**Curriculum Council**  
**Santa Barbara County**  
**May 11, 2018**

**Network:** Nojoqui Falls  
**Password:***

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**Welcome, Grounding and Announcements**

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**In honor of mother’s day…**

My mom’s name is/was: __________________________

Something I learned from my mother that really impacts who I am professionally is: __________________________

And I am forever grateful to her.

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**Welcome to SBCEO:**  
**2 New Team Members for 2018-19**

- **Dr. Bridget Braney**  
  Director, School & District Support

- **Lauren Aranguren**  
  Coordinator, Mathematics & Equity
Congratulations and Welcome

Mary Kahn
Assistant Superintendent, IS Goleta Union SD

Dr. Holly Edds
President of ACSA
(& still half time Asst Supt. Orcutt Union)

Congratulations & Good Luck

Others?

Standards & Frameworks

Computer Science Standards and Health Framework still posted for Public Comment

World Language Standards first draft released in August

Watch for PD modules for HSS framework Sacramento County & CA History Project

Science

CAST Preliminary Indicators:

Reporting and Use for Districts:

No Double Testing Waiver. Have to report scores in some way while developing science assessment

Not really meaningful on individual level. But must be reported to parents individually. Not statistically robust.

Will not be on CAASPP Report. Districts will Download in Fall. Districts Responsible to report to parents. (See letter template)
Science

CAST Preliminary Indicators:

Include
% Correct
General Category

Do Not Include
Scaled scores
Achievement Levels

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Student performance suggests a considerable understanding of the California Next Generation Science Standards.</td>
</tr>
<tr>
<td>2</td>
<td>Student performance suggests a moderate understanding of the California Next Generation Science Standards.</td>
</tr>
<tr>
<td>1</td>
<td>Student performance suggests a limited understanding of the California Next Generation Science Standards.</td>
</tr>
</tbody>
</table>

CAST and CAA Still “Field & Pilot” Tests

Spring 2018
CAST Field test; CAA Pilot year 2

Fall 2018
Districts download Preliminary Indicators from TOMS and report to parents

Spring 2019
CAST Operational test; CAA field test

Summer 2019
CAST Standard setting

Fall 2019
CAST results reported on CAASPP; PI for CAA

Spring 2020
CAST and CAA Operational

Science

Instructional Materials

Will be reviewed this summer More than 35 programs submitted K-8 HS programs not reviewed Sept - Nov Board Meeting

Save the date
SBCEO Publishers’ Fair February 5-6

ESSA Federal Addendum Template

DUE: August 15 to CDE Consider when you have a board mtg. before that date

Webinar: May 22 2:00 - 3:30
Email sent yesterday

Reader’s conference Sept 17-20
Timeline 2018 Dashboard

- **May’18:** looking at student growth models, investigating. DASS - modified 1-year grad rate considered
- **July:**
  - ELPI - 2-year plan for transitioning to ELPAC (no ELPI color)
  - Continue to explore student Growth models
  - Work on Safety Net methodology for student groups
- **Sept:**
  - Approve 5-year **grad rate** method and cut scores for status/change
  - Chronic Absenteeism methodology (not cut scores until Nov.)
  - CCI additional measures approved
  - Approve incorporation of participation rate for academic indicators
  - Continue to explore student Growth models

ELPAC and EL Roadmap

ELPAC Summative

**SA Window closes May 31, 2018**

**Student Reports end of May**

Weights for ELPAC Overall Composite Scores

<table>
<thead>
<tr>
<th></th>
<th>Written Language Composite</th>
<th>Overall Composite Scale Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Grades 1–12</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

ELPAC Summative Student Reports
Reclassification Guidance

January 2, 2018 Letter to Superintendents

"LEAs may locally determine their own ELPAC threshold scores..."

Districts working together to develop ELPAC threshold scores
- Santa Maria-Bonita
- Santa Maria Joint
- Lompoc
- Solvang

Initial Assessment (7/01/18): 3 Performance Level Descriptors overall
- Novice
- Intermediate
- Initial Fluent English Proficient

ELPAC: Training Opportunities

- July 1st: ELPAC initial no more CELDT
- Oct. 16th: CDE training for SA admin. @ SBCEO
- December 5th: SBCEO training for SA admin.
- Various dates and locations: ELPAC Academies

EL Roadmap Resources

- Principle One: Assets-Oriented and Needs-Responsive Schools
- Principle Two: Intellectual Quality of Instruction and Meaningful Access
- Principle Three: System Conditions That Support Effectiveness
- Principle Four: Alignment and Articulation Within and Across Systems

sbceo.org/s/elroadmap
EL Roadmap Launch Events

**Handout**

**Dates & Locations**

- **Northern California:** July 31, 2018
  - Sacramento COE
- **Central California:** August 31, 2018
  - Tulare County COE
- **Southern California:** June 20, 2018
  - Orange County Department of Education

**Handout**

**EL Roadmap Resources cont.**

**LCAP:**

**Coherence and Transparency when making changes to a “static” plan**

- **New 508 compliant template:** Reminders and Avoiding Pitfalls

**Questions and Answers**

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**Santa Barbara County Education Office**

Curriculum Council Meeting
May 11, 2018

**Board Room, Buellton - Support Public Room**

8:30 – 11:15 a.m.


**8:30**

**Coffee and refreshments**

**8:40**

**Welcome and grounding and announcements**

**8:50**

**Standards, Accountability, and SBE Updates**

Updates and timelines for standards, framework, assessment; Preliminary Indicators, communication, and timeline for CAST, Science materials and Publisher’s Fair; Updates on Dashboard, ESSA and accountability; Addendum for Title Programs

**9:20**

**ELPAC and EL Roadmap updates**

Carlos Pagán

Score reporting: timelines, categories, and achievement levels; Considerations for LCAP reporting and reclassification. Training and planning considerations for fall. EL Roadmap updates.

**9:35**

**LCAP**

Michael Babb

Scenarios for LCAP coherence and transparency when making changes to actions and metrics. Time for questions and dialogue as well.

**Break**

10:15

**Preparing Educators for Inclusive Learning Environments**

Gina Branum

As part of the state efforts for realizing a coherent system to support all students, the CTC is making changes to general education and special education credentials. We will discuss the impacts and opportunities facing ALL educators in our system as we consider these realities.

**10:40**

**Instructional Practice: Routines for Reasoning**

Across the county, we are concerned about performance on and access to the Standards for Mathematical Practice for all students, and especially for SwD and ELs. Routines for Reasoning internalize and automate the mathematical and linguistic processes that few students develop naturally. Introduction and overview of the approach and sharing of the implementation plan

**11:05**

**Summer and other Upcoming Opportunities; Dates for Next Year**

**11:15**

**Close**

**Link to Dates for 2018-19**

*Publisher display fees generated by the SBCEO Publishers’ Fair provided funding for the meeting room and refreshments*
LCAP Update

Annual Update
Stakeholder Engagement
Goals, Actions, Services ☑️ for coherence

Changes to Next Year’s LCAP

Goal
- Wording
- Overall organization

Metric
- Add a new one
- Eliminate an “optional” one
- Change how you’re measuring
- Change the target

Action
- Add
- Eliminate
- Replace

Changes to the LCAP

Annual Update ☑️ for coherence
Stakeholder Engagement
Goals, Actions, Services

Adding/Changing/Eliminating a Goal

“In AU…”

Bring forward info about the goal, metrics, actions, and expenditures verbatim. Report what actually happened under “Actual.”

Set up intent to eliminate the goal going forward in Analysis section

In Analysis, indicate where action/service, metrics and expenditures related to this goal will be found going forward.
Adding/Changing/Eliminating a Metric or Action

"In AU..."

- Bring forward verbatim
- Report what actually happened under "Actual" (include effectiveness and budget for action)
- Set up intent to add, change or eliminate the metric or action going forward in Analysis section (4 boxes)
  *may include in stakeholder engagement*

Adding a Metric

ABC District began administering a writing assessment each semester. Stakeholders have asked to add it as a metric under Goal One in the ABC District LCAP.

How would you add this metric to the LCAP?

---

Eliminating a Metric

"In Goals, Actions and Services..."

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Scores on District Rubric</td>
<td>In May 2017, 45% of Students Scored at Level 3 or above</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>In May 2018, 55% of Students Will score at Level 3 or above</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What must you do in the annual update in order to eliminate?

---

Adding a Metric

"In Goals, Actions and Services..."

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>N/A</td>
<td>In May 2019, 55% of Students Scored at Level 3 or above</td>
<td></td>
</tr>
<tr>
<td>In May 2020, 65% of Students Scored at Level 3 or above</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What must you do in the annual update in order to add?
In the 2017-2018 LCAP, ABC District planned to hire a Career Technical Ed coordinator to plan and implement career and college pathways. The district did not find a qualified candidate and instead paid stipends to teachers, who carried out the work as an implementation team, which showed great results and will continue in the future.

How would you reflect this change in the LCAP?

 Changing an Action

“In AU…”

Bring forward verbatim.

