

Transcript of August 4, 2022 Santa Barbara County Board of Education Meeting

[00:00:03]

Judy Frost: All in our place, [inaudible 00:00:06] Good afternoon, everyone. Welcome to the Santa Barbara County Board of Education Board meeting, August 4th. We will start with the Call to Order which I've done and then the Pledge of Allegiance. Bruce.

[00:00:26]

Bruce Porter: Please join me as we pay honor to our community, our state, and our nation.

[00:00:30]

Bruce Porter: I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

[00:00:45]

Judy Frost: Thank you Bruce. Now I'd like to introduce Hugo, who's providing our Spanish interpretation today.

[00:00:54]

Hugo Santos: Good Afternoon. My name is Hugo Santos and thank you for having Bridging Voices to provide language access and translation from English to Spanish. If any one of you want to have access to the Spanish presentation of this event, I have some device. I'm going to repeat this message in Spanish. [inaudible 00:01:26] Thank you.

[00:01:33]

Judy Frost: Now Anna, roll call.

[00:01:36]

Anna Freedland: Mrs. Carty?

[00:01:36]

Marybeth Carty: Here.

[00:01:38]

Anna Freedland: Mrs. Daane?

[00:01:39]

Maggi Daane: Here.

[00:01:40]

Anna Freedland: Mrs. de Werd?

[00:01:41]

Michelle de Werd: Here.

[00:01:42]

Anna Freedland: Mrs. Frost?

[00:01:43]

Judy Frost: Here.

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[00:01:44]

Anna Freedland: Mr. Howell?

[00:01:45]

Joe Howell: Here.

[00:01:46]

Anna Freedland: Mr. Porter?

[00:01:47]

Bruce Porter: And present.

[00:01:48]

Anna Freedland: Thank you.

[00:01:51]

Judy Frost: I am not aware of any changes to the agenda, so we will move right on to our president and board comments. I would just like to say that there is a beautiful story, since it's fiesta time, on the cover of the Independent. It's a love letter to the fiesta written by Camie Barnwell, and this is your daughter?

[00:02:22]

Camie Barnwell: Yes.

[00:02:23]

Judy Frost: Isn't she beautiful? She is gorgeous. It is fiesta, traffic was a little bit thicker coming down today. A little bit heavier. Are any other board comments?

[00:02:41]

Maggi Daane: Can't top that, Judy.

[00:02:44]

Judy Frost: Okay.

[00:02:46]

Michelle de Werd: Excuse me, I forgot. Sorry. Just a short one. After a two-year hiatus, the Santa Barbara County hosted their fair and included the junior livestock program. I just wanted to say this is the first time since World War II that they had to cancel the fair because of COVID. It was really exciting.

[00:03:08]

Michelle de Werd: I went to the fair, walked just to see all the kids, saw the turkeys, the goats, the lambs, the steer, the heifers. I love animals, so any excuse to see animals. They had 600 competitors from kindergarten to 12th grade and these are kids that find out about it through their ag programs and their local schools and Four H and the FFA program and the community came out and supported them. There was a lot less kids, that's less than you usually have and they expect a lot more next year. Thank you.

[00:03:37]

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Judy Frost: I too love that part of the fair. The rest of it I can do without. Always very special. Do we have any public comments today?

[00:03:48]

Susan Salcido: No requests for public comments.

[00:03:50]

Judy Frost: Hearing none. We'll go right into the superintendent's report.

[00:03:54]

Susan Salcido: Well, thank you. Good afternoon. Again, congratulations, Camie, for your cover story; not part of SBCO's work, but part of your personal, big part of your personal life, so really excited to feature that. The NFL preseason football, pre-season starts tonight. That means school is starting.

[00:04:17]

Susan Salcido: There's always a tie from football to school and I'd love to share with you a few of those updates. You have the updates in the board book and I'll definitely pause to see if you have any questions or needs for more information related to any of those entries before [inaudible 00:04:36]. Yes?

[00:04:40]

Maggi Daane: Why the Just for Kids preschool was relocated?

[00:04:47]

Susan Salcido: Just for Kids relocating?

[00:04:49]

Bridget Baublits: Can I answer that?

[00:04:51]

Susan Salcido: Absolutely. Yep.

[00:04:52]

Maggi Daane: Did they run out of space?

[00:04:53]

Bridget Baublits: It was a space issue at the Lompoc school district and so they asked us to relocate.

[00:04:58]

Maggi Daane: Okay.

[00:04:59]

Bridget Baublits: Over to Fillmore.

[00:05:00]

Maggi Daane: Thank you.

[00:05:01]

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Susan Salcido: We're grateful for the space in Lompoc Unified but needed to move. Go ahead Mrs. Carty.

[00:05:08]

Marybeth Carty: I was just going to mention Kristen [inaudible 00:05:12] The ECE team that the Audacious Foundation is going to be convening a conference on early childhood education leaders, October 6th through 8th. This is part of a series that they've done since it was the Orfalea Foundation, now it's the Audacious Foundation, their reinvesting in ECE. [inaudible 00:05:33]

[00:05:37]

Susan Salcido: Thank you. Three additional updates for you, for your information. They're not in your book. Again, back-to-school related. One has to do with four new superintendents that are beginning in this '22-'23 school year. In Santa Maria-Bonita, you already have heard of him, he's been announced earlier, Dr. Darren McDuffie.

[00:06:01]

Susan Salcido: Then in Solvang, with the departure of Dr. Steve Seaford, we have Sierra Loughridge, and at Vista del Mar, that was a new one since the last time we met. Dr. Lois Peterson retired and Bree Valla, who was the deputy superintendent from Lompoc, has started there. Lompoc Unified School District, Trevor McDonald has departed and so they're in the midst of selecting an interim superintendent right now, could be announced today. It could be announced tomorrow. I think it's really close to being announced as an interim and then they'll begin a search in Lompoc Unified. I wanted to let you know there's changes. There always seemed to be, even when we think there will be none. There's always one to five it seems and now we have four. Yes?

[00:06:51]

Bruce Porter: Just a quick question on that. There seems to be increasing turnovers in superintendents, not just locally but everywhere. Has there ever been a superintendent boot camp provided by the county for new superintendents? Because a lot of them have never even been an assistant superintendent before. Similarly, never even been principals before and they're stepping up into a really different job than they had.

[00:07:17]

Susan Salcido: The boot camp. Several entities provide boot camps like the ACSA, which is the association for school administrators. They have a new superintendents academy and other leadership groups have academies as well. The way we do it in Santa Barbara County is, first of all, I will meet with all the superintendents, the cabinet team, the assistant superintendents will meet with the superintendents, and then we quickly get the new superintendents as part of our Superintendents' Council. All 20 superintendents meet and we connect and make sure that we talk about really important topics along the way. Some of it is learning by doing, some of it, of course, is they don't know yet what they don't know. We also offer, we have a grant from our Curriculum and Instruction division that provides for coaching, so the cost of coaching and mentoring. We match new superintendents with mentors that have been superintendents before. Those are some of the ways which we provide that boot camp.

[00:08:24]

Susan Salcido: Schools in Santa Barbara County are beginning to really back-to-school open next week. We have Goleta, Orcutt, and Santa Ynez Valley Union school district opening up next week. The dates

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will be posted on our website, but we do have next week is the start, then the week after, then the week after, to the following week, we just have a wide variety of start dates in Santa Barbara County, just like in California. Back to school is school is happening right now. Lots of professional development and staff on site preparing their classrooms and having staff development from their districts and our support as well. Then finally, the last component I wanted to share; we just got, today, confirmed dates for visits for our programs for our students at the Juvenile Justice Center at Dos Puertas as well as FitzGerald. Apologies for not getting that out to you with visuals, but I think what will, let me say a few words and then what I'd like to do is coordinate the dates as options for you if you'd like to attend either of those dates. Again, the dates are, not again but for the first time, September 6th is one option, and October 11th is a second option.

[00:09:50]

Susan Salcido: For Probation in the Juvenile Justice Center for Dos Puertas, they require individuals to show proof of vaccination in order to attend. I wanted to share that in advance. FitzGerald is at the Farnell Road North County Office. Whether you have a proof of vaccination or not, we welcome you to join a visit there as well. What we'll do behind the scenes is coordinate, which goes first. Will we go to the Juvenile Justice Center first and then FitzGerald or vice versa. We'll get some times put to the calendar. Obviously, these are options for you. Will not be an agenda board meeting, but rather a tour and an opportunity for you to visit and see the programs. Thank you, Bridget, for coordinating that. Thank you, Debra Hood, for the North County visits. Let me see if there's any questions now related to those dates. Yes.

[00:10:50]

Maggi Daane: Approximately how long from start to finish?

[00:10:53]

Susan Salcido: I'm not sure yet. I'm thinking travel time in between is 15 minutes and we probably will be less than an hour at each. That's a guess now, two and half hours tops for the whole visit.

