Curriculum Council
Santa Barbara County
February 2, 2018

Network: Nojoqui Falls
Password: Welcome

Santa Barbara County Education Office
Curriculum Council Meeting
February 2, 2018
Marriott Hotel, Buellton
Nojoqui Falls Room
8:30 – 11:15 a.m.

AGENDA

8:30  Coffee and refreshments
8:40  Welcome and grounding  Ellen Barger
8:50  LCAP update  Michael Babb
     This is the second year of using this template and the first time using it for year 2. We will
discuss timeline and support, review template and plan requirements
9:05  Data Tools for Planning and Stakeholder Engagement
     New dashboard reports and features. Enhanced data resources on Dataquest and EdData;
     Discussion and sharing of data use with various stakeholders
9:40  Improving Outcomes for Students with Disabilities
     A look at data and the impact it provides with different levels of addressing needs
     and services to the LCAP; Standardize and simplify all steps at the state level
     System readiness through MTSS  Carla Benchoff
10:15 Break
10:15 Standards and Frameworks:
     Updates on Health and Computer Science
     Social Studies Adoption Toolkit  Carlos Pagan
     Other
10:40 Title 3 Update  Lilly Rosenthal, Region 8 T3 lead
     Update on Title 3 LCAP addendum, and considerations for use beginning next year.
     Clarity on use of funds, supplanting and reporting. Other resources
11:00 Awards, Grants and Upcoming Opportunities
     Honors for Santa Barbara: Gina Branum and Steven Keithley
     "Adminovation" and Showcase: Robotics Matt Zuchowicz
     CISC Symposium Preview
11:15 Close

Next meeting: March 23, 2018

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

*Publisher display fees generated by the SBCEO Publishers Fund provide funding for the meeting room and refreshments.
Gratitude for Groundhog Day

Share a newfound gratitude you’ve developed during these past eight weeks

Groundhog day: symbolic of the mundane, repetitive, predictable...

Gratitude for Groundhog Day

Homeless students, destroyed campuses, ‘invisible injuries’: What California schools learned from recent disasters

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New dashboard reports and features. Enhanced data resources on Dataquest and EdData; discussion and sharing of data use with various stakeholders.

9:40 Improving Outcomes for Students with Disabilities
A look at data and the progress made in relation to the LCAP. Discussion of addressing needs and services for students with disabilities. Update of addressing needs and services for the LCAP. Discussion of steps at the district level, system readiness through MTSS.

Break

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11:00 Awards, Grants and Upcoming Opportunities
Nominations for California Teacher of the Year, Building of the Year: Carla Benchoff

“Adminovation” and Showcases: Robotics: Watt Zuchowicz
CSC Symposium Preview

11:15 Close

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LCAP Update

Scheduling Meetings

Template, Year Two

Resources

2018-2019 Year Two
LCAP Guide

Section One—Plan Summary
- Story
- LCAP Highlights
- Greatest Progress/Needs

- Performance Gaps
- Increased or Improved Services
- Budget Summary
Section Two—Annual Update

- Goals
- Annual Measurable Outcomes
- Planned Actions and Services

Section Three—Stakeholder Engagement
2018-2019 Year Two LCAP Guide

Section Four—Goals/Actions/Services
- Changes
- Or
- Column One
- Column Two

Section Five—Demonstration of Increased or Improved Services for Unduplicated Pupils
- LCAP Year
- Estimated Grant Funds
- Justification
- Archeological
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A look at data and key efforts to better understand, address needs of students with disabilities through the LCAP; Resources and key changes at the state level; System readiness through MTSS  
Carla Benchoff

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Update on the Title 3 LCAP addendum, and considerations for use beginning next year; Clarity on use of funds, supplanting and reporting; Other resources

11:00  
Awards, Grants and Upcoming Opportunities  
Informations for Grants to Transplant, Title I Research and Steven Klahre and Matt Zuchowicz

11:15  
Close

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**LCAP Required Data**

**Dashboard v Required Indicators**

- **Dashboard:** What is provided for you. Must address reds, oranges and gaps
- **Req’d Indicators:** Must be addressed in LCAP, but you choose measure and targets
- **Locally Chosen Indicators:** Meaningful for your goals/actions

**Data Sources:**

What’s new in the Dashboard, DataQuest, and Ed-data

Flexible, ability to change “data altitudes” and toggle: Status and Change

Deep disaggregation: multiple ways to filter

Trends & Change over time; Data Visualization “non-student” data
DataQuest

https://dq.cde.ca.gov/dataquest/

1. Select Level:
   - Level: [Dropdown]

2. Select Subject:
   - Subject: [Dropdown]

3. Click Submit:
   - Submit
   - Reset

DataQuest helps you find facts about California schools and districts. To create a report, (1) select a Level, (2) select a Subject, and (3) click on the "Submit" button.

- What’s NEW? DataQuest Change Log
- What’s in DataQuest?
- QuickQuest lets you find answers fast!
- Our Parents Page is another way to find data.
- Contact information for program related questions
- California School Directory
- Help on using DataQuest
- DataQuest Reporting Levels
- DataQuest Reporting Schedule
- Data Privacy
- Data Requests

DataQuest

Many reports now include the ability to drill in by:

- Race/ethnicity
- School type
- Grade span
- Gender
- English Learners
- Students with disabilities
- Other student groups (socioeconomically disadvantaged, migrant, foster, & homeless)

2016-17 Chronic Absenteeism Rate

Statewide Report
Disaggregated by Ethnicity

- Report Description
- Report Glossary
- Report Options and Filters

Click here
DataQuest

First, select by subgroup, ethnicity or year

Data Type Options

View Row Data As: * Ethnicity  Program Subgroup  Academic Year

Report Filters

School Type: * All Schools  Charter  Non-Charter
Grade Span: * All Grades  K-3  4-6  7-8  9-12  Ungraded
Gender: * All Students  Male  Female
English Learners: * All Students  Yes  No
Students With Disabilities: * All Students  Yes  No

DataQuest

2016-17 Suspension Rate
Statewide Report Disaggregated by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Cumulative Enrollment</th>
<th>Total Suspensions</th>
<th>Unduplicated Count of Students Suspended</th>
<th>Suspension Rate</th>
<th>Percent of Students Suspended with One Suspension</th>
<th>Percent of Students Suspended with Multiple Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>369,453</td>
<td>67,945</td>
<td>36,105</td>
<td>9.8%</td>
<td>60.4%</td>
<td>39.6%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>34,005</td>
<td>4,425</td>
<td>2,532</td>
<td>7.4%</td>
<td>64.8%</td>
<td>35.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>573,637</td>
<td>8,196</td>
<td>6,103</td>
<td>1.1%</td>
<td>80.6%</td>
<td>19.4%</td>
</tr>
<tr>
<td>Filipino</td>
<td>156,406</td>
<td>2,974</td>
<td>2,219</td>
<td>1.4%</td>
<td>80.7%</td>
<td>19.3%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>3,462,159</td>
<td>203,024</td>
<td>128,103</td>
<td>3.7%</td>
<td>71.0%</td>
<td>29.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>30,574</td>
<td>2,326</td>
<td>1,523</td>
<td>5.0%</td>
<td>72.0%</td>
<td>28.0%</td>
</tr>
<tr>
<td>White</td>
<td>1,565,255</td>
<td>76,638</td>
<td>47,565</td>
<td>3.2%</td>
<td>70.3%</td>
<td>29.7%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>213,730</td>
<td>13,415</td>
<td>7,721</td>
<td>3.6%</td>
<td>65.9%</td>
<td>34.1%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>60,187</td>
<td>2,702</td>
<td>1,607</td>
<td>2.7%</td>
<td>67.0%</td>
<td>33.0%</td>
</tr>
</tbody>
</table>
DataQuest

Same report filtered for students with disabilities

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Cumulative Enrollment</th>
<th>Total Suspensions</th>
<th>Unduplicated Count of Students Suspended</th>
<th>Suspension Rate</th>
<th>Percent of Students Suspended with One Suspension</th>
<th>Percent of Students Suspended with Multiple Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>64,943</td>
<td>22,160</td>
<td>9,936</td>
<td>15.3%</td>
<td>51.4%</td>
<td>48.6%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>5,638</td>
<td>1,263</td>
<td>628</td>
<td>11.1%</td>
<td>56.5%</td>
<td>43.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>34,743</td>
<td>1,605</td>
<td>942</td>
<td>2.7%</td>
<td>65.9%</td>
<td>34.1%</td>
</tr>
<tr>
<td>Filipino</td>
<td>11,452</td>
<td>526</td>
<td>309</td>
<td>2.7%</td>
<td>69.6%</td>
<td>30.4%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>437,523</td>
<td>53,975</td>
<td>28,330</td>
<td>6.5%</td>
<td>61.1%</td>
<td>39.9%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>3,000</td>
<td>478</td>
<td>256</td>
<td>8.5%</td>
<td>60.2%</td>
<td>39.8%</td>
</tr>
<tr>
<td>White</td>
<td>183,337</td>
<td>23,960</td>
<td>12,147</td>
<td>6.6%</td>
<td>59.0%</td>
<td>41.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>24,372</td>
<td>4,014</td>
<td>1,866</td>
<td>7.8%</td>
<td>54.1%</td>
<td>45.9%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>5,976</td>
<td>843</td>
<td>406</td>
<td>6.8%</td>
<td>53.9%</td>
<td>46.1%</td>
</tr>
</tbody>
</table>

Data Sources:
What’s new in the Dashboard, DataQuest, and Ed-data

http://sbceo.org/s/datademo

Google doc with links to explore different data sources
Ed-Data

www.ed-data.org

CAASPP Test Data now available!
First results from California’s Smarter Balanced Tests in the performance section of the School, District, County, and State Tables.

Ed-Data

Now includes three years of CAASPP data

CAASPP English Language Arts Results for All Students
California Public Schools

Achievement Levels for All Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Std Exceeded Level 4</th>
<th>Std Met Level 3</th>
<th>Std Nearly Met Level 2</th>
<th>Std Not Met Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>N/A</td>
<td>N/A</td>
<td>16%</td>
<td>20%</td>
</tr>
<tr>
<td>2013-14</td>
<td>20%</td>
<td>N/A</td>
<td>20%</td>
<td>20.1%</td>
</tr>
<tr>
<td>2014-15</td>
<td>20%</td>
<td>N/A</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>2015-16</td>
<td>25%</td>
<td>N/A</td>
<td>24%</td>
<td>23.1%</td>
</tr>
<tr>
<td>2016-17</td>
<td>31%</td>
<td>N/A</td>
<td>28%</td>
<td>28.4%</td>
</tr>
</tbody>
</table>

This graph displays the distribution of CAASPP English language arts/literacy results by achievement level for all students, ELs, Migrant Education students or Economically Disadvantaged students.
Ed-Data

Drill ins available for:

- English learners
- Economically disadvantaged
- Migrants
- Students with disabilities

Can filter to see only specific achievement levels, e.g. levels 3 and 4

Ed-Data

In February, will be adding:

- Ability to drill in by:
  - Grade
  - Gender
  - Race/ethnicity

- Ability to view CAASPP data in school and district comparisons
Ed-Data

Comparisons can be filtered by county or district & exported

Data Sources:
What’s new in the Dashboard, DataQuest, and Ed-data

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Google doc with links to explore different data sources
Statewide Focus: Improving Outcomes for Students with Disabilities

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Update on Health and Computer Science
Social Studies Adoption Toolkit: Carlos Pagán

10:40 Title III Update
Lilly Rosenberger, Region 8 T3 lead
Updates on the Title III CAP addendum, and considerations for use beginning next year.
Considerations of funds, supplanting and reporting. Other updates.

11:00 Awards, Grants and Upcoming Opportunities
Nominations for Salute to Teachers: Gina Branum and Steven Keithley
Distinguished Gold Ribbon Schools: Steven Keithley
CISC Symposium Preview: Matt Zachowicz
CISC Symposium Preview

11:15 Close

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Students with Disability
Fall Dashboard SB County

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th>MATH</th>
<th>Suspension</th>
<th>Grad rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Orange</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Yellow</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Blue/Green</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>n too small</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>
“Each child is a unique person, with unique needs, and the purpose of the education system of this state is to enable each child to develop all of his or her own potential.”

Each child is a General Education Student, and receives services based on learning needs to access the instructional program in the Least Restrictive Environment.

Of the more than 754,000 SWD ages 0-22:
- Nearly ½ (49%) are between the ages of 6-12
- 68% are boys
- 29% are English Learners
- Top 3 primary disability categories
  - Specific Learning Disability (38.87%)
  - Speech and Language (21.21%)
  - Autism (13.86%)
Who are our SWD in CA?

Students with Disabilities:
Proportionality among various student groups

- **All Students**: 89% Students with IEPs, 11% Students without IEPs
- **Homeless**: 88% Students with IEPs, 12% Students without IEPs
- **Socioeconomically Disadvantaged**: 88% Students with IEPs, 12% Students without IEPs
- **English Learners**: 84% Students with IEPs, 16% Students without IEPs
- **Foster Youth**: 75% Students with IEPs, 25% Students without IEPs

Source: CALPADS data 2016–17
Total Student population = 6,228,235

Unduplicated Pupils

Statewide: Many of our SWD are also FY, SED and EIs

In fact, 70% of SWD are also “Unduplicated Pupils” for LCFF

Many Students with Disabilities are in multiple groups receiving increased or improved services through LCFF/LCAP
**CA Students**

**Primary Disability Categories**

<table>
<thead>
<tr>
<th>Disability</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Learning Disability (SLD)</td>
<td>293,231</td>
<td>38.87</td>
</tr>
<tr>
<td>Speech or Language Impairment (SLI)</td>
<td>160,024</td>
<td>21.21</td>
</tr>
<tr>
<td>Autism (AUT)</td>
<td>104,573</td>
<td>13.86</td>
</tr>
<tr>
<td>Other Health Impairment (OHI)</td>
<td>90,195</td>
<td>11.96</td>
</tr>
<tr>
<td>Intellectual Disability (ID)</td>
<td>43,978</td>
<td>5.83</td>
</tr>
<tr>
<td>Emotional Disturbance (ED)</td>
<td>24,560</td>
<td>3.26</td>
</tr>
<tr>
<td>Orthopedic Impairment (OI)</td>
<td>11,153</td>
<td>1.48</td>
</tr>
<tr>
<td>Hard of Hearing (HH)</td>
<td>10,528</td>
<td>1.4</td>
</tr>
<tr>
<td>Multiple Disability (MD)</td>
<td>6,887</td>
<td>0.91</td>
</tr>
<tr>
<td>Visual Impairment (VI)</td>
<td>3,565</td>
<td>0.47</td>
</tr>
<tr>
<td>Deafness (DEAF)</td>
<td>3,346</td>
<td>0.44</td>
</tr>
<tr>
<td>Traumatic Brain Injury (TBI)</td>
<td>1,689</td>
<td>0.22</td>
</tr>
<tr>
<td>Established Medical Disability (EMD)</td>
<td>497</td>
<td>0.07</td>
</tr>
<tr>
<td>Deaf Blindness (DB)</td>
<td>111</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Students with Disabilities Population for Ages 0-22: 754,337

Source: CASEMIS December 2016

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**CA - Trying to Reform Policy, Practice and Beliefs to Serve all Students in a Coherent, Seamless System**

**The Vision**

“The Task Force envisions general education and special education working together seamlessly as one system that is designed to address the needs of all students- as soon as those needs are apparent. Within that system, students with disabilities receive effective services, learn in classrooms that are guided by rigorous standards alongside their general education peers when appropriate, and are equipped to make their own way as adults.” (p. 7)
Alignment of Plans and Indicators
IDEA: State Performance Plan Indicators

1. Graduation
2. Drop Out
3. Assessment
4. Suspension/Expulsion
5. Least Restrictive Environment (LRE)
6. Preschool LRE
7. Preschool Assessment
8. Parent Input
9. Disproportionality
10. Disproportionality by Disability
11. 60 Day Timeline
12. C to B
13. Transition
14. Post School Outcomes

Eight State Priorities
1. Basic Services
2. Implementation of State Standards
3. Parental Involvement
4. Pupil Achievement
5. Pupil Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