Report what actually happened under “Actual” incl. effectiveness & expenditures

Set up intent to change or eliminate the action going forward in Analysis section (may be in more than 1 of the 4 boxes)

 Changing an Action

“In Goals, Actions and Services…”

Changing an Action

New Template

In the Annual Update

In bringing forth the budgeted expenditures…

There is only one box, but it must contain 3 things:

$ Amount

Source

Budget Reference

Also make changes to projected expenditure, if applicable.
New Template

In the Goals, Actions, Services

For Each Action

Although it is cumbersome… must report “does/does not contribute…” and who is served

Planned Actions / Services

<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
<th>Status</th>
<th>LCAP Alignment</th>
<th>LCAP Section</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Allocate is not an action or service for students.

Site specific actions/services must be determined ahead of LCAP approval and indicated in the LCAP.

All required metrics and indicators must still be in the LCAP whether or not in dashboard.

(e.g., Els 1 year of progress AND reclassification must BOTH be included. Cannot just use the ELPI)

We are ready to preview your LCAP drafts

10-Minute Break
Preparing Educators for Inclusive Learning Environments

Santa Barbara County Education Office
Conference Council Meeting
May 11, 2018
Santa Barbara, Santa Barbara Unified School District
Parking Lot, Santa Barbara, CA

Electronic AGENDA:
http://sbceo.org/s/CCMarch2018

8:30 Coffee and refreshments

8:40 Welcome and grounding and announcements

8:45 Standards, Accountability, and SBE Updates

9:00 ELPAC and EL Roadmap updates

9:30 LCAP

10:00 ELPAC and EL Roadmap updates

10:45 ELPAC and EL Roadmap updates

11:00 Summer and other Upcoming Opportunities; Dates for Next Year

11:15 Close

Link to Slides for 2018-19

Publisher display fees generated by the SBCEO Publishers’ Fair provide funding for the meeting room and refreshments

Gen Ed teachers hold:
• Subject matter expertise
• Understanding of learning progressions toward core content standards

Sp Ed teachers hold:
• Disabilities/Support expertise
• Understanding of accommodations and modifications to make content accessible

Rather than in state terms, think of your own community...

Transforming Education to Improve Outcomes for Students with Disabilities

Recommend Social Studies Task Force

Transforming Education to Improve Outcomes for Students with Disabilities

Recommend Social Studies Task Force

Proposed Credential Structure

• Subject Matter Competence
• Teaching Performance Assessment
• Updates to Credential Program Standards

Recommendation in support of a single coherent professional preparation system for all general and special education teacher credential candidates
Monday, June 18
County-Wide Inclusion Summit
Geared toward maximum engagement by your leadership teams from General AND Special Education!

Survey Data Samples
General and Special Education teachers share common student learning goals.

Effective collaboration between Gen and Special Ed requires specialized areas of expertise.

My preparation matches collaboration practices in my setting.

What additional data would serve your teams?

Instructional Practice: Routines for Reasoning

Santa Barbara County Education Office
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General Hotel, Buellton, Sunroom Ballroom
8:30 – 11:15 AM

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Gina Branum
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11:05 Summer and other Upcoming Opportunities; Dates for Next Year

11:15 Close

Dashboard: Mathematics
Students with Disabilities & English Learners

Number of districts in each category for SWD

Blue | Green | Yellow | Orange | Red | NA
---|---|---|---|---|---
0 | 0 | 1 | 4 | 5 | 8

Number of districts in each category for Els

Blue | Green | Yellow | Orange | Red | NA
---|---|---|---|---|---
0 | 0 | 10 | 1 | 0 | 9

Publisher display fees generated by the SBCEO Publishers. For general hosting, we are grateful to all of our partners.
SBAC Comparisons:

2017 SB County SBAC Mathematics

<table>
<thead>
<tr>
<th>Grade level</th>
<th>SWD</th>
<th>No Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>all</td>
<td>8%</td>
<td>36%</td>
</tr>
<tr>
<td>11th</td>
<td>2%</td>
<td>32%</td>
</tr>
<tr>
<td>8th</td>
<td>6%</td>
<td>39%</td>
</tr>
<tr>
<td>7th</td>
<td>6%</td>
<td>37%</td>
</tr>
<tr>
<td>6th</td>
<td>7%</td>
<td>36%</td>
</tr>
<tr>
<td>5th</td>
<td>7%</td>
<td>36%</td>
</tr>
<tr>
<td>4th</td>
<td>11%</td>
<td>29%</td>
</tr>
<tr>
<td>3rd</td>
<td>15%</td>
<td>44%</td>
</tr>
</tbody>
</table>

Routines For Reasoning

Fostering Mathematical Practice for ALL students with Special focus on ELs & Students with Disability

Explicitly teaching the metacognitive processes and heuristics that successful mathematicians employ to reason and solve problems

