SANTA ANA UNIFIED SCHOOL DISTRICT
1601 EAST CHESTNUT AVENUE
SANTA ANA, CA 92701

SPECIAL BOARD STUDY SESSION

A Special Board Study Session of the Santa Ana Unified School District Board of Education will convene at Santa Ana Unified School District, 1601 E. Chestnut Ave., Santa Ana, California, in the Board Room/Executive Conference Room, located on the First Floor at 4:30 p.m. – 8:30 p.m., Tuesday, August 20, 2013.

TELECONFERENCE – CECILIA "CECI" IGLESIAS
Champions World Resort
8660 West Irlo Bronson Memorial Highway
Kissimmee, Florida 34747

AGENDA

4:30 P.M. CALL TO ORDER

PLEDGE OF ALLEGIANCE

PRESENTATION/DISCUSSION

- California Office of Reform Education (CORE) Overview

PUBLIC PRESENTATIONS (Pursuant to Government Code 54954.3)

- Individuals or groups may make presentations or bring matters to the Board's attention that are within the Board's subject matter jurisdiction.

RECESS TO CLOSED SESSION (NOT OPEN TO PUBLIC)

CLOSED SESSION AGENDA

A. With respect to every item of business to be discussed, The Board of Education will meet in Closed Session as provided by California Government Code Section 54957 to consider:

1.1 Public Employment – Chief of School Police Services

1.2 Public Employee Appointment – Superintendent Selection

Pursuant to Government Code Section 54953 (3), one member will be participating by teleconference at the following address: Champions World Resort, 8660 West Irlo Bronson Memorial Highway, Kissimmee, Florida 34747.

ADJOURNMENT

FUTURE MEETING: The next Regular Meeting of the Board of Education will be held on Tuesday, August 27, 2013, at 6:00 p.m.

AGENDA ITEM BACKUP SHEET
August 20, 2013

Board Meeting

TITLE: **California Office to Reform Education (CORE) Overview**

ITEM: **Presentation**
SUBMITTED BY: **Michelle Rodriguez, Ed.D., Chief Academic Officer**
PREPARED BY: **Michelle Rodriguez, Ed.D., Chief Academic Officer**

BACKGROUND INFORMATION:

The purpose of this agenda item is to present to the Board an overview of the California Office to Reform Education (CORE) as administration plans to implement the waiver. The three key principles of the CORE waiver include college and career ready expectations for all students, State-developed differentiated recognition, accountability and support, and supporting effective instruction and leadership.

RATIONALE:

The CORE waiver relieves Local Educational Agencies (LEAs) from requirements of Elementary and Secondary Education Act (ESEA) to implement currently required improvement actions, allow LEA flexibility in how it uses its Title I and Title II funds, allow priority or focus schools to operate a school-wide program, even if it does not meet the 40% threshold level, and permit LEAs to serve with Title I funds a Title I eligible-priority school with a graduation rate below 60%. In addition, the collaboration of districts will work together to innovate, implement, and scale new strategies and tools that help California students succeed so that school districts are improved to meet the challenges of the 21st Century.

FUNDING:

Not Applicable

RECOMMENDATION:

Presented for information.

MR:ez

Getting to the Core

California Office to Reform Education (CORE) Overview

Charles E. McCully, Interim Superintendent
Michelle Rodriguez, Ed.D., Chief Academic Officer
August 20, 2013

