Welcome to Curriculum Council

March 27, 2015

Password:
Welcome CDE/SBE Updates

Santa Barbara County Education Office Curriculum Council Meeting March 27, 2015 Marriott Hotel, Buellton Jockey Club Room 8:30 – 11:15 a.m.

AGENDA
8:30 Coffee and refreshments
8:40 Welcome CDE, Legislation, & State Board Updates Accountability, TK credentialing, legislation watch, new report on Special Education
9:10 CAASPP and SBAC Assessment Update
This is the first year of receiving scores for the summative assessments. We will review the reporting parameters of the summative test and explain the individual student reports. Additionally, we will share data, slides and talking points for parents, staff and community to support appropriate interpretation of test scores. For Interim Assessments: blueprints of item types and availability.
9:40 Focus on English Language Development for 2015-16: Tools, timelines and information – Dr. Carlos Pagán
As we plan for next year, English Language Development will be front and center. Carlos will share timelines, resources, context, and considerations for LCAP and PD planning.
10:15 Break
10:55 LCAP Check-in
11:10 Announcements and Close
Next meeting: May 8, 2015

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

Professional Learning Opportunities

SBE Items: Accountability

State
API Suspended
No 2015 growth; No 2015 base; No 2016 growth
Rework of State assessment system

Federal
Feds sent letter to all states
We responded with a waiver request consistent with our workbook
Waiting to see

Legislative Watch…

AB 220 (Holden)
Updates Algebra1 graduation requirement to align with CCSS
Algebra 1 or Mathematics 1 or equivalent CCSS

SB 359 (Mitchell)
Fair Mathematics Academic Placement Act
fair, objective, transparent, placement system

SB 172 (Liu)
Suspend the CAHSEE through 18-19 & eliminate as a grad. requirement

Special Education Task Force

ONE SYSTEM:
Reforming Education to Serve ALL Students

MORE TO COME:
Aligning our systems ~ come together

Early Intervention/Early Childhood
Speaks to general education

More to come...

New TK Credentialing Requirement

Beginning July 1, 2015:
All teachers new to TK need 24 units of early childhood education and/or child development

Grand-fathered in (no requirement)
Any teacher who has had TK students on roster prior to July 1 are exempt. *(Other exemptions)

LEAs responsible to determine course eligibility
CDE will not create an approved course list

Stipend Incentive Program

Grant Funds for Course Reimbursement
California Transitional Kindergarten Stipends through county offices to TK teachers completing their units.
More details in the coming months

Next Steps
Collect Contact Information (District, Name, Title, email) of person who will monitor
CAASPP & SBAC Assessment Update

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10:15 Focus on English Language Development for 2015-16: Instructional Program – Carla Flowers
Beyond curriculum and assessments, professional development plans will include some foundational thinking around instruction for English Learners. Carla will demonstrate how the ELA/ELD framework can support your efforts in developing a comprehensive approach.

10:55 Framework Chapters

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CAASPP & SBAC Assessment Reporting

3 levels of reporting this year

- Individual student reports to parents
  8 weeks after last assessments are taken
- Districts access their own data reports
  Available after 4 weeks: district, school, subgroup level
  Form to SBE next month
- Data Quest reports end of August
  Searchable database as in the past

Individual student reports

Front: Letter at top: Juan’s name integrated throughout
Front: Overall score for ELA and Math
Context for comparison (averages from last yr)
California-specific descriptors
Back: Claim Scores
Additional score (Sci or EAP)

3 examples:
Juan: 5th grade (includes science)
Emily: 4th grade
Chen: 11th grade (includes EAP)

Claim Scores & Science Scores

Will be reported from student’s strongest to weakest claim

Only 3 Descriptors for claims (can’t be as precise)

CST Science Scores (5,8,10)
Still 5 bands

EAP and Other examples

Grade 11 – Early Assessment Program Status

On the back of Chen’s Report (Grade)

Take a few minutes to explore the other score reports

California’s Descriptors (thresholds are national)
ELA: Percentage of Students at Each Achievement Level

*2014 Results are estimates based on the Spring 2014 Smarter Balanced Field Test

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ELA: Percentage of Students at Each Achievement Level

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Math: Percentage of Students at Each Achievement Level

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Math: Percentage of Students at Each Achievement Level

*2014 Results are estimates based on the Spring 2014 Smarter Balanced Field Test
Talking Points and Stakeholder Engagement Tools

Slides from Presentations

California's robust system of student assessment

Why learning, what they know, and the support they need to succeed.

Thanks to teachers, administrators and school staff, our students are excited for college and a career. We're providing more training for teachers, more resources for teachers and students, and more dedicated resources to schools and students with the greatest needs.

A comprehensive plan for high school readiness.

Common Questions About Smarter Balanced Assessments

California Assessment of Student Performance and Progress:

• new assessments

Because new assessments, as well as new professional and instructional resources provided by the federal government, we've begun comprehensive plans to replace the former paper and pencil tests with new, computer based, multiple choice and constructed response, the PT constructed response, and the PT essay.
**Talking Points and Stakeholder Engagement Tools**

