

**Goleta Union School District  
Curriculum Advisory Council**

**Agenda**

**October 16, 2019**

**Room 8**

**8:30-9:15 am**

**Welcome!**

- Review of Agenda/Outcomes
- Notetaker - Jenn Vick
- Review Role of Curriculum Advisory Council Members
- [Discussion: Team Norms](#)
- Bringing it Together: Norms (CAC)

**9:15-11:45 am**

**Mapping [Essential Learning: ELA \(Writing\)](#) - Brigitte/Kandie**

1. Checking in: Where are you at with site Math Essential Learning? What questions/challenges/hopes do you have with this work?

**10:00-10:15 Break**

2. Task: Work in grade spans to discuss & identify Essential Learning Standards for ELA: Writing (first 3 columns) for each of your grades (together)
3. Group Share: Highlights

**Resources:**

- [Professional Learning Communities: Essential Learning](#)
- [CA Common Core ELA/ELD Framework](#)
- [SBAC Blueprint ELA](#)
- [Common Core State Standards Initiative](#)

**11:45-12:45 pm**

**Lunch**

**12:45-2:15 pm**

**PSPS Preparation - Mary**

- What is a PSPS event? "Public Safety Power Shut Off"
- What is GUSD doing to prepare?

- Task: Develop [PSPS Emergency Plans](#)

**2:15-3:00 pm**

**Considering Wonders & Amplify** (Grade Span Teams) - Kim

- Explore the Resources (for students & teachers)
- What have you tried (in terms of writing)?
- What other resources should we try to inform our work on December 18th/this year?

**Updates to Site**

- Talking Points to Share in Staff Meeting
  - Work of the CAC this year- writing focus
  - Math CFAs - Reminder that teams can modify. Keep in mind what essential standard addressing and if it gives you the information you need. Send copy to Maija if modified version. Teams with “challenge” problem appreciating. Using CFAs for PLCs to determine reteaching.
  - Consider where math unit assessments fit in. May need to revisit.
  - Share changes & share questions/concerns about the Math CFAs that led to changes
  - Essential standards are not the only standards.
- Invitation to share what components in Wonders/Amplify support writing well
- PSPS (Public Safety Power Shutoff)
- Writing CFAs are going to be used
  - Enter on EDAMS by Dec 7th

**Next Curriculum Advisory Council: December 18th, 2019**

**10/16/19 Notes:**

**Goal of this year's CAC Advisory Committee:**

- Replace Writing Benchmark assessments and have them for next year
- This year we are continuing to use the ones we have until the new ones are finalized through this Advisory Committee
- We will have common essential learning in ELA by the end of the year

### **Role of this year's CAC Advisory Committee:**

- Primary role is advisory
- Representing your site/staff in your decisions
  - We are working in spans this year: K/1, 2/3, 4/5, 6th
    - Grade Level Span Teams established norms surrounding productivity, equity, representation of schools, and consensus, etc.
  - We will have “talking points” debrief at the end of our mtgs. so we all know what we are sharing with our staff (what’s happening this year, goals, and their input) not a lot of presenting, just sharing with them

### **Mapping Essential Learning: ELA (Writing) - MAIN TASK**

- **Math Essential Learning Check In**
  - Math CFAs
    - K/1 = Teachers felt that students felt the checkpoint was short and doable. Teachers appreciated “breaking up” the one on one assessment for report cards. Teachers might need to revisit Kindergarten Assessments (similar to 6th grade).
    - $\frac{2}{3}$  = Teachers appreciated the “challenge question” to assess higher level thinking. Teachers felt as though it was aligned with essential learning clearly. Teachers appreciated the rubric at the top of these checkpoints.
    - $\frac{4}{5}$  = Teachers question the timing and order of the checkpoints. Teachers would like to modify to accommodate for their students. Teachers appreciated the formative, short and sweet, nature of these assessments for reteaching.
    - 6 = Teachers use the CFAs for PLC work. Teachers are navigating the timing of critical components. Teachers are balancing CFAs, Chapter Assessments (summative assessments), and STAR360.
    - GENERAL THOUGHTS: Teachers have ownership of the CFAs--these formative assessments are meant to give you the information you want! However, these assessments were carefully aligned to the standards, so any modification should be reviewed

with the standard, especially within the context of the PLC. PLC team determines the common assessment to inform teaching.

- **Essential Standards Defined**

- “Standards that you are guaranteeing ALL students will know and be able to do at the end of the year. These are the standards you will write your common formative assessments around. You will provide “time and support” for students who haven’t mastered them and extension for those who already have.”
  - Most time taught, most time assessed, most time discussed, most time intervening/enriching
  - Essential Standards do not represent all that you are going to teach but a “minimum a student must learn to reach high levels of learning”
- Curriculum Advisory Council will determine the essential standards by analyzing the standard that is more comprehensive or rigorous, not necessarily more foundational.

- **Writing Essential Standards - Team Discussions**

- K/1
  - Kindergarten teachers focused on combination of drawing, dictating, and writing to compose on a topic. There is debate on what the end of the year expectation is for “writing.”
  - 1st grade teachers focused on the organization of topic, support, and conclusion as the expectation for writing content.
- $\frac{2}{3}$  =
  - 2nd grade teachers identified two essential standards to develop and organize writing for varied purpose as well as the stamina required to research, reflect, and revise writing.
  - 3rd grade teachers identified two essential standards surrounding development, organization, and structure of writing for different text types as well as the stamina required to research, reflect, and revise writing.
- $\frac{4}{5}$  =
  - 4th grade teachers identified three essential standards that focus on organization, content, text investigation with paraphrasing.
  - 5th grade teachers identified three essential standards focused on organization, support, and summary of text across all text types.
- 6 =

- Teachers focused on developing essay with claim, evidence, and reasoning. Teachers emphasized the writing process as well.
- GENERAL THOUGHTS: There is a progression of skills throughout the grade levels, so CAC considered grades above and below when identifying essential standards. There seems to be an emphasis on the thought process to develop writing.

### **PSPS (Public Safety Power Shutoff) Events**

- These events are not considered an “state of emergency” yet; therefore, we are required keep school days to maintain a certain number of instructional minutes. The plan is to have 72 hours notice before these events.
  - DIFFERENT FROM STATE OF EMERGENCY (e.g. Thomas Fire - out for 7 days), in which we apply for a waiver and still receiving state funding without the requirement of making up the canceled school days.
  - Exploring the requirement of days and instructional minutes.
- In these events, we need food, fire alarms, and bathrooms.
  - Kim Leung has emergency supplies for lunch.
    - Collaborate with other districts for possible food storage.
  - Ordered generators (backordered for 4 months) for District and MOT only
    - MOT has their own gas station and fuel tank, but need the generator to pump gas.
- Schools on different circuits (variants of power circuits down)
  - Question: Can we have school without power? [THIS IS THE GOAL]
  - Question: What do we do if x, y, z schools are down? What do we do if just district is down? What do we do if a combination of these are down?
  - Question: What do we do with instructional days? [None of these options feel great...]
    - Extend the calendar into June.
    - Double sessions.
    - Hold Saturday school.
    - Extend the school day to 4pm for certain number of days.
- CAC discussion surrounding what plans/framework should inform or guide our instructional time if there is no power.
  - Potential “Practice Day”
  - Emergency Sub Plans
  - Site-Specific Systems
  - Brainstorm of Grade Level Emergency Plans

- Important to extend the conversations to staff and site's families to begin planning process.
- Manage the stressors associated with these events.
- Donna Lewis Update:
  - GUSD ahead of many districts.
  - Considerations around family communication:
    - Advance Notice (is the hope) electronically
    - Physical paper postings at sites/DO
  - NO gas station in the county has generator, yet our GUSD MOT facilities have own fuel station (just need the backordered generator).
  - If we are without power, GUSD committed to provide 1 meal to every kid and have an initial plan to give away perishable food (give to our families that may not have access/means to food storage).
  - MOT and DO are on the same circuit / unlikely pairings of schools on the same circuit / partial circuits
  - Repercussions that extends beyond the school when the entire community without power (e.g. no fuel, no water, food preservation, medical needs), we need to be educated and educate our GUSD families.
  - Explore direct relief organizations / city provided resources (e.g. charging stations).
- **\*PROACTIVELY REACH OUT NOW TO DIRECT RELIEF INTERNATIONAL- for blankets, lanterns, other provisions...**

### Writing Resources

- **CAC Task:** Look for existing writing resources within Wonders and Amplify curriculum before December 18th meeting.
  - Guidebook (includes formative and summative writing prompts)
  - Wonders:
    - Wonders Unit Big Idea and Weekly Essential Question
    - Reading/Writing Workshop and Your Turn Graphic Organizers
    - Inquiry Space (Grades 3-6)
  - Amplify:
    - Science notebooks provide some space for writing.
    - End of Unit (potential for writing responses)

### Talking Points / Wrap Up Discussion

- **See the "Updates to Site" at the top of the page.**

**Additional Notes:**

- We will have an ELD Committee in the future.
- We will need to consider realigning report cards to reflect essential standards plus other key standards.

**Questions:**

- Entering CFA writing in EADMS by deadline or at all?
- Request for 10 minutes at the end of the CAC meetings to ask questions from our sites.
- Concerns about entering the STAR Data monthly; some sites are being asked to do this and others aren't.