[00:11:06]

Joe Howell: So for both?

[00:11:07]

Susan Salcido: Both.

[00:11:08]

Joe Howell: Both would happened on the sixth and both happened on the 11th?

[00:11:11]

Susan Salcido: Correct. Both happened on the sixth and then both happen on the 11th. Both as options. Great question. Right now, it's looking like the AM is, so, pre-noon will likely be when the timing will occur versus afternoon.

[00:11:29]

Susan Salcido: Other questions? We'll coordinate that offline with you and see who's available and who'd like to go. We'll do that via email and likely through Anna, so thank you, Anna, for that. Back to you, Madam Chair.

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[00:11:45]

Judy Frost: Actually, I'm going to turn it right back to you.

[00:11:47]

Susan Salcido: Perfect.

[00:11:48]

Judy Frost: To start the information, background, preface on the SMARTER Balanced Assessment and reading literacy presentation.

[00:11:56]

Susan Salcido: Thank you so much and I'd love to give you a moment to adjust your chairs, your seats, the configuration of the room, we will go with the flow as Ellen Barger gets her presentation setup as well. Just a little bit of background; right now as schools start up again, oftentimes what occurs is families and schools, PTAs, parent-teacher groups, begin to receive their scores, school students' scores. Part of the CAASPP for California system of assessments includes the SMARTER Balanced tests in English language arts and math.

[00:12:37]

Susan Salcido: We thought since the scores will soon be published, and literacy and reading is often in the media and in conversations, we're focused only on reading and English language arts in SMARTER Balanced for the board presentation. It's really informational, educational, we wanted to hook it to the fact that scores will be soon released that you'll see them as well. Can't think of anyone better, smarter, and more incredible to provide a presentation than Ellen Barger. Ellen, thank you so much for this.

[00:13:14]

Ellen Barger: I thought you were going to say smarter and balanced.

[00:13:18]

Susan Salcido: Let me go back, rewind, and say that because that would even be better, smarter. Thank you, Ellen.

[00:13:23]

Ellen Barger: Thank you members of the board. Today, what I hope to do is to give a little bit of meaning and context for the state ELA and literacy assessments and what these scores mean. I'll do three things. I'll tell you a little bit about the SMARTER Balanced structure and reporting. I'll compare the former standardized tests to the new expectations just for a little bit of contrast and context, and then we'll take a look at some sample items, and I'll show you where to see sample items in case you want to dive in a little bit further.

[00:14:01]

Ellen Barger: With that, I'll start with this and give you a moment to pause and think when you hear the term literacy scores. For example, if you hear X percent of our students are meeting the standard in ELA and literacy, just take a moment and think about what does that mean to you, and how are you defining ELA and literacy? Let me just give you a moment to take note individually. I'm going to come back to that question again a couple of times.

[00:14:46]

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Ellen Barger: When we say something like students are meeting a standard, we are making a claim. Results from assessments, or as we often call them, assessment instruments, are used to make claims about what students know and are able to do. Just thinking about any assessment that's out there, there's some content. In this case, we're talking about the California ELA and Literacy Standards. That content gets formed into an instrument of questions and tasks and items, and then from that, there's some way to quantify the student performance, and then there's usually a performance descriptor.

[00:15:32]

Ellen Barger: You usually hear the performance descriptor and you hear the content without the instrument and the quantitative in between. I'm hoping to uncouple all of that and give you just enough so that it's not wonky and in the weeds. In SMARTER Balanced, they actually use that terminology, "claims." The whole purpose of the instrument of the SMARTER Balanced Summative Assessment in grades 3 through 8 and 11 for literacy is to make these claims.

[00:16:09]

Ellen Barger: At grades 3 through 8, what we're claiming with these scores is that students are making progress on college and career readiness in English language arts and literacy, and at 11th grade, we're saying that they're demonstrating that they're college and career ready when it comes to English language arts and literacy. That's what we mean by a test instrument makes a claim. These are the claims and this is what we're scoring and this is what we're testing.

[00:16:42]

Ellen Barger: For SMARTER Balanced, however, there's also four additional claims in the English language arts and literacy. As you can imagine, one of them is reading, one is writing, the third claim is speaking and listening, and the fourth is research and inquiry. All of those come from the collective Common Core State Standards. I'll give you a moment to read what the reading claim is, what the writing, speaking/listening, research, and inquiry.

[00:17:16]

Ellen Barger: Each of these four areas: the reading, the writing, speaking/listening, and research and inquiry, each of those four contribute to the composite score or the composite claim overall. When we go back to this, we know that those are claims, and then from those claims, there are quantitative scores. You hear things like "cut scores" and "scale scores." They are quantitative scores that are then translated into qualitative descriptors of performance, which are intended to describe achievement. This is what they look like.

[00:18:21]

Ellen Barger: For that overall claim, students are college and career ready or that they're making progress on the collective, there are four achievement level descriptors. Three is where we want students to be, meeting the standard. But we can also see that students can exceed the standard, and we can see that at level 2, they're just nearly there, and level 1, the standard is not met. When you hear that term meeting standard, it's not saying they know the grade level standards, it says they're meeting a standard that is a cut score for their grade level to meet that standard. That's for the overall claim.

[00:19:05]

Ellen Barger: Now, the reading, writing, speaking/listening, and research and inquiry, those areas, they don't have four achievement levels. The student's overall score is going to be a 1, 2, 3, or 4, but on their individual score report that goes home to their parents, as well as reporting at the school level and the

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district level and the county level and state level, there aren't three levels of description because there aren't enough items for the psychometricians and statisticians to really nail it down to four areas, they're just three.

[00:19:46]

Ellen Barger: It's really easy to tell when students are clearly above standard, clearly below standard, and then they can't really pinpoint exactly for certain if they're at standard because there are so few items, so there's this range that they're at or near, just above and just below, somewhere in that range. It's not intended to be an absolute, but to give a sense of the student's progress. When we see the overall claims for the composite, four levels, when we dig into reading or writing or any one of those single areas, you'll only see three levels.

[00:20:29]

Ellen Barger: Going back to the overall claim, you've probably seen this visual before. When you go to the CAASPP website or CDE and you are looking at scores for different entities, these, here, show the overall, that composite descriptor, for the students in California and students in Santa Barbara County, and this was in 2019. That was the last year that everyone took the same test until this year, 2022.

[00:21:07]

Ellen Barger: As Dr. Salcido said, the 2022 scores are not published yet. We'll probably see previews of those, probably a month or so after all the schools start in California. Parents, however, are receiving their individual students' score report. But this was 2019. What you'll see is the colors up there match the colors here. Sometimes we talk about meeting and exceeding together, these first two. Other times people will say even nearly meeting and exceeding is another way to look at it.

[00:21:50]

Ellen Barger: When we put the three of these together, we're looking at about 71 percent of students in 2019 met, exceeded, or nearly met for the overall, that's the composite reading, writing, speaking/listening, research and inquiry. Then the same in California, you can see that the differential there when you put the three together, you're at about 73 percent.

[00:22:19]

Ellen Barger: Then when we look at the individual claims, we tend to look at the above and the near, because near can mean exactly there, a little above, or a little below. When we compare those from 2019, this is what we see as well. This is specifically for reading. In all grades together again, you can see Santa Barbara County next to California. If you're thinking about literacy as reading, you might have been thinking about this. If you were thinking about literacy as reading, writing, speaking/listening, inquiry, you may have been thinking about all of it. There are ways to dive into each of those areas.

[00:23:09]

Ellen Barger: Let me pause there for questions. That's all the structure, the technical, and the wonky pieces. Next, we're going to talk a little bit about content and what does that mean. Once again, when you hear about literary scores and you say, now I just saw all these statistics, you're probably thinking, well, I wonder what students are being asked to do. I wonder what that looks like. Do you want to get in there and see? Before we do, I want to take us down memory lane a little bit because I want to take us back to some of our own experiences with standardized testing and even the former tests that we had before we started using Smarter Balanced in 2015. I talked about content. Currently, the content that this test is based on is the California Common Core State Standards, which were first adopted in 2010.

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[00:24:14]

Ellen Barger: Then the instrument that we use is the Smarter Balanced Summative literacy assessment. This is now and this we started giving universally in 2015. Formerly, prior to that, we used the 1998 California ELA standards and we had a whole variety of tests before we settled on these two and one is the California High School Exit Exam. I'll talk about that one in just a moment. Probably heard about the CAHSEE and that was in play from 2002-2015.

[00:24:54]

Ellen Barger: Then the CST, the California Standards Test for ELA. Those were separate tests at each grade, second through 11. That ended when Smarter Balanced came in. Taking a look at the old tests, I'm going to give you a few statistics and then a few samples. If we talk about the CAHSEE, which was something that every high school student in California had to pass as a graduation requirement. Students started taking it their sophomore year and then kept taking it until they passed it. As I said, it was based on the 1998 ELA, mostly 10th grade standards, but some eighth grade standards. The ELA portion had 80 multiple choice questions and 1-2 essays. The reading passages were pretty short, generally 1-2 pages, which was generally about 250-800 words. Then they'd answer like 3, 4, or 5 questions about a passage.