Superior Standards | **Supportive School Climate** | **Successful Students**

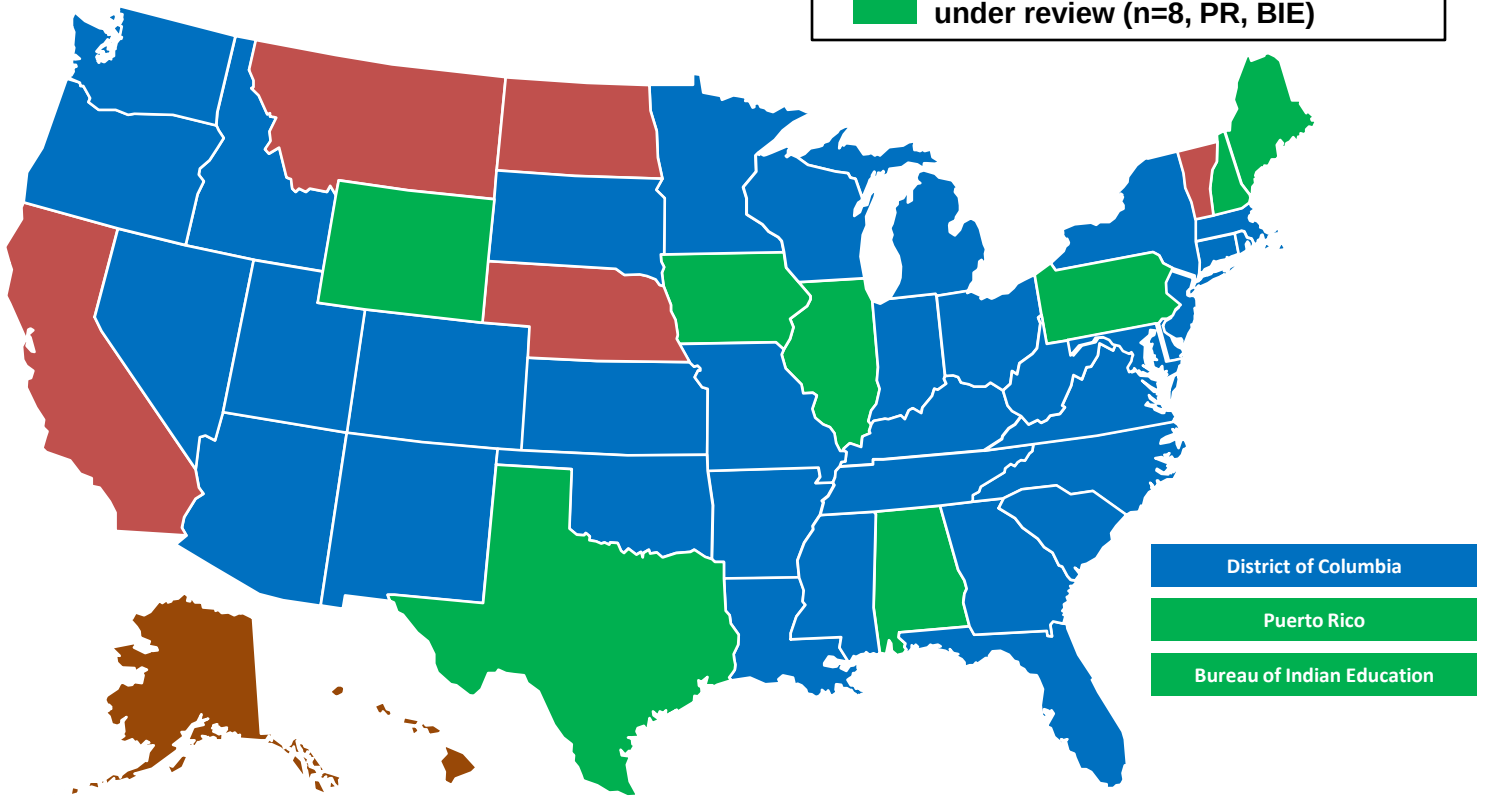
Presentation Highlights

Getting to the Core

- Overview of the Waiver Process
- Discuss the Three Key Principles of the CORE waiver
  - College and Career Ready Expectations for All Students
  - State-Developed Differentiated Recognition, Accountability and Support
  - Supporting Effective Instruction and Leadership
- Connection of Three Key Principles to SAUSD efforts
- Discuss Next Steps

School Quality Improvement System Overview

USED offers a waiver for ESEA requirements; California is one of five states that does not have an approved ESEA Flexibility Waiver or one under review



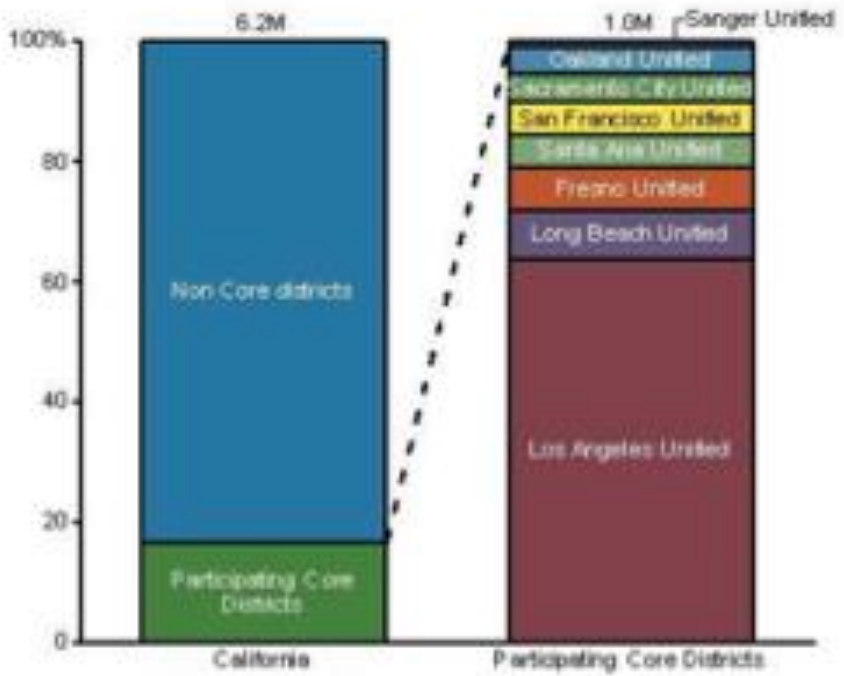
Getting to the Core

Superior Standards | **Supportive School Climate** | **Successful Students**

Source: USED

School Quality Improvement System Overview

Getting to the Core



Superior Standards | **Supportive School Climate** | **Successful Students**

Why Do States Apply for a Waiver?

Getting to the Core

- Relieve Local Educational Agency (LEA) from the requirements of ESEA to implement currently required improvement actions
- Allow LEA flexibility in how it uses its Title I and Title II funds—Flexible use of 20% Title I set aside—approximately $3 Million
- Lift the limits on the amount of funds an LEA may transfer from certain ESEA programs to other ESEA programs
- Allow priority or focus schools to operate a school-wide program even if it doesn't meet the 40% threshold level
- Permit the LEA to serve with Title I funds a Title I eligible priority school with a graduation rate below 60%

Title I Set Asides

Large Categories of Allowable Title I Expenditures
In Descending Order

1. School Interventions for:
   - Priority
   - Focus
   - Other Title I Schools
   - Low-Achieving Student Groups (SWD, ELL, low-achieving)
2. Support for school partnering teams – Priority, Focus (optional)
3. Support for communities of practice
4. Waiver implementation at the LEA level
5. Extended learning time including but not limited to before, after school and summer learning program
6. CCSS implementation and assessment transition in Title I schools
   - Extending STEM programs in Title I schools
7. Stakeholder outreach and Parent/Guardian engagement
8. Transportation to support school-choice (if district chooses)

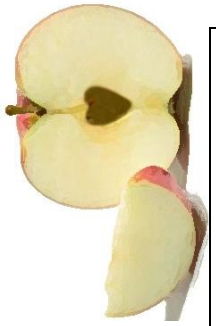
Getting to the Core

Principle #1: College and Career Ready Expectations for All Students

Getting to the Core

Key Principle	Overview	Link to SAUSD Programs and Initiatives
College-and Career-Ready Expectations for All Students	Districts will transition to and implement no later than the 2013-2014 school year college-and career-ready standards in at least language arts and mathematics. Use of assessments aligned with SBAC	Use of CLAS teachers to provide job embedded coaching Development of units of study Development of Assessment Transition Plan and changes to district-wide assessments

