

See you all on Monday

Monday February 4, 2019
Likely a full day (8:45 - 1:30)
Marriott - Ballroom
Breakfast & Lunch provided

LCAP Teams (Program, Fiscal)
Support for Immigrant Students  
March 6

PBIS  
March 18

Robotics - North  
March 11

HSS Framework Rollout  
April 30

Flier coming soon!
Announcements or news to share...

Next Meeting: February 1, 2019

☑ Aug 24
☑ Oct. 12
☑ Nov. 30
☑ Feb. 1
☑ Apr. 12
☑ May 10

http://sbgeo.org/s/CurriculumCouncil