[00:25:56]

Ellen Barger: It was all multiple choice. The multiple-choice had a stem four responses A, B, C, and D, and none of this "none of the above." When you took the SAT, you remember, they're like, you get points for a right answer, but you get points deducted for a wrong answer - no. There's no penalty for guessing on this one. The passing score was 60 percent correct to pass. People do statistics in here, you know there's four answers. By 2010, about 81 percent of our 10th graders were passing on the first try. This is from one of the released sample test questions. You can see this is just two pages, about eight or 900 words and you have questions that ask you to identify the genre, give the major conflict or plot - again, multiple choice - a character trait from those two pages. That's often what folks think that the high school tests might look like. Similarly, I've got a CST from third grade here. What you can see is that it's a very short piece of text, four optional multiple choice, and it's very, very basic comprehension. This is what we had, those two tests, up until 2014.

[00:27:36]

Ellen Barger: Now, when we get into the Smarter Balanced and we want to talk about reading, reading exists both in the reading claim but also in the research and inquiry claim. Because they need to read multiple sources and then analyze multiple sources and bring them together. What I thought that I would do is share just one of the sample questions. What I'm going to do is actually go into it first, so that you can see it and then come out of it.

[00:28:12]

Ellen Barger: You can see where it is on the site. When I went to that item, this is what I get and this is what students actually see. It's a sample item, but it mimics the actual items. What you'll see over here is that, by the way, this is third grade. Nine-year-olds is what we're talking about. This item is in the research and inquiry.

[00:28:39]

Ellen Barger: You'll notice that it's called "astronauts narrative performance task." On the left side are the instructions where it has the task. Let me make it a little bit bigger there. Your classes studying

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space, your teacher is asking students to choose. You're going to read two sources about the life of an astronaut and be prepared to do something with it, that's what it's telling over here.

[00:29:07]

Ellen Barger: Then we have these sources. Source 1 informational text that students need to read by scrolling here on the left. It talks about weightlessness, it talks about the training. It talks about the International Space Station. It talks about classes and scuba diving because their uniforms look like they're scuba divers. Each astronaut has a special job to do. It talks about what they do up there, training. They have to learn how to work together. Then it talks about no gravity and weightlessness and floating. Feeling weightless is fun, but it's hard work and they have to exercise. Then it lists all the sources. Then they have to read a second segment written by someone else.

[00:30:15]

Ellen Barger: Once gain, it's about astronauts, but it says a lot about what happens to the human body. Again, about weightlessness, the blood throwing to their face, them getting bird legs. What happens with circulation and muscles and bones and weakness. You have got that. After students read those two pieces, then they need to come over to the right.

[00:30:43]

Ellen Barger: From this over here, now they have several tasks to do. The first task, they have to choose the box that matches each source with the idea or ideas that their support. You can see that there's three ideas and they have to tell whether it was in Article 1, Article 2, or both. For those of us keeping count, there's 27 permutations there. Guessing is not going to be an option. They can get 1, 2, or 3 of them right. Then they have to generate their own reasons why it's hard to be an astronaut. One from Source 1 and one piece of evidence from Source 2 and cite those sources. These are nine-year-olds.

[00:31:40]

Ellen Barger: In the next part, they have to use their notes, all that they just read, all of that research and that sighting of sources to write a story, a narrative text about astronauts. Then they're asked to use details, dialogues and description from the research to make it more realistic. Then they're given reminders of what a well-written story consists of. Then using the Word processing tools, they type their story in the box. Going back. That is a performance task for third grade. If we break it down and we look at all that's happened, we've got students working on a split-screen with their content on the left and all of their tasks on the right. They get instructions here. They get instructions at each box. They get reminders about what a quality piece of work looks like. They have sources. They have all that happening. You have your left and your right.

[00:32:55]

Ellen Barger: Just thinking about some of the elements of reading, I did a word count on the two passages together without any of the instructions. That alone was longer than any of the high-school passages from the old case here. It's over 1,000 words. The sentence complexity and all of the other elements of it put it at a Flesch-Kincaid reading level of 4.5, which is upper third grade, all the way to lower fifth grade. The background knowledge. You don't really learn about body systems like circulation and blood and bones and muscles till fifth grade. It isn't necessarily the background information. This is new. Gravity and weightlessness is something that some students may have had experience with, but not as much as maybe when we were kids and we all had gotten to the moon fever. They talk about scuba, body systems gravity.

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[00:33:58]

Ellen Barger: The language demands of the instructions and having a conditional point of view is really complex for English learners because it's asking students to imagine that they're being given this assignment, but they're actually being asked to give the assignment. It's a conditional tense. [NOISE] Of course, there is computer scrolling that they're doing to do their reading. There are tools that they can use to highlight and mark text that they have to have been practicing those as well. In terms of the tasks, as we said, the first one, 27 possibilities, the second one is generating and citing their own evidence. Then they're translating all of that information into a narrative text with some descriptors of what makes for good text. That's just one possibility. That's just one element. That's a performance task. Now, there are other reading tasks at third grade that are individual. There are some that are multiple choice, but there are some that are multiple choice with multiple right answers as well. There are matching, there is drag-and-drop. There is a whole variety.

[00:35:18]

Ellen Barger: In the slide presentation and Anna will send you the link because it has the hot links to the sample items. We can go in and we can see sample items where we choose the grade level and then choose English language, arts or Math, and then choose one or more of the claims, and it tells you about, this is just assessments speak for targets, which are a way to translate content standards into testable targets. If you pick one of these, you might get one of these little cards. This is a reading at sixth grade and it tells you whether it's reading literature or reading informational text. It will say a multi-select. It even has this. If you click on it, it takes you to the item. You can also look at the item like this, the items. This is high school. You can see the variety of item types, you can see the variety of standards and targets, and that was just in the high school reading. Many of them, especially when the students have degenerate texts, they have a rubric and scoring exemplars there. We talked about just the structure of how smarter balance makes claims about literacy and puts those into achievement-level descriptors. We looked at just the way in which comparing this test to maybe some of the tests we used to take and then we looked at some sample items. Now, it's time for questions. Yes.

[00:37:10]

Judy Frost: How long would a third grader have to do that?

[00:37:14]

Ellen Barger: That is part of an overall test. It's an untimed test. It really varies, but they might spend 3-4 hours on testing and ELA, and then more in Math, so multiple hours of testing.

[00:37:39]

Judy Frost: They just get done how much effort they get done.

[00:37:44]

Ellen Barger: There is no time limit. They're allowed to take as much time as they want until they have taken all of the items on their test and they do it over multiple days, the different parts of my test. It's a great question.

[00:38:01]

Marybeth Carty: How are they prepared to take this test and are there accommodations?

[00:38:08]

Ellen Barger: Yes, all of the above.

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[00:38:10]

Marybeth Carty: Dyslexic, ADHD, neurodiverse. I can imagine this would be fraught.

[00:38:10]

Ellen Barger: How are they prepared? There are multiple resources and multiple ways in which students are prepared. I showed you the summative assessment. But on the Smarter Balanced website, not only are there sample tests where teachers can actually take the students through simulating the whole test but there are also these interim assessment blocks where they can take little pieces. Teachers can use those both as sample item tests, but also as teaching materials to teach kids how to navigate the test and how to manage the split-screen, how to use their executive functioning skills to work through the test. There is lots of those opportunities for preparing for the tests and preparing and reading online and reading on their devices and writing on their devices. You asked about accommodations. In Smarter Balanced, there are three levels. There are universal tools, designated supports and accommodation. There are universal tools that are built in that students can use. Highlighting, colors, different things like that.

[00:39:41]

Ellen Barger: The teacher and the testing coordinator by student ID can turn on certain designated supports. There are some students for whom the split-screen is not handle-able. There are ways in which they can maneuver that and have it not next to each other, but sequential. There are a whole variety of these designated supports and then there are accommodations. Every fall, we remind everyone and we work on it on curriculum council, that they go through the testing coordinator and the specialists and the teachers in working through with various students to know what their IEP, what their 504, or even just what their needs are. Then the important part of that is making sure that you're practicing with those supports, accommodations, and tools throughout the year. Thank you for that question because it's a big part of it that I didn't include.

[00:40:55]

Joe Howell: Knowing that anything can become controversial these days. Is there a general buy-in by both teachers, parents, kids? Anecdotally, do you hear people say it's insufficient for this reason or is too skewed towards this or that, or is it pretty well accepted?