Four-Year Implementation Plan



Getting to the Core

SAUSD Common Core State Standards (CCSS) Transition Plan December, 2012

Awareness Phase 2011-2012

- Focus: Administrators, Curriculum Specialists, TOSAs, Department Chairs
- CCSS Introduction

Transitional Phase 2012-2013

- Focus: Administrators, Curriculum Specialists, CLAS Teachers, TOSAs, Classroom Teachers, Students
- CCSS Introduction
- Focus on Instructional Shifts

Transitional Phase 2013-2014

- Focus: Administrators, Curriculum Specialists, CLAS Teachers, TOSAs, Classroom Teachers, Students
- Focus on performance-based assessment and lesson design

Full Implementation 2014-2015

- Focus: Administrators, Curriculum Specialists, CLAS Teachers, TOSAs, Classroom Teachers, Students
- Full implementation of CCSS with CCSS assessment

Spring 2012

- CCSS overview with instructional leaders **(Why?)**
  - Principals
  - Curriculum Specialists
  - TOSAs
  - Department Chairs/Teacher Leaders (Language Arts, Math, Science)

Fall 2012

- CCSS overview at all sites **(Why?)**
- Content-specific overviews in all content and elective areas **(What?)**
- Content Training on instructional shifts **(How?)**
  - Close reading and analysis of complex text
  - Argumentative writing
  - Academic Language
  - Focus, Coherence and Rigor (Math)
- One Unit of Study Developed by Curriculum Specialists for classroom teachers with CLAS coaching support (November—To approach)

Spring 2013

- Implement CCSS strategies with focus on instructional shifts (Practice and coaching)
- CLAS Teachers/ writing teams develop one unit of study with Curriculum Specialists support (Dec-May) for end of year
- Adapt portions of pacing guides to reflect CCSS
- Include CCSS item with each unit
- Identified K-12 classroom teachers develop additional units of study (Summer)

Fall 2013

- Train teachers on performance based-assessments
- Implement model lessons/developed units of study with focus on instructional shifts and assessment (practice and coaching)
- Continue to adapt pacing guides to reflect CCSS.
- Integrate CCSS items in benchmark/ Common Assessments

Spring 2014

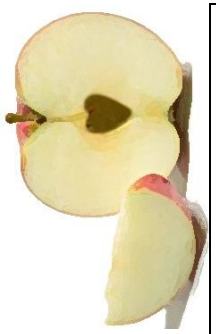
- Train teachers on lesson design with CCSS focus
- Identified teachers continue to develop of CCSS lessons to complement content pacing guides (practice and coaching).
- Complete CCSS pacing guides for all content areas.
- Integrate CCSS items in benchmark/ Common Assessments

Fall 2014

- Fully implement common core pacing guides, lessons and assessments
- CCSS benchmarks/ Common Assessments

