

Curriculum, Instruction and Accountability Council  
April 24, 2009  
The Citizen Hotel  
Sacramento, CA

Minutes (DRAFT)

Members Present

Craig Wheaton, President	Joel Shapiro
Jeanie Cash, Past President	LaRoyce Bell
George Manthey, Council Executive	Peggy Anatol
Mona Miller	Deborah Blow
David Swart	Maria Maramba
Eddi Rains	
Lisette Estrella-Henderson	Nancy Aaberg
Modell Marlow Andersen	Linda Kaminski
Abe Doctolero	Sally Bennett-Schmidt
Rick Bartowski	Sara Cairns, ACSA Board Liaison
Linda Aceves	Deb Sigman, CDE
John Favero	
Diane Graziani-Orton	Guests:
Eva Fritsch	Veronica Aguila, CDE
Dan Cooperman	Larry Aceves, Candidate for SPI
Ramona Chang	

**Welcome/Introductions**

- President, Craig Wheaton called the meeting to order at 9:05. Members introduced themselves and their positions.
- Linda Kaminski was introduced as the 2009 ACSA Curriculum and Instruction Leader of the Year!
- Activity: Members listed three important practices they have in place that promote student learning and then discussed in triads the characteristics of the most effective leader for whom we have worked. Key characteristics exhibited by effective leaders include:
  - Trust
  - Walk Their Talk
  - Continuous Learners
  - Clear Message / Clarity
  - Attitude of Continuous Improvement / Not Stagnant
  - Courage
  - Goals are Clear
  - Integrity

- Fostered Professional Growth
- Ability to Handle Crises
- Role Model
- Well Centered and Well Grounded
- Relational
- Clear Set of Core Values

You notice when good leadership is NOT present!

### **Instructional Materials and Textbook Update - Veronica Aguila (CDE)**

- Distributed the letter that went to superintendents regarding flexibility relating to Tier 3
- Distributed a timeline for textbook adoptions
- Teachers are needed to be reviewers
- Education / Environment Initiative - there were 50 reviewers that looked at the materials for teaching about the environment and are related to history/social science standards and will be widely distributed to school districts. The new framework will include an appendix that includes the environmental curriculum.
- There are 19 districts that have piloted these units and they were very well received. Members questioned what teachers would take off their plate to be able to teach the environmental units.
- Veronica discussed the History/Social Science Framework and asked CIA members to work with their leadership teams to review the contents to determine if it covers all of the needed areas and whether or not revisions are needed. Chapter 9 covers the criteria and this is what publishers use to write their submissions.
- Science Framework revisions will begin in June 2009. Particular attention will be given to the universal access and the professional development chapters.
- Mathematics Framework - meetings have begun to gain input regarding revisions for the mathematics framework.
- Health Framework - there are focus groups meeting currently with people in the field to gain input on the health framework.
- CIA Council members received a sheet of timeline for each of these frameworks.
- Tier 3 Flexibility (Instructional Materials)
  - Math is waived and there is no need for a waiver; however, 07-08 may not be swept

- In the school year of 2010, there is an expectation for districts to have both math and RLA in place unless there is an approved waiver
- **In 2010, the 24 month rule starts again!**
- There is active action being taken by numerous committees regarding the RLA timeline. Members are encouraged to continue to submit their waivers. The clarity will come in June.
- Refer to the letter to Superintendents from Jack O'Connell regarding instructional materials flexibility. The IMF money is unrestricted until 2012; however, waiver is only good until 2010.
- Members expressed concern that the allocation of IMF is insufficient to cover adoptions and now less money is available from general fund.
- Can keep IMF funding restricted at the local level, if desired.
- Several IMF questions were raised and a discussion followed regarding the RLA adoption costs and, since everyone is in the same boat, there are no answers at this point in time!

**LARRY ACEVES** - George Manthey introduced Larry Aceves to council members as the new candidate for State Superintendent of Instruction.

Larry gave a brief speech regarding his qualifications and platform.

- He is not a politician; he is an educator
- He has been a superintendent and loves the profession
- His most rewarding job was as C and I administrator
- The next SPI needs to be someone who is an educator and has the experience to make decisions regarding education in California
- Larry was approached by a lot of people to run. He knows little about seeking statewide political office, but follows the advice of the campaign manager and the fund raising director
- He is taking this on the way he does everything else - working hard.
- The valid polls show that 60% of the people showed that they would vote for Larry one they have reviewed the candidate's bios
- He understand the limitations of the department, but he also understands what is needed for education in California
- The rumor is that CTA is supportive of Torkelson, but at that time, Larry was not a candidate. There are no association endorsements yet for any of the candidates. He will appear before the ACSA Delegate Assembly on May 14. The ACSA Executive Committee has endorsed Larry's candidacy.
- Larry distributed his business cards and announced that his website is open:  
<http://www.larryaceves2010.com>

- Larry requests that we help with the financial and in the last three days he has raised 30,000. We need to think about folks we know that want change to donate - even if it is only \$10.00.
- It will be a grass roots campaign. His two major opponents are politicians. Larry has integrity and relationships to offer.
- Encourage everyone to look at the website and remember not to send anything out from your district website.

## **GEORGE MANTHEY REPORT**

- George reported on the CIA Symposium that we would host in southern, northern and central California in October. Our goal is to keep the price low and get 100 people to participate at each location. We have asked Tony Monreal to be the keynote speaker.
- ACSA made a commitment to have a Principal's Symposium in San Francisco. It will be held June 29 - July 2.
- George discussed the goal of a 20% budget reduction for next year. The executive council will not meet the night before our Council meetings and we will have the April meeting via teleconference. Also, we will change the meetings to 10:00 - 4:00 rather than 9:00 - 3:00 to accommodate flights.

## **DEB SIGMAN, CDE DEPUTY SUPERINTENDENT, ASSESSMENT AND ACCOUNTABILITY**

- Taking performance descriptors for CMA to the Board in May
- Spanish test out for cut scores
- Budget has affected assessment program to the tune of about \$17 million; they are trying to figure out how to fill that hole
- There are a couple of bills to eliminate 2nd grade testing
- Jack O'Connell not taking a strong opposition to remove Grade 2
- Distinguished Schools Ceremony is going on May 29
- Next week is the dinner to honor Title 1 schools that have closed the achievement gap
- Lot of legislative activity around dates to clean up the language from districts that did not get funding that did not have schools in program improvement
- CALPADS - many districts are participating in user acceptance training; 81 districts are piloting

- The focus is on budget right now and how to get by with less; California was one of the first states to have an approved application for the funding; 771 LEAS have applied thus far for their funding - MAKE SURE YOU APPLY!
- CPM is suspended for now; however, there is monitoring that continues to go forth
- CDE is revisiting the whole monitoring process; 39 programs no longer require monitoring with the flexibility
- The fight got moved to the local level and lots of programs are having to fight to survive
- Deb encouraged districts to be sure to administer the CMA to those who qualify; they hear good things about the assessment from teachers who have a good sense about what students know and are able to do - test designed to show what they know; not what they don't know.
- Questions:

1) Why was the API delayed? The base is not going to change, probably, but the CMA affected the delay.

2) Can you explain how the CMA numbers work? You can have 2% of your population take the CMA. The CAPA is 1%. You can't go over that, but, if you do not use all of your 1%, it will get figured in - it is a total of 3%. We are looking in to making the waivers automatic.

3) If you give your CMA to more than 2% of your students, what happens to their scores? For AYP, we count only up to 2% as proficient. Absent CMA, all of the scores would be non-proficient, so by giving it, you actually increase your scores.

4) For Federal Stimulus funds, the original intent was to keep jobs, but as I read ACSA's updates, there seems to be a wider range of where it can go. What are the restrictions?

There are four different assurances for AARA. You need to look at those. US Dept of Ed staff say it is coming to save jobs. Local districts have to think about what those jobs are and we have to examine what / if we can do things differently. We still have to do the reporting requirements. Districts must read the assurances.

5) What about SB 472? We don't know if there will be reimbursement, so do we continue with the training? The dept is working on FAQs and it will be posted today or tomorrow. It is a revolving document and there is cleanup legislation. There will be clean up language on CAHSEE and on IMF.

CDE is working hard to make sure that there is the least burden possible for districts in relation to funding.

6) In relation to the feds new requirement on racial reporting, how will that impact us? The clarification will be around the way we collect data as opposed to reporting. We have to ask 1) Are you Hispanic? For reporting purposes to the Feds, if the answer is "Yes" we report that the child is Hispanic - end of story. If they respond "yes" and they are also another category that is reported in another category. You cannot force a parent to mark. Maybe we need to provide more substantive descriptions around those categories so it gives people more comfort about how they respond. Due to the new procedures we expect that more Californians will be counted as multiple race.

Deb discussed CALPADS and the McKenzie Report.

7) Where are the released items for General Math? They won't be released but you can backtrack to the blueprints and the standards.

8) If a district changes their calendar which impact the end of the school year, how will that impact our STAR results? We are starting school August 17 and we wonder if there is any way to hasten the process to get our results sooner? CDE is working on how to shave a week or two off the timeline so that districts get them sooner.

Deb distributed a phone list of all of the CDE employees by branch for the division of Assessment and Accountability.

## **LEGISLATIVE ISSUES**

Today is a leg policy meeting day ACSA's GR staff were able to be here. George distributed the most current memo regarding the Federal Stimulus Package.

Linda Kaminski testified before the Assembly Ed Committee. Chairperson sponsored a bill called AB 429 to require the state to develop a longitudinal valid assessment calendar. This would enable you to compare apples to apples and the longitudinal data on a student would be valid.

They also discussed the State Standards and whether or not they need to always be taught in the same way. Example: Power Point is a 12th grade technology standard and it's now being introduced in 3rd and 4th grade.

AB1435 - Designed to include in the API some measure of English Language proficiency. We need an active measure of how English learners are moving forward. There is no standard measure to determine the achievement gap of English learners. The CELDT doesn't generate an automatic teacher's report.

AB 72 - Training for counselors and administrators relating to the placement of English Learners. It is very helpful for them to have this training to understand the appropriate placement.

## **PRIORITY GOALS**

Jeanie Cash led the group in establishing priority goals for the CIA Council for the 2009-10 year. The suggested goals identified included:

**Group One - Linda, Abe, Modell, LaRoyce, Eddi**

- 1) Alignment between STAR and CAHSEE
- 2) Vertical scaling of standards and assessment (grading, assessment - alignment / purpose)
- 3) Effective EL pedagogy and practices
- 4) Purposeful connection between school and work - real world applications; relevancy
- 5) Research and development around "alternative" options, programs, models
- 6) Charter school options

**Group Two - Rick B, Deborah, Eva, Lizette**

- 1) Vertical alignment of STAR
- 2) Insufficient IMF funds and unfunded mandates (or, put a limit on what publishers can charge us)
- 3) Longer instructional day to meet all mandates
- 4) NCLB mandates / API (GATE, VAPA, etc)
- 5) Re-examine our standards (what revisions do we need; what does data show?) This should precede the writing of frameworks

**Group Three - Joel, John, Maria, David**

- 1) Vertical alignments of assessments  
Algebra - How do we get students through Algebra)
- 2) EL - what are the promising practices / models?
- 3) RTI - what are the models that are effective?
- 4) API and AYP issues - Accountability Model
- 5) Under funding of IMF
- 6) Streamlining of reporting requirements, e.g. SARC
- 7) Reauthorization of NCLB

**Group Four - Sally, Diane, Linda, Nancy, Peggy, Ramona, Mona**

1. Streamline and reuse amt of secondary testing - utility of results
2. Increase instructional utility of CST (vertical alignment - sequencing of standards; growth model)
3. CALPADS - data dissemination
4. CPM - process change and bring representative groups to table

5. Best practices - What does good instruction look like? Models? RtI?
6. National standards?

The following Priority Areas were identified for Council work:

- Alignment and streamlining of assessment
- Study and recommend what is essential in a vertically aligned assessment system
- Secure adequate IMF Funding—control pricing of materials—alternative types of materials
- Study and make recommendations regarding new CDE Book on English Learners and other CDE resources—determine how these can be shared
  - Develop talking points for these for local sharing
- Devote time at each meeting for sharing how we are dealing with fiscal issues and keeping the focus on instruction

Lisette—Leg Policy Report—These are important bills for us to follow

AB 1374, Brownely—IMF

AB 1398, Brownley—

AB 272—EL training for counselors

Relooking at second grade testing—SB 800, AB 476

AB 1510—Access for EL parents

AB 351—PE

Star Sample Questions—questions that students who tested at each proficiency level answered correctly will be available on the web:

Will be available at [starsamplequestions.org](http://starsamplequestions.org)

Member sharing (feel free to follow-up with individuals for more details:

- Diane—math program adopted
- Sally—SDCOE work on deconstructing standards and formative assessments
- Eva—EL master plan is in place—moving forward on PD
- Joel—positive experiences with Data Director
- John—district is making major changes in ELD
- Maria—math adopted; SB 472 will happen over summer and overhaul of curriculum guide
- Mona—ongoing process of math adoptions
- Peg—great experience with Data Director; is being used by teachers
- Sara—adopting math and will use Data Director

- Nancy—secondary EL program has been revised and is being taken to middle schools; also business roundtable for Career Tech and pro-active about possible PI status
- Ramona—focus on middle schools and pedagogy—effective pedagogy in terms of rigor and relevance from school administrators perspective—focus on middle school but will be expanded
- LaRoyce—not sure what is happening or what will happen; huge elimination in PD
- Modell—strong principal selection process has been very effective—strong candidates in last round
- Linda A—RtI squared—CISC is working with CDE to provide materials to roll out programs; equity and excellence work has been helpful—working closely with Edwin Javius
- Abe—strong P-16 Task Force—working with middle schools to encourage college prep
- Eddi—success with Response to Instruction—
- Craig—EL progress—action research project. Studying 100 students who have been in district since kindergarten and still at CELDT Level 3
- Linda K—expository writing is district benchmark across the grades

Craig honored John Favero and Rick Bartowski for their service on the Council. Each is ending his term.

The meeting was adjourned at 2:55 PM.

Next year's meeting dates:

Wednesday, Nov. 4, 2009 ACSA Sacramento, Third Floor

Friday, Feb. 26, 2010 Sacramento, Location TBD

Friday, April 23, 2010—Via Video conference from ACSA offices: Sacramento 5<sup>th</sup> Floor, Burlingame, 2<sup>nd</sup> Floor, Ontario (it is also possible to connect from any video conference facility connected to the K-12 High Speed Network)

**All meetings are scheduled from 10:00 AM to 4:00 PM**

Minutes prepared by Jeanie Cash and George Manthey