[00:41:23]

Ellen Barger: Those are great questions. I think that it's one of the best assessments that we've ever come across. Some of those old assessments really had a lot of issues. But that doesn't mean that this one doesn't have issues as well. I don't want to speak on the quality of the test. What I will say is this. Our students, the overwhelming majority of what we've heard since they've started taking it and after the first couple of years where it was really rocky with the testing, majority of students, and this is true in general, they want to do well on things. That might change as they get older into high school. Because in high school the tests that are really high stakes for them are their AP tests, their SAT tests, those different tests. It all comes within a certain block of time, so there is a little bit of test fatigue. But many students really do try their best. With that said, I can't speak to overwhelming support on the part of parents because everyone has their own opinions and their ability to make choices. Schools do have to publish, and they are held accountable for their participation rate and federal requirements have an expectation of a 95 percent participation rate. But it is allowed in California, it's state law that you can exempt your child from the test. We have to manage the federal accountability with our state priority of being able to allow parents to make those choices.

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[00:43:25]

Joe Howell: Thanks.

[00:43:29]

Bruce Porter: Are we going to talk about our few kids that we have, SBCEO kids?

[00:43:36]

Ellen Barger: In terms of how they take the test?

[00:43:40]

Bruce Porter: Qualitatively. We have a very unique population. Looking at 2019 ELA, about 14 percent of our kids were meeting or exceeding standards, and another 14 percent in the nearby well below state averages. Again a very unique population.

[00:44:00]

Bruce Porter: I would ask all the staff, whoever wants to chime in. I know we're going to work as hard as we can and that's not the question. Can we do better than that, giving a rotating population that is so unique? Everybody wants to see improvement over time, but we don't have the same kids over time. What is this going to look like for us in 2022 and going forward in your opinion?

[00:44:30]

Ellen Barger: Well, I'm going to turn that opinion over to Bridget because I don't oversee. But while she's looking at that one thing that I will say that you've brought up and I like to lift up something that you said is not only fit our students turnover.

[00:44:46]

Ellen Barger: But as you saw in that first claim, the claim is progressive and an ELA. What we see even throughout the state is in most cases, that the scores go up, our third-grade scores are the lowest and then higher and higher because, over time, more and more students become proficient.

[00:45:08]

Ellen Barger: But also they get used to taking the test, etc. With the population that we have. It's not only that our population turns over, but, we have them in 11th grade. Bridget, go ahead.

[00:45:24]

Bridget Baublits: It's not only that they're turning over, but I'm trying to look at how many students actually tested that year because it's a very small percentage. What I think some of the challenges we face is that our students could be with us for two weeks prior to the test data.

[00:45:40]

Bridget Baublits: Very often we don't have students that are with us an entire year and then take the test. I do know that one of the things that we noticed this last round was that we actually had some students. Cheryl, you have been with us for a year and make progress on their ELA. That was a good indicator that the instruction we were providing what supporting them in that testing cycle.

[00:46:06]

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Bridget Baublits: But to answer your question, for our population, we may say that because it sounds pessimistic, but we may not see the numbers that we would see at a traditional high school because of the factors that we are faced with, the really small number of students for testing. The sample size is smaller. That's a huge piece of your percentage.

[00:46:29]

Bridget Baublits: The time and length of time that we have our students with us. Then where our students are coming in, many of them have significant gaps in their education. Specifically, if you're talking about ELA, but if we think about the math, many of them come in without even algebra.

[00:46:47]

Bridget Baublits: Their base starting is a level of remediation. We're trying to target that and provide that. But to really see the increase that we want, we would need to see our students with us for a longer duration of time to be able to provide that intensive support that they need.

[00:47:09]

Bridget Baublits: We can all say that we don't want to see our students for longer durations of time. We want them to be able to go back to traditional high schools and not be in school. Our goal would be to get them up. The reality of that, I hope that we can make the increments of improvement, but I don't know if we would ever reach what you would see at a traditional high school.

[00:47:38]

Bruce Porter: Thank you.

[00:47:42]

Michelle de Werd: Assessments, are they every year, do they change? Are they the same test for third graders year after year, do often do they do it?

[00:47:50]

Ellen Barger: It's a great question because what the student gets may be very different even from the person sitting right next to them, from the very large test item bank. Then what happens too, is that there's a little bit of artificial intelligence not in the performance tasks, but in the other tasks prior to that.

[00:48:15]

Ellen Barger: What happens is the student, they're given an initial reading item based on how they perform, that impacts whether the test chooses something, they didn't get it quite right, then it goes lower. If they get it right, it goes a little higher. in real-time yes, on the computer. there's a little bit of AI artificial intelligence that helps to do that.

[00:48:51]

Ellen Barger: That's why when we talk about a quantitative score, There's not like, everybody got exactly 70 questions and the cut is 60 percent of them, right. But it has all of these different algorithms built in for determining that student's score. They get a grade level scale score that is then translated into the one, two, three, or four.

[00:49:17]

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Ellen Barger: Understand, so you have a class of third graders and they're all getting something that's a different test.

[00:49:21]

Ellen Barger: If a teacher were to walk around, and look over their shoulders, these five students, two of them might have gotten this item, and three of them might have gotten through two of the same item and another item, so there's not one instrument that says number 1 is about this and number 2 is about that.

[00:49:45]

Ellen Barger: To the larger question that you asked, they are constantly trying out new items. Sometimes there's even items that a student will take that's not part of their score because that's how they're testing the validity of the item. We don't do a lot of that because they don't want to extend the testing time.

[00:50:06]

Ellen Barger: After a while, those items become part of the sample items. The sample item bank that I gave you the link to has a variety of items that have either been retired or they've been crafted to be just like the items. Then there's a whole other set of items that are in the interim tests that teachers have for using in the classroom, whether they're in the blocks or the Comprehensive.

[00:50:38]

Ellen Barger: Those tend to be a little bit more stable and not dynamic based upon the students in action. This rocket science, where you are in the rocket and all of the blood goes to your face and you get bird legs apparently. But any other questions?

[00:50:59]

Susan Salcido: If I may just make a few comments. Thank you so much, Ellen, for your presentation and for the great engagement by the board. It makes me think about some other items that I know Ellen can speak to, but it wasn't part of this presentation. Makes me think about the use of technology, the proficiency of the technology, but more than that to schools and school systems have long needed to decide.

[00:51:26]

Susan Salcido: Are they going to use Chromebooks? Are they going to use Apple products? They're going to use touchscreens, mouse, really have to think about the system. It's interesting too, because it used to be that you'd go to schools and seek a computer lab.

[00:51:42]

Susan Salcido: Oftentimes used for this testing environment. And now you'll see the students in a classroom environment all taking out there in class Chromebooks or devices. Then it goes to the connectivity that a school and district needs throughout their entire school. You have everybody taking online tests.

[00:52:01]

Susan Salcido: Just wanted to talk about not only their proficiency that the students, third graders need to type and 11th grader need to be typing. But just the systems of a technology. We've talked a lot

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about content and then I'll say a lot of attention to by schools, by principles, by districts related to supporting the tenacity it takes for students to continue to take the test for hours, for days at a time.

[00:52:25]

Susan Salcido: For example, snacks that they have, providing the breaks that they're taking, the practice that they have before the test. It's so much more than the content. We all can see it, but I just wanted to break apart a few of those items because it's like one decision would even related to technology really has reverberating impacts related to just Smarter, Balanced. Thanks.

[00:52:55]

Judy Frost: Very interesting, Ellen. You and Bridget, you could talk forever about these subjects and we'd never hear the same thing. It's all very interesting.

[00:53:10]

Bruce Porter: I'm not sure I'd pass third-grade.

[00:53:20]

Judy Frost: Absolutely. In trouble. Moving on to the consent agenda. See what we have on that. The minutes from July, and the registration of credentials and other documents, acceptance of donation, and declaration of surplus.

[00:53:41]

Bruce Porter: I would move to approve all the items in the consent agenda.

[00:53:44]

Maggi Daane: Second.

[00:53:47]

Judy Frost: Any further discussion? Hearing none, all those in favor?

[00:53:53]

UNKNOWN_1: Aye.

[00:53:53]

Judy Frost: Opposed. Motion passes. Now we're going to get to section one of our action items. That has to do with our filling the board vacancy. At this time, I'd like to turn the meeting over to Maggi who is the chair of the Board Organizational and Development Committee.

[00:54:21]

Maggi Daane: You all receive the packet of information on the results of the Board Organization Committee meeting we held on Monday. What is the calendar? Which is pretty self-explanatory. As of Monday, we will be opening up the application process if there is community that are interested in applying for Peter's expired term. With a deadline of August 17th.

[00:54:58]

Maggi Daane: We talked about the process and were able to come to some definitive decisions on this application process, which you all have in your hands, which mirrors the calendar. The eligibility, we needed to make very clear to those making application would be those residing in the old district,

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trustee area. Will appear then for re-election. If they're interested there's enough time in 2024. They need to also reside in the new defined boundaries of this district. Do anyone have any questions?

[00:55:52]

Judy Frost: Let's start with the calendar. Anything on the calendar? The application to fill the vacancy?