Superior Standards | **Supportive School Climate** | **Successful Students**

2013-14 Implementation Plan



Getting to the Core

SAUSD's 2013-2014 Common Core Implementation

K-12 Foundation	Summer 2013: **Writing teams** will develop additional **units of study** with Spec Ed addendums and curriculum maps in identified courses **CCSS Math Institute** for Grades 4 & 8	August 2013: CLAS teachers will introduce Collaborative **Conversations Professional Learning Module** #2 to K-12 staff	Sept 2013-Jan 2014: Grade Level Leaders and Department Chairs will provide input on changes to **District-wide assessments** to mirror SBAC	Sept 2013-June 2014: All K-12 Staff will complete all **six activities** in **Collaborative Conversations Professional Learning Module**	Sept 2013-June 2014: CLAS teachers will provide **job embedded coaching and support**
Elementary	Oct-Dec 2013: K-3: Train and implement **revised Fall Common Core Unit of Study** 4-5: Train and implement **revised Fall Common Core Unit of Study**	Dec 2013-June 2014: Integrate Grades 3-5 **Basal Alignment Project** to implement OCR selections with text-dependent questions and development of academic language (Tier II and Tier III words)	Feb-March 2014: Train and implement **unit of study** developed by summer writing teams Full day training on unit of study with time built in for grade level/course level collaboration	May-June 2014: K-3: Implement revised Spring Common Core Unit of Study 4-5: Implement revised Spring Common Core Unit of Study	
Secondary	Semester One: Implement unit of study developed by summer writing teams	Dec 2013-May 2014: Establish key strategies and elements of CCSS to use in both core and non-core classrooms. Key strategies will be determined by individual departments	Dec 2013-June 2014: Integrate Anthology Alignment Project to implement ELA selections with text-dependent questions and development of academic language (Tier II and Tier III words)	Semester Two: Implement revised Spring Common Core Units of Study	

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Assessment Transition Plan

Getting to the Core

	Current Status 2012-2013	Transition Phase 2013-2014	Aligned SBAC Assessments 2014-2015
Formative	**Common assessments** developed by individual schools, departments or grade levels with individually created items Use of **progress monitoring** tools to monitor student progress	Update current **common assessments** developed at each site. Develop with teacher leaders and/or obtain **SBAC aligned, vetted items** to be used for 2014-2015 school year Use of **progress monitoring** tools to monitor student progress	**Common assessments** developed by individual schools, departments or grade levels from **SBAC aligned, vetted item bank** Use of **progress monitoring** tools to monitor student progress
Interim	**Benchmarks** provided at various times in the school year and intended to be aligned with the pacing guide. **Performance based** assessments in units of study (1-2 per year) **Universal screening** in reading grades K-5 District-wide **writing** assessments Assessment of **Language Development** (Grades K-5 ELs only)	Reduce the number of multiple-choice items on benchmarks and add **one extended response item** to standards aligned to both CST and CCSS (depending on level of CST testing for 13-14 school year)—**2-3 per** year at end of semester/trimester **Performance based** assessments in units of study (2-3 per year) with expectations of technology use such as use of navigational and productivity tools required by SBAC **Universal screening** in reading Grades K-6 (**computer adaptive** grades 3-6) District-wide **writing** assessments linked to **texts and tasks** Assessment of **Language Development** (Grades K-5 ELs only)	**Interim comprehensive assessments** aligned to SBAC and CCSS—**2-3 per yr** **Performance based assessments** in units of study (2-3 per year) with expectations of technology use such as use of navigational and productivity tools required by SBAC **Universal screening** in reading Grades K-6 (**computer adaptive** grades 3-6) District-wide **writing** assessments linked to **texts and tasks** Assessment of **Language Development** (Grades K-5 ELs only)
Summative	**State and Federally required assessments** including STAR Assessments (including CST, CAHSEE, 4th and 7th grade writing etc.), and CELDT	State and Federally required assessments including STAR Assessments (including CST, CAHSEE, 4th and 7th grade writing etc.), and CELDT Develop and pilot **end of course exams** for identified courses	State and Federally required assessments including SBAC and CELDT Administer **end of course exams** for identified courses

Superior Standards | **Supportive School Climate** | **Successful Students**

Principle #2: State-Developed Differentiated Recognition, Accountability and Support

Getting to the Core

Key Principle	Overview	Link to SAUSD Programs and Initiatives
State-Developed Differentiated Recognition, Accountability and Support	Data will be collected to hold LEAs accountable both to themselves and others as they develop cross-LEA collaborative relationships. Schools can be classified as either schools of distinction, priority schools or focus schools. There is recognition of both the importance of academic preparedness and measures of students' social-emotional development and the critical role of a school's culture and climate	Development of District's Key Performance Indicators highlighted in Strategic Plan Focus on school climate through the implementation of PBIS

CORE Differentiated Accountability for 2013-14 School Year

- *Factor to be used for index calculation*
- *Factor to be measured (not included in index calculation)*
- *Factor not measured or used*

School Quality Improvement Index
100%

2013-2014

Begin collecting social-emotional and culture/climate data for baseline

2013-14 Academic Domain scores will be based on CSTs (performance) , APIs, (growth) and graduation/ persistence rate

Academic Domain
100%

High School

Performance	Growth	Grad Rate (HS)
33%	*33%*	*33%*

Intermediate

Performance	Growth	Persistence Rate (enrollment in 10th Grade)
33%	*33%*	*33%*

Elementary

Performance	Growth
50%	*50%*

Social-Emotional Factors

- ***Absentee Rate***
- ***Suspension/Expulsion Rate***
- ***Non-Cognitive Skills***

Culture and Climate Factors

- ***Student/Staff/Parent Surveys***
- ***Special Ed Identification***
- ***ELL Re-designation Rate***

Factors to be collected this year, but will not be included in accountability calculation. Data collected will be used as baseline to set targets for following years

Getting to the Co

Superior Standards | **Supportive School Climate** | **Successful Students**

Note: Growth will be measured as whether or not a district met their API target; CORE will either implement independently, or implement PARCC

Differentiated Accountability

2014-2015

- *Factor to be used for index calculation*
- *Factor to be measured (not included in index calculation)*
- *Factor not measured or used*

School Quality Improvement Index
100%

- **Academic Domain** *60%*
  - **Performance** *30%*
  - ***Growth***
  - **Grad Rate (HS)** *30%*
  - **Persistence Rate (enrollment in 10th Grade)** *30%*
- **Social-Emotional Factors** *20%*
  - **Absentee Rate** *XX%*
  - **Suspension/Expulsion Rate** *XX%*
  - **Non-Cognitive Skills** *XX%*
- **Culture and Climate Factors** *20%*
  - **Student/Staff/Parent Surveys** *XX%*
  - **Special Ed Identification** *XX%*
  - **ELL Re-designation Rate** *XX%*

High
Performance *30%*
Growth

Middle
Performance *30%*
Growth

Elem.
Performance *60%*
Growth

2014-2015 will be a baseline year for collecting SBAC data thus growth data will not be included

Use SBAC assessments and new social-emotional and culture/climate scores. Growth excluded because Year 1 of SBAC

Getting to the Core

Superior Standards | **Supportive School Climate** | **Successful Students**

Note: If California delays SBAC implementation, CORE will either implement independently, or implement PARCC

Differentiated Accountability

2015-16 and Beyond

Getting to the Core

School Quality Improvement Index
100%

- **Academic Domain** *60%*
  - **Performance** *20%*
  - **Growth** *20%*
  - **Grad Rate (HS)** *20%*
  - **High**
  - **Performance** *20%*
  - **Growth** *20%*
  - **Persistence Rate (enrollment in 10th Grade)** *20%*
  - **Middle**
  - **Performance** *30%*
  - **Growth** *30%*
  - **Elem.**
- **Social-Emotional Factors** *20%*
  - **Absentee Rate** *XX%*
  - **Suspension/Expulsion Rate** *XX%*
  - **Non-Cognitive Skills** *XX%*
- **Culture and Climate Factors** *20%*
  - **Student/Staff/Parent Surveys** *XX%*
  - **Special Ed Identification** *XX%*
  - **ELL Re-designation Rate** *XX%*

Superior Standards | **Supportive School Climate** | **Successful Students**

Note: If California delays SBAC implementation, CORE will either implement independently, or implement PARCC

Non-cognitive Skills

Getting to the Core

The National Academy of Sciences has categorized essential 21st Century skills into three categories:

- Cognitive domain: intellectual ability, knowledge, cognitive strategies, and creativity
- Intrapersonal domain: work ethic, conscientiousness, self-evaluation, mindset, perseverance, metacognition, intellectual openness, curiosity
- Interpersonal domain: teamwork, collaboration, leadership, communication, conflict resolution, empathy

CORE Oversight Committee

The CORE Waiver Oversight Panel will render decisions on compliance for LEA inclusion/exclusion in the waiver based on peer and self evaluation inputs

Criteria Reviewed by Oversight Panel

Getting to the Core

- **Peer review report**
- **District self-evaluation report**
- **Peer review process**
- **District self-evaluation process**

1. ACSA Appointee
2. CSBA Appointee
3. CCSEA Appointee
4. CDE Appointee
5. State Board Appointee
6. Governor's Appointee
7. CTA Appointee
8. PTA Appointee
9. Civil Rights Representative Appointees
10. EdTrust Appointee
11. Non-Supt. California Collaborative Appointee
12. CORE Board Appointed Higher Education Researcher (non-LEA)
13. Students with Disabilities Representative Appointee
14. English Language Learners Representative Appointee

Compliance panel will determine
1) Administrative discipline
2) Escalation path
3) Final decision on inclusion/exclusion from wavier

Superior Standards | **Supportive School Climate** | **Successful Students**

Differentiated Accountability with CORE

	Reward Schools *Highest Performing*	Reward Schools *High-Progress*	Focus Schools	Priority Schools
	At least 10% of Title 1 schools		*At least 10% of Title 1 schools*	*At least 5% of Title 1 schools*
Description	**Highest-Performing Schools:** •Top 30% of schools based on performance in 2010-2012 based on 2012 graduation rates •must have the highest graduation rates •Must be making AYP for "all students" and all subgroups •Cannot have significant achievement gaps that are not closing	**High-Progress Reward Schools:** •Are among the top 10% of CORE schools in improving performance over a number of years •Top 30% most improved graduation rate •The lowest performing subgroup in each school has improved by at least 5% since 2010	**Focus Schools must include:** •Any high schools with <60% graduation rates not designated a Priority School •Title 1 schools with the largest within-school achievement gaps in performance or graduation rates •A Title 1 school with at least 1 low performing subgroup over a number of years	**A Priority School must be <u>one</u> of the following:** •A currently-served Title 1 and non-Title 1 SIG School •Title 1 eligible or participating school with <60% graduation over a number of years •Among the lowest 5% of schools in CORE based on student achievement in the "all students" group

Superior Standards **Supportive School Climate** **Successful Students**

Note: CORE has defined "a number of years" as 3 years
Source: U.S. Department of Education

Reward, Focus, and Priority Schools

	Clovis	Fresno	Long Beach	Los Angeles	Oakland	Santa Ana	Sac. City	San Francisco	Sanger
Reward: Highest Performing	4	2	0	24	1	2	1	3	2
Reward: High Progress	1	3	6	46	2	2	4	4	0
Focus	0	14	3	74	7	0	10	7	0
Priority	0	3	0	27	11	6	1	10	0
SIG	0	3*	0	19	4	6	1	9*	0
Total Number of Non-Sig Title 1 Schools	12	64	55	565	83	48	61	45	13

(*) In both San Francisco and Fresno, 2 of their SIG schools are not Title 1
Source: Parthenon Analysis

CORE Escalation of Interventions

Getting to the Core

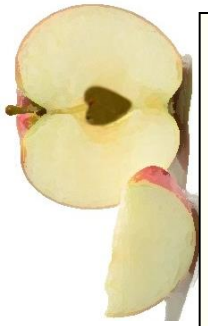
Category	Detailed Actions
1. Develop school improvement plan and attend communities of practice	• Create school improvement plan which addresses the reason LEA did not make target, review suggested resources • Attend community of practice • Revise and implement plan with LEA approval of plan
2. Pair with high-performing school	• Develop school improvement plan and participate in school partnership program with reward school
3. Complete 7 turnaround principles	• Undertake turnaround principles simultaneously by the 2014-15 school year for three years • LEA approves the school interventions to be applied in support of the turnaround principles

Principle #3: Supporting Effective Instruction and Leadership

Getting to the Core

Key Principle	Overview	Link to SAUSD Programs and Initiatives
Supporting Effective Instruction and Leadership	LEAs will recruit, prepare, evaluate and develop effective teachers and leaders. The districts will promote continuous instructional improvement and provide teachers and leaders to 1) Ensure educator performance is assessed against multiple measures, 2) provide access to a more robust and comprehensive feedback system, 3) celebrate, leverage and accelerate the skills of most effective teachers and leaders, 4) differentiate teacher supports with targeted opportunities	Administration evaluation system

Teacher and Principal Evaluation and Support Systems



Getting to the Core

Participating LEAs Current Commitments:

- ✓ A common set of educator effectiveness indicators agreed upon by CORE Districts with input from Participating LEAs
- ✓ At least one significant component based upon a measure of student academic achievement and growth
- ✓ Classroom observation procedures that provide teachers with quality feedback regarding instructional practice, aligned to adopted educator effectiveness standards
- ✓ Data collection with sufficient frequency to provide a basis for evaluation
- ✓ Ratings that meaningfully differentiate among teaching effectiveness using at least four categories
- ✓ Support for professional growth and capacity building; and
- ✓ Increase in teacher collaboration to inform classroom instruction for increased academic achievement

Teacher and Principal Evaluation and Support Systems

Getting to the Core

1 Student growth integrated through a "trigger" system

- An evaluation will be conducted using multiple measures, not including student achievement.
- Results will be compared to student achievement results.
- Any misalignment between teacher/administrator professional practice and student performance will initiate a dialogue
- District action will focus on professional development for the teacher

2 Student growth as a defined percentage

- Student growth will represent a minimum of 20% of teacher and principal evaluation calculations.

CORE LEAs will choose will between both options in order to allow LEAs flexibility to maintain current systems that already meet USED requirements, while ensuring rigorous models and consistency across all participating districts

Teacher and Principal Evaluation and Support Systems

Professional Practice

Classroom observations, artifacts of instruction, contribution to professional culture, and student (in the case of teachers) and teacher (in the case of administrators) feedback

- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory

Impact on Student Learning

MCAS growth results, where available, and at least one other district-wide measure of achievement common across grades or subjects district-wide (e.g., student portfolios, capstone projects, performances)

- High
- Medium
- Low

Getting to the Core

E, H, P, M — Expectation	NI, U — One year improvement plan with goals for student learning and educator practice. Failure to improve substantially after the year can lead to dismissal	E, L, P — One-year improvement plan that focuses on discrepancy between two judgments and requires intervention of evaluator's supervisor

Superior Standards | **Supportive School Climate** | **Successful Students**

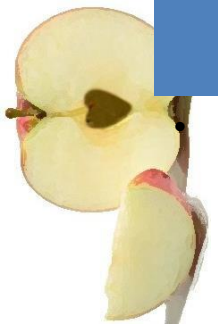
Note: To determine impact on student learning, when MCAS data not available, at least two district-determined measures will be used
Source: Massachusetts ESEA Waiver

Evaluation System of Cycle of Review

Getting to the Core

By 2013-14 School Year	CORE Board will develop a rubric to measure development and implementation of teacher, principal and superintendent evaluation systems Starting in Fall 2013, LEAs will enter into peer review to ensure progress against the milestones outlined in the rubric August 15-September 15, all Participating LEAs will solicit feedback on common educator effectiveness guidelines
By 2014-15 School Year	Rubric will be fully implemented across the Participating LEAs Educator evaluation system is piloted Rubric will inform admittance into the Evaluation System Cycle of Review
By 2015-16 School Year	Educator evaluation system is implemented across all participating districts

Teacher and Principal Evaluation and Support Systems



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