Electronic Resources

http://sbceo.org/s/CurriculumCouncil

Network:

Password:

Curriculum Council
Santa Barbara County
January 31, 2020

Network:

Password:

Welcome and Grounding

WELCOME

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

Santa Barbara County Education Office
Curriculum Council Meeting
January 31, 2020

Marriott Hotel, Buellton   Nojoqui Falls Room*
8:30 – 11:15 a.m.

AGENDA

Time	Item	Presenter
8:30	Coffee and refreshments	
8:40	Welcome and Grounding	Barger
8:50	Accountability Updates Clarity on the state and federal accountability systems at the LEA and school level. Updates and reminders on Dashboard and accountability, CSI/ATSI, Differentiated Assistance. Dialogue and sharing on continuous improvement mindset and data use within our current systems	
9:20	Assessment Science (CAST) cut scores and achievement levels; sample score reports; sharing and use of scores; planned evolution of the CAST; Impact of participation rate on Dashboard and other assessment updates	Braney
9:35	Local Indicators and LCAP Update NEW TIMELINE for Dashboard Local Indicators! Big ideas preview for the Team LCAP training next month	Babb
9:45	Literacy Needs Assessment Carla and Carlos will take us through the literacy needs assessment that the state is asking all districts to complete. We will discuss how to use this tool to support LCAP planning and Local indicator #2 and in anticipation of literacy grant funds available at the end of this year.	Benchoff / Pagán
Break		
10:25	Countywide focus on SWD: Inclusion and Equity Through the Inclusion Inquiry Network, we are examining the historical, legal, and cultural forces as well as the research methods that have influenced our current systems and beliefs about how to serve students with disability. Rachel will share some of the big ideas that we are discussing and some of the plans for our next network session. Dialogue about what you are learning and seeing in your own systems.	Fauver
10:55	Go Around – announcements and requests	All
11:10	Upcoming Opportunities	
11:15	Close	

Next meeting: April 3, 2020
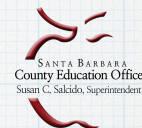For notes and information

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

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WELCOME

At your tables round robin:

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

Choose one BIG thing you accomplished at work already in 2020

Share what is was and its significance

Accountability

California School DASHBOARD

Santa Barbara County Education Office
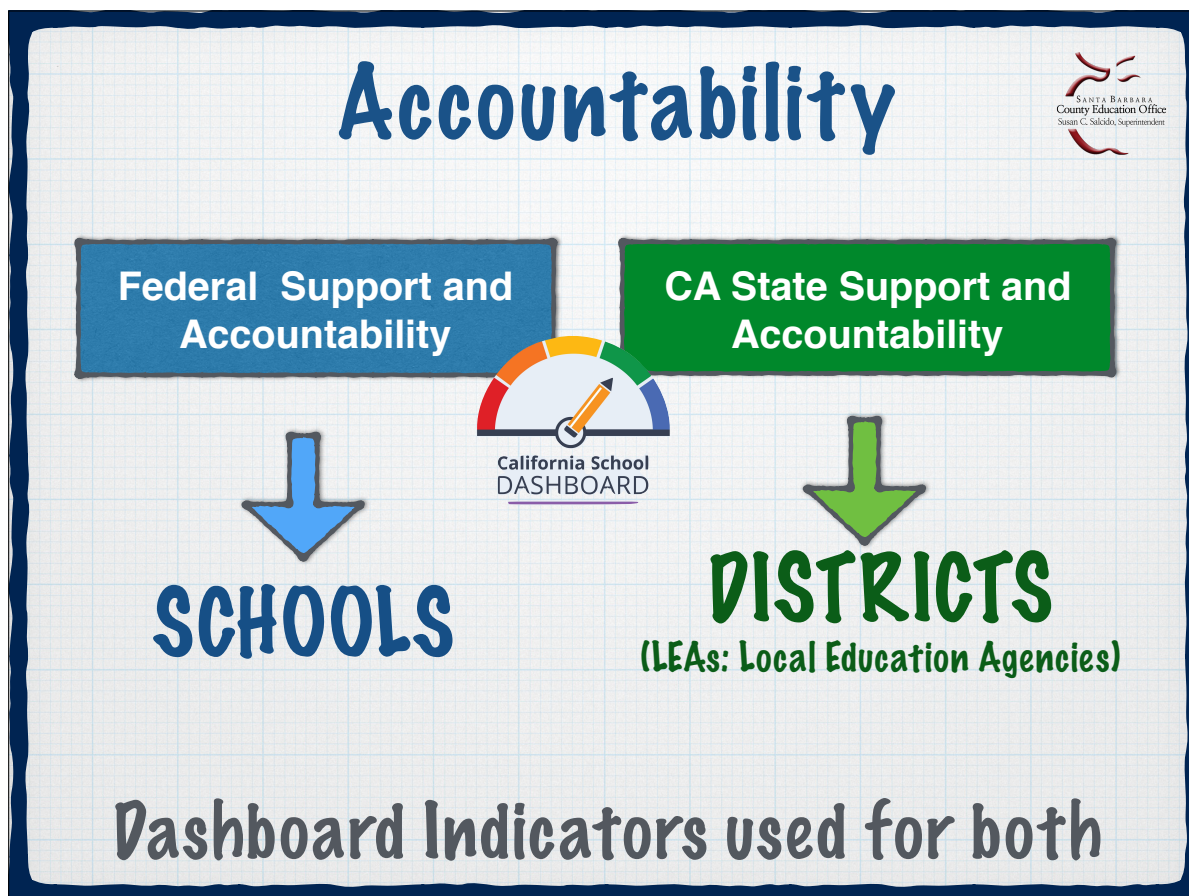Susan C. Salcido, Superintendent

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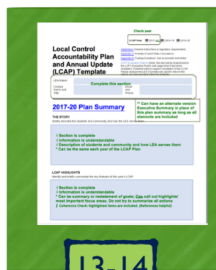

Accountability

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Federal Support and Accountability

CA State Support and Accountability

California School DASHBOARD

SCHOOLS

DISTRICTS
(LEAs: Local Education Agencies)

Dashboard Indicators used for both

State Accountability

CA State Support and Accountability

LCFF 2013

4 Components of Accountability

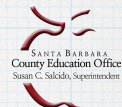| LCAP	DASHBOARD	Differentiated Assistance	System of Support
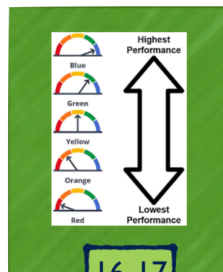
13-14   16-17   17-18   Now

DISTRICTS

State Accountability

CA State Support and Accountability

Focus on Continuous Improvement; not on judging or sanctioning

Data is for support and context - not for sorting and ranking; Resistance to a single index
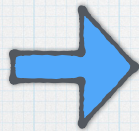
DISTRICTS

Accountability

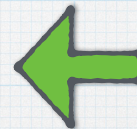| Federal Support and Accountability	CA State Support and Accountability

