Curriculum Council
Santa Barbara County
March 23, 2018

Network: Nojoqui Falls
Password:

http://sbceo.org/s/CCMarch2018

Welcome and Grounding
Grounding: March...
Lions and Lambs

Think of something you have had on your plate that “came in like a lion” or was just roaring at you… but now is more “lamb-y” with a gentler.

Share with a partner at your table

Mental Health Resources
Suzanne Grimmesey, MFT

Santa Barbara County Education Office
Curriculum Council Meeting
March 23, 2018
Marriott Hotel, Buellton
Napqui Falls Room
8:30 – 11:15 a.m.

AGENDA

8:30 Coffee and refreshments
8:40 Welcome and grounding
8:50 Mental Health Resources
Suzanne Grimmesey, MFT
Suzanne is the Chief Quality Care and Strategy Officer for the County of Santa Barbara’s department of Behavioral Wellness. She will share resources available directly to students, families, and schools, as well as trainings available for school personnel in areas such as trauma-informed schools, behavioral health promotion, and prevention.

9:15 Computer Science Standards
The newest set of standards is being released for 60-day public comment. The CS standards are closely aligned to CCSS and NGSS, and will integrate well with the core curriculum.

Break

10:15 Students with Disabilities Data Discussion
After looking at our county and local data, our group will engage in dialogue to identify the disconnects and work with it to examine our data analysis processes. We will share any possible solutions for our own learning and possible PD offerings.

10:40 LCAP, Dashboard, and State Board Updates

11:00 Upcoming Opportunities and Grants

11:15 Close

Next meeting: May 11, 2018

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

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Suzanne Grimmesey, MFT
Suzanne is the Chief Quality Care and Strategy Officer for the County of Santa Barbara’s department of Behavioral Wellness. She will share resources available directly to students, families, educators, and other school community members. She will also share the most current information on the availability of mental health services especially during this time of crisis.

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CS Standards: WHY?

CS IS VITAL TO CA’S PROSPERITY

Computer Science (CS) education is essential to the future of our state and our students. CS is not just about being able to use computers. It is about innovation, collaboration and problem-solving. CS is about building computational and critical thinking skills that allow students to create—not simply use—the next generation of devices, games and other technologies.

CS can transform the way students think about the world and can open new possibilities for their future. California currently has more than 68,000 open computing jobs across all fields, including healthcare, entertainment, agriculture and technology. Nearly half of California’s STEM (Science, Technology, Engineering and Math) jobs are in computing, and they are among the highest-paying and fastest-growing careers in America.

CS provides the 21st century skills students need today and in the future—regardless of their ultimate field of study or occupation.
CALIFORNIA CAN DO BETTER

Our young people—especially low-income students and students of color—are not being prepared for their future. Although California is the sixth largest economy in the world and is home to a majority of people of color, our students are being denied critical opportunities to learn computer science in school. Equitable access to this foundational learning will give every student the opportunity to thrive in the 21st century.

Expanding CS education in California will increase students’ knowledge, engagement in civic life and success in their careers.

It will also ensure we have a diverse workforce that can support long-term economic growth and prosperity for all Californians.

Parents recognize this: Nine in ten say they want their children to learn CS or believe their schools should offer CS classes. But only one in four school principals say their schools offer computer programming/coding classes.

9/10 parents want CS courses

1/4 principals say they offer

75% of California schools with the highest percentage of low-income students offer no CS courses
CS Standards: WHY?

STUDENTS OF COLOR
60% of California students are Latinx or African American
YET ONLY 16% take Advanced Placement classes in CS (APCS)

GIRLS
48% of California students are girls
BUT ONLY 26% took the exam for APCS

http://sbceo.org/s/CSstand

This draft will be posted next week.
60 day Public Comment period - give feedback.
The [California Computer Science] standards are designed to be accessible to each and every student in California.

Draft California Computer Science Standards - Introduction: Vision
4 Big Themes

**EQUITY**
Issues of equity, inclusion, and diversity are addressed in concepts and practices, the standards, and in examples of ways to broaden participation.

**Powerful Ideas**
The concepts and practices evoke authentic, powerful ideas that can be used to solve real-world problems and connect understanding across multiple disciplines.

**Computational Thinking**
The human ability to formulate problems so that their solutions can be represented as computational steps or algorithms to be executed by a computer. Includes abstraction, modeling, decomposition.

**Breadth of Application**
More than just coding. It involves physical systems and networks; the collection, storage, and analysis of data; and the impact of computing on society.

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**CS Standards: WHAT?**

**Computer Science is not:**
- Computer literacy
- Educational Technology
- Digital Citizenship
- Information Technology

Computer literacy, educational technology, digital citizenship, and information technology focus on use. Computer science requires students to not merely use technology as passive consumers. Computer science calls upon students to understand why and how computing technologies work, and then build upon that conceptual knowledge by creating computational artifacts. (draft p. 9)
**CS Standards: WHAT?**

**7 Practices**

**5 Core Concepts**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Concept</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating Computational Artifacts</td>
<td>Computing Systems</td>
<td>6-8.CS.HS.2</td>
</tr>
<tr>
<td>The process of developing computational artifacts embraces both creative expression and the exploration of ideas to create prototypes and solve computational problems. Students create artifacts that are personally relevant or beneficial to their community and beyond. Computational artifacts can be created by combining and modifying existing artifacts or by developing new artifacts.</td>
<td>Hardware and software determine a computing system’s capability to store and process information. The design or selection of a computing system involves multiple considerations and potential tradeoffs, such as functionality, cost, size, speed, accessibility, and aesthetics. By the end of Grade 8, Sub-Concept Hardware &amp; Software</td>
<td>Design a project that combines hardware and software components to collect and exchange data.</td>
</tr>
</tbody>
</table>

**5 Core Concepts**

- **CS Computing Systems**
- **NI Networks & Internet**
- **DA Data & Analysis**
- **AP Algorithms & Programming**
- **IC Impacts of Computing**
CS Standards:

**WHAT?**

### Data & Analysis

- **Core Concept**: Storage
- **Sub Concepts**: Collection, Visualization, & Transformation, Inference & Models

Standards by grade band

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Use pp 10-14 in the CSIntro and the progression chart.