Good for ALL Necessary for Most Essential for a Few

Equity

Structural

Instructional

Cultural/Belief

Routines for Reasoning

Instructional Routines are specific and repeatable designs for learning that support both the teacher and the students in the classroom

- Six Routines
- Familiar, Accessible Structure - with Visuals
- Supports Repeated Use
- Steps, Skills and Questions Become Automatic
Standards for Mathematical Practice

Overlapping needs of EIs and SWDs (and most students)

Use of Authentic Contexts
Use of Multimodal Techniques
Rich Opportunities for Language Use embedded in Mathematical Learning Experiences
Instruction that Scaffolds students’ Development of Increasingly Abstract Thinking

4 Essential Strategies in EACH ROUTINE

“Ask-Yourself” Questions
Annotation
Sentence Frames & Starters
4Rs: Repeat, Rephrase, Reword, Record

Capturing Quantities Routine

Launch the Capturing Quantities Routine:
Introduce thinking goal, review routine’s steps

1. Identify Quantities and Relationships
   - Individual Think Time
   - Pairs
   - Share and Discuss and Annotate

2. Create Diagrams
   - Individual Think Time
   - Pairs
   - Share and Discuss and Annotate

3. Discuss Diagrams
   - Individual Think Time
   - Pairs
   - Share and Discuss and Annotate

4. Reflect on Your Thinking
   - Individual Write Time
   - Pairs
   - Share and Record

From Standards for Reasoning: Fostering the Mathematical Practices in All Students
By Grace Kelemanik, Amy Lucenta, Susan Janssen Creigton
Capturing Quantities

Think Like a Mathematician!

Find Quantities and Relationships in Word Problems and Diagrams

Use precise language and connecting words to describe quantities and relationships.

- Identify quantities and relationships
- Create diagrams
- Discuss diagrams
- Reflect on learning

http://www.fosteringmathpractices.com

Evan, Katie, and McKenna

Together Evan, Katie, and McKenna had $865 when they left to go shopping. Evan spent $\frac{3}{5}$ of his money. Katie spent $40$. McKenna spent twice as much as Evan. They each had the same amount of money left.

What is this situation about?

http://www.fosteringmathpractices.com

THINK

Identify Important Quantities and Relationships

Ask Yourself...

What can I count or measure in this situation?

Together Evan, Katie, and McKenna had $865 when they left to go shopping. Evan spent $\frac{2}{5}$ of his money. Katie spent $40$. McKenna spent twice as much as Evan. They each had the same amount of money left.

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THINK

Identify Important Quantities and Relationships

I can count the number of...

I can measure the amount of...

Together Evan, Katie, and McKenna had $865 when they left to go shopping. Evan spent $\frac{2}{5}$ of his money. Katie spent $40$. McKenna spent twice as much as Evan. They each had the same amount of money left.

http://www.fosteringmathpractices.com
SHARE
Identify Important Quantities

The number of _______.
The amount of _______.

SHARE
Identify Important Relationships

A relationship we know is...

(Quantity A) is (Relationship to) (Quantity B)

http://www.fosteringmathpractices.com

Relationship Statements

(Quantity A) is (Relationship to) (Quantity B)

• The amount of money spent by Evan is \( \frac{2}{5} \) of the amount of money he started with.

• The amount of money Katie has left is the same as the amount of money Evan has left.

http://www.fosteringmathpractices.com

THINK
Create Diagrams

Draw a diagram that represents the important quantities and relationships.

http://www.fosteringmathpractices.com

Orchestrate dialogue using student work

12 quantities:
Each person’s start, spent, and left
Total to start, spent, and left
Reflecting on Thinking:

When looking for quantities in a word problem, I learned to __________

When analyzing a diagram, I learned to pay attention to ___________ because___________

Capturing Quantities

Connecting Representations

Recognizing Repetition

Contemplate then Calculate

Three Reads

Decide and Defend

Routines for Reasoning

2 opportunities for teachers/principals:
Oct 17, 2018
and/or
Feb 25, 2019

Focus on Implementation:
TOSA/Coaches/specialists
Oct 17-18
Feb 25-26

2-3 Zoom/in person check-ins between.

Together Evan, Katie, and McKenna had $865 when they left to go shopping. Evan spent 3/5 of his money. Katie spent $40. McKenna spent twice as much as Evan. They each had the same amount of money left.

What questions could we ask in this situation?

http://www.fosteringmathpractices.com
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Link to Dates for 2018-19

Next Meeting: August 24

Dates for 2018-19 Curriculum Council

August 24, 2018  February 1, 2019
October 12, 2018  April 12, 2019
November 30, 2018  May 10, 2019
CISC Symposium Disneyland Feb. 20-22, 2019

http://sbceo.org/s/CurriculumCouncil