



Newsletter

Volume 1, Issue 1

February 2014

Information from BUSD Calendar

District Science Fair

Feb. 19th , 6 p.m.

Barstow Community
College

Regional Spelling Bee

Feb. 22, 8:30 a.m.

Desert Mountain SELPA
Center, Apple Valley

America Recycles Day

3rd & 4th Grade Students

Feb. 28th -Lenwood,
Montara, Skyline

May 22nd- Cameron,
Crestline, Henderson

Desert Discover Center

Earth Day Event

April 23rd

Thomson School

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Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

Barstow Unified School District has been reviewing data, gathering input from our stakeholders and has begun setting goals and progress indicators as we develop our Local Control and Accountability Plan. The LCAP committee is comprised of classified and certificated school employees, union representatives, English Learner Advisory Committee representatives, Members of School Site Councils, administrators, and community members.

Funding for the LCAP will be determined by the Local Control Funding Formula. This funding is generated from the supplemental and concentration grant funds of the unduplicated pupils in three sub-groups:

- Low-income students
- English Learners
- Foster youth

“The funding shall be used to increase or im-

prove services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds....”

The LCAP is intended to be a comprehensive planning tool. There are three categories with eight state priorities to be addressed. They are:

- **Conditions for Learning**
 - ◇ Basic Services
 - ◇ Implementation of State Standards
 - ◇ Course Access
- **Pupil Outcomes**
 - ◇ Pupil Achievement
 - ◇ Other Pupil Outcomes
- **Engagement**
 - ◇ Parent Involvement
 - ◇ Pupil Engagement
 - ◇ School Climate

BUSD would like your input relating to the LCAP. A survey has been developed and is currently on the [BUSD website homepage](#) under the **Announcements** section for you to provide input on the eight priorities. By sharing your knowledge and expertise, the plan can consider programs and services to meet the needs of our students.

During the months of February and March, we will continue meeting with our stakeholders, providing input and developing goals and indicators. In April, the LCAP will be shared with parent advisory groups and other stakeholder groups. During the month of May, a public hearing will be held. Finally, the LCAP and accompanying budget will be presented to the Board of Trustees for adoption.

[PLEASE TAKE THE LCAP SURVEY](#)

School-Wide Positive Behavior Interventions and Supports (SW-PBIS)

Research shows that when a child is taught the behaviors that are expected of them, they behave in the manner expected and with positive reinforcement, positive redirection, and support, between 80-85% of students will adhere to the outlined expectations of the school and classroom. When behavioral interventions are implemented on a more individual basis, this percentage may rise as high as 95%. When expected behavior is taught in the classroom, it is called Positive Behavior Intervention Supports. When expected behavior is taught school-wide, it is called School-Wide Positive Behavior Intervention Supports and when expected behaviors are taught district-wide this is called District-Wide Positive Behavior Intervention. Some of the schools in BUSD have begun to implement parts of PBIS at their site. When school begins in August 2014, PBIS will be implemented at every school site in the District. PBIS is

a decision-making framework that guides selection, integration and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. Teaching behavioral expectations and rewarding students for following them is a much more proactive, positive approach than waiting for misbehavior to occur before responding. This systems of support approach includes proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments. In PBIS a continuum of positive behavior support for all students within the school is implemented in areas including the classroom and non-classroom settings (such as hallways,

buses and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occur.

THE PURPOSE OF SCHOOL-WIDE PBIS IS TO ESTABLISH A CLIMATE IN-WHICH APPROPRIATE BEHAVIOR IS THE NORM.

*"If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to multiply, we teach.
If a child doesn't know how to drive, we teach.
If a child doesn't know how to behave, we.... teach?
.... punish?"*

Rob Horner

Direct Interactive Instruction

Barstow Unified School District has had the opportunity to participate in beginning and advanced professional development for Direct Interactive Instruction (DII). DII has four components: Standards and Objectives, Lesson Structure and Sequence, Student Engagement/Feedback/Correctives, and Proactive Classroom Management (PCM). As we move forward with the implementation of the Common Core Standards, DII strate-

gies will continue to be an integral component of lesson design. For example, sharing and explaining the lesson objective is imperative in setting the learning experience. With Common Core, lesson structure and student engagement are taken to a whole new, higher level where students delve deeper into the content by having purposeful, relevant academic conversations that utilize a variety of structured student interac-

tion (SSI) strategies that go beyond “equity cards and think, pair, share”. Refining DII strategies will help invigorate lessons, creating a 21st century learning environment for students. Try it, find new strategies and share them with your colleagues.

Math Pilot

The California Common Core State Standards for math include two types of standards: Eight Mathematical Practice Standards (identical for each grade level) and Mathematical Content Standards (different at each grade level).” To provide teachers with support in implementing the standards, Barstow Unified School District will be adopting a new math curriculum.

Three publishers have been chosen for consideration. They are **Pearson** (*Envision*, grades K-8 and *Digits*, grades 7-8), **Houghton Mifflin Harcourt** (*Go Math* and *Math in Focus*, both K-8) and **TPS Publishing** (project based curriculum for K-8). Teachers are currently piloting these programs throughout our schools. Teachers not directly involved in the pilot may preview the digital materials on line. Information on how to access the programs will be sent to all K-8 teachers in an e-mail.

Teachers will be given an opportunity to hear an overview of each program and an opportunity to peruse the materials during Professional Development. They will provide input regarding the new adoption by completing a survey. Our goal is to select a program by the end of March so the adopted math materials can be available for teachers in June.

2013-14 BENCHMARK ASSESSMENTS

During the first trimester, the Common Core Transition Team revisited the pacing guides as it related to the BUSD Benchmark Assessments. The team compared the 1997 standards to the Common Core Standards. In doing so, the 2013-14 Pacing Guides were updated. The teams’ next steps were to align the revised pacing guides to the second and third trimester benchmark assessments.

The ELA benchmarks in grades K-8 are current and available. Grades 9-12 will be determined by the BHS English Department. The Math Transition Team for grades K-5 have met to align the pacing guides with the benchmarks. They are available on the [Pacing Guide Webpage](#). The pacing guides and benchmarks are currently aligned in grades 6-12.

Teachers should be completing

the benchmark assessment according to the grade level pacing guides and the assessment schedule. All benchmark assessments must be scanned into Illuminate for teachers, grade levels and principals to analyze.

Online Administration & Delivery Schedules Available under the Instructional Support Services Department
Page > [Assessments](#)

SMARTER BALANCED CONSORTIUM (SBAC) PRACTICE & NEW TRAINING TEST

On January 30, Smarter Balanced released a set of Training Tests to provide a means for students and teachers to:

- Quickly become familiar with the features of the Smarter Balanced assessment software interface.
- Experience new item types that do not currently appear on the Practice Tests.
- Preview universal tools, designated supports, and accommodations.

New features have also been added to the Practice Test. Both the Practice & Training tests can be accessed via the SBAC Secure Browser.

For more details regarding this and future updates visit the BUSD [SBAC Administration](#) page. (Shortcut under the For Teachers menu off of the [Main BUSD website](#))

SMARTER BALANCED CONSORTIUM ASSESSMENT TECHNOLOGY (SBAC)



The California Assessment of Student Performance and Progress (CAASPP) assessed through the Smarter Balanced Consortium will be given to students in grades K-8 and 11 from April 7 to May 16. This test of the test will be an opportunity for Districts to review the new assessment, define policies and procedures, determine our testing schedule, give teachers and students an opportunity to practice on the computer based format and determine our technology needs.

To effectively use our current network bandwidth, a school's testing dates are being determined within the BUSD window. The schools with the Department of Defense Education Activity (DoDEA) Grant will complete the SBAC in their computer labs and iPads. These schools are Montara, Skyline and Henderson Schools. Crestline, Cameron and Lenwood Schools will complete the SBAC in their computer labs and with laptops in temporary labs. Barstow Junior High School's SBAC will be given in their computer labs and temporary labs. Barstow High School and Central High School 11th grade stu-

dents will take the SBAC in their computer labs.

BUSD SBAC Field Test Window

April 7-May 16

CST/STAR

CMA/CAPA/STS/EAP Window:

April 14-May 2

EAP Essay Window:

Feb. 3- March 31

Please visit the BUSD [SBAC Administration Page](#) for more resources