Each person takes one core concept and prepares to summarize/explain to group.
CS Standards:

7 Practices

1. Fostering an Inclusive Computing Culture
2. Collaborating around Computing
3. Recognizing & Defining Computational problems
4. Developing and Using Abstractions
5. Creating Computational Artifacts
6. Testing and Refining Computational Artifacts
7. Communicating about Computing
CS Standards: **WHAT?**

CARD SORT!!!!!!

Spread out the pink cards (CS Practices) as you review and discuss them.

Look at the NGSS SEPs (blue) and the SMPs (yellow) to see which ones relate.

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CS Standards: **How?**

[http://sbceo.org/s/CSAppendix](http://sbceo.org/s/CSAppendix)

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**DRAFT**

California Computer Science Standards - Appendices

**Subsections**

I. [Guide for Leadership](http://sbceo.org/s/CSAppendix)
II. [Guide for Flexible Implementation](http://sbceo.org/s/CSAppendix)
IV. [Interdisciplinary Connections](http://sbceo.org/s/CSAppendix)
V. [Career Technical Education (CTE) Connections](http://sbceo.org/s/CSAppendix)
VI. [Connections to Postsecondary Education](http://sbceo.org/s/CSAppendix)
VII. [Glossary](http://sbceo.org/s/CSAppendix)
## Flexible Implementation Models for Computer Science Standards

Opportunity for all could include but is not limited to one or more of the following options.

<table>
<thead>
<tr>
<th>Elementary Level</th>
<th>Middle School Level</th>
<th>High School Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated into the general education classroom</td>
<td>Integrated into math, science, or other subjects</td>
<td>Integrated into math, science, or other subjects</td>
</tr>
<tr>
<td>Integrated into an existing special classroom (e.g., media arts, computer lab, makerspace)</td>
<td>Integrated into an existing special classroom (e.g., media arts, computer lab, makerspace)</td>
<td>Introductory course</td>
</tr>
<tr>
<td>Independent special class (push-in or pull-out similar to models sometimes used for music, arts, etc.)</td>
<td>Independent course at a particular grade level or all grade levels</td>
<td>A menu of course options available for all students, including advanced courses (e.g., honors, AP, IB)</td>
</tr>
<tr>
<td>Integrated for all with additional independent enrichment course via extended hours options</td>
<td>Integrated for all with additional independent enrichment course elective options</td>
<td>Specialized courses (e.g., game design, cybersecurity, networking, robotics)</td>
</tr>
</tbody>
</table>

## Sample K-12 Computer Science Pathways

[Diagram showing pathways for K-12 computer science]
Students with Disabilities Dialogue

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Data Dive

Dashboard or DataQuest:
Dive in and compare academic outcomes for SWD to Sw/No identified disability for your LEA

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>All Students</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Suspension Rate (K-12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learner Progress (1-12)</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>English Language Arts (3-8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (3-8)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Our instructional programs and students with disabilities:

Our current systems result in significant disparities in academic performance between students with disabilities and students with no identified disability.
Causal Analysis: Fishbone

Generate Ideas:
individually
one per sticky note

Share out and cluster

Label the clusters
Arrange the Fishbone

5-Whys…

LCAP
Accountability
State Board
Updates

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Section 2: Annual Update

Annual Update
LCAP Year Reviewed: 2017-18
Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
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</table>

[Add actual outcomes here]

Annual Measureable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
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</thead>
</table>

[Add actual outcomes here]
Writing Sessions

April 2017

<table>
<thead>
<tr>
<th>SUN</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
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rlawton@sbceo.org

http://instruction.sbceo.org/LCAP/LCAP.html

LCAP Resources

Curriculum & Instruction
PROPOSED Revisions to 2018 Dashboard

- **ELPI** will not be reported in Fall 2018 dashboard

- **Chronic Absenteeism** will have status, change and color
  - S & C cut scores go to SBE in fall
  - In school Suspensions do not count as absence

- **CCI** will get status, change, color
  - Will get new measures added (State Seal Biliteracy; Articulated CTE courses, Golden State Seal, Leadership/Military Science
  - Do not have details

- **DASS** modified measures implemented;
  - DASS Dash available in 2018, but incomplete

Science Assessment -

- Still in development: what the preliminary indicator reports for the science assessment will look like. Lots of data. Initial performance not expected to be great

- Balancing the process of getting information about the assessment and performance while trying to fulfill fed. reporting obligations with some discretion

- There will be key messages shared
Health Framework to be released for initial 60-day public comment (April 9)

Computer Science Standards to be released April 13 for 60-day public comment
(We are willing to lead overview sessions if you have people willing to dive in)

Standards & Frameworks

Science Instructional Materials - Nov 2018
Publisher’s Fair in January

2019 - World Language Standards: Should see draft in August 2018

2019 - VAPA Standards: Standards Advisory Committee just got started

Questions???
PD Opportunities

Adminovation and Showcase

April 26 - Just a few spots left for Dr Dillon Matt Zuchowicz

ELPAC - initial

May 9 Carlos Pagán

RA & using Circles Effectively

May 23-24 Carla Benchoff

Adaptive Schools

April 24 & 25
May 21 & 22

Carol Simoneau, Ed.D

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
Next Meeting: May 11

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

http://sbgeo.org/s/CurriculumCouncil