Charter Schools and Single School Districts are **BOTH**

SCHOOLS

DISTRICTS
(LEAs: Local Education Agencies)

Dashboard Indicators used for both

Qualifying for Support
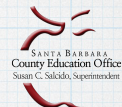
Federal Support and Accountability	CA State Support and Accountability
SCHOOLS	**(LEAs: Local Education Agencies)**
CSI / ATSI	**DA:** Differentiated Assistance
List: end of January	**List: mid December**
Charters - same criteria always included	**Charters - new this year "harder" criteria**
Support provided by district/ authorizer	**Support provided by COE for districts** by authorizer for charters

Slide 1

CA State Support and Accountability

Differentiated Assistance

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

2019

Student group	Priority 4 Academic ELA	Priority 4 Academic Math	Priority 6 Suspension Rate	Priority 5 Chronic Abs	Priority 5 Graduation Rate	Priority 8 College/Career	Prior. Engl.
All	19.3 points below Declined -5	59.4 points below Maintained +1.6	6% at least once Increased +1	13.3% chronically abs. Increased +1.3%	93.7% Maintained -0.1%	38.4% Prepared Maintained +1.6%	
English learners	53.8 points below Declined -10	95.5 points below Maintained -1.4	8.2% at least once Increased +2.3%	8.6% chronically abs. Increased +4.7%	86.4% Declined -2.9%	8.7% Prepared Maintained +0.7%	46.4% Med
Foster youth	75.4 points below Increased +15	124.5 points below Increased +15.7	21% at least once Declined -1.9%	9.1% chronically abs. Increased +2.6%	*	*	
Homeless	51.4 points below Declined -4.3	95 points below Declined -7	9.2% at least once Declined -0.6%	27.9% chronically abs. Increased +3.7%	83.3% Declined -3.2%	21.2% Prepared Increased +5.5%	
Socioeconomically disadvantaged	36 points below Declined -5.6	77.3 points below Maintained +1.3	7.3% at least once Increased +1%	16.2% chronically abs. Increased +1.4%	91.6% Maintained -0.6%	28.5% Prepared Maintained -0.1%	
Students with disabilities	112 points below Maintained +0.1	147.1 points below Increased +6.1	10.2% at least once Increased +0.8%	19.9% chronically abs. Increased +2.1%	73.9% Declined -16.2%	2.9% Prepared Maintained +1.6%	
African-American	38.9 points below Declined -21.4	90.5 points below Declined -23.3	12.4% at least once Increased +1.5%	19.1% chronically abs. Increased +4.4%	*	*	
			5.9% at least once Maintained -0.2%	13.5% chronically abs. Declined -8.8%	*	*	
			1.1% at least once Maintained-no growth	3.4% chronically abs. Increased +0.8%	*	*	
			3.8% at least once Maintained -0.2%	2.3% chronically abs. Declined -3.6%			
			6.7% at least once Increased +1.2%	14.9% chronically abs. Increased +2.1%	92.3% Maintained -0.6%	32.2% Prepared Increased +3.3%	
			*	*	*	*	
			3.9% at least once Increased +0.3%	9.1% chronically abs. Declined -1%	94.7% Maintained +0.3%	53.6% Prepared Maintained +1.4%	
			5.1% at least once Increased +1.8%	12.1% chronically abs. Increased +0.6%	*	*	

Any student group

Meets "criteria" (RED)

in 2 or more PRIORITY AREAS

Slide 2

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

ESSA Support for School Improvement

Federal Support and Accountability

SCHOOLS

California School DASHBOARD

CSI → "ALL"

TSI & ATSI → Specific Student Groups

CSI: Comprehensive Support & Improvement ("ALL")

2 ways to qualify

#1

Grad Rate < 68%
ALL high schools
(Title I, non Title I, DASS, etc)

#2

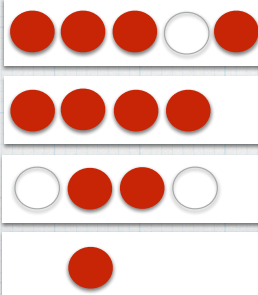Lowest Performing 5% of
all Title I schools
"Mostly Red"
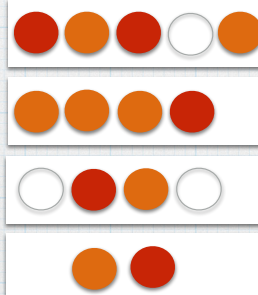

CSI: ALL

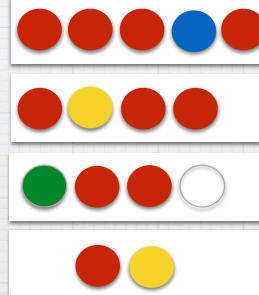**#2**

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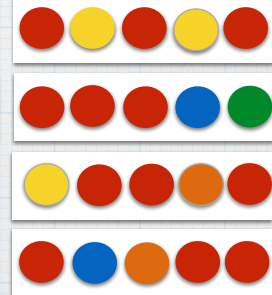all Title I schools
"Mostly Red"

All REDs	All REDs & Oranges	All REDs & 1 other	If 5, Red Majority

ESSA Support for School Improvement

(A)TSI: (Additional)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)**

Color combos do not have to be the same over 2 years

CSI: Comprehensive Support and Improvement
ATSI: Additional Targeted Support and Improvement

CAN ONLY HAVE ONE DESIGNATION
Hierarchy - (or severity)

#1	#2	#3
CSI: Graduation Rate	**CSI: Low Performing**	**ATSI**
All Schools Eligible	Title 1 only	All Schools Eligible

Accountability PLAN

District and School Responsibility

Process of "No Separate Plan"

School → The School Site Council (SSC) develops the School Plan for Student Achievement (SPSA)
•The SPSA includes CSI Planning requirements

LEA → •The LEA governing board approves the SPSA
•The LEA reports the CSI Planning Summary in the LCAP Plan Summary

COE → •The COE approves the LCAP (including CSI Plan Summary)

CDE → •The CDE recommends list of approved LCAPs with CSI plans to the SBE for approval

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IN the LCAP...

CSI Assurances/ Prompts that will be in the Plan Summary

> List the Identified Schools in the LEA

> Describe how the LEA is supporting the identified schools to develop plans that include:
> school level needs assessment, resource inequities, evidenced based interventions

> Describe how LEA will monitor and evaluate effectiveness of the plan

2020 Santa Barbara County

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

District | **DA: Differentiated Assistance**

6 districts; COE; no charters

Whole School | **CSI: Graduation Rate**

1 Continuation HS

Whole School | **CSI: Low Performing**

2 ES; 2 JHS; 1 Cont. HS; 1 Charter

School Groups | **ATSI**
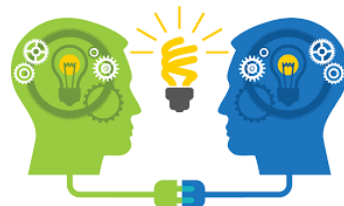
8 ES; 4 JHS; 1 Comp. HS; 1 Cont. HS; no charters

Sharing Ideas
in pairs or small groups

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Data for accountability and data for improvement….

