Summary Report
Local Control Funding Formula (LCFF) Community Survey

Summary October-February 2014

The Orange Unified School District widely distributed a LCFF Community Stakeholder Survey to determine specific needs for improving student achievement. The survey was posted on the district website, distributed at a multitude of district, school site and community meetings. The survey was sorted and categorized by themes to provide for the several priority areas. A total of **1027** surveys were received from stakeholders including parents/guardians, community members, students, certificated staff (OUEA), classified staff (CSEA), leadership staff, and other interested parties.

1. How can OUSD help more students to attend school regularly?
District/School Incentives- Provide positive reinforcement such as incentives and recognition to motivate and engage students to attend school (e.g. certificates, assemblies, and personal contact) **(287)**.   **Late Start Time** - Have school/classes start at a later time **(113)**.   **Enforcing Rules/Regulations and Fines** - Charge parents for absenteeism and implement harsher penalties **(108)**.   **Improved Classes/Environment** – Keep school engaging, make it fun and more interesting **(77)**   **Teacher Quality** - More teacher-student connectedness and higher teacher quality **(46)**   **Transportation** - Provide transportation/busing **(24)**   **Improve Schools** - Make schools more attractive/clean **(15)**   **Technology** - Improve technology in the schools **(14)**

2. How can OUSD help more students do well in their classes?
After School Help/Tutoring – provide before school and/or after school tutoring programs such peer tutoring, mentor programs, study hall to help students with homework **(281)**.   **Reduce Class Size** – fewer kids in each class, lower student to teacher ratio, smaller class size **(188)**.   **Teacher and Counselor Quality** – Hire more teachers/counselors that are engaging, respectful and available to students **(173)**.   **Motivate and Support Students** - provide positive environment, positive incentives to make students feel good about themselves **(127)**.   **Technology** - Increase the use of technology in the classroom **(53)**   **Improve classes/courses** - provide courses that include hands on activities for learning **(49)**   **Teacher Training** - train teachers in the newest technology **(23)**

Orange Unified School District

Local Control Accountability Plan
2014-2017

§ 15497. Local Control and Accountability Plan and Annual Update Template.

LEA: Orange Unified School District   Contact (Name, Title, Email, Phone Number): Michael L. Christensen, Superintendent   LCAP Year: 2014-2017

Introduction:

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

The Orange Unified School District began the Stakeholder Engagement process early in September 2013 with an annual review of all student achievement outcomes at both the District level and Site level involving multiple constituent groups. The chart below lists significant stakeholder meetings for discussion of the LCAP priorities and goals, a review of relevant data and opportunities for input and survey dialogue. The District has posted an LCAP survey, in English and Spanish, on the District main page since October 2013. Parents, community members, pupils, bargaining units and partner stakeholders servicing our English Learners, Foster Youth and Low Income students have been involved in the multitude of planning meetings.

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

The Stakeholder involvement process began prior to the State Board Adoption the LCAP template in late March 2014 in order to allow many opportunities for the community to provide information to the LCAP process. As part of the Orange Unified School District continuous improvement cycle, Principals review student data in the "Student Achievement Conferences" held annually each fall with the Superintendent, Executive Cabinet and Educational Services Staff. The important process of aligning data to the instructional interventions is then detailed at the schools sites with the relevant stakeholders to set goals annually for student achievement. These school site council meetings are held in October with parents and the relevant stakeholders providing input.

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

The District provided data on the following measures during "Student Achievement Conferences", site level meetings and the relevant stakeholder meetings listed in the chart:

Basic Services – Teacher credentialing, Williams Textbook Sufficiency, Conditions of Facilities

Common Core Implementation – Teacher participation in Professional Development - Awareness, Transition and Implementation

Parent Involvement – Participation in committees, survey results, WASC and Single School Plan Development, DELAC, DAC, and additional stakeholder meetings on the chart below (GATE, ETAC, Foster Youth Committee, Special Ed CAC)

Student Achievement – Students and subgroups reaching proficiency, API and subgroup performance, graduation & dropout rates, graduates completing UC/CSU courses, English Learner Reclassification Rates, CELDT scores, Title III Program Report data, Advanced Placement Scores & Access, College Board Online Reports, EAP results, CAHSEE Passage rates, certificates of completion for special education students, special education referral reduction data, district benchmark assessment data

Student Engagement – Attendance rates, chronic absenteeism rates, middle and high school dropout rates, discipline data, student satisfaction surveys, access to clubs and extracurricular activities, and PTA involvement rubric process

School Climate – Suspension, expulsion and truancy rates, California Healthy Kids Survey, School Site Council Input, school climate surveys, Positive Behavior Intervention Support data

Course Access – AERIES course database on AP, AVID and CTE access, enrollment in online learning

Other Student Outcomes – National Merit Scholars, California Scholarship Federation, Career Technical Education Pathway Completion, Concurrent Community College Enrollment, County and Statewide Academic Awards and Challenges

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

The LCAP draft will be presented to the DELAC and DAC at their April Meetings with the analysis of the stakeholder survey results and comments received will be used for additional refinement of the LCAP and included in this section of the LCAP. In addition, all survey input would be included in this section with a chart of the site level meetings used to gather input.

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?

English Learners and low socioeconomic (SES) parents were engaged through the monthly meetings of the DELAC/Title I DAC and the school site ELAC/SSC meetings. In addition, Foster Youth parents were sent a specific survey and a meeting was held at the district office to identify their unique needs. Low Socioeconomic students (SES) and their parents were included in all aspects of the planning meetings in the chart below, but specially through the required LCAP meetings at local schools sites with a significant number of low SES students.

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

The annual update of student data will involve the sharing of the relevant data identified in number 3 in the continuous improvement cycle of the annual "student achievement conferences". In addition, the local school site meetings review the relevant interventions and services pertaining to student outcomes and data metrics. This will be shared at the annual review and new goals and actions will be tailored to student needs and incorporated in the LCAP.

LCAP Stakeholder Engagement Process – Timeline Table

Sept 4 – Superintendent's Forum – Certificated and Classified Employees
Sept 11 - Student Achievement Conference – Elementary Principals Cluster Data Analysis
Sept 13 - OUSD DELAC – Discuss student achievement and LCFF
Sept 18 - Student Achievement Conference – Elementary Principals Cluster Data Analysis
Sept 25 - Student Achievement Conference – Elementary Principals Cluster Data Analysis
Oct. 2 – Superintendent's Forum – Certificated and Classified Employees
Oct 9 - Student Achievement Conference – Secondary Principals Cluster Data Analysis
Oct 18 – OUSD DELAC – Discuss student achievement and LCAP input
Oct 22 – Curriculum Council Planning and Input
Oct 30 – District Advisory Council (DAC) Meeting – Review data / discuss budget
Nov 6 – Superintendent's Forum – Certificated and Classified Employees
Nov 12 – Common Core Parent Training /LCAP Input
Nov. 14 – OUSD Board Meeting LCAP Update
Nov 18 – Common Core Parent Training /LCAP Input
Nov 19 – Curriculum Council Planning and Input
Dec. 2 – OUSD Educational Technology Advisory Committee (ETAC) - LCAP priorities
Dec 9 - OUSD DELAC – Discuss LCAP priorities and survey input
Jan 13 - OUSD Gifted & Talented Education (GATE) Community Advisory Committee (CAC)
Jan 23 – OUSD Board Meeting LCAP Update
Jan 29 - District Advisory Council (DAC) Meeting – Review data / discuss budget & LCAP priorities
Feb 3 – OUSD LCAP Meeting – Assistant Superintendents and Educational Services Planning
Feb 10 – OUSD Educational Services Meeting – LCAP Community Survey Summary Report, Data analysis, Goals and Priorities
Feb 11 – OUSD Elementary Principals Meeting – LCAP Continuous Input Process/Planning
Feb 13 – OUSD Secondary Principals Meeting – LCAP Continuous Input Process/Planning
Feb 18 – OUSD LCAP Meeting – Assistant Superintendents and Educational Services Planning
Feb 18 – OUSD Special Education Community Advisory Committee (CAC) – Input/Planning
Feb 25 – OUSD Curriculum Council - LCAP Continuous Input Process/Planning
Feb 28 – OUSD Program Improvement/Common Core Meeting – Refine LCAP Goals
Mar 10 -OUSD Educational Services Meeting – LCAP Community Survey Summary Report, Data analysis, Goals and Priorities
Mar 10 – OUSD Gifted & Talented Education (GATE) Community Advisory Committee (CAC)
Mar 14 – OUSD DELAC - LCAP Planning/Review

Mar 14 - OUSD Program Improvement/Common Core Meeting – Refine LCAP Goals
Mar 17 - OUSD LCAP Meeting – Assistant Superintendents and Educational Services Planning
Mar 17 - OUSD Parent Common Core and LCFF Parent Input Meeting
Mar 18 – OUSD Elementary Principals Meeting –LCAP Planning/Review
Mar 20 – OUSD Secondary Principals Meeting – LCAP Planning/Review
Mar 21 – OUSD Educational Technology Advisory Committee (ETAC) - LCAP Planning/Review
Mar 24 – OUSD Parent Common Core and LCFF Parent Input Meeting
Mar 25 – OUSD Curriculum Council - LCAP Planning/Review/Consult
Mar 26 – OUSD District Advisory Council (DAC) - LCAP Planning/Review/Consult
Mar 27 – OUSD LCAP Meeting – Assistant Superintendents and Educational Services Planning
Mar 27 – OUSD LCAP Meeting – Foster Youth Focus Group
Mar 28 - OUSD Program Improvement/Common Core Meeting – Refine LCAP Goals
April 8 - OUSD LCAP Meeting – Assistant Superintendents and Educational Services Planning
April 11 – OUSD DELAC – LCAP Planning/Review
April 14 - OUSD Educational Services Meeting – LCAP Data analysis, Goals and Priorities
April 15 – OUSD Elementary Principals Meeting – LCAP Planning/Review/Consult
April 15 – OUSD Special Education CAC – LCAP Planning/Review/Consult
April 17 – OUSD Secondary Principals Meeting – LCAP Planning/Review/Consult
April 17 - OUSD Board Meeting – LCAP Board Update
April 18 - OUSD Program Improvement/Common Core Meeting – Refine LCAP Plan
April 22 - OUSD Curriculum Council - LCAP Review/Consult – Draft
April 22 –OUSD District Advisory Council (DAC) - LCAP Review/Consult – Draft
May 5 – OUSD ETAC - LCAP Update / Technology Plan Update – Review/Consult -Draft
May 8 – OUSD Board Meeting – LCAP Public Hearing
May 12 – OUSD GATE CAC – LCAP Review/Consult
May 12 - OUSD Educational Services Meeting – LCAP Data analysis, Goals and Priorities
May 13 - OUSD Elementary Principals Meeting – LCAP Update - Review/Consult
May 15 – OUSD Secondary Principals Meeting – LCAP Update - Review/Consult
May 21 – OUSD District Advisory Council (DAC) - LCAP Update – Review/Consult
May 20 – OUSD Special Education CAC – LCAP Update- Review/Consult
May 23 – OUSD DELAC – LCAP Update Review/Consult
May 27 - OUSD Curriculum Council - LCAP Update Review/Consult
June 5 – OUSD Board Meeting - Final LCAP Board approval

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?

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.*
This goal is reflective of our underlying vision that in order for students to become life-long learners, who can adapt to the constant changes in a diverse and technology-driven global economy, then it is critical that they ascertain the skills of communication, collaboration, critical thinking and creativity.

Priority 1: Basic

Goal #1: All teachers will be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching, ensuring Highly Qualified Teacher status.

Goal #2: All school sites will have facilities in good or excellent standing with an increased access to technology for all.

Goal #3: All students will have access to standards-aligned instructional materials.

Priority 2: Implementation of Common Core State Standards and ELD Standards

Goal #4: All teachers will enhance their instructional practice through participating in various professional development training, that focus on 21st century learning.

Goal # 5: All teachers will participate in Common Core State Standards and ELD Standards Professional development.

Goal # 6: Increase supplemental resources, materials, and services to ensure access to the Common Core State Standards ELA, Math, Literacy in the Content Areas, and ELD Standards which will enhance student learning and proficiency levels in order to ensure academic success in all subject areas.

Priority 7: Course Access

Goal #7: Increase Career Technical Education (CTE) resources and student participation in CTE and STEAM courses.

Goal #8: Increase courses to enhance college and career opