

Santa Clara County Office of Education

REGIONAL PARTNERSHIPS NETWORK REPRESENTATIVES TO CISC MEETING MINUTES CO-HOSTED BY THE SANTA CLARA COUNTY OFFICE OF EDUCATION AUGUST 15, 2013

CONVENED 9:30 a.m./ADJOURNED 11:00 a.m.
POSTED AT <http://parentengagement.sccoe.org>

NETWORK REPRESENTATIVES TO CISC

	Region 1 - Annette Murray, Sonoma COE	Region 7 - Tou Herr, Fresno COE
X	Region 2 - Lorna Manuel, Tehama COE	Region 8 - Jeff Nickell, Kern COE
	Region 3 - Jan Sheppard, Sutter COE	Region 9 - Vanessa Galey, Orange COE
X	Region 4 - Becky Cruz, Solano COE	Region 10 - Beth Higbee, San Bernardino Supt of Schools
X	Region 5 - Mary Ann Burke, Santa Clara COE	Region 10 - Jose Espinosa, San Bernardino Supt of Schools
	Region 6 - Mary Stires, Stanislaus COE	Region 11 - Liz Guerra, Los Angeles COE

PARTICIPANTS

Erika Aguirre, Mount Pleasant	Sandra Gonzalez, Region 11
Karen Bacica, Santa Clara COE	Margaret Hengel, Toastmasters International
Priscila Bogdanic, Mt. View Whisman	Ellen Larson, Region 10
Nancy Bodenhausen, CDE	Sheila Nunez, Berryessa, Retired Principal
Pat Furagganan, Toastmasters International	Jan Terakawa, Toastmasters International
	Frank Wells, SCCOE District and School Improvement Director

1. **Welcome, Introductions and Announcements – Mary Ann Burke, Santa Clara COE**
Introductions were made and Mary Ann reviewed the agenda.

2. **Updates on Parent Engagement Regional Partnerships Network Meeting – Nancy Bodenhausen, CDE**
 - Regional focus groups with parent engagement leaders were convened with CDE staff in the northern and southern part of the state. Topics discussed included efforts to build capacity for systemic family engagement in each county and the types of technical assistance needed from the CDE for making capacity-building efforts more effective and/or for keep them going. Added discussion focused on how to build a regional network of county or co-op family involvement networks, with regular regional technical assistance seminars facilitated by CDE.
 - A proposed structure for parent engagement was discussed at the state, region, county, district, and school level per the California Family Engagement Framework .
 - An overview of LCFF and LCAP was discussed relevant to parent engagement and transparency with added information available by subscribing to the LCFF listserv by sending a “blank” message to join-LCFF-list@mlist.cde.ca.gov. The information is also posted at <http://www.cde.ca.gov/fg/aa/lc/>

3. **CISC Regional Representative Reports – CISC Regional Liaisons**
Regional updates include the following:

Region 2 – Lorna Manuel, Tehama COE, representative: The COE developed common core standards brochures for each grade level per the attached sample brochure that were adapted from the PTA and Greater Schools. The brochures are being developed in English and Spanish for Language Arts and Mathematics. The brochures can assist parents in helping their children at home with academic enrichment activities. They will be distributed at the September parent forum and at the No Excuses: Community and University Partnerships event in October. The website link for all grade-level brochures is at <http://tehamaschools.org/department/educational-support-services/parents-students>

Region 4 – Becky Cruz, Solano COE, representative: The COE continued to support families with bullying prevention programs. The September workshop will assist parents of children in foster care with added resources. Common core standards resources for parents are located online at http://www.solanocoe.net/apps/pages/index.jsp?uREC_ID=183764&type=d&pREC_ID=455189.

Region 5 – Mary Ann Burke, Santa Clara COE, representative (facilitator): Santa Clara COE has expanded the training conferences and workshops with new PowerPoints and video clips that explain and demonstrate how parents can support their children's learning using common core standards. Upcoming events include a Special Education Conference on October 5, College Day workshops for parents and students with speakers from the United States Hispanic Leadership Institute on October 10 – 11, K-8 Trainer-of-Trainers on October 21 – 23, and an Education Innovation Summit on October 26. Common Core Standards trainings for parents are being expanded at Mount Pleasant and Alum Rock District school sites with intensive parent training workshops, parent volunteer coaching in the classroom, and November follow-up workshops.

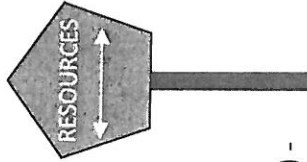
Region 11 – Sandra Gonzalez, Los Angeles COE, staff: Region 11 RSDSS website is under development by the FLSN to include a unique, user-friendly Family Engagement Tool Kit for districts and schools. This toolkit will provide high-quality resources where schools can access sample templates, surveys, assessments, rubrics and research to support family engagement; and support schools to build strong relationships with families. Additionally, LACOE has recently created the Family Engagement Action Team (FEAT). As a team we are putting our best resources together to design opportunities that connect districts and schools to valuable family engagement tools and services that meet both Title I and Title III requirements. In September, LACOE will send out the first issue of the RSDSS Region XI Family Engagement e-Newsletter to districts to provide resources on academic achievement and support for schools in Program Improvement. Lastly, the Categorical Programs Unit at LACOE will offer their Parent Involvement Implementation Workshop Series again this year.

4. Next Steps and Closure – Mary Ann Burke, Santa Clara COE

- The October 24, January 23, and May 1 WebEx Meetings will start at 9:30 a.m. and end at 11:00 a.m. These WebEx Meetings will be facilitated by Co-Chair Vanessa Galey. Regional partnership representatives will share their best program and training practices with parent and staff leadership teams at these meetings.
- Presenters must email PowerPoints and presentation postings to Vanessa at ygaley@ocde.us one week before the meeting. We are excited about providing a shared leadership service delivery with expanded technology support.

General Parent Resources

- ◇ Common Core State Standards- www.cde.ca.gov/te/cc
- ◇ Common Core Video- www.commoncoreworks.org/page/378
- ◇ K-8 California's Common Core Standards Parent Handbook- www.smmusd.org/edservices/commoncore/pdf/ccsparenthandbook.pdf
- ◇ Parent Roadmaps to Common Core Standards (Council of Great City Schools) - <http://www.cgcs.org/Page/328>
- ◇ Parents' Guides to Student Success (National PTA) - <http://www.pta.org/parents/content.cfm?itemNumber=2583&navItemNumber=3363>



Common Core Grade Level Resources

- ◇ A Look At Kindergarten Through Grade Six In California Public Schools- www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp
- ◇ Learn Zillion—High Quality Lessons For Review By Students All Aligned To CCSS- www.learnzillion.com

Common Core Assessment

- ◇ Smarter Balanced Practice Tests- www.smarterbalanced.org/pilot-test/
- ◇ Smarter Balanced Fact vs Fiction - <http://www.cde.ca.gov/ta/tg/sa/smarterbalresources.asp>

Parent/Student Home Resources

- ◇ Family Math Activities- http://www.orecity.k12.or.us/staff/curriculum_resources/mathematics/family_math_activities
- ◇ Everyday Mathematics- <http://everydaymath.uchicago.edu/parents/>
- ◇ Reading Resources- <http://www2.ed.gov/parents/read/resources/edpicks.jhtml>



First Grade



COMMON CORE

STATE

STANDARDS FOR CALIFORNIA SCHOOLS



Designed to prepare all students to graduate from high school ready for post secondary education and careers.

Prepared by:

**Tehama County Department of Education
Educational Support Services**

Larry P. Champion

Tehama County Superintendent of Schools
www.tehamaschools.org

(Adapted with permission from the National PTA)

Tehama County Department of Education (TCDE) is dedicated to supporting schools and districts as they work to improve student achievement and meet the needs of all learners. Please visit our website at www.tehamaschools.org for a complete listing of department offerings. The following programs offer resources that may be especially valuable for parents.

Educational Support Services:

TCDE Educational Support Services provides administrators and teachers quality assistance in building knowledge and skills around the district and school culture, goal setting and implementation, and instructional practices. The goal of ESS is to build the capacity of educators to improve student achievement for all. Our services include:

- Professional development workshops
- Administrator and teacher learning community facilitation
- English/language arts and Mathematics instructional coaching
- District/school plan facilitation
- Community educational events
- Educational resources for loan



SERRF After School Program:

The Safe Education and Recreation for Rural Families Program (SERRF) is an after school program which provides a safe, healthy and enriching environment for K-8 school children to participate in:

- Homework Assistance/Tutoring
- Academic Enrichment/Recreation
- Social Skills Development
- Prevention Activities
- Youth Development
- Character Education
- High Education
- Career Exploration



Student Support Services

Student Support Services provide training, technical assistance, and direct services to schools, parents, students, and community agencies to support physical and emotional health and safety for all Tehama County students. Staff provide leadership and expertise in the areas of school safety and crisis planning, bullying and violence prevention, substance use and teen pregnancy prevention, mental health, mentoring, nutrition, foster and homeless youth services, and truancy/drop-out prevention.



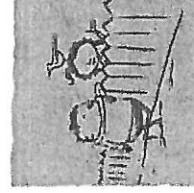
1-800-833-0363

Why Are Academic Standards Important?

The Common Core State Standards are important because they help ensure that all students, no matter which state they live in, are prepared for success in college and the workforce. They help set clear, consistent, and high expectations for students, parents, and teachers, build your child's knowledge and skills, and help set high goals for all students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. Standards help parents and teachers know when students need extra assistance or when they need to be challenged. Standards also will help students develop critical thinking skills that prepare them for the world beyond high school.



Today's students are moving beyond the basics and embracing the 4C's—"super skills" for the 21st century!



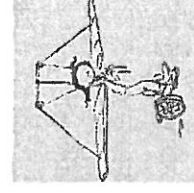
Communication
Sharing thoughts, questions, ideas, and solutions.



Collaboration
Working together to reach a goal — putting talent, experience, and smarts to work



Critical Thinking
Looking at problems in a new way, linking learning across subjects & disciplines



Creativity
Trying new approaches to get things done equals innovation & invention

Tips for Talking With Teachers!



Don't be afraid to reach out to your child's teacher. You are still an important part of your child's education. Ask to see samples of your child's work and discuss his/her progress with the teacher using questions like:

- ◇ Is my child at the level where he/she should be at this point on the school year?
- ◇ How is math progress measured? Can we look at some of his/her work together?
- ◇ Which area of math is my child excelling in?
- ◇ What do you think is giving my child the most trouble? How can I help? Do you have any additional activities that would support my child?
- ◇ Can you show me how you solved this problem in class?
- ◇ Which math topics are coming up? What can I do to help get them ready for upcoming work?
- ◇ What is your preferred method of communication (email, phone, notes home)?
- ◇ How can I keep track of his/her completed assignments? Do you communicate grades online?

Future Graduate Lane

Four Attributes of College & Career Ready Students

Academic Behaviors Students possess the ability to organize their academic work, engage in self-assessment of progress toward course outcomes, manage their time effectively, and complete or refine assignments with precision and accuracy.	Higher Order Skills Students possess the ability to solve problems using critical thinking, reasoning and interpretation of research and results, communicated in a manner that conveys clear understanding of various solutions.
Real World Application Students possess the ability to successfully complete problems connected to real world scenarios that require conceptual application of content knowledge, collaborative group work and use of various forms of media.	College and career ready students possess the ability to solve real world problems through the conceptual application of key content knowledge using higher order thinking skills.
Academic Language Students possess the ability to demonstrate mastery of content area skills and concepts through the appropriate use of academic language (reading, writing and speaking) as defined by the level of rigor within the standard.	Academic Language Students possess the ability to demonstrate mastery of content area skills and concepts through the appropriate use of academic language (reading, writing and speaking) as defined by the level of rigor within the standard.

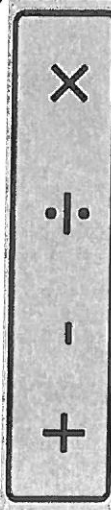
Mathematics

In Grade 1, your child will find different ways to solve addition and subtraction problems to 20. They will develop an understanding of whole numbers and place value, often grouping numbers into tens and ones. Students will explore measurement using different units of measure. Students will also use charts, tables, and diagrams to solve problems.



Samples of the Work Your Student Will Be Doing

- ◇ Understanding the rules of addition and subtraction.
($5 + 2 = 2 + 5$)
- ◇ Solving word problems that involve adding or subtracting numbers up through 20.
- ◇ Understanding place value and use base 10 blocks to show that a bundle of ten ones is called a ten, or nine tens is equal to 90.
- ◇ Comparing two-digit numbers using the symbols $>$ (more than), $=$ (equal to), and $<$ (less than). (ex: Determine if the following statement is true: ($3 + 3 = 6$, $4 + 1 = 5 + 2$))
- ◇ Measuring the lengths of objects using a shorter object as a unit of measure.
- ◇ Telling and writing time.
- ◇ Using charts, tables, graphs, and diagrams to solve problems.
- ◇ Dividing circles and rectangles into halves and quarters and understand which piece is smaller or larger.



ELA Progressions

Here is an example of how students will develop literacy skills across grade levels as they read and write increasingly challenging works of literature and informational text.



Kindergarten Reading

With the teacher's help, students retell stories, including key details. They can name the author and illustrator and define the role of each.

First Grade Reading

Students retell stories, including key details and the lesson of the story. In addition, they can identify who is telling the story at various points in the text.

Second Grade Reading

Students retell stories and determine the central lesson. They acknowledge different points of view of the characters and speak in a different voice for each character.

Kindergarten Writing

Students use drawing, dictating, and writing to explain a topic and can name what they are writing about and supply details.

First Grade Writing

Students name a topic and supply facts as well as closure.

Second Grade Writing

Students introduce a topic, support it with facts, and provide a concluding statement.

Samples of Texts Students Will Work With

Literature: *Frog and Toad Together; Owl at Home;*

Pancakes for Breakfast; "Poem"

Informational: *Let's Find Out About Ice Cream; Fire! Fire!*

Samples of What Students Will Be Asked To Do

Literature

Students retell Arnold Lobel's *Frog and Toad Together* while demonstrating their understanding of a central message or lesson of the story (eg. how friends are able to solve problems together or how hard work pays off).

Informational

After hearing the read aloud of *Fire! Fire!* students ask questions about how firefighters respond to a fire and answer using key details from text.