How are conversations and emotions around accountability shifting in your LEA?

What do you need to help stakeholders understand about accountability and data?

Assessment

CAASPP California Assessment of Student Performance and Progress

SANTA BARBARA County Education Office
Susan C. Salcido, Superintendent

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Sample Score Report for CAST   Cut Scores

SANTA BARBARA County Education Office
Susan C. Salcido, Superintendent

Characteristics	Segment A	Segment B	Segment C
Scope and depth of measurement	Wide breadth- measures a broad sample of Performance Expectations (PEs)	Deep measurement of a targeted sample of a few PEs provided in item sets	Broad and deep- full range of measure of Pes for each grade span
Number and type of items	32-34 stand-alone items that include selected-response, technology enhanced, machine-scorable items **GR. 5- 26 items** **GR. 8- 28 items** **HS- 32 items**	Two performance tasks (4-6 items sets) **Three performance tasks**	12-14 stand -alone items that include selected-response, technology enhanced items (e.g. Segment A) or one performance task (e.g. Segment B, with 4-7 item sets) **Six discrete items with one performance task**
Grade by PEs measured	Grade 5 assesses PEs from grades 3-5 Grade 8 assesses PEs from grades 6-8 High school assesses PEs from grades 9-12	Grade 5 assesses PEs from grades 3-5 Grade 8 assesses PEs from grades 6-8 High school assesses PEs from grades 9-12	Grade 5 assesses PEs from grades 3-5 Grade 8 assesses PEs from grades 6-8 High school assesses PEs from grades 9-12

*Grade 5 also includes the foundational concepts introduced in kindergarten through grade two.

CAST Segments

Eventually . . .

Screener Segment A to Segment B

Segment A

Segment A is a two-stage adaptive segment.
- Segment A contains machine-scorable, short-answer, and selected-response questions and is designed to measure a broad sample of CA NGSS Performance Expectations.

Stage 1: First Set of Items — Mix of Difficulty Levels

Stage 2: Second Set of Items — Easy Difficulty Level / Medium Difficulty Level / Hard Difficulty Level
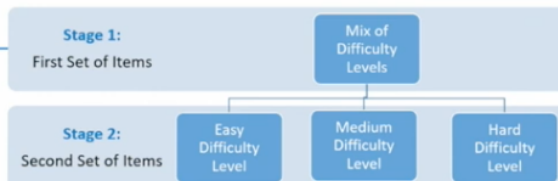
CAST Multistage Adaptive Test and Screener Design
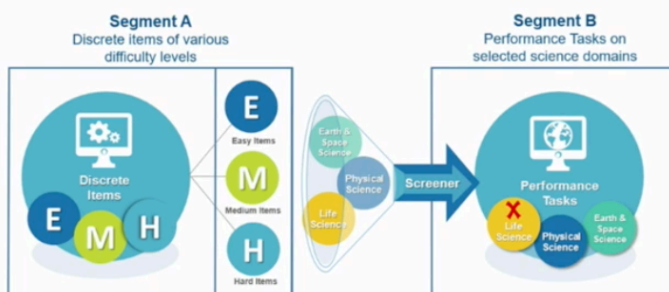
Segment A — Discrete items of various difficulty levels

Segment B — Performance Tasks on selected science domains

CAST TRAINING
CALIFORNIA SCIENCE TEST WORKSHOP

This workshop is designed for individuals or teams of educators who play a role in supporting high quality science education in the classroom.

TRAINING HIGHLIGHTS:

- Learn about the CAST assessment design and expectations.
- Explore the CAST training test items.
- Deconstruct California Next Generation Science Standards (CA NGSS) Performance Expectations.
- Consider the implications of the CA NGSS and CAST for improved teaching and learning.

TARGET AUDIENCE:
Science Teachers and Leaders, Science TOSAs, Administrators

COST:
$175 (includes breakfast, lunch,

South County:
Feb 4
SBCEO Aud.

North County:
Feb 25
SBCEO North County Office

Accessing TOMS Reports Reminder

CAST Results in PDFs

Go to TOMS
https://mytoms.ets.org/TOMS

1. Select *Links*

2. Select *Online Reporting System (ORS)*

Accessing TOMS Reports Reminder

Logged in as: Braney, Bridget | Contact Us | Logo

CAASPP
California Assessment of
Student Performance and Progress

📊 **Score Reports** | 📁 **Reports & Files** ▾

📥 Inbox | 🔍 Search Students | View/Edit Rosters | This Page: ❓ Help | 🖨 Print

1. **Retrieve Student Results**

4.

Create New Data File to Download

Step 1: Choose What

2.
Report Type:	PDFs of Student Reports ⇕
Test:	CAST ⇕
Administration:	2018-2019 ⇕
Tested Grade:	× All Grades
Download Format:	PDF ⇕
Report Format:	Include all ISRs in a Single PDF ⇕
Filter By:	All ⇕

Step 2: Choose Who

District	Santa Barbara County Office of Educa ⇕
School	All ⇕

1. Choose *Retrieve Student Results*
2. Choose drop down menu items-
Report Type
3. "Export to Inbox"
4. Go to your Inbox **within** the reporting
System

3. **Export to Inbox**

SANTA BARBARA
County Education Office
Susan C. Salcido, Superintendent

Completion
Report
VS.

Participation
Report

External Links

🔗 **Links**

🏠 ❯ Links ❯ External Links

Test Administrator (TA) Interface

Completion Status and Roster Management

Online Reporting System (ORS)

Interim Assessment Viewing System

Interim Assessment Hand Scoring System

California Educator Reporting System (CERS)

Digital Library

Practice and Training Tests

SANTA BARBARA
County Education Office
Susan C. Salcido, Superintendent

Dashboard Participation Report

Generate PDF Report

View All Schools

View Additional Reports

2019

Chronic Absenteeism Orange	**Suspension Rate** Orange	**English Learner Progress** No Performance Color	**Graduation Rate** Green
College/Career Green	**English Language Arts** Yellow	**Mathematics** Green	**Basics: Teachers, Instructional Materials, Facilities** STANDARD MET
Implementation of Academic Standards STANDARD MET	**Parent and Family Engagement** STANDARD MET	**Local Climate Survey** STANDARD MET	**Access to a Broad Course of Study** STANDARD MET

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

Dashboard Participation Report

This report displays the percent of students tested by content area. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English language arts and mathematics. It also requires states to factor the participation rate into the Academic Indicator. If a district, school, or student group does not meet the 95% participation rate target, the Distance from Standard (DFS) value for the Acade

English Language Arts Participation Rate Report for 2019

View/Download Data Files and Layouts

Student Group	Number of students included in the participation rate denominator in 2019	Number of students tested in 2019	** Percent of students tested in 2019	Number of students included in the participation rate denominator in 2018	Number of students tested in 2018	** Percent of students tested in 2018
All Students	6,792	6,665	99%	6,972	6,858	99%
English Learners	2,539	2,502	99%	2,860	2,822	99%
Foster Youth	9	7	78%	16	16	100%
Homeless	1,202	1,177	98%	902	888	99%
Socioeconomically Disadvantaged	3,760	3,691	99%	3,981	3,916	99%
Students with Disabilities	960	921	96%	1,060	1,023	97%
African American	57	54	95%	64	62	97%
American Indian or Alaska Native	26	25	97%	21	20	96%
Asian	178	174	98%	203	201	100%
Filipino	36	35	98%	34	34	100%
Hispanic	4,265	4,197	99%	4,339	4,271	99%
Native Hawaiian or Pacific Islander	6	6	100%	4	4	100%
White	2,050	2,004	98%	2,186	2,145	99%
Two or More Races	107	106	100%	89	89	100%

* Note: An asterisk (*) indicates that the student group consists of less than 11 students, the minimum size for reporting.
** Whole number rounding is used for the participation rate.

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

DASS and Charters held to same 95%,

Academic Indicator

Another Change for 2020

Impact of Participation Rate on status is changing significantly

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(95% - X) * .25 = Number to subtract from DFS for ELA or Math

Current Adjustment

countyname	studentgroup	currdenom w	current DFS	priordenom f	prior DFS	change in DFS	statuslevel	changelevel	color on Dash	box for 5 x 5 g	hscutpoints	curradjustme	prioradjustme
California	AA	169707	-48	174868	-51.3	3.3	2	4	3	190			
California	AI	15839	-34.6	16871	-36.3	1.7	2	3	2	180			
California	ALL	3189965	-3	3203536	-6.1	3.1	3	4	4	140			
California	AS	294675	64.1	295452	61.7	2.4	5	3	5	30			
California	CAA	33208	-15.8	31832	-16.6	0.8	2	3	0	0			
California	EL	968077	-45.6	993392	-48.2	2.6	2	3	2	180			
California	ELO	502424	-90.9	522796	-92.7	1.7	1	3	0	0			
California	EO	1818185	8.8	1813671	6.2	2.6	3	3	0	0			
California	FI	76708	46.1	71991	43.1	2.9	5	3	5	30			
California	FOS	19677	-72.2	21562	-77.6	5.4	1	4	2	240		-0.25	
California	HI	1756499	-27.1	1756896	-31.1	4	2	4	3	190			
California	HOM	119476	-47.2	116659	-50.6	3.4	2	4	3	190			
California	MR	119265	29.7	119684	28.3	1.4	4	3	4	80			
California	PI	14562	-20	15042	-21.3	1.3	2	3	2	180			
California	RFP	465653	3.2	470596	1.1	2.1	3	3	0	0			
California	SBA	3156757	-2.9	3171704	-6	3.2	3	4	0	0			
California	SED	2001589	-30.5	2004631	-34.5	4	2	4	3	190			
California	SWD	420092	-88.3	394912	-95.9	7.6	1	4	2	240			
California	WH	718005	30.1	741043	27.3	2.8	4	3	4	80			

Academic Indicator

Participation Rate in 2020

ESSA regulations (ED) found our current consequences for below 95% participation rate insufficient

**Currently (2018 & 2019), Each percentage point below 95% results in .25 point reduction in DFS (on Dashboard)
e.g., a 79% participation rate would be a loss of:
(-.25)(16) or -4 points;
a -9 DFS would become a -13 DFS**

Academic Indicator

Participation Rate in 2020

U.S. Department of Education (ED) Direction on Participation Rate

- ED has determined California's .25 point penalty does not meet ESSA requirements

- Must assign the Lowest Obtainable Scale Score (LOSS) for each student needed to bring school, district, student group to a 95 percent participation rate

  – ED requests that new methodology be applied this year

  – CDE will not apply until the 2020 Dashboard

Participation Rate in 2020

ELA Example
Emerald Elementary School (K-6)

Number of students enrolled during testing window: 357
Number of students tested: 281
Calculated participation rate (rounded):   79%
Number of additional students needed for 95% participation:
        (281 + 55)/357 = 94.1% (rounding)
Number of tested and continuously enrolled students (valid):   258
        DFS sum of 258 valid tests.   4,355
        4355 / 258 = +16.9 DFS (High)
55 students needed to make 95% participation

$$\frac{4355 + 55\,(-279)}{285 + 55} = \frac{4,355 - 15,345}{313} = \frac{10,900}{313} = -35.1$$

Participation Rate in 2020

ELA Example
Emerald Elementary School (K-6)
2019 vs. 2020 Calculations

Pure DFS *No* penalty calculation	**DFS** *Old* penalty calculation	**DFS** *New* penalty calculation
4,355 / 258 = +16.9 DFS (High)	95% - 79% = 16 16 x .25 = 4.0 4,355 / 258 = +16.9 DFS - 4.0 = +12.9 DFS (High)	4355 + 55(-279) / (285 = 55) 4355 - 15,345 / 313 = -10,900 / 313 = -34.8 DFS (LOW)

Participation Rate in 2020

Participation Rate Really makes a difference

Cannot be considered for Distinguished School w/o 95%

Exceptions to Participation Requirement

Students removed from participation rate calculation

- Students flagged as Medical Emergency (as long as they did not begin both tests)

- ELs enrolled in US schools <1 year exempt from ELA, but not math

Parent waivers do not exempt students from participation rate calculations

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Local Indicators and LCAP

Local Control and Accountability Plan (LCAP)

California School DASHBOARD

Santa Barbara County Education Office
Curriculum Council Meeting
January 31, 2020

Marriott Hotel, Buellton   Nojoqui Falls Room*
8:30 – 11:15 a.m.

AGENDA

8:30	Coffee and refreshments	
8:40	Welcome and Grounding	Barger
8:50	Accountability Updates	

Clarity on the state and federal accountability systems at the LEA and school level. Updates and reminders on Dashboard and accountability, CSI/ATSI, Differentiated Assistance. Dialogue and sharing on continuous improvement mindset and data use within our current systems

9:20	Assessment	Braney

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NEW TIMELINE for Dashboard Local Indicators! Big ideas preview for the Team LCAP training next month

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Break		
10:25	Countywide focus on SWD: Inclusion and Equity	Fauver

Through the Inclusion Inquiry Network, we are examining the historical, legal, and cultural forces as well as the research methods that have influenced our current systems and beliefs about how to serve students with disability. Rachel will share some of the big ideas that we are discussing and some of the plans for our next network session. Dialogue about what you are learning and seeing in your own systems.

10:55	Go Around – announcements and requests	All
11:10	Upcoming Opportunities	
11:15	Close	

Next meeting: April 3, 2020
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

Local Indicators Update

Three-step process

3 Report to public

2 Report to board

1 Measure

Measure
+
Report=
MET

Local Priorities Changes

At its January 2020 meeting, the State Board revised the performance standard for each local indicator to require an LEA to:

Annually measure its progress in meeting the requirements of the specific LCFF priority.

Local Priorities Changes

At its January 2020 meeting, the State Board revised the performance standard for each local indicator to require an LEA to:

Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.

Local Priorities Changes

At its January 2020 meeting, the State Board revised the performance standard for each local indicator to require an LEA to:

Report results to the public through the CA Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator

Local Indicator Reporting Timeline

January 2020 SBE adopted local indicator performance standards

LEAs collect and analyze most current local data

LEAs report data to local governing board/body in conjunction with the LCAP

Early Summer Dashboard Reporting Window Opens

Informing the LCAP

The 2020-2023 LCAP planning process encourages LEA to consider their analysis of local data and what they learn from the self-reflection process

Local indicators are referenced in
- Plan Summary
- Goals and Action

SANTA BARBARA
County Education Office
Susan C. Salcido, Superintendent

LCAP 2020-2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]

Plan Summary [LCAP Year]

General Information
A description of the LEA, its schools, and its students.

[Respond here]

Reflections: Successes
A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

[Respond here]

Reflections: Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

[Respond here]

LCAP Highlights
A brief overview of the LCAP, including any key features that should be emphasized.

[Respond here]

Version adapted by the board with redlines. Used for training purposes. Official template will be posted in February

eTemplate: coming week of Feb. 3

DTS: AU ready, 19-20 data archived, 2020-23 Template should be operational week of Feb. 3
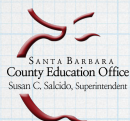
LCAP District and Charter Planning Workshop

February 10: SBCEO Auditorium

February 12: Santa Maria JUHSD Board Room

Questions?

Dr. Michael Babb
Director,
School and District Support

mbabb@sbceo.org

805 964-4711 x5205

Comprehensive Literacy Needs Assessment

Santa Barbara County Education Office
Curriculum Council Meeting
January 31, 2020

Marriott Hotel, Buellton   Nojoqui Falls Room*
8:30 – 11:15 a.m.

AGENDA

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8:40	**Welcome and Grounding**	Barger
8:50	**Accountability Updates** Clarity on the state and federal accountability systems at the LEA and school level. Updates and reminders on Dashboard and accountability, CSI/ATSI, Differentiated Assistance. Dialogue and sharing on continuous improvement mindset and data use within our current systems	
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9:35	**Local Indicators and LCAP Update** NEW TIMELINE for Dashboard Local Indicators! Big ideas preview for the Team LCAP training next month	Babb
9:45	**Literacy Needs Assessment** Carla and Carlos will take us through the literacy needs assessment that the state is asking all districts to complete. We will discuss how to use this tool to support LCAP planning and Local indicator #2 and in anticipation of literacy grant funds available at the end of this year.	Benchoff / Pagán
Break		
10:25	**Countywide focus on SWD: Inclusion and Equity** Through the Inclusion Inquiry Network, we are examining the historical, legal, and cultural forces as well as the research methods that have influenced our current systems and beliefs about how to serve students with disability. Rachel will share some of the big ideas that we are discussing and some of the plans for our next network session. Dialogue about what you are learning and seeing in your own systems.	Fauver
10:55	**Go Around – announcements and requests**	All
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11:15	**Close**	

Next meeting: April 3, 2020
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

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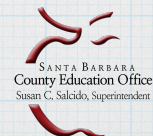# Comprehensive Literacy State Development Grant (CLSD)

Birth – Grade 12

Purpose: to leverage and expand existing statewide infrastructure, guidance, and expertise to bring coherence to California's system of literacy supports to improve student outcomes over a period of **5 years**

2 Priorities
1. evidenced-based family literacy strategies
2. educational options for groups of students who have been traditionally underserved

https://www.cde.ca.gov/pd/ps/clsd.asp

Comprehensive Literacy Needs Assessment

* **Intent is to use the assessment as a tool to determine areas of strength and development related to literacy outcomes...not an evaluation.**
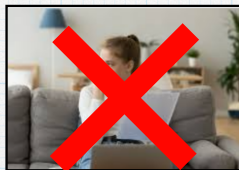
LCFF Priority 2

Comprehensive Literacy Needs Assessment

- **Team Effort**

admin., staff, community, early childhood educator, parent

- **2 Formats**

California Department of Education
Educator Excellence and Equity Division

Local Educational Agency and Contact Information
All identifying markers in the data collected by this needs assessment will be removed for the final analysis. If you have questions, please contact the CLSD grant team at CLSDP@cde.ca.gov.

LEA Information

County: [enter county here]
District: *(N/A if not applicable)* [enter district or N/A if not applicable]
School: *(N/A if not applicable)* [enter school or N/A if not applicable]
Address: [enter address here]
City: [enter city here]
Zip Code: [enter zip code here]

Contact Information for Clarification Questions

First Name: [enter first name here]
Last Name: [enter last name here]
Title: [enter title here]
Phone Number: [enter phone number here]
Email: [enter email here]

Opening Questions
Answer the following questions to provide a context for your LEA. **Note that there is a 2,000 character limit for each opening question.**

Identify the core reading/literacy and/or biliteracy programs your school/district implements currently. Please specify the programs by name, the year they were adopted, and any language(s) other than English in which literacy is being developed.

word document → to

Submit the Needs Assessment
Thank you for completing this needs assessment with your team. Take the responses your team has provided in this document, and transfer them into the online needs assessment via Snap Survey here: https://www.cde.ca.gov/pd/ps/clsd.asp.

This document will be your copy. The CDE will not receive your responses until you submit them online.

If you have any questions, please contact the CLSD grant team at CLSDP@cde.ca.gov.

Snap Survey

Comprehensive Literacy Needs Assessment

- **4 open-ended questions**

  1- curriculum
  2- interventions
  3-professional learning
  4-community engagement

Identify the core reading/literacy and/or biliteracy programs your school/district implements currently. Please specify the programs by name, the year they were adopted, and any language(s) other than English in which literacy is being developed.

Identify the reading and/or literacy intervention programs, strategies, and models your school/district implements at the elementary and/or secondary levels.

Identify the professional learning structures that are in place to ensure successful implementation of literacy-related programs and strategies.

Identify the family and community engagement efforts that are in place to promote students' literacy and language development.

- **4 sections with a scoring rubric**
  A - Engaged Leadership
  B - Assessment & Intervention
  C - Policy & Structure
  D - Family Community & Supports

- *Not yet emerging*
- *Emerging (Establishing Consensus)*
- *Developing (Building Infrastructure)*
- *Operationalizing (Gaining Consistency)*
- *Optimizing (Innovating and Sustaining)*

SANTA BARBARA
County Education Office
Susan C. Salcido, Superintendent

Key Topic A: Engaged Leadership and Supporting Teachers to Improve Instruction
The LEA and school leaders collaborate to implement high-quality literacy programs, which includes analyzing assessment data, utilizing evidence-based instructional practices, building literacy-focused teams, and promoting teacher learning and leadership.

(1) How do school leaders demonstrate a commitment to build the capacity of all staff to implement evidence-based literacy instruction?

(2) How do school leaders support implementation of core curricula that includes structured, evidence-based instruction in foundational skills to support all students?

(3) How do school leaders ensure that there is a literacy leadership team on site?

(4) How do school leaders promote teacher leadership to support evidence-based literacy instruction?

Key Topic B: Assessment Practices and Intervention Supports
Assessment policies, procedures, and practices are developed, implemented, and documented, and literacy interventions are provided as needed.

(1) How does the LEA support schools to interpret assessment data to inform decisions about literacy-focused curricula and instruction?

(2) In what ways does the LEA support the use of universal literacy screening measures for entering TK, K, and current students to ensure appropriate placement and intervention supports are provided as needed?

(3) How do schools provide literacy and language supports and interventions to ensure access to the full curriculum for all students?

(4) How do schools use assessments in multiple languages to gather evidence of literacy and/or biliteracy development across content areas?

Key Topic C: Key Topic C: Policy, Structure, and Cultural Alignment
Policies, procedures, and implementation of California guidance documents relating to standards-based literacy instruction and culturally relevant pedagogy are in place in all TK–12 classrooms.

(1) How does the LEA support implementation of standards-based core curricula that incorporates literacy across all content areas?

(2) How does the LEA support the implementation of California's literacy-related guidance and policy documents (including, but not limited to, California's curriculum frameworks, Dyslexia Guidelines, the Practitioner's Guide for Educating English Learners with Disabilities, the EL Roadmap, etc.)?

(3) How do schools implement evidence-based literacy and/or biliteracy instruction that allows all students to effectively apply academic language across content areas?

(4) How do schools support teachers to share responsibility, collaborate, and understand their role in supporting all learners, including EL students, DLL students, LTEL students, Ever-EL students, SEL students, and students with varying abilities, in their literacy and language development?

Key Topic D: Family, Community, and Partner Supports
Schools exist within the context of the community and work with parents, families, community members, and outside organizations to create the structures necessary for effective literacy instruction and learning.

(1) How do schools ensure family and community engagement in literacy-related activities?

(2) How do schools ensure that community, family, and student language, linguistic and cultural diversity, and English dialects, including African American English, Latinx English, or Spanglish are recognized as assets, respected, and valued?

(3) How do schools establish and sustain positive and effective relationships with early education providers within their communities?

(4) How do schools establish and sustain positive and meaningful relationships with community organizations that provide students with supplemental educational opportunities related to literacy?

Comprehensive Literacy Needs Assessment

due date
Feb. 10, 2020

FEBRUARY 2020

	MON	TUE	WED	THU	FRI	SAT
SUN						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

SANTA BARBARA
County Education Office
Susan C. Salcido, Superintendent

10-Minute Break

From Inclusion to Equity
Focus on Students w/ Disability

Inclusion Inquiry network
Join the conversation...

Santa Barbara
County Education Office
Susan C. Salcido, Superintendent

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

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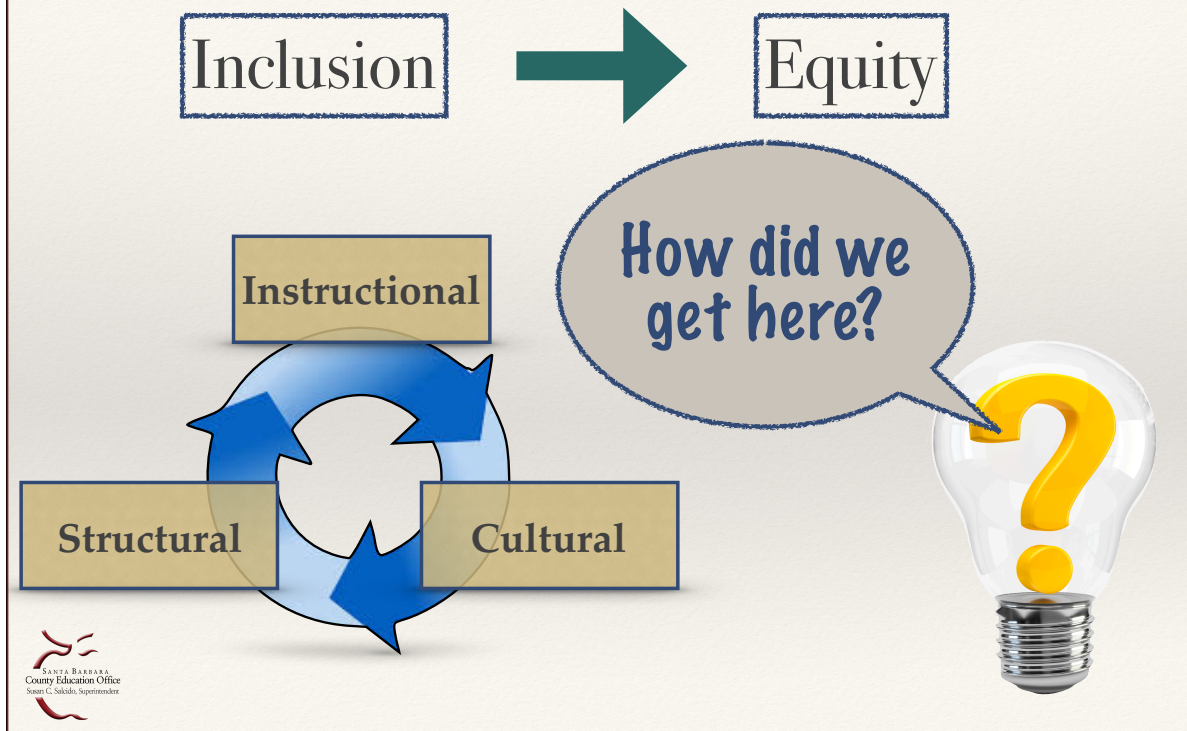http://ets.sbceo.org   http://instruction.sbceo.org   http://teacherprograms.sbceo.org

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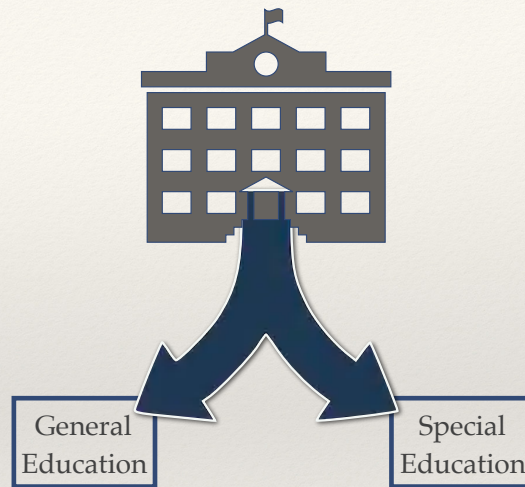
Historic Context

Problem is within the Individual

Medical Model of Intervention

Access to **Location** Determined by **Readiness**

Where do we find evidence in our current systems?

General Education

Special Education

California Mathematics Council – South
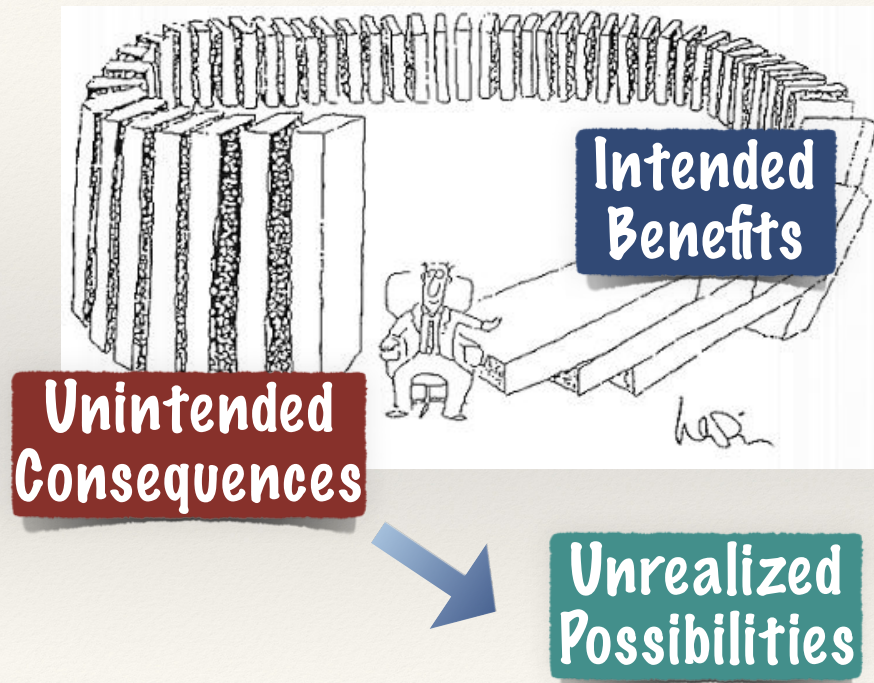
Rachel Lambert: The Myth of Low Kids and High Kids
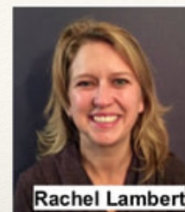
Rachel Lambert

What are the **cultural**, **structural**, and **instructional** implications of maintaining or challenging the practice of describing students as high or low?

How does this practice impact inclusive opportunities for students with disabilities?

How does this mindset support or challenge the historical context?

Decision Making

Intended Benefits

Unintended Consequences

Unrealized Possibilities

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Sign Up By Feb. 13th

Inclusion
Inquiry network

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Santa Barbara County SELPA

Join the conversation...

Across the state and throughout our county we are investigating how to meet the unique needs of individuals while providing all students meaningful access to core instructional programs. We believe that through collective inquiry and collaboration, supported by research, evidence, and experts, we can begin to reimagine and reshape our systems to better serve all students.

Target Audience: District Administrators for Curriculum and Special Education, Site Principals

Date: Monday, February 24, 2020

Time: 8:30 a.m. - 2:30 p.m.

Location: SBCEO Auditorium

Cost: FREE (includes breakfast and lunch)

No cost to attend but registration required

For more information, contact:
Rachel Fauver
Director, School and District Support, SBCEO
fauver@sbceo.org
(805) 964-4710 x5214

Join us as we continue our collective inquiry into equity as a basis for inclusion and explore how history, research, activism, and decision making shape our instructional, cultural, and structural systems.

Supported by SBCEO Differentiated Assistance funds
Register online at
http://sbceo.k12oms.org

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Slide 1

Announcements and Requests

Santa Barbara County Education Office
Curriculum Council Meeting
January 31, 2020

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Slide 2

A Leg Up on College

The Scale and Distribution of Community College Participation Among California High School Students

By Elizabeth Friedmann, Michal Kurlaender, Alice Li, and Russell Rumberger

RESEARCH SHOWS THAT DUAL ENROLLMENT—a practice in which high school students take college courses while they are still in high school—has multiple benefits for student success in both systems. To capitalize on those benefits, California and other states have moved in recent years to increase high scho...

In California, the historical lack of an integr... information from K-12 to higher education has l... extent of dual enrollment here. The prevailing ... other states and the nation in dual enrollment, w... schools, with 11% of all high school students pa...

This report breaks new ground by matching ... school and community college datasets to provid... picture of college course-taking among Californ... high school students statewide. Our analysis of c... taking for the population of students who were s... the 2016-17 school year (n=408,650)—the mos... cohort for which data from both segments was a... shows that 12.6% (n=51,472) of California high... students take college courses, a rate higher than... national average and well above what previous r... suggest for California.[2]

A closer look at the matched dataset, howeve... college course-taking by race and socioeconomic... to the early college experience, and its many der... all California high school students.

TOPLINES

> **College course-taking by public high school students is more prevalent in California than previously understood:** Nearly 13% of 2016-17 seniors enrolled in a community college course at some point during high school.

> **Disparities in college course-taking by high school students are substantial:** Latinx and African-American students were underrepresented in community college course-taking compared to their share of overall high school students. Socioeconomically disadvantaged (SED) students were also less likely to dual enroll than their non-SED peers.

> **College course-taking by high school is not equal:** The vast majority of California public high schools (82%) did not have any students concurrently enrolled in college credit courses, while approximately 18% of California's public high schools had at least one student enrolled in a community college course during high school.

A Leg Up on College

Community College Participation Among California High School Students

Upcoming webinar: Tuesday, Feb. 11 at 1 pm

Linking High School and College: What's next for dual enrollment in California?

Dual enrollment enables students to take college courses while they are still in high school, which makes it more likely that they will graduate from high school and that they will also enroll and succeed in college.

But a new report finds that while more than 51,000 high school students in California participate in dual enrollment programs — 1 in 8 high school students — the opportunity to do so is not currently available to most high school students.

Join us for a live, online discussion with a panel of experts on dual enrollment.
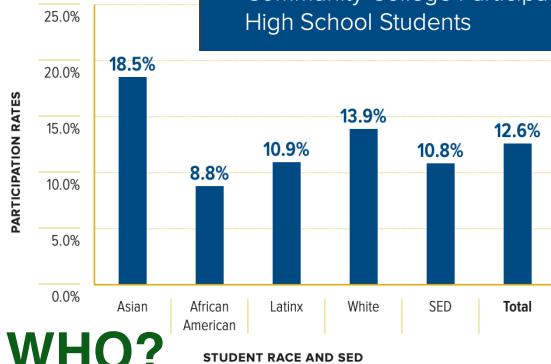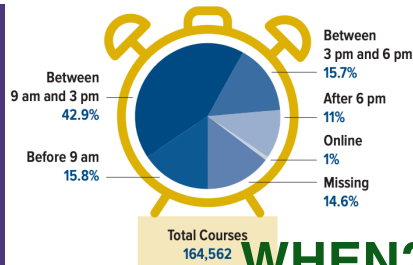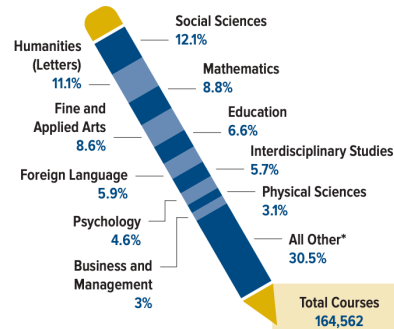
REGISTER

Coming in February…

CAST TRAINING
CALIFORNIA SCIENCE TEST WORKSHOP

This workshop is designed for individuals or teams of educators who play a role in supporting high quality science education in the classroom.

TRAINING HIGHLIGHTS:
- Learn about the CAST assessment design and expectations.
- Explore the CAST training test items.
- Deconstruct California Next Generation Science Standards (CA NGSS) Performance Expectations.
- Consider the implications of the CA NGSS and CAST for improved teaching and learning.
- Analyize your School or District's CAST results from 2019.

Register online at:
http://sbceo.k12oms.org

TARGET AUDIENCE:
Science Teachers and Leaders, Science TOSAs, Administrators

COST:
$175 (includes breakfast, lunch, and materials)

DATES/ LOCATION:
SOUTH COUNTY
  SBCEO Auditorium
  February 4, 2020
NORTH COUNTY
  SBCEO Boardroom
  402 Farnel Rd. Santa Maria
  February 25, 2020

TIME:
8:30 AM to 3 PM

For more information contact:
Scott Spector
Coordinator of Innovation and Academic Events
sspector@sbceo.org   805-964-4711 x 5348

Bridget Braney: co-presenter
Director of School and District Support
bbraney@sbceo.org   805-964-4711 x 5065

Fostering the mathematical practices in all students with special focus on English Learners and students with disabilities.

Routines FOR Reasoning

with
Lauren Aranguren, SBCEO
& Rachel Fauver, SBCEO

FOCUS: Contemplate then Calculate

FOCUS: Capturing Quantities

GOOD FOR ALL, NECESSARY FOR MOST, ESSENTIAL FOR A FEW.

Mathematical language routines provide a gateway into learning for ALL students, especially English learners and students with disabilities.

The *Contemplate then Calculate* routine promotes structural thinking by teaching students to chunk, change, and connect to math they know.

Capturing Quantities develops students' quantitative reasoning by focusing their attention on important quantities and relationships in problems.

Both routines establish accessible structures that foster student discourse and support students in building critical mathematical thinking habits. The routines engage students by teaching them a sequence to follow and questions to ask in all problem solving situations.

AUDIENCE
K-12 General Ed and Special Ed teachers, coaches, specialists, co-teaching teams, and administrators

DATE
Tuesday, Oct. 8, 2019
8:30 a.m. - 3 p.m.

LOCATION
Santa Barbara County Education Office - MTC

COST
$180/day (includes *Routines for Reasoning* book, breakfast, lunch and materials)

AUDIENCE
K-12 General Ed and Special Ed teachers, coaches, specialists, co-teaching teams, and administrators

DATE
Wednesday, Feb. 26, 2020
8:30 a.m. - 3 p.m.

LOCATION
Santa Barbara County Education Office - MTC

COST
$180/day (includes *Routines for Reasoning* book, breakfast, lunch and materials)

For more information contact: Lauren Aranguren - laranguren@sbceo.org; 805 964 4710 x5435

Register online at http://sbceo.k12oms.org

CISC Leadership Symposium
Feb. 19-21, 2020 Monterey

OUR VISION   THEIR FUTURE

SEE THE POSSIBILITIES

ciscsymposium.org

Coming in March…

California History/Social Science Framework — Beyond the Rollout!

The California Budget Act of 2017 has allocated funding for the Santa Barbara County Education Office to provide high-quality professional learning, resources, and targeted support for K-12 history-social science teachers, administrators, and para-professionals to go beyond the overview phase and move toward full implementation of the new HSS Framework.

GRADES 6-12

IMPLEMENTING THE **California History/Social Science Framework**
Beyond the Rollout!

FACILITATORS
Carla Benchoff, Santa Barbara County Education Office
Stephanie Enriquez, Ventura County Office of Education

This vital process of collaboration will inform and energize teachers at every skill level to:
- Engage student interest with stimulating and authentic inquiry strategies
- Weave productive literacy growth into the daily classroom experience
- Link historical content with a promotion of contemporary civic engagement

Register online at
http://sbceo.k12oms.org

Audience: Grades 6-12 history-social science teachers, administrators, and para-professionals
Date: Tuesday, March 11, 2020
Location: SBCEO Multimedia Training Center
Time: 8:30 a.m. - 3 p.m.
Cost: FREE (includes continental breakfast, lunch, and materials)

No cost to attend but registration required

For more information, contact:
Carla Benchoff
Director, Instructional Support
cbenchoff@sbceo.org
(805) 964-4710 x5373

Robotics SYMPOSIUM 4.0

In preparation for the new Computer Science Standards in 2019, this symposium will provide teachers and administrators with an introductory plunge into the world of robotics, coding, and programming in the TK-12 classroom.

Participants will explore robots that vendors will supply and make available on loan to "test drive" in classrooms. This is a great opportunity to teach robotics to your students.

For more information, please contact:
Scott Spector
Coordinator, Innovation & Academic Events SBCEO
sspector@sbceo.org • (805) 964-4711 x5348

Target Audience: K-12 teachers, administrators, tech coordinators, Computer Science teachers
Facilitators: Matt Zuchowicz & Scott Spector, SBCEO
Dates/Location: NORTH COUNTY
Mon., Oct. 21, 2019
Ernest Righetti High School Cafeteria
941 E. Foster Road, Santa Maria 93455
4:30 p.m. - 7:30 p.m.
OR
SOUTH COUNTY
Mon., March 16, 2020
SBCEO Auditorium
4400 Cathedral Oaks Rd.,
Santa Barbara 93110
4:30 p.m. - 7:30 p.m.
Cost: $25 per person (includes snacks)

Register online at

March 16, 2020 - SBCEO Auditorium
http://sbceo.org/s/Robotics4SC

Oct. 21, 2019 - Ernest Righetti High School, Santa Maria
http://sbceo.org/s/Robotics4NC

Next Meeting: April 3

LCAP Training Feb 10 or 12

✓ Aug 23
✓ Oct. 25
✓ Dec. 6
✓ Jan. 31
Apr. 3
May 8

Thank you!

http://sbceo.org/s/CurriculumCouncil