Alignment of Plans and Indicators

SPP 1: Graduation
SPP 2: Drop Out
SPP 3: Assessment
SPP 4: Suspension/Expulsion
SPP 5: Least Restrictive Environment (LRE)
SPP 6: Preschool LRE
SPP 7: Preschool Assessment
SPP 8: Parent Input
SPP 9: Disproportionality
SPP 10: Disproportionality by Disability
SPP 11: 60 Day Timeline
SPP 12: C to B
SPP 13: Transition
SPP 14: Post School Outcomes
### Alignment of Plans and Indicators

**Alignment of SPP under 8 state Priorities**

<table>
<thead>
<tr>
<th>Conditions of Learning (Access)</th>
<th>Pupil Outcomes</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Basic Services</strong></td>
<td><strong>4. Pupil Achievement</strong></td>
<td><strong>3. Parental Involvement</strong></td>
</tr>
<tr>
<td>SPP 5: Least Restrictive Environment (LRE)</td>
<td>SPP 1: Graduation</td>
<td>SPP 8: Parent Input</td>
</tr>
<tr>
<td>SPP 6: Preschool LRE</td>
<td>SPP 3: Assessment</td>
<td></td>
</tr>
<tr>
<td>SPP 9/10: Disproportionality and Significant Disproportionality</td>
<td>SPP 7: Preschool Assessment</td>
<td></td>
</tr>
<tr>
<td>SPP 11: 60 Day Timeline</td>
<td>SPP 13: Transition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPP 14: Post School Outcomes</td>
<td></td>
</tr>
<tr>
<td><strong>2. Implementation of State Standards</strong></td>
<td><strong>5. Pupil Engagement</strong></td>
<td><strong>6. School Climate</strong></td>
</tr>
<tr>
<td>SPP 3: Assessment</td>
<td>SPP 1: Graduation</td>
<td><strong>SPP 1: Graduation</strong></td>
</tr>
<tr>
<td>SPP 5: LRE</td>
<td>SPP 2: Drop Out</td>
<td>SPP 2: Dropout</td>
</tr>
<tr>
<td>SPP 6: Preschool LRE</td>
<td>SPP 9: Disproportionality</td>
<td>SPP 4: Suspension/Expulsion</td>
</tr>
<tr>
<td>SPP 11: 60 Day Timeline</td>
<td>SPP 10: Significant Disproportionality</td>
<td></td>
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<tr>
<td><strong>7. Course Access</strong></td>
<td><strong>8. Other Pupil Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>SPP 5: LRE</td>
<td>SPP 2: Drop Out</td>
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<tr>
<td>SPP 6: Preschool LRE</td>
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</tr>
</tbody>
</table>

### Changing the Culture...

- A public education system culture **that promotes the belief everyone belongs** begins with:
  - Ensuring children and families begin their education experience in the **most inclusive environment** by preschool
  - Ensuring that children gain **communicative competence** and **reading literacy** so they can let us know what they know, need and want
  - Supporting teachers, related service providers and administrators in schools and local educational agencies (LEAs) in utilizing the principles of **Universal Design for Learning (UDL)** through a **Multi-Tiered System of Support (MTSS)** Framework so all children may access their learning
  - Developing **person-centered plans (IEPs)** that begin in preschool and travel across system/age transitions mapped to employment
MTSS

whole system engagement
building on what is uniquely good

achievement for all

Currently: 12 of our LEA’s awarded MTSS grant
Cohort 3: Applications accepted February 1-March 31

MTSS ↔ LCAP

alignment of systems necessary for all students
Identifying Priorities and Needs with Cohort 1 and Cohort 2

February 26: PBIS
March 20: Train the Brain
May 23 & 24: Restorative Practices and Circles
Nov. 29: UDL w/Katie Novak

PBIS
February 26
with Kimberli Breen
2 sessions
9:30-noon
Planning PBIS - Understanding roles, functions, and commitment of establishing PBIS
1:00-3:30
Moving Forward with PBIS - Nourishing PBIS within your school system
Coming to SBCEO!
Thursday, Nov 29 2018

Dr. Katie Novak - UDL Guru. See her at CISC

10-Minute Break
Standards, Frameworks and Material Update

Santa Barbara County Education Office
Curriculum Council Meeting
February 2, 2018
Marriott Hotel, Buellton
Nojoqui Falls Room*
8:30 – 11:15 a.m.

AGENDA

8:30 Coffee and refreshments
8:40 Welcome and grounding Ellen Barger
9:00 LCAP update Michael Babb
   This is the second year of using this template and the first time using it for year 2. We will discuss timeline and support, review template and plan requirements.
9:05 Data Tools for Planning and Stakeholder Engagement Michael Babb
   New dashboard features and enhanced data resources on Delinquency and Calif. Discussion and sharing of data use with various stakeholders.
9:40 Improving Outcomes for Students with Disabilities Carla Benchoff
   A look at state and local data on students with disabilities, discussion of addressing needs and ensuring readiness for postsecondary and workforce development at the state level. System readiness through MTSS.

Break

8:30 Standards and Frameworks: Updates on Health and Computer Science
   Social Studies Adoption Toolkit: Carlos Pagán
   Other

10:15 Title 3 Update Lily Rosenberger, Region 8 T3 lead
   Updates on the Title 3 CAP addendum, and considerations for the beginning new year.
   Focus on use of funds, supporting and reporting of Federal funds.

11:00 Awards, Grants and Upcoming Opportunities
   Nominations for Salute to Teachers: Gina Branum and Steven Keithley
   Distinguished/Gold Ribbon Schools: Steven Keithley
   “Adminovation” and Showcase: Robotics: Matt Zuchowicz
   CISC Symposium Preview

11:15 Close

Next meeting: March 23, 2018

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.

Framework & Standards Updates

Computer Science

CS Standards Advisory Committee - submitted draft standards
Review in March
Public Review April-June
Integrated @ Elem.
Courses @ HS

Health Framework

New Health Framework Public Review April-June
Will reflect new legal requirements, focus areas and guidelines
PD resources and online repository in development
As you are planning to review HSS materials, what will be important for your district to consider in framing the approach to align with your district vision and values?

Publisher's Fair
Adoption Toolkit Coming Soon

Rollouts Continue
SF Unified Developing Open source materials for California History
Title 3 Update
Lilly Rosenberger

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10:15 Break

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Updates on Health and Computer Science; Social Studies Adoption Toolkit; Other

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Update on the Title 3 LCAP addendum, and considerations for use beginning next year. Clarity on use of funds, supplanting and reporting. Other resources.

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CISC Symposium Preview

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Help us celebrate local excellence in education!

IT STARTS HERE!

Nominate for 2019 Today!

Distinguished New Educator

Distinguished Mentor

SBCEO invites you to nominate our next group of Distinguished New Educators and Mentors to be recognized at A Salute to Teachers celebration on November 3rd, 2018. We proudly honor them as representatives of the outstanding teachers among Santa Barbara County.

DEADLINE TO NOMINATE: APRIL 8, 2018

teacherprograms.sbcoe.org

Gold Ribbon/ Distinguished Schools

Crystal Apple Timeline

The window is now open!
Adaptive Schools

Carol Simoneau, Ed.D

April 24 & 25
May 21 & 22

Adaptive Schools

Four Group Member Capabilities
- know one’s intentions and choose congruent behaviors
- set aside unproductive patterns of listening, responding and inquiring
- know when to self-assert and when to integrate
- know and support the group’s purposes, processes and development

The Four Hats of Shared Leadership
- Facilitate
- Coach
- Present
- Consult

Maps and Lenses
Strategies and Moves
Seven Norms of Collaboration

Collective Responsibility for Student Learning

Coherent Systems
Continuous Improvement
Equity

2018 CISC Leadership Symposium

Robotics Symposium 2.0

Innovative Day

COMING THIS SPRING: APRIL 20, 2018 - SANTA BARBARA COUNTY EDUCATION CENTER

SPECIAL MORNING ADMINISTRATION SESSION
- 9:00 AM - 10:00 AM
- Innovative Learning: An Era of Innovation and Bold Leadership
- Explore how innovative leaders are transforming education, and learn how you can be a leader in this evolving space.

Evening Showcase of Innovative Learning
- 7:00 PM - 9:00 PM
- Awards Ceremony & Reception
- Celebrate the innovation in Santa Barbara County and network with like-minded leaders.

For more information, visit www.cisc.org/symposium
Next Meeting: December 1

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

http://sbgeo.org/s/CurriculumCouncil