[00:56:10]

Maggi Daane: Right, that was where I was headed.

[00:56:10]

Maggi Daane: We did talk to some extent on the application, because we want to be very clear, didn't want to disappoint an applicant that might come forward. It's very self-explanatory if you look at it. There's nothing within the boundaries of Trustee Area Number 2. If they have any further questions, they can call the county education office, get clarity. We are also asking them to review items of information to make sure that they're fully reversed in the role of County Board Member and about the board of education itself. We were asking them to indicate that they have reviewed them.

[00:57:01]

Maggi Daane: We then have I think some good questions. They will be able to review it as a body before we go into the interview process. Does anyone have any comments on any of those pieces of information that the applicant were to say?

[00:57:24]

Joe Howell: Having attended the meeting, this was adequate before. I think it's really good and I think like offering the opportunity to call the County Election Office, we're really bending over backwards. No one has an excuse for misunderstanding. Having to do informational videos and check the box, that's so helpful. The committee did a good job.

[00:57:57]

Bruce Porter: I do have some questions. I'm comparing this process against somebody who just runs for County Board of Education. Why would we care about the occupation or employer [inaudible 00:58:08] ?

[00:58:12]

Maggi Daane: Why wouldn't we ask them that question? I think that's good information whether you're running for an office or you're applying to vote.

[00:58:30]

Bruce Porter: If you submit paperwork to the County to run for our positions, you don't submit the same question. [inaudible 00:58:33]

[00:58:47]

Maggi Daane: Are you suggesting that we not ask that question?

[00:58:50]

Bruce Porter: A lot of this we don't ask candidates, but I think we should. You don't ask regular candidates. But occupation and employer, why would that make a difference?

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[00:59:08]

Maggi Daane: I'll speak for myself. I think each of us around the table here brings something different to the table. Our background, and our career paths that brought us to where we are today, to make us and effective member of the board. Asking that question, I don't think it's inappropriate. Joe?

[00:59:33]

Joe Howell: I don't think the questions are intrusive. It's much different than considering a candidate during, and in fact the process is so short, and the interview itself is so short that I think we need to give a candidate every opportunity to tell us about themselves in the application. So we have that information and we focus on the questions and their answers in the interview. I think it's relevant because we're speed dating. I think it's relevant information to help us consider not only the individual candidate, but how they stack up against other candidates. Three retired teachers are all seeking position, and someone else that I can make up a hypothetical, but I think it's relevant probably.

[01:00:35]

Bruce Porter: My concern would be that anything on here could cause somebody to not be liked by the board to move forward. If somebody out here is an attorney and say we already got an attorney on the board, so we're not going to consider you, is that fair?

[01:00:54]

Judy Frost: I would hope we wouldn't do that.

[01:00:55]

Joe Howell: It's relevant but it's not...

[01:00:55]

Judy Frost: Because it helps us to know more about each candidate than what we would know if we didn't ask that question. I just think it's a matter of speed dating. What's your sign? It's just a way to get to know them and the skills and the expertise that they would bring with them. I would hope we were all mature and adult enough that we wouldn't ever hold it against them, for anything that they would say on here. I can hope they would hopefully answer faithfully and truthfully and we would accept it as it's offered.

[01:01:49]

Bruce Porter: We can move forward. I just don't like the questions, but overall it's a great history.

[01:01:57]

Michelle de Werd: I can give an example like, I think I never thought of that Bruce, but I think that you can have bias just naturally, we're human. When you have that specific question where that could be incorporated in question number 4, because you're asking about professional life. I know in fact that there's a school board member that came out of the prison system and ran for office, so now if someone asked you, well, I just came out of prison so I have no, what's my occupation number? I do see that there could be a potential for bias even though we are going to be hopefully neutral on everyone, but I guess I never thought about that. So I do think that occupation does come out in a candidate statement. I always think about when we filled out our candidates statements, that was part of the process here. Your level of work experience. It's going to shine through. But I think asking a direct question, maybe, I'm not sure if that might prohibit somebody from coming. Maybe if somebody has a strength that they want to really focus on, it's not their occupation.

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[01:03:12]

Joe Howell: That they're going to have an opportunity. This is an application to prepare us for an interview. The interview is going to make or break the candidates. They can look great on paper and just bomb in the interview or they could have gotten out of prison or have a spotty background, and we listen to him, we're totally inspired by their passion for education. I think we're sophisticated enough. This is Part 1. This is 30 percent of the process that we ask, 70 percent of the process is the person sitting there and answering the questions. So I think the more we know, the more effective we would be asking the questions. I can't imagine any of us are going to be so biased by this piece of paper or just say [inaudible 01:04:14]

[01:04:18]

Michelle de Werd: It's a public record, too, so this is something that's going to be, the whole public can see, I think this is a privacy issue.

[01:04:30]

Maggi Daane: I could almost liken it to many of us have interviewed scholarship applicants, and they looked great on paper or they look horrible on paper and when you do a cross table with these students and they shine, and all of a sudden you see a whole different side of that student. I think, it was Judy or someone said, the more information that we have, the more clearly we can make a decision when we go through the interview process. Susan.

[01:05:02]

Marybeth Carty: I was just going to add that I think we're looking for substantive information both on paper, and as articulated by the candidate and the balance of the two will result in forwarding a candidate. It's as simple as that. We will have the information we need. As long as it is relevant and non-intrusive and that it passed all the guidelines with flying colors. And privacy is an issue, but yet we're asking them to interview in public and we're recording it. So, it's up to the candidate to determine what level they'd like to share and [inaudible 01:05:42] who's interested in this position and why?

[01:05:49]

Susan Salcido: May I insert a comment?

[01:05:49]

Maggi Daane: Of course.

[01:05:52]

Susan Salcido: I was on my phone because I was looking at the candidate statement when you submit one in elections so that you're making a comparison. The idea that popped up from that is for the spaces that say other information regarding the occupation, employer, and number of years. It could be a place where you put optional because it is an optional thing that when candidates have a valid statement for example they put their name, their age, their occupation. It says that.

[01:06:26]

Susan Salcido: That whole statement itself is optional. It's something to put on the table. If you want to leave it in and write an optional, then it allows the candidate to answer it or not answer it on the application.

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[01:06:42]

Joe Howell: But we're also asking for their resume.

[01:06:45]

Susan Salcido: That's true.

[01:06:48]

Joe Howell: Would they say no?

[01:06:50]

Michelle de Werd: Is that optional, too?

[01:06:51]

Maggi Daane: No, that's a requirement.

[01:06:51]

Joe Howell: I would suggest we adopt it as proposed.

[01:07:04]

Maggi Daane: They're also advised, on this application process, that the interview will be recorded. There shouldn't be any of surprises for an applicant. I certainly appreciate expressing your concerns but I think we massaged it pretty thoroughly on Monday and this is our end result unless we have some major changes to make...

[01:07:35]

Judy Frost: I would just like to make one comment, Michelle. I'm not sure when you said this is a public document, everyone will see it. Everyone sees our application for candidacy when we run for office as well, so there's no privacy issue different.

[01:07:52]

Michelle de Werd: Well, you choose what you want to put on your candidate statement and how you want to show yourself.

[01:07:57]

Judy Frost: I think you can choose how you answer the question as well. Again, I come back to the point that at some point you could pick or see a bias, which I believe are real. I don't disagree that that happens but just about anything that you would look at from one perspective or another.

[01:08:20]

Judy Frost: I think, again, we're here to apply our wisdom and our fairness in looking at these. Knowing that bias exists and doing our best not to let it influence our choices and our decisions. Otherwise, there wouldn't be people here on the Board who do think and are intelligent.

[01:08:41]

Maggi Daane: We're a collective body. Not one vote is going to sway this Board. If we have a discussion and dissent.

[01:08:54]

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Judy Frost: But that doesn't mean that I would be opposed to saying optional if that fits the comfort level more. I'm not saying that I would be opposed to that, I'm just giving you my general feeling. Joe, I think we're going to go ahead and look at the questions. We're not going to approve each item. Joe did you make a motion?

[01:09:28]

Joe Howell: I did. We can deal with it the way you want. At the appropriate time, I'm happy to propose that we adopt this as is. If it doesn't pass we can amend it. But that's part A of a multi part process.

[01:09:44]

Maggi Daane: Is there any further discussion at this point about the application and its process? Then, I'd like to move to the 20-minute interview questions. Mrs. de Werd did respond, it went out to the Board members, and she had some additional questions and I believe those are all part of the package that you have.

[01:10:04]

Maggi Daane: We have an amendment to question number 3. She added the last phrase "to develop a common vision, mission, and key strategic direction." Then she added item number 4 and a suggestion on item number 5. I'm opening this up for discussion. Michelle, did you want to explain?

[01:10:37]

Michelle de Werd: Yes, I did. I love the questions but I was just thinking 20 minutes is a long time. I think we have more time to ask questions of our candidates. Thinking about what our role is here, we're representing a group of voters in District 2. There are 60,000 people that live in this district, so we are making a decision for them. I don't feel comfortable, but this is the way it is because elections are very expensive. So this is our role. I was just thinking about the kinds of questions, that adding more, as much as we can get in terms of that.

[01:11:21]

Michelle de Werd: We ask what's on paper. They're going to see these questions in advance so they have time to prepare. I actually think that's a good thing that they do because I think there's a lot of thought-provoking that you can have from these different questions. I think the first three are great. I just think we need to focus.

[01:11:38]

Michelle de Werd: Most of it is about governance and about their personal statement. But I think we need to ask a specific education question, something about students. We don't mention anything about students or education in our three questions. I was thinking about our role, legislatively, one of our roles is acting as an appellate for those three: for inter-district transfer and charter schools and expulsions.

[01:12:05]

Michelle de Werd: I just think it'd be interesting to see what their priorities, in terms of due process, consistent and fair treatment of students and other stakeholders. I'd just love to hear what their thoughts are.

[01:12:22]

Maggi Daane: Sure.

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[01:12:22]

Michelle de Werd: I think that'll force them to do more research, too, as well as what this appeal process is about. I think giving them a chance to conclude and ask them if they've anything to add might give something else that has been left out.

[01:12:36]

Maggi Daane: Absolutely. I totally concur with your suggestions. I think they were great suggestions and I appreciate you taking the time to submit them.

[01:12:46]

Maggi Daane: We open-ended it as well to ask the candidates at the beginning of the interview to reintroduce themselves to us. We've met you on paper, now we meeting live, tell us about yourself, and is there anything you'd like to expand on? Question number 5 does the same thing for them at the conclusion.

[01:13:10]

Judy Frost: Just a couple of points of clarification, Michelle. On your addition to Number 3. My cursory reading of that now is that we're asking them in what ways they would work collaborative with the other board members and the superintendent. We're now restricting it to common vision, mission, and key strategic direction and I guess I don't want to limit that answer to those areas, but, I mean...

[01:13:47]

Michelle de Werd: How about as an example? Just to give them a bit more of a prompt? But I see your point. I wouldn't want to limit that as well.

[01:14:00]

Judy Frost: Susan, can you think of a way that we could use it as a prompt without limiting their perspective, that that's all the things that we want to talk about?

[01:14:12]

Susan Salcido: Yeah, that's a great point. Mr. Porter?

[01:14:18]

Bruce Porter: Yeah, just real quick. But it's your turn to talk.

[01:14:19]

Susan Salcido: No, go ahead.

[01:14:19]

Bruce Porter: It'd be interesting to see if they came up with that on their own. How they do that. If they say, I'm going to help develop a common vision with my fellow board members.

[01:14:34]

Judy Frost: Yeah. If you would be okay with that, I would like just to leave it just the way it was. Then on number 4, I see that as two separate points. How do you see the relationship between the County Board of Education and local school board decisions? Then "and," forget the "and." What would be your priorities in terms of process, consistency, and treatment of students? I almost feel that should be two questions rather than one.

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[01:15:15]

Michelle de Werd: Yeah, I'm guilty of run-on sentences.

[01:15:18]

Judy Frost: We all are. That would just be my only suggestion there for you to consider, but it was your input, so...

[01:15:27]

Michelle de Werd: Sure.

[01:15:28]

Judy Frost: ...you make the call.

[01:15:31]

Michelle de Werd: I'm fine if the board wanted to make that change.

[01:15:36]

Joe Howell: I think the closing statement is a great idea. The opening and closing, surprised we didn't think of it. It gives them an opportunity that if they have something to say, they're going to have an opportunity to say it. I think that's great. I think deleting the addition of number 3. Number 3 as is is probably better. I think the last sentence, "what would be your priorities?" To me it's an impossible. Is due process more important than fair treatment? I think it's so mushy. I'm not sure what we're going to get because... I mean, how would we vote? Do we prefer due process over fair of treatment of students? They're all...we have these standards and we apply them all, so I think the question is good. The first statement is excellent because it just reminds them this role we play and the relationship, to get their thoughts on that is fine. I would propose a friendly amendment to just stop at "decisions."

[01:17:00]

Maggi Daane: And strike that last question.

[01:17:04]

Michelle de Werd: I would say "and what would be your priorities," period. And take "in terms of due process, " just eliminate.

[01:17:10]

Maggi Daane: What would be your priorities?

[01:17:11]

Michelle de Werd: What could be your priorities period? It's that okay?

[01:17:18]

Joe Howell: Well then...I would not put that in because I don't [OVERLAPPING] I think the first two sentences, stopping at "decision," we kind of inform them and then we ask them to ponder on the relationship. I think can be really interesting to get their views and be sure they understand and I think with that we've accomplished a lot and I would just end at "decisions."

[01:17:54]

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Michelle de Werd: We gave the answer again.

[01:17:58]

Maggi Daane: What I'm hearing, we are proposing to strike the amendment that Mrs. de Werd proposed at the end of question number 3, and to strike the words "and what would be your priorities", etc., etc., and retain the balance of the situations for Mrs. de Werd. Is that correct? Are we all in agreement? Okay. Madam Chair, I will return it back to you for a motion.

[01:18:30]

Judy Frost: I am looking for a motion to accept this packet.

[01:18:48]

Marybeth Carty: I'll move to accept the packet with the revisions as made.

[01:18:48]

Joe Howell: Second.

[01:18:48]

Maggi Daane: And a second.

[01:18:48]

Judy Frost: Any further discussion? All those in favor, aye? Opposed? Excellent job, everybody. Thank you. That was value-added.

[01:19:14]

Maggi Daane: Absolutely. Thank you.

[01:19:14]

Bruce Porter: Thank you to the committee.

[01:19:14]

Maggi Daane: Pardon me?

[01:19:14]

Bruce Porter: Thank you to the committee. I'm sure it was a lot of work.

[01:19:15]

Maggi Daane: And thank you to Anna for cleaning this up after we met.

[01:19:17]

Judy Frost: Actually we should all just be thanking Anna because I have no idea what we left with. I was waiting till I saw the packet and I go "oh yeah that's what we...".

[01:19:27]

Judy Frost: Okay, number 14, still an action item. Reimburse expenses for the board members to attend the California County Boards of Education, CCBE, Annual Conference in September. There is a conference in Monterrey on September 9th through the 11th of this year and we are presenting this item in accordance with board policy 9250 regarding reimbursement to board members. Motion?

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[01:20:06]

Maggi Daane: I have a...

[01:20:06]

Judy Frost: Oh, comments?

[01:20:08]

Maggi Daane: Yes, I just wanted to be clear. How many board members will be in attendance, wanting to attend?

[01:20:15]

Judy Frost: I believe there are two that have signed up and you if you've finished.

[01:20:22]

Maggi Daane: Susan?

[01:20:22]

Judy Frost: She's forth, the superintendent, yeah. Three board members and the superintendent.

[01:20:29]

Michelle de Werd: I'll make that motion.

[01:20:37]

Judy Frost: Second?

[01:20:38]

Judy Frost: Bruce. All those in favor? Aye?

[01:20:39]

UNKNOWN_1: Aye.

[01:20:40]

Judy Frost: Opposed? Thank you. Now I could ask Susan to give us a little bit of an update report on how our audio recordings of board meetings are looking.

[01:20:54]

Susan Salcido: Thank you. I'm going to pass out a very brief summary on that. We can see it together. I'd be very glad to.

[01:21:23]

Susan Salcido: Let's see. Everyone has a copy. Since the board made the decision to go ahead and have board meetings recorded, audio, we've had June 9th, the board meeting, and July 7th. We've also have the July 26th meeting, but we'll see that that's not yet been posted on the website. For June 9th and June 7th, there have been a number of views, 35 and 23. Their asterisk shows, down below that, the analytics show, at this point, it seems to indicate that it's really internal staff that's viewing or clicking because they're actually working on the audio. That's what it's showing so far. Camie's giving me the nod. You can see that average viewing time through the analytics there, the three minutes and 16

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seconds to one minute and 50 seconds. We do have the transcription. We pay for that transcription through Verbit and you can see the cost there. It's estimated that about 90 percent, maybe a little bit more, of the Verbit transcription is accurate. 90 percent. There's some staff time that's required to read through it, make sure that it is accurately fill in the blanks that are needed.

[01:22:48]

Susan Salcido: So, items for consideration. The general workflow, again, leaving out all the details and the people who are working on it behind the scenes. Really, it does take about two weeks from start to finish, so from the board meeting to actually being posted. We record the meeting, that's the easier part, I think. Then there's the transcription, getting that back. As I said, editing and looking through it. Producing the audio file in YouTube, and making sure it's ADA compliant and creating chapters so that when somebody, chapters meaning that if somebody were to go onto to it to look at the audio, they know this is when we talked about item 1, this is the time we talked about item 2. We create those on our end. So far Spanish translation and/or interpretation have not been requested. And so I will stop there with a summary of the audio board meetings so far. I'll see if there's questions.

[01:23:43]

Judy Frost: I would like to ask the board, given this information, how do we have a three-minute board meeting? That's pretty amazing. Anyhow, what's your reaction to this information?

[01:24:00]

Marybeth Carty: It's still early.

[01:24:07]

Judy Frost: It's still early?

[01:24:07]

Bruce Porter: Small data sets.

[01:24:08]

Joe Howell: Just the cost out-of-pocket, so to speak, is very modest, which is helpful. This data type is hard to quantify. I think it's really interesting...in another three months...I don't think it's necessary to build our audience...Three months would give us a lot more information on all of it. I think it's good so far.

[01:24:40]

Judy Frost: Who primarily on staff is involved with the work that needs to be done?

[01:24:46]

Susan Salcido: I will turn to Camie and fill in the details here. Anna Freedland, Camie Barnwell, Alli Adams and Matt Evans are all...Matt's right here. A lot of touch points from staff to make sure that...What we want to post, you want to be quality audio that can be easily accessible. We actually are trying to quantify the time it takes. Not really for purposes other than for our internal, we can have the steps that it takes to ensure that it's done well.

[01:25:20]

Susan Salcido: Camie, anything more than that?

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[01:25:22]

Carmie Barnwell: Perfect. That's exactly how I would describe it.

[01:25:25]

Susan Salcido: Okay. Great.

[01:25:26]

Judy Frost: Do we have any thoughts on reconsidering a video recording of future board meetings?

[01:25:38]

Maggi Daane: I would like to let the audio play out a little bit longer to see the effectiveness there before we move to video. I think we need to really see who's actually...I'm surprised...Because it's new and the word probably hasn't really gotten out, maybe, that we are doing them audio. We may get more play from the public rather than staff trying to make sure that we're qualitative or quantitative in our presentation. I would suggest that we table the video until we see just how effective the audio is at this point.

[01:26:26]

Marybeth Carty: The notification on the fact that there is an audio recording that will be made available within two weeks, that's part of the noticing of the original meeting agenda that goes out.

[01:26:41]

Susan Salcido: Correct.

[01:26:42]

Marybeth Carty: So the public is made aware.

[01:26:46]

Susan Salcido: Only on the agendas. Exactly. So right here as an example, the third bolded part of the agenda today talks about audio reporting, so that's how the public has been notified.

[01:26:57]

Marybeth Carty: I will say that initially, I was a little reluctant to jump over that hurdle, but now I'm really glad that we're doing this and it is the right thing to do. And it stands as a record of the meetings, if we ever needed to go back and say "what did I say?" or "what did you say?" In addition to the minutes. The tone and tenure of comments. We're going to appreciate having that. We're proceeding with caution, mindfulness, [inaudible 01:27:27]

[01:27:44]

Michelle de Werd: I thank you for all this data. I'm one of the viewers as well. For me, it was hard to follow. I lost interest. It was like, "oh gosh, this is going to be hard." I think for a person, the general public to listen...I think it's good for the public record, just for having this in our archives, it's very important, but I think for the general public, it's not user-friendly because you don't know who's speaking. You hear voices and unless you've been to a meeting, unless that person identifies himself every time they speak, you have no idea who is saying what, and then especially the presentation. So with Ellen, for instance with Ellen's presentation, I heard the presentation a little bit and I said I can't see the slides and it's hard to follow along and really get something out of the...and they're wonderful presentations and there's a lot of work that goes into those. So, I appreciate this is a step forward with

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the audio but I would like to ask the board to reconsider and continue on with video. I just think that because this technology is available to us, that we should take advantage of it. I think maybe more research...going to a county supervisors meeting. It's all been done. And we have costs here already. For the time...I just don't think that it's a really complicated way because I've seen city council meetings and like I've said before. I think we owe it especially because we're in the business of public education. I think we should have been doing this all along. I still believe that video recording will be the most transparent for people and there's no reason why we shouldn't. I know there was a concern about disruption in the board room, but I think that the public and open access to our meetings at any time and they can Zoom through, there's lots of ways that they can go find a presentation, they can find a certain item with the video, that that will far outweigh..that access will far outweigh a worry about disruption. I would like to move that we have another vote for video.

[01:30:13]

Judy Frost: Do I hear a second?

[01:30:19]

Bruce Porter: I'll second to facilitate discussion.

[01:30:24]

Judy Frost: I have learned a lot, Michelle, as a result of your bringing up this topic a few months ago. Although I'm at meetings that are recorded, audio and visual video all the time, I never thought about it in the context of this meeting. I think one of the bits of information that was the most enlightening to me is that other county boards do video recordings of their meetings, and that after COVID, possibly because of COVID and because of Zoom, it did get much more frequently used and frequently offered.

[01:31:17]

Judy Frost: For me, it's been a learning curve. When I hear something new, I have a reaction initially, but I'm always open to becoming informed and aware and going from there. As a result of that, I'm not opposed to looking at video recordings. I'm not ready to say let's do it. I don't know where that falls with your motion.

[01:31:46]

Judy Frost: For example, one of the things I was thinking of is if we were set up to do the videos in the board room, and then we decide no, we're going to meet down here, this is a pretty shallow room. I have a sense that it's more than unplugging the camera, bringing it down here, and plugging it in. I know there's always more to learn and you never know it all until you do it. Some things show up in the process.

[01:32:22]

Judy Frost: But as I said, I would not be opposed to looking and asking staff to do a little bit more research on the video recording then. But I'm not ready to pull the trigger and say to do it. That's just where I am.

[01:32:42]

Michelle de Werd: Or is there more research that we can do? I think that we asked staffed to do that already. Is there a [inaudible 01:32:48]?

[01:32:49]

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Judy Frost: Well, no, I'm sorry. I shouldn't have said research. I mean now specific implementation steps. What would we have to do? Not the research of how to do or any of that, but what would it mean for us? What method would we use? In a way, there may be some research as to the choices and options, but what would our choice be and what would it look like and what would it mean? Does that help, Michelle?

[01:33:18]

Susan Salcido: We would be very glad to provide something similar like this to just lay it out and provide some easy at-a-glance ways in which we can simply shift from audio to video. I'll be glad to bring that back right away. Then we don't need to overcomplicate it in the presentation to you, we can provide, "here's how we would do it most simply," and if we wanted to, "here's some more complex ways to do it."

[01:33:48]

Susan Salcido: But what I'm hearing today is what would it take to move to video in a simple way that would also allow for the public to access the viewing, but also presentations? I think with that in mind, glad to come right back with a summary like this next time and provide that to you with some extras as well so we could take it from simple to a little bit more integrated.

[01:34:18]

Joe Howell: I think that's a great idea. The other thing, and I don't want to get into it now, but Austin brought up what I recall is important distinctions for ADA and other compliance, a higher standard for video and for audio. I think we did phase one: what counties do and what don't. I remember all that, but there was a very robust discussion, data on all of that. So that we have. I think we did what you just suggested. And we really want to be sure, with Austin's help, that whatever we propose as the method considers both the effort and the cost for full ADA compliance.

[01:35:09]

Susan Salcido: Absolutely.

[01:35:13]

Bruce Porter: My comment would be it's 2022, and to me, that would just be a best practice of boards. That's like asking at the district level, should we let our kids type their homework on computers? There's a lot of reasons to say no, but it's 2022. That's just what we do. So to me, this should be pretty straightforward, and it should be a question of how, not if.

[01:35:44]

Judy Frost: I think that's what I'm asking for more is, how, not do it, but how would we do it? But we have a motion on the floor, and it has a second. We had some discussion. I'm going to bring your motion back up. Specifically, you move that we start video recordings?

[01:36:07]

Michelle de Werd: Yes.

[01:36:08]

Judy Frost: And Bruce seconded it. All those in favor?

[01:36:14]

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MALE_1: Aye.

[01:36:14]

UNKNOWN_1: Aye.

[01:36:14]

Judy Frost: And opposed?

[01:36:19]

Joe Howell: I don't know if we need a motion just for the record to move that we take this to the next level of consideration and finish. Having completed stage 1, stage 2 is what the superintendent suggested [inaudible 01:36:39] to not only the methods but also consider any [inaudible 01:36:42].

[01:36:44]

Michelle de Werd: That's changing the motion.

[01:36:48]

Judy Frost: No, it's in the motion we've introduced now. It's in the motion.

[01:36:50]

Joe Howell: We've made some progress, and I don't want to just leave it as no because I think there's an openness to do it, it's just there's not a majority is saying do it either way. I don't know if Anna could get that, but it's what Susan said plus ADA.

[01:37:14]

Marybeth Carty: I would add to that once we're moving forward, on the eventuality of video recordings, we get our how-to's and then a timeline that's part of that. So this motion is to get into the discussion and then [inaudible 01:37:32] determine the plans.

[01:37:32]

Judy Frost: I need a second.

[01:37:36]

Maggi Daane: I second.

[01:37:38]

Judy Frost: I have a second. Any further discussion?

[01:37:40]

Bruce Porter: Could we ask Anna to read the motion as best as she can [inaudible 01:37:46] Not to put you on the spot.

[01:37:46]

Ellen Barger: I just wrote down continuing discussion. I'll come back with how to's and timeline. I can elaborate later. [inaudible 01:38:00]

[01:38:01]

Judy Frost: All those in favor, aye.

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[01:38:03]

MALE_2: Aye.

[01:38:04]

UNKNOWN_1: Aye.

[01:38:04]

Judy Frost: Oppose? Thank you very much. Yeah, that's one thing that is really important, that we never stop learning and we never stop asking questions and moving forward. That we don't stay stuck.

[01:38:23]

Judy Frost: One more time, please, we need a resolution to approve using Zoom if we need to for health reasons.

[01:38:35]

Maggi Daane: So move.

[01:38:35]

Marybeth Carty: Second.

[01:38:35]

Judy Frost: Moved, seconded. All those in favor?

[01:38:37]

MALE_2: Aye.

[01:38:38]

UNKNOWN_1: Aye.

[01:38:38]

Maggi Daane: Roll call.

[01:38:40]

Judy Frost: Oh, roll call. Sorry.

[01:38:41]

Anna Freedland: I'm sorry. Can you say who moved and seconded.

[01:38:44]

Maggi Daane: I moved.

[01:38:45]

UNKNOWN_1: Marybeth seconded.

[01:38:47]

Anna Freedland: Marybeth? Roll call, Ms. Carty?

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[01:38:50]

Marybeth Carty: Aye.

[01:38:51]

Anna Freedland: Ms. Daane?

[01:38:52]

Maggi Daane: Aye.

[01:38:53]

Anna Freedland: Ms. de Werd?

[01:38:54]

Michelle de Werd: Aye.

[01:38:55]

Anna Freedland: Ms. Frost?

[01:38:56]

Judy Frost: Aye.

[01:38:56]

Anna Freedland: Mr. Howell?

[01:38:57]

Joe Howell: Aye.

[01:38:58]

Anna Freedland: Mr. Porter?

[01:38:59]

Bruce Porter: Aye.

[01:38:59]

Anna Freedland: Thank you, motion passes.

[01:39:02]

Judy Frost: Any questions on the personnel report that was attached?

[01:39:05]

Judy Frost: We are late on the public hearing.

[01:39:09]

Bruce Porter: Can I just ask a real quick question?

[01:39:12]

Judy Frost: Oh, yeah.

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[01:39:13]

Bruce Porter: How do we look for vacancies across the county, going into the new school year, for teachers? There were a lot of concerns about hiring and staffing and resignations. Just 30 seconds.

[01:39:25]

Susan Salcido: Oh, yeah. You know what, I would say we were talking earlier about, teasing about [inaudible 01:39:30]. Of course school is starting. But what I won't tease about is that human resources departments across the districts are very, very busy in terms of they need to continue to fill teacher spots across the county.

[01:39:45]

Susan Salcido: I don't have the percentage or numbers at this point, but I will say, just in speaking with the districts, that's a huge focus right now in terms of hiring, completing their staff. In fact, individuals are still moving districts, so you're still hearing "oh, Maggi Daane is now moving over to Marybeth and so therefore there's an opening." That means another opening. It's very late this year, I will say. It's much later, it feels, this year than in the past.

[01:40:19]

Bruce Porter: How is SBCEO with our direct contact staff?

[01:40:22]

Susan Salcido: Our teaching staff is, we're staffed. We have classified staff. I'll just make sure that we've got the teaching staff and our JCCS programs are staffed. In our special education program, we've got some hard-to-fill positions that continue to be hard to fill. Did you want to say?

[01:40:39]

Kirsten Escobedo: Sure, I'm happy to. Fortunately as of right now, this very moment, we are fully staffed with teachers and we are really grateful for that. We are still hiring speech therapists and instructional assistants [inaudible 01:40:56].

[01:40:56]

Bruce Porter: Thank you.

[01:40:57]

Marybeth Carty: In Carpinteria, Tuesday there was a job fair and the district superintendent authorized \$1,000 signing bonuses and we are really, really stuck with a lack of special ed teachers and especially teachers who are available.

[01:41:14]

Marybeth Carty: This job fair noticing went across the community, the city put it on its public information scroll, it went out via so many different modalities of communication and it was a pretty good turn out. I'm very interested to see what comes of it.

[01:41:35]

Susan Salcido: The headlines we're seeing nationally are absolutely [inaudible 01:41:38] county as well. The teaching shortages and staff shortages.

[01:41:45]

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Judy Frost: Challenging times for sure. We are quite a bit late for our public hearing. What took us so long? I know. Public hearing on textbook and instructional material compliance now is open, beginning.

[01:42:02]

Judy Frost: Any public comments? Hearing none. Public hearing is closed. We have an action item now on adopting the resolution regarding textbooks and instructional materials. There is an attachment on that which is the resolution, which means a roll call.

[01:42:30]

Joe Howell: Propose the resolution. Move the resolution.

[01:42:35]

Marybeth Carty: I'll second.

[01:42:38]

Judy Frost: Roll call.

[01:42:38]

Anna Freedland: Ms. Carty?

[01:42:41]

Marybeth Carty: Aye.

[01:42:42]

Anna Freedland: Ms. Daane?

[01:42:43]

Maggi Daane: Aye.

[01:42:44]

Anna Freedland: Ms. de Werd?

[01:42:45]

Michelle de Werd: Aye.

[01:42:46]

Anna Freedland: Ms. Frost?

[01:42:47]

Judy Frost: Aye.

[01:42:48]

Anna Freedland: Mr. Howell?

[01:42:50]

Joe Howell: Aye.

[01:42:50]

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Anna Freedland: Mr. Porter?

[01:42:51]

Bruce Porter: Aye.

[01:42:51]

Anna Freedland: Okay. Motion passes.

[01:42:53]

Judy Frost: Thank you. Any future agenda items we would like to consider?

[01:43:02]

Susan Salcido: Mrs. Frost, if I might?

[01:43:03]

Judy Frost: Oh, yes please.

[01:43:04]

Susan Salcido: Just two quick comments. [inaudible 01:43:04] .

[01:43:05]

Judy Frost: Yes

[01:43:05]

Susan Salcido: Just as an opportunity here. I wanted to prepare the board, in terms of next meeting when I do come back with a how-to on the audio video, I think the process, just in terms of speaking with staff and our team, shifting from audio to video is relatively quick in terms of the equipment that we have and the staff that we have. So just wanted to prepare the mindset for that conversation for next month just so that you know what's coming. It may not be an elaborate [inaudible 01:43:39].

[01:43:39]

Judy Frost: [inaudible 01:43:39] I would welcome that.

[01:43:40]

Susan Salcido: Okay, great. And then secondly, in the trustee area two, for Dr. MacDougall's area, one of the items that we did discuss as a staff was to send out another press release on Monday when the application is actually available. Just wanted to let you know that that's something we're prepared to do. We believe that our website will be up, I'm going to say likely by 9:00 AM or sooner. I'm looking at Camie and that's the plan. Everything should up on Monday, 9:00 AM or sooner.

[01:44:18]

Judy Frost: Excellent. We know that all the media may not pick up the press release, but I think it's a good thing to do and hope that they will.

[01:44:30]

Bruce Porter: The first one was picked up pretty widely.

[01:44:31]

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Susan Salcido: It was.

[01:44:31]

UNKNOWN_1: Yeah.

[01:44:33]

Joe Howell: We had many kudos for the eloquent words of Judy. I'm sure they are all right out of her mouth.

[01:44:39]

Susan Salcido: Yeah.

[01:44:43]

Camie Barnwell: We appreciate that.

[01:44:44]

Joe Howell: It was a great press release and it was terrific the way that you are leader.

[01:44:51]

Judy Frost: I told Camie she could talk for me anytime. Maybe she'd like to sit up here.

[01:44:57]

Judy Frost: Our next regular meeting will be September 1, but we will be seeing everyone on Zoom on the 22nd at two o'clock on Zoom.

[01:45:17]

Maggi Daane: Yep.

[01:45:19]

Judy Frost: So until then, we get a lot of quality on together in August.

[01:45:24]

Joe Howell: Move adjournment.

[01:45:25]

Marybeth Carty: Second.

[01:45:26]

Judy Frost: Moved and seconded and we are adjourned.

[01:45:33]

MALE_2: All right.

[01:45:35]

UNKNOWN_1: All right.

[01:45:35]

UNKNOWN_1: Okay.

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[01:45:38]

UNKNOWN_1: Okay.