



Orange Unified School District
District Advisory Council (DAC)
Meeting Notes

Tuesday, April 22, 2014
6:00 p.m. – 7:00 p.m.
Board Room 2 - Building H

Superintendent Michael Christensen welcomed the participants and thanked everyone for coming.

Dr. Gunn Marie Hansen presented a PowerPoint overview of the Local Control Accountability Plan (LCAP) – Update. She told the group that these are changing times in California with many new initiatives – LCAP, Common Core State Standards and Smarter Balanced Assessments. She explained the LCFF (Local Control Funding Formula) to the group. The core amount of funds plus the additional amount of funding the District will receive which is based on the target groups; low income, foster youth and EL's (English Language Learners). OUSD is at 51% of the student population for the targeted groups, and if OUSD were at 55% the funding would be a larger amount.

Common Core has been in transition for the last two years but will be in effect officially next year. Currently the SBAC (Smarter Balanced Assessment Consortium) is the method of measuring progress. OUSD is well prepared to move into the planning model as is stated in our mission statement:

"The Orange Unified School District, being committed to planning for continual improvement, will offer a learning environment of excellence, with high expectations, to provide each student with the opportunity to be able to compete in the global economy."

LCAP is all about the student achievement. The District has collected information from our stakeholders to determine what we need to do to help our students be more successful. Each of the States priorities are addressed and the process is thoroughly described. The whole plan is about making sure we as a District do the best for students based on stakeholder input and local control. We may not have captured everything in this plan but since it is a three year process, we can return and update and revise as needed. This plan is a draft. We have met with many different District groups: DAC, DELAC GATE, Special Education Advisory and all have given input into the writing of this LCAP.

The State of California identified eight State priority areas that fall into three categories: Conditions of Learning, Pupil Outcomes, and Student Engagement. There are several priorities within each goal.

Conditions of Learning: Main Goal - *All students will receive a high quality education in a safe environment that prepares them to graduate from high school, college and career ready.*

To meet this goal, the District is preparing to provide more in the area of Career Education. The Plan is to add additional teachers/instructional specialists. The Elementary Education and Curriculum Departments are exploring ways to link the arts and music to science in programs known as STEAM – integrating science, technology, math and the arts. Schools are currently ordering a tremendous amount of technology to support this. In addition to this, OUSD is aware of the need to increase custodial help to keep our schools clean and safe. We are listening to our stakeholders and planning accordingly.

Pupil Outcomes: Main Goal – *All Students will attain mastery or demonstrate academic growth towards mastery in all core content areas.*

OUSD is accountable for students meeting this goal as well as other pupil outcomes. The District is expanding existing programs such as AP/IB (Advanced Placement/International Baccalaureate) and plan more support and expansion for special needs student who need extra support.

Engagement: Main Goal – *Student and parent engagement will be promoted through an increased sense of safety and school connectedness.*

The District will increase safety and connectedness by improving relationships between students and their staff. Children need to feel connected to their schools, teachers and counselors. The interactions need to be motivating, and the District will continue to improve upon this. Common Core will bring this with more hands on, project based, real life instruction. Staff will continue to work to build relationships with students, teachers and parents by offering training and workshops to involve parents. District is in the planning stages to employ additional elementary nurses, counselors and high school psychologists for the school sites. Also, using the RTI Pyramid (page 7 of the PowerPoint) will provide for social emotional support as well as academic support – this is all part of the LCAP focus. Once again – this is an ongoing process as we involve more parents and staff.

Dr. Hansen reminded the group that the LCAP budget will be presented at the May 8th Board meeting which is a public hearing and then the June 5th Board meeting will be the final LCAP and budget adoption. There is time to make adjustments and if not now, then in the next year.

Q. Regarding project based learning with young students and a large class size – I have noticed while working in the classroom that the teacher may have three or four students totally distracted while other are working. Some don't seem to be able to transition well to group activities. What classroom support will be available to the teachers?

A. A balance of direct instruction along with the group instruction will work best in this type of setting. District plans more training and professional development for teachers and soon students will learn to move from group to group. It will require more mobile furniture and classrooms set up to accommodate group learning. It is a balance, and staff knows younger students learn better by doing. We need to create a physical space that works with this. Reducing class size is coming, phasing in next year returning to 30-1 ratio K- 6th grades. Over a period of years OUSD plans to bring that number down to 24-1. The plan is to accomplish this by 2021.

Q. The slides don't address professional development and those teachers that aren't moving forward and progressing with the Common Core. Is there an evaluation process for performance of the teacher? What is the District doing about this?

A. Currently we are providing professional development to teachers and to the principals as well. The principal is the site leader and walks the campuses, visiting the classrooms. The principal is attending the P.D. alongside the teachers, and helps to train and support their staff. Teachers need to grow, staff needs to “come along” and some will retire. There will be teacher leaders that are available to train but there will always be some that are afraid of change.

Q. Regarding the 30 – 1. Will that be next year and happen at all schools?

A. This may not happen at all the schools because students do not come in sets of 30. It will happen through attrition with the upper grade levels and some schools will limit open enrollment for the lower grades. School staff is working now at their own sites to reach the 30 – 1 ratio and this may cause some combination classes. Principals and staff work together based on what is educationally best for students on an individual basis. There are different scenarios planned out now because we aren't always sure of the numbers until August when schools starts.

Q. How does the combination class work with the project based learning approach?

A. Two different grade levels instructional goals can work with the same standard just at different levels. It is easier to teach different levels with the project based learning approach. Students are grouped according to learning level and the difficult of the task may increase for the older group as they work in teams to problem solve. It will be much easier with the proper classroom environment.

Q. What is happening for the Special Education teacher? Do they receive training as well? When does it come down to the classroom? Is there training for the parents so they understand what is happening in the classrooms?

A. Yes, same training for the same standards for all teachers. There is also a co-teaching model depending on the needs of the students and the classroom setting.

Q. Will this move to the 30 – 1 delay or affect open enrollment?

A. Not really. The calls for open enrollment may go out a little late as we work with the numbers to fill a spots.

Q. Did we really only get 1000 surveys back?

A. Actually that is not a bad response result number given statistically significant results for survey studies. The District will continue to survey in the future and the number participating will continue to rise.

Q. Will the District get more money for more response surveys returned?

A. A genuine effort is a requirement, but it does not impact the funding. We asked open ended question as we wanted our parents and high school (7-12 graders) responders to reflect their true feelings about what they wanted in their schools. We had over 200 students surveys returned. Many requested hands on learning – as students don't want to “just sit still and listen.”

Dr. Cyndi Paik presented a table-top exercise for the group. She handed out one sheet per table so parents could work collaboratively. The questionnaire was regarding “State Priority 3: Parent Involvement”. The parents were asked to work together at the table to come up with ideas for what they would like to see offered by District to support this goal. This will be printed and available at a later date (now posted on website).

Superintendent Michael Christensen spoke on the timeline for the bond proposal. The high school traveling Board meetings were very well received and well attended. At the April 17 Board meeting, attorney David Casnocha provided excellent information on the tax payer protections of a Proposition 39 bond election and the requirement of listing projects in the resolution. Real estate appraiser John Aust, Ph.D. spoke regarding the comparison of the El Modena and Foothill HS areas and the increase in home values following the passing of the Tustin facilities bond which provided for the upgrades at Foothill HS. It is a good comparison as the API scores are very similar. The quality of the school relates to increased home prices in the areas.

Mr. Christensen also commented that our facilities are “falling apart.” Some of the elementary schools have been modernized, but our newest high school is 40 years old. Recently, the earthquake caused one school in another district to be closed for repair due to asbestos falling from ceilings. OUSD needs to upgrade its facilities other than just respond to facilities safety issues; our teachers need support to keep

up with 21st Century education methods. The next step will be polling the community, the results of which will be presented at the May 8th Board meeting. Mr. Christensen encouraged everyone to attend the meeting. The results will be posted on the OUSD website. A citizen oversight committee will discuss and, when ready, present at the June Board meeting a recommendation to adopt the bond resolution. It will then be part of election in November 2014. The requested funds will be divided equally between the four schools, each receiving 25%. This is written into the bond and cannot change. CARE is the citizen group who will begin fund raising to promote the bond issue. We need to know by August and, once on the ballot, the District will not be able to discuss except for the facts.

There were several more comments regarding home values increasing due to bond and school improvements, with one parent saying that her home value was currently on the rise and not sure if the modernization of Canyon HS would increase the value further.

Q. Is there a three year timeline? And if voted upon in November when will we see the actual work begin?

A. That depends. It could take as many as five years for work to begin. There will be a year of design prior to any of the work starting. Work can be done in phases with the first in three years and all of this depends on much the bond is and how quickly planning can begin. It will be in multiple phases and may require possibly multiple bonds, depends on how successful the first bond is.

Attachments/Handouts:

- PowerPoint; Local Control and Accountability Plan 2014-17 Update
- Local Control Accountability Plan 2014 – 2017 (Draft 4/17/14)
- Orange Unified School District Data Report

Adjournment – 7:05 p.m.