



ORANGE UNIFIED SCHOOL DISTRICT

Curriculum Council
Meeting Notes
November 19, 2013

Board Rm 2
3:30-5:00

1. Welcome

Dr. Gunn Marie Hansen, Assistant Superintendent, welcomed the participants to the meeting and the special guests, Joe Sorrera, Assistant Superintendent of Business Services and Cyndi Paik, Administrative Director of Accountability and Special Programs. Committee members introduced themselves again and their current assignments.

Cathleen Corella asked if we could have Elsie Simonovski present first due to a conflict in her schedule.

2. Curriculum and Instruction

Elsie Simonovski discussed what research is saying about Pacing Guides and OUSD's need to revisit our Pacing Guides. The CCSS demands a deeper level of learning so only teaching specific concepts found on the State test will not prepare our students for career and college readiness. The Curriculum Department is asking all council members to survey their colleagues on the Benefits & Challenges of Pacing Guides for both teachers and students. Survey results will be discussed at the next meeting.

3. Local Control Funding Formula (LCFF)

Joe Sorrera discussed the State budget and how it relates to OUSD. This is the first time in five years that the State of California has a balanced budget. This is due to Proposition 30. LCFF represents a major shift on how California funds school districts. For the past 40 years districts relied on general funding and categorical programs. In the past OUSD was funded on a Revenue Limit Model. We received one specific amount of money for all students despite their grade level. OUSD will now receive different amounts of money based on the following grade level spans: K-3, 4-6, 7-8 and 9-12. There is also supplemental funding based on Free and Reduced Lunch, English Learners and Foster Students. This is where districts will differ in the allotments they receive.

Cyndi Paik explained that CALPADS is how the State gets the information regarding the three categories of students. This information is put into the system between October 3 and December 13. On December 13 we have to certify the information for CALPADS.

Because of LCFF, we now have the responsibility to create a Local Accountability Plan (LCAP). One of the mandatory components of the plan is input from all stakeholder groups. OUSD has a *Community Survey* that is going out to all the various District Councils.

While LCFF remains a work in progress, many provisions are now operational. In other words, LEAs are expected to begin rethinking their approach to planning, budgeting, and using funds aligned to the following eight state priorities included *in Education Code (EC) 52060(d)*:

1. Compliance with *Williams'* requirements: appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.
2. Implementation of the academic content and performance standards adopted by SBE, including how the programs and services will enable English learners to access the common core academic content standards and the English Language Development standards.
3. Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.
4. Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.
5. Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.
6. School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.
7. The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.
8. Pupil outcomes, if available, in the subject areas comprising a broad course of study.

Dr. Hansen mentioned that once all the surveys are returned and the results are analyzed, OUSD will align the money with the survey results to ensure student achievement and success. The District is asking that all surveys be returned by 1/31/14. Mike Christensen said OUSD is leading the way on information for CCSS.

4. Study Sessions

Overview of Draft ELA/ELD Framework

Lisa Green discussed what the Draft of the ELA/ELD Framework for California looks like. The key point of the new framework is that all teachers must take responsibility for our English learners. English learners must be integrated in all forms of communication and this must occur in all classes. We must ensure that our English learners have access to rigorous curriculum.

The strands of reading, writing, speaking and listening and language are integrated among themselves and across all disciplines. Teaching this way to CELDT Level 1 students is new. In the past we have only taught parts of learning English not all strands to the early learners. The new Framework wants to value and respect diversity

Overview of Draft Mathematics Framework

Cathleen Corella and Helen Barney attended a CCSS Conference for mathematics. One of the

major issues that must be discussed is the structure of math for 6th, 7th and 8th grade. Cathleen believes Curriculum Council needs to help layout the framework for the District. She will email a link for the framework for math. She would like everyone to look at *Appendix A* before the January meeting. Ed Howard wants to make sure we don't lose sight of the political side of changing the timeframe of math courses students are allowed to take. Gunn Marie said the District has already received calls from concerned parents concerning this topic thus, much discussion at all levels will and must occur. The Curriculum Department will be facilitating middle school PLCs for math teachers in December to start designing an action plan that addresses the changes that are occurring with the implementation of the CCSS.

5. TIP Share-Out - Postponed until the January Meeting. Crystal Meyer will present then.

6. Curriculum & Instruction Share-Out

Cathleen distributed the feedback from the PD for both the elementary and the secondary levels. It entailed the following information: *What was Learned, What was Valued, Concerns* and *What is Needed*. Overall, the feedback was very positive and all participants appreciated the time to collaborate/plan with colleagues.

Cathleen also discussed District Benchmark Assessments. At the elementary level, each school was able to decide if they wanted to continue with the ELA PSA. The Math PSA is required for all school sites. At the secondary level, discussions are taking place concerning the implementation of the PSAs.

Cathleen mentioned that the council all has some homework to do before the January meeting. She thanked everyone for participating and for everyone to have a wonderful Thanksgiving and break.

*Meeting adjourned at 5:15 PM