



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

~NGSS: Vision to Application~

**Julie Roney
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

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Counseling, social, emotional, and behavior support

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. OUSD helps students do well in class by providing:

Tutoring, peer tutoring, or mentor programs

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strategies to develop critical thinking skills and creativity

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Opportunities for leadership roles

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Intervention programs

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Counselor/Career Technical support

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

College workshops and career fairs

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interesting and engaging school curriculum with real world application

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Internships, courses, classrooms that offer real life experiences in the college and career field

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. OUSD helps more parents become involved by:

Increasing parent communication between parents, teachers and administrator (e.g. meetings, emails, phone calls, conferences)

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Providing student-parent events (e.g. Meet and Greet, Information Night, Talent Shows)

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Providing parent classes and trainings at various times in the a.m./p.m.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Who really cares about me/my child

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Who listens when I/my child has something to say

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Who gives me/my child positive reinforcement

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Who believes that I/my child will be a success

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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)
- Suen 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

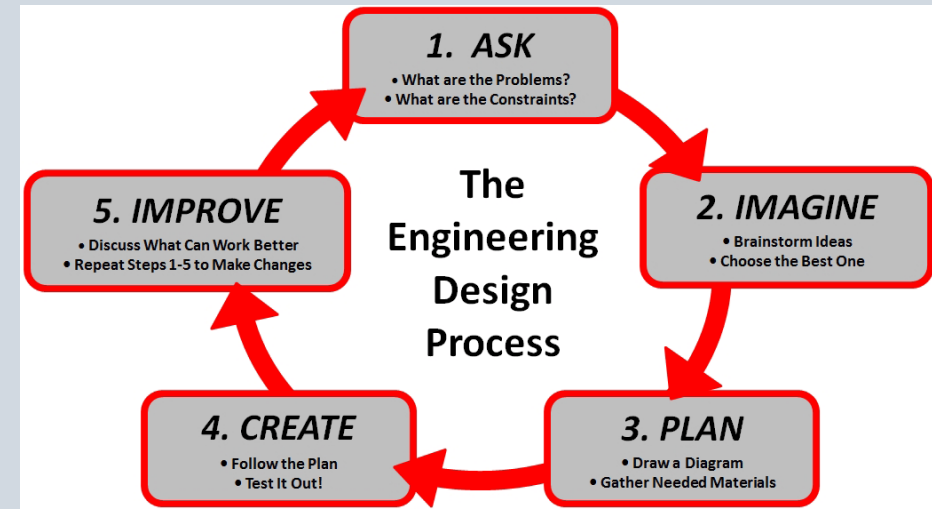
Helicopter Activity

Group A

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

Group B

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



State Timeline

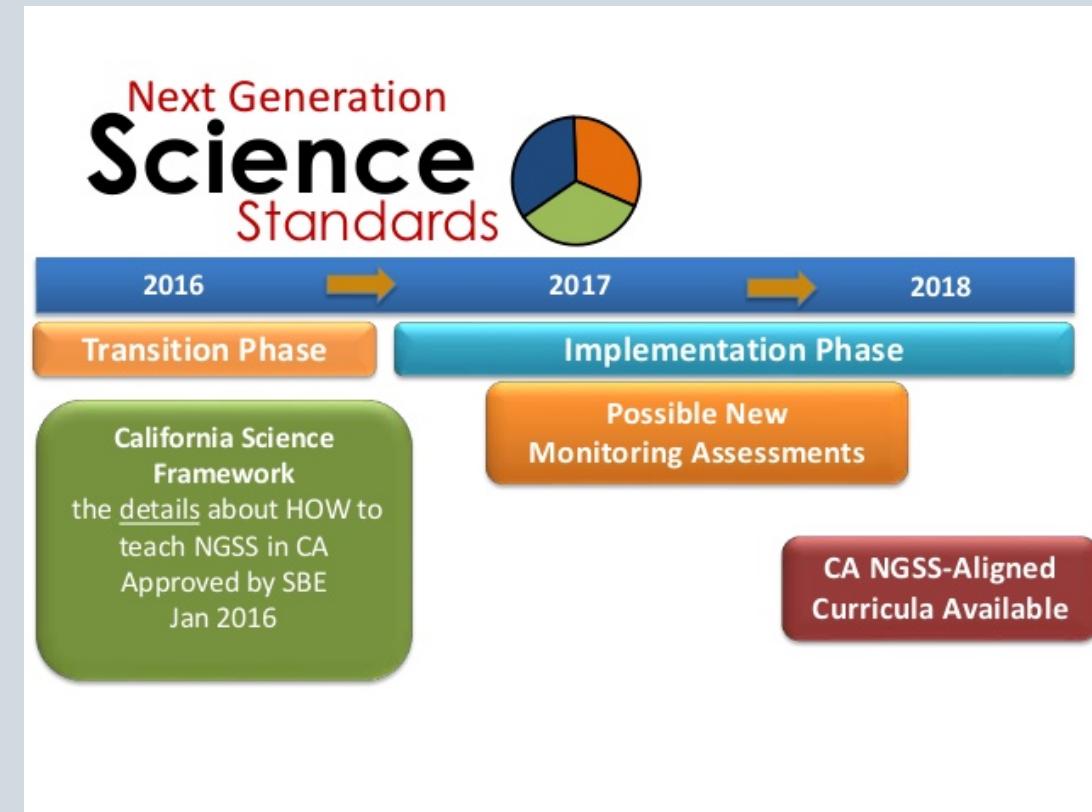
2011-National Research Council Framework for K-12 Science

2013-State adopts Next Generation Science Standards

2016-California Science Framework

2018-Instructional Materials Adoption by SBE

2019-Operational NGSS Science Assessments



District Timeline-Awareness

2015-2016

- Twilight trainings
- STEM teacher-lead meetings
- Principals' meetings
- Curriculum Council



District Timeline-Awareness

Spring 2016

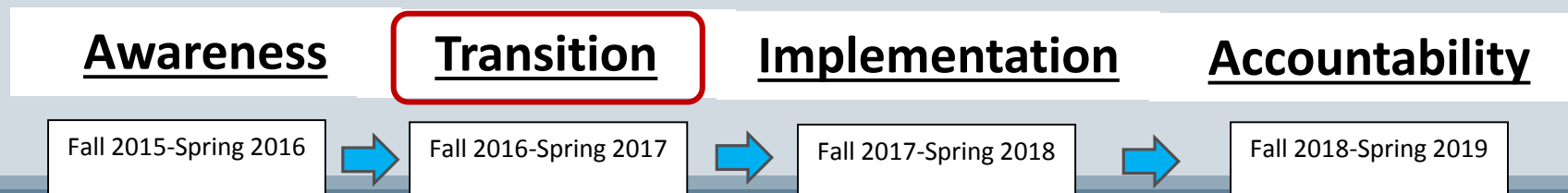
- Twilight “fact-finding” presentations and activities to guide Integrated/Discipline-Specific decision
- Presentation to Curriculum Council (Integrated/Discipline-Specific Decision)



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



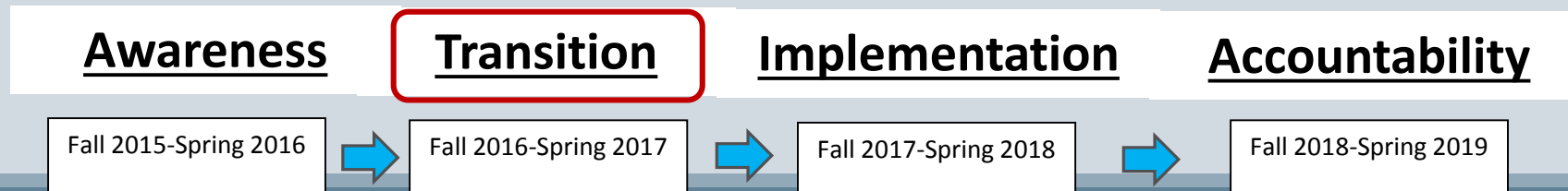
District Timeline-Transition

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)



