ORANGE UNIFIED SCHOOL DISTRICT

Curriculum Council
Agenda
October 27, 2015
Board Rooms 1 & 2
3:30 – 5:00

1. Welcome Michael L. Christensen

2. LCAP Survey Gunn Marie Hansen

3. Study Session Julie Roney
   ~NGSS: Vision to Application~
   Laura Kresl
   Laura Herbert

4. Graduation Requirements Update Kerrie Torres

5. Supplemental Novel(s) Dialogue Pam Quiros

5. Closing Cathleen Corella
Local Control Accountability Plan (LCAP)  
Community Survey  
2015-2016

Governor Jerry Brown’s recent Local Control Funding Formula (LCFF) is intended to provide funding from the State to local districts. It is important for Orange Unified School District to consider how well we are doing in achieving improved outcomes for all students. We invite you to provide your input to assist us in developing our Local Accountability Plan (LCAP):

Please tell us about yourself:

☐ Parent/Guardian  ☐ Student  ☐ Certificated  ☐ Classified  ☐ Leadership  ☐ Other

What school/s are you affiliated with:

Elementary
☐ Anaheim Hills  ☐ California  ☐ Cambridge  ☐ Canyon Rim  ☐ Chapman Hills  ☐ Crescent  ☐ Esplanade
☐ Fairhaven  ☐ Fletcher  ☐ Handy  ☐ Imperial  ☐ Jordan  ☐ La Veta  ☐ Lampson  ☐ Linda Vista
☐ McPherson
☐ Nohl Canyon  ☐ Olive  ☐ Palmyra  ☐ Panorama  ☐ Prospect  ☐ Running Springs  ☐ Serrano  ☐ Sycamore
☐ Taft  ☐ Villa Park  ☐ West Orange  ☐ Canyon Hills  ☐ Orange Pre-K SDC

Secondary
☐ Cerro Villa  ☐ El Rancho  ☐ Portola  ☐ Yorba  ☐ Canyon  ☐ El Modena  ☐ Orange  ☐ Richland
☐ Villa Park  ☐ OUSD Community Day  ☐ OUSD Home School  ☐ Other_________________

How to Rank your Responses

The next series of questions will ask you to rank your school experiences with questions regarding school attendance, programs, curriculum, parental involvement, and college and career readiness. Please rank the statements according to your experience indicated by: Strongly Disagree, Disagree, No Opinion, Agree, Strongly Agree.

1. OUSD helps students stay engaged and motivated to attend school regularly by providing:

School incentives that promote recognition of student attendance or academic achievement

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Counseling, social, emotional, and behavior support

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Increased communication between parent, school and students to identify reasons for absenteeism and potential solutions

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
2. **OUSD helps students do well in class by providing:**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Tutoring, peer tutoring, or mentor programs

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Opportunities for students to demonstrate knowledge via technology, oral presentations or collaborative projects

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Strategies to develop critical thinking skills and creativity

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

3. **OUSD helps students to graduate from high school by providing:**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Opportunities for leadership roles

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Intervention programs

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Counselor/Career Technical support

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

4. **OUSD helps more students prepare for academic success, college and career readiness by offering:**

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

College workshops and career fairs

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Interesting and engaging school curriculum with real world application

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Internships, courses, classrooms that offer real life experiences in the college and career field
5. **OUSD helps more parents become involved by:**

- Increasing parent communication between parents, teachers and administrator (e.g. meetings, emails, phone calls, conferences)
- Providing student-parent events (e.g. Meet and Greet, Information Night, Talent Shows)
- Providing parent classes and trainings at various times in the a.m./p.m.

6. **At my school, there is a teacher or other staff member...**

- Who really cares about me/my child
- Who listens when I/my child has something to say
- Who gives me/my child positive reinforcement
- Who believes that I/my child will be a success

7. **What other ways can OUSD improve your child’s educational experience that will help him/her be college and career ready?**

8. **If this survey form was distributed at an OUSD meeting, please specify where..**
☐ DELAC ☐ DAC ☐ ELAC ☐ PTA ☐ SSC ☐ Other ___________________________
Next Generation Science Standards Update

JULIE RONEY, LAURA KRESL, LAURA HERBERT
NGSS Team

- Lisa Green (Administrator-Academic Content & Design)
- Kathy Boyd (Coordinator-CTE/STEM)
- Joe Erven (Principal-McPherson Magnet)
- Suena Chang (Assistant Principal-Canyon HS)
- Julie Roney (TOSA-STEM/Science)
- Laura Kresl (TOSA-STEM & Arts Integration)
- Laura Herbert (Instructional Specialist-P21 Pathways)
- Nick Sepulveda (Science Teacher-Yorba MS)
- Sharon Cecchi (Elementary Teacher/STEM Lead- Crescent Elementary)
- Judy Fusco (Science Teacher-Villa Park HS)
Let’s Review...

1) Reflect the Interconnected Nature of Science as it is Practiced and Experienced in the Real World
2) Student performance expectations – NOT curriculum
3) Build Coherently from K–12
4) Focus on Deeper Understanding of Content as well as Application of Content
5) Science and Engineering are Integrated
6) Designed to prepare students for college, career, and citizenship
7) NGSS and Common Core State Standards (ELA and Mathematics) are aligned
Helicopter Activity

Group A
- Teacher-centered
- Limited opportunity for student inquiry
- Procedural

Group B
- Student-centered
- Inquiry-based
- Solve a problem

The Engineering Design Process

1. ASK
   - What are the problems?
   - What are the constraints?

2. IMAGINE
   - Brainstorm ideas
   - Choose the best one

3. PLAN
   - Draw a diagram
   - Gather needed materials

4. CREATE
   - Follow the plan
   - Test it out!

5. IMPROVE
   - Discuss what can work better
   - Repeat steps 1-5 to make changes
State Timeline

2011-National Research Council Framework for K-12 Science
2013-State adopts Next Generation Science Standards
2016-California Science Framework
2018-Instructional Materials Adoption by SBE
2019-Operational NGSS Science Assessments
2015-2016

- Twilight trainings
- STEM teacher-lead meetings
- Principals’ meetings
- Curriculum Council
District Timeline-Awareness

Spring 2016

- Twilight “fact-finding” presentations and activities to guide Integrated/Discipline-Specific decision
- Presentation to Curriculum Council (Integrated/Discipline-Specific Decision)
District Timeline-Transition

**Fall 2016: Train-the-Trainer (2-Day Intensive)**

- Trainers: Instructional Specialists, RTI teachers, TOSAs and STEM teacher-leads
- Elementary teachers will be trained in Write from the Beginning Cohorts on Wednesday district PD days
- Secondary science teachers will have full-day subs and will be trained by cohort
  - Villa Park, Cerro Villa, & Alt Ed
  - Orange, Richland, Portola, & Yorba
  - Elmo, Santiago, McPherson
  - Canyon, & El Rancho
District Timeline-Transition

Fall 2016/Spring 2017

Teacher Professional Development (Conceptual Shifts and Standards)
- Secondary Teachers (Fall)-1 full day
- Elementary Teachers (Spring)-2 half-days on modified Wednesdays

Twilight Professional Development Sessions (4 per year)
District Timeline-Implementation

Fall 2017-Spring 2018

Continued Teacher Professional Development (Unit Design)
- Secondary Teachers (Fall)-1 full day
- Elementary Teachers (Spring)-2 half-days on modified Wednesdays

Twilight Professional Development Sessions (4 per year)
District Timeline-Accountability

Fall 2018-Spring 2019

Continued Teacher Professional Development (Unit Design)
- Secondary Teachers (Fall)-1 full day
- Elementary Teachers (Fall)-2 half-days on modified Wednesdays

Twilight Professional Development Sessions (4 per year)
College and Career Readiness

Graduation Requirements for the 21st Century Learner
OUSD Graduation Requirements

- Math
- Foreign Language
- PE
- Health/Fresh Sem
- ELA
- Social Science
- Science
- Electives
Current OUSD Requirements

- Math: 20
- Science: 20
- ELA: 40
- Soc Science: 30
- PE: 10
- Foreign Language: 20
- Health/Fresh. Sem: 10
- Electives: 80
Why the need for Change?

Innovation
Tech
Communication

CAREERS JOBS
Proposed Areas to Review

- Math
- Science
- CTE
- Tech
Committee

Teachers  Counselors  Administrators  Directors
Process and Timeline

Create Committee
- OUEA
- District

Meet
- Collect information
- Share out ideas

Propose to district stakeholders
- Ed Services
- Parent Groups
- CC
Adoption of Instructional Materials

Curriculum Council
October 27, 2015
Considerations for Evaluation

What are we looking for?

Grade Level
Interest Level
Reviews
Standards
Social Content Review
Esperanza Rising

Interest Level: 5-8
Reading Level: 6.2
Lexile Level: 750
Themes: Overcoming Adversity, Immigration, Human Rights, Family, Great Depression, Change
Esperanza Rising

- Create a sub-committee to read the book
- Report out at the next meeting
- Make a recommendation for adoption at the 4th grade level.