



ORANGE UNIFIED SCHOOL DISTRICT

Curriculum Council

Meeting Notes

January 28, 2014

Board Rm 2

3:30-5:00

1. Welcome

Cathleen Corella welcomed the members on behalf of Mike Christensen, who had another commitment and wished everyone a Happy New Year.

2. Local Control Funding Formula (LCFF) Update

Dr. Hansen provided a comprehensive overview of the Local Control Funding Formula. Based on stakeholder feedback, it has been determined that an overwhelming need for the funds is to go towards technology and infrastructure. Schools will determine what is needed at their perspective sites, whether it is iPads and/or touch screen computers for classroom instruction and the SBAC testing requirements.

Dr. Hansen explained that Educational Services worked closely with the budget department to identify per pupil allocation for each school site in determining their LCFF Supplemental Funds. Because the LCFF is new, the SBE is in the process of adopting and developing guidelines. Therefore, districts do not have detail spending guidelines and accountability guidelines other than what was provided at the last two State Board of Education meetings.

Dr. Hansen explained that a SBE meeting took place back in November to obtain input and review a draft of the *Local Control Accountability Plan* template and possible guidelines. The SBE met to review and adopt spending regulations and LCAP template after public comments were heard. However, they have until January 31st to work out the details and adopt spending regulations as noted on the CDE website and SBE agenda documents. Then they have until March 2014 to work out the details of the LCAP template and share with Districts for their use. In the meantime, Dr. Hansen elaborated that our district has been proactive. We have heard from the County and surrounding districts that we are ahead of everyone in moving forward with the implementation of the LCFF.

In terms of where we are in developing the Accountability Plan, we are in the process of still collecting community input for analysis. Principals are continuing to shares LCFF information and training their stakeholders on the awareness and importance of providing input on the budget. Ed Services, Human Resources and Business Services are working together to ensure compliance of implementing LCFF and LCAP. OUSD is constantly in communication with OCDE for new updates and accurate information. Our next steps are to share ongoing stakeholder input, develop LCAP and obtain Board approval of the plan and budget by the end of the school year.

3. Study Session CTE/STEAM across OUSD

Cathleen introduced Kathy Boyd, Coordinator of CTE/STEAM. Kathy explained she came from the Counseling field and before that the private sector. She believes her job is to make connections of successful best practices and programs throughout OUSD as they relate to CTE and STEAM and Career Pathways.

OUSD supports the facilitation/implementation of STEAM, as the Arts are an essential part to successful 21st Century learning. Kathy said the district's emphasis in STEAM is crucial as 80% of future jobs will be in a STEAM related field. There are 15 different sectors in CTE in California and OUSD is educating its students in all 15 sectors to maximize student opportunity. We need to start educating our youngest students with career choices. Community Colleges will no longer allow unlimited changes and the "exploratory" culture that used to exist in this environment is no longer a reality. After students have completed 12 units, they will need to have an academic plan. Students need to realize that while in High School, they should take various elective and CTE classes to get a feel for what it is they want to do in the future. In High School this is free. Once you are in college, there are fiscal impacts. Kathy further shared the following steps that have and/or will be executed by her and the curriculum department:

- Facilitation of a Career Readiness Advisor at each High School.
- OUSD student is creating a video highlighting the different ROP/CTE classes being offered to students.
- Innovate approaches to curriculum are being taken such as the Programming and Robotics class that fulfills the Algebra I graduation requirement.
- OUSD received a \$50,000 grant to start the new Aviation CTE class at Canyon HS.

4. Curriculum & Instruction Share-Out

Pacing Guides Survey: Elsie asked the members to break into groups for Elementary and Secondary to look at evidence for the benefits and challenges for students and teachers with the pacing guides. Some of the benefits are:

Elementary Students

- *Consistency from School to School
- *Standards addressed

Elementary Teachers

- *K-1 Guides ELA have made CCSS easier
- *Ensures all standards are taught
- *Planning is easier
- *Long term and cross-curricular planning
- *Structure

Secondary Students

- *Consistency amongst classes
- *Keep on track to cover all standards planning

Secondary Teachers

- *Structure – know where to go and where to be
- *Becomes a road map & backward

Some of the challenges are:

Elementary Students

- *Not enough time to achieve mastery
- *Too restrictive / not flexible
- *Not everyone learns at the same pace

Secondary Students

- *Pace too fast
- *Anti Common Core

Elementary Teachers

- *K-1 Math guides not logical/sequential order
- *Feels like they are in a race to cover material
- *Takes away from creativity / no 4Cs
- *No fostering of relationships

Secondary Teachers

- *Built in rigidity and possibility of getting off pace
- *No flexibility
- *Get off the pedestal let students get involved

Some *Loose* next steps for Elementary are concepts not lesson pages. They need some resources for CCSS. They want some structure for teachers of suggested strategies and skills. The Secondary level wants to use all strategies: *Glad, Thinking Maps, AVID, Response Frames*, teaching moments and current events. They would also like required texts.

Some *Tight* next steps for Elementary are that concepts and skills that must be addressed and learned for the end of the year. For the Secondary level they want integration of technology and resources available and the time built in to slow things down. Another is Performance skills strategies, process over product. The journey is most important.

Elsie thanked everyone for participating and will be forming a smaller task force to look at the data and documents to move this forward.

Secondary Math Curriculum Guide Update: Helen Barney discussed the progress the math teams are making. They have developed a *6th Grade Math Curriculum Map*. They are calling it this instead of pacing guides. Their main objective has been to align the CCSS to the existing math textbooks. The teams are identifying what standards are not covered in textbooks and filling the holes with various resources.

*Due to time, Cathleen postponed **Appendix A Group Discussion** until next meeting.

Meeting adjourned 5:05 PM