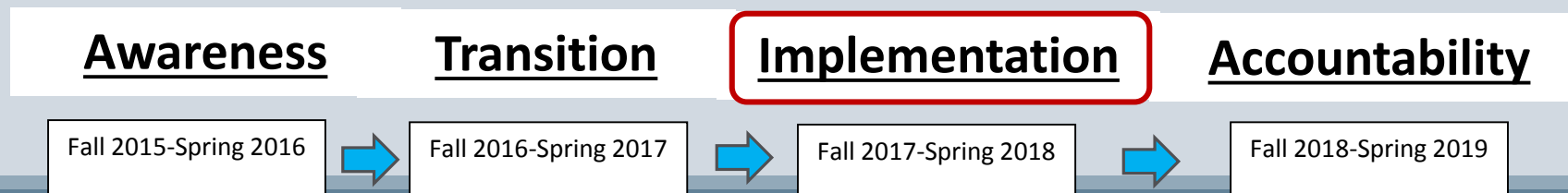
District Timeline-Implementation

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)



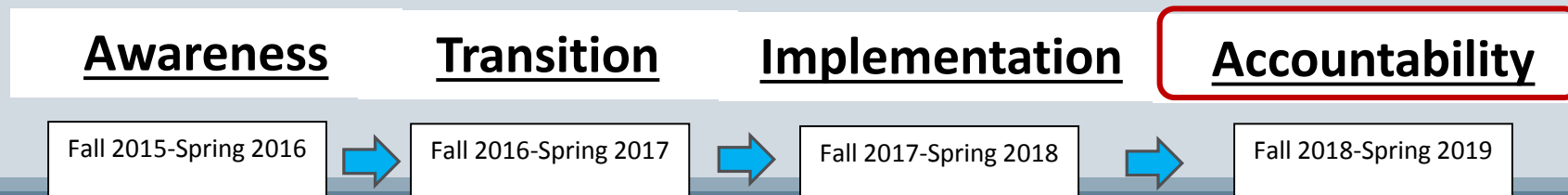
District Timeline-Accountability

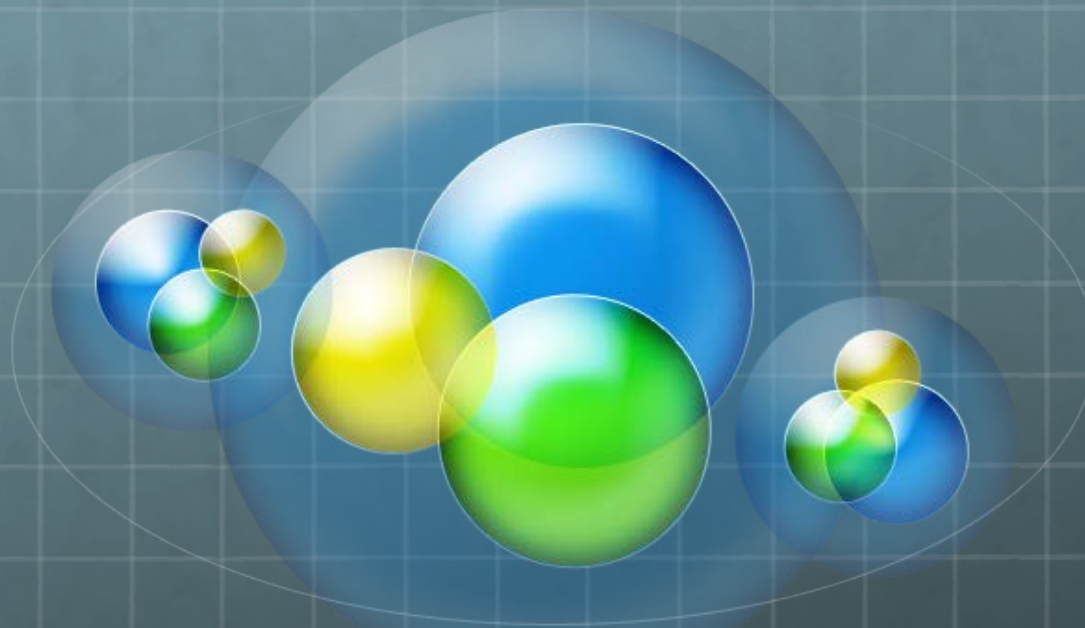
Fall 2018-Spring 2019

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)

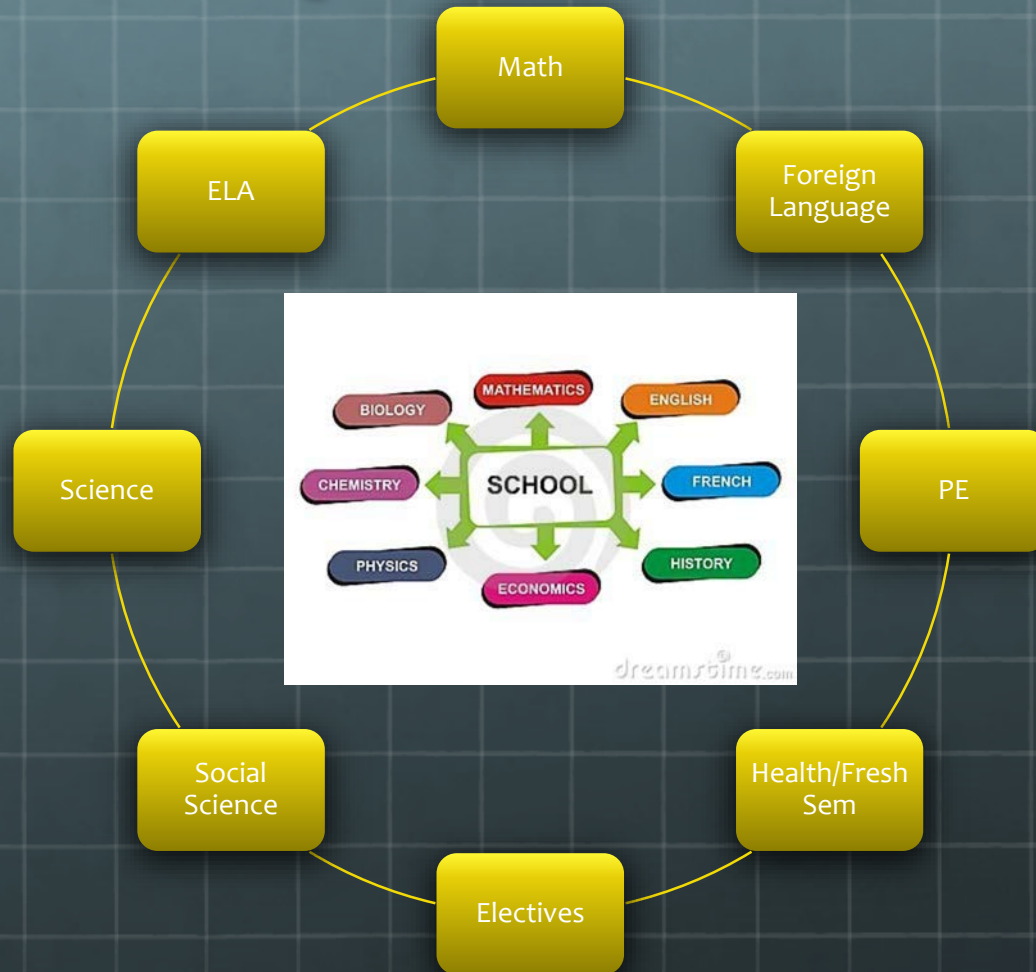




College and Career Readiness

Graduation Requirements for the 21st Century Learner

OUSD Graduation Requirements

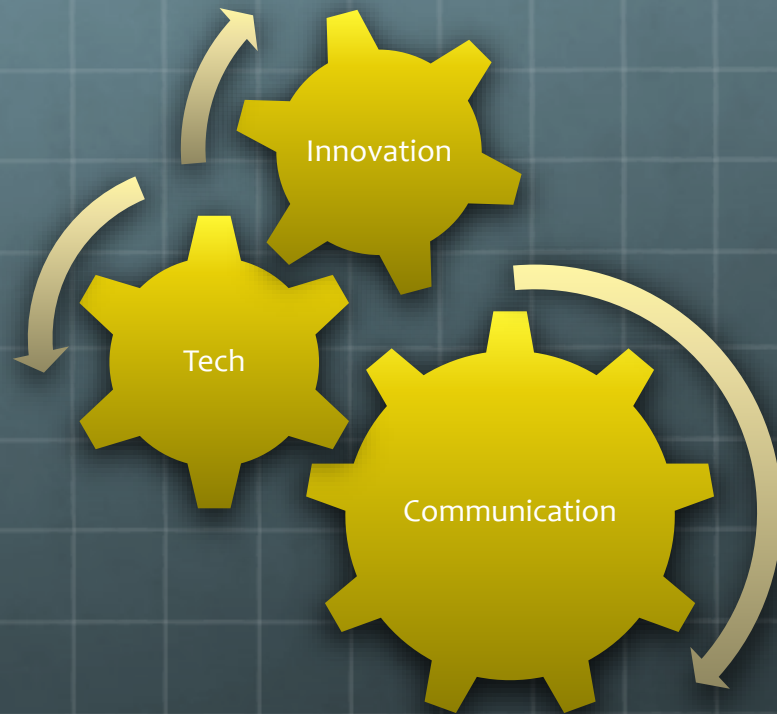


Current OUSD Requirements

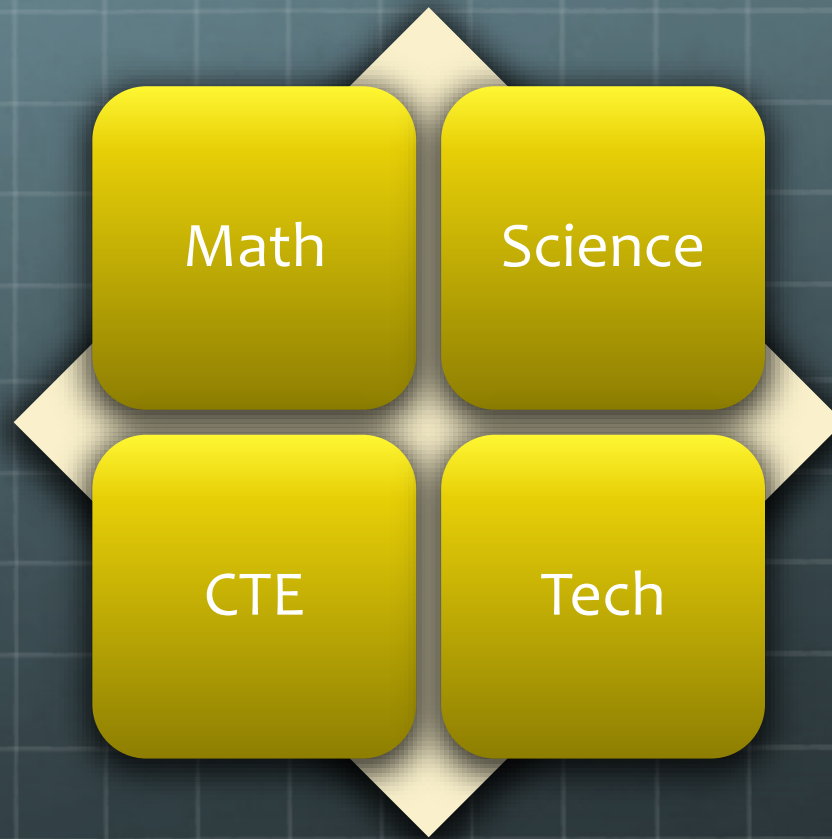
 Math	20	 PE	10
 Science	20	 Foreign Language	20
 ELA	40	 Health/Fresh. Sem	10
 Soc Science	30	 Electives	80



Why the need for Change?



Proposed Areas to Review



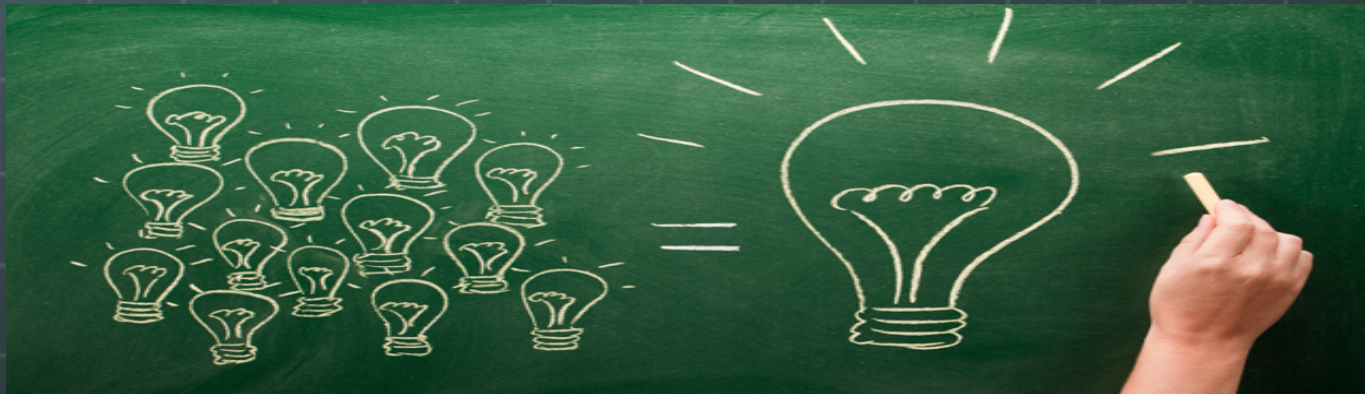
Committee

Teachers

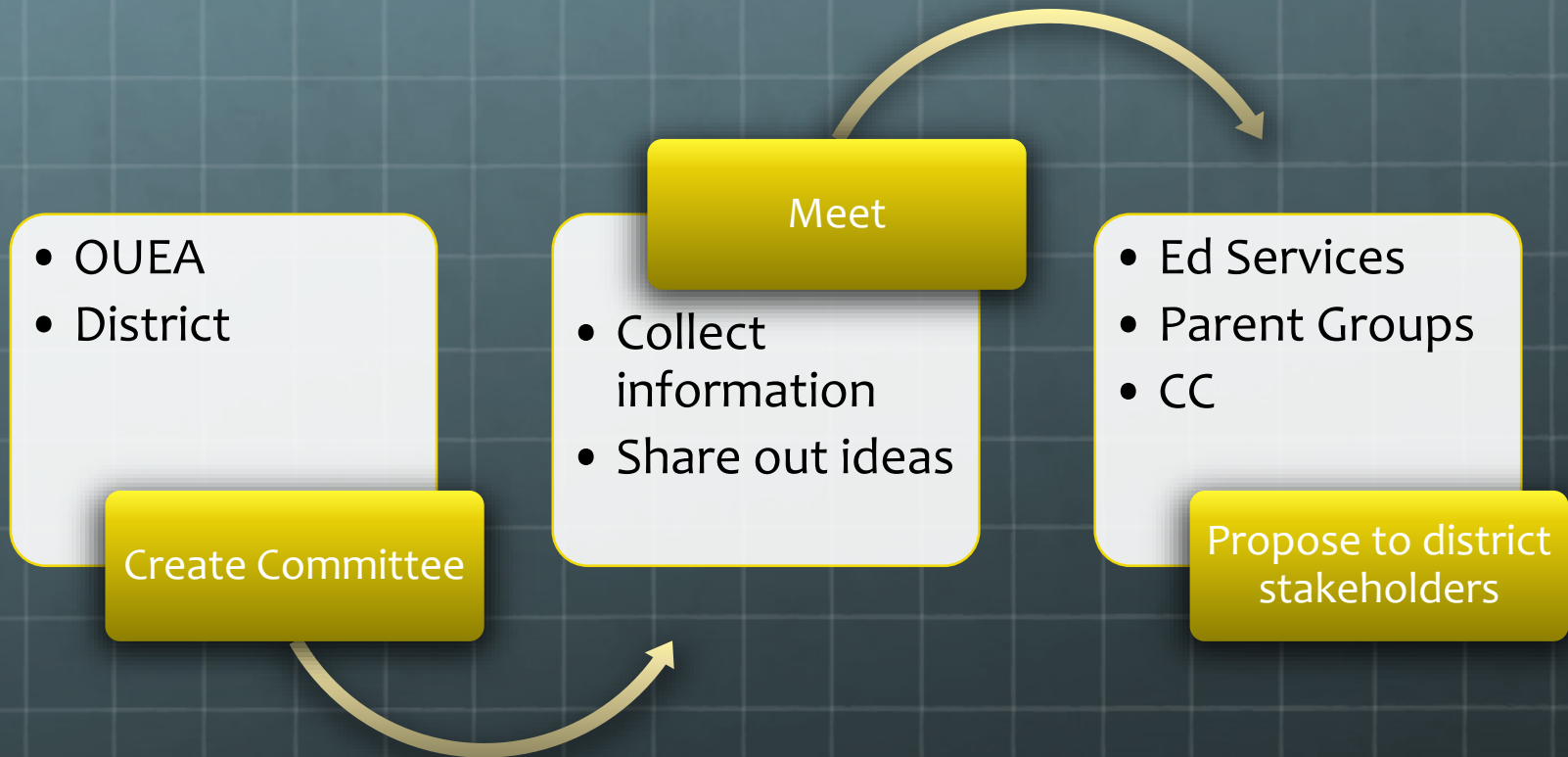
Counselors

Administrators

Directors



Process and Timeline





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**



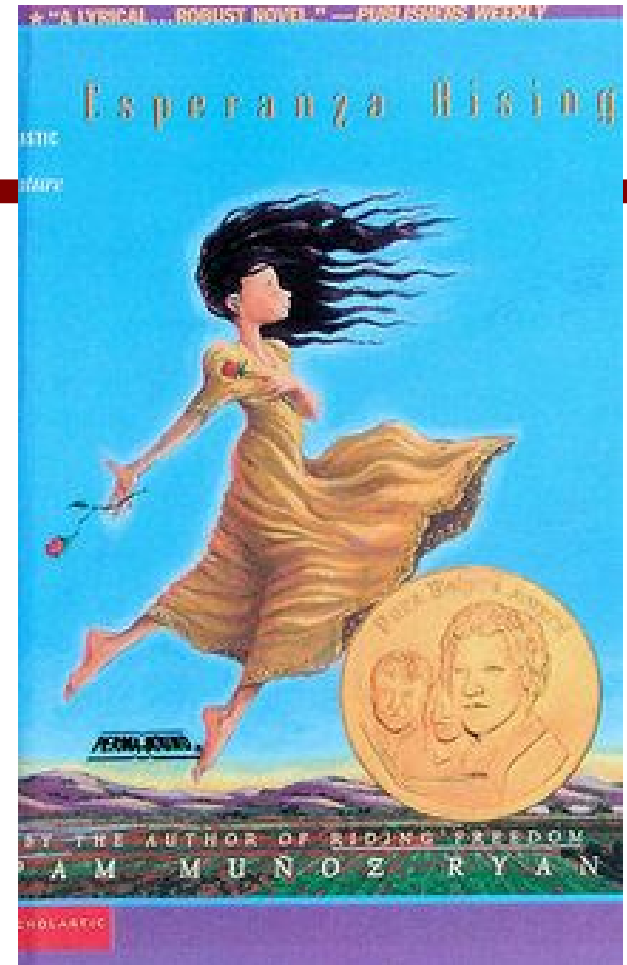
Esperanza Rising

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.