**Slides from Presentations**

**Interim # items and Types**

**SBAC Interim Assessment Blocks (IAB)**

Hand Scoring Requirements and Total Number of Items by Subject and Grade

**Planning for 2015-16**

Focus on ELD: Program tools & timelines

**Assessment Timeline**


ELD Standards ELA/ELD Framework SBAC CELDT CELDT/ELPAC ELPAC

**ELPAC Timeline**

- Fall 2014: RFP Released
- August-September 2015: Complete and Test Blueprints for Initial and Summative
- September-November 2015: Development and Approval of Regulations
- July 2016 - June 2017: Item Development, LEA Training, Summative Stand Alone Field Test
- July 2017 - June 2018: Initial Assessment and Summative Assessment Operational
## CELDT
- Aligned with the 1999 ELD Standards with five proficiency levels
- Paper-pencil tests
- One test used for two purposes: (IA) and (AA)
- Five grades/grade spans: K-1, 2, 3-5, 6-8, and 9-12
- July 1—October 31 AA window
- July 1—June 30 IA window
- Reported in five performance levels
- Reporting domains: Listening, Speaking, Reading, and Writing

## ELPAC
- Must be aligned with the 2012 ELD Standards, which have three proficiency levels
- Paper-pencil tests transitioning to computer-based ELD
- Two separate tests for two purposes: IA and AS
- Seven grades/grade spans: K, 1, 2, 3-5, 6-8, 9-10, and 11-12
- Annual summative assessment window to be a four-month period after January 1st
- July 1—June 30 initial identification assessment window
- Number of performance levels to be determined
- Reporting domains: Listening, Speaking, Reading and Writing

## Instructional Materials (ELA/ELD Framework, Chapter 12)
- **Program 1**: English Language Arts Basic Program, Kindergarten Through Grade Eight (Program 1 Basic ELA)
- **Program 2**: English Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 2 Basic ELD)
- **Program 3**: Bilingual Language Arts/English Language Development Basic Program, Kindergarten Through Grade Eight (Program 3 Basic Bilingual)
- **Program 4**: Intensive Intervention Program in English Language Arts, Grades Four Through Eight (Program 4 Intensive Intervention ELA)
- **Program 5**: Specialized Designated English Language Development Program, Grades Four Through Eight (Program 5 Specialized ELD)

## Resources: Adoption Toolkit, Publishers Fair & Workshops
- April 22nd: ADEPT Workshop
- May 14th & 26th: CELDT Workshop
- Fall 2015: Tool Kit
- October 6th-8th: Publishers’ Fair (2 of 3 days)
Planning for 2015-16
Focus on ELD: Instruction
Carla Flowers

Focus on English Language Development
Integrated and Designated ELD

Integrated ELD
Content instruction that supports development of language use specified in CCSS for ELA/Literacy & CA ELD Standards

Designated ELD
Specialized instruction that builds into and from content instruction in ELA and other disciplines

ELA/ELD Framework

Chapter 2 - Key Considerations in ELA/Literacy and ELD Curriculum, Instruction, and Assessment

Five Sections
• Goals of ELA/Literacy and ELD
• Instructional Context
• Key Themes of ELA/Literacy and ELD
• Approaches to Teaching and Learning
• English Language Development

Both/And
Language learners have unique assets and potential

“ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.”

Both/And
Integrated + Designated = A robust, comprehensive program for English Learners
**Integrated ELD**
- throughout the day
- across the disciplines
- rich language
- building students language skills

**Designated ELD**
- protected time of day
- students grouped by English level proficiency
- focus on language
- ELD standards are primary standards

**Integrated ELD: Key Features**
- interactive and engaging, meaningful and relevant, and intellectually rich and challenging
- appropriately scaffolded to provide strategic support that moves learners towards independence
- build content knowledge AND academic English
- value and build on primary language and culture and prior knowledge

**Designated ELD: Key Features**
- academic English focus
- focus on forms
- clear lesson objective
- corrective feedback
ELA/ELD Framework

- Snapshots
- Vignettes

ELA/ELD Framework Support

- Snapshots: Integrated and Designated ELD
- Integrated: Content supports the language instruction; uses ELA and content standards
- Designated: Specialized instruction; ELD standards are the primary source
- 3rd Grade
- 5th Grade
- 7th Grade

Snapshot Search

- Integrated and Designated ELD
- Highlight the strategies - note the progression of the strategies
- Share and Compare

Support for Students and Teachers!!

Close Reading
- Questioning
- Predicting
- Responding
- Summarizing

Communicate
- Collaborative
- Interpretive
- Productive
**LCAP Check - in**

**Review Manual and Metrics**

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**Ivory Pages: 37-45:**

WE use tables similar to these - the elements we use to approve the LCAP

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**Gold Ribbon Schools & Crystal Apple**

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**Review Manual for LCAP**

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**Announcements:**

- Gold Ribbon Schools
- Crystal Apple

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**LCAP Check in**

Review Manual (SBOs) received also

SBCEO scheduling time with each district to preview and give feedback ahead of submitting to your board

Required Metrics Data Sheet
2015 California Gold Ribbon Schools

New for 2015 & 2016

- Qualification Process
- Model Program vs. Signature Practices
- LCAP Connection
- Three qualifying schools this year

San Marcos High School

- Model Program: PEAC- Program Enhancing Access to College
  - La Cumbre JHS partnership
  - Designated staff, tutoring, priority scheduling, AVID, mentorship, & parent involvement for small cohorts
  - Replicable model

Cabrillo High School

- Model Program: Cabrillo HS Aquarium
  - Unique, student-centered learning facility
  - CCSS, NGSS, STEM, CTE embedded, project-based learning
  - Broad campus and community involvement
Lompoc High School

☐ Model Program: LIFTS- Literacy Initiative for Targeted Success

☐ Site-Based Research ➔ Campus-Wide Response

☐ Strategic interventions leveraging effective literacy building approaches & intensive interventions for most challenged students

☐ Extensive professional development, conversation, analysis of student data, cross-curricular commitment

Site Validation Team Members

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Next Meeting:
May 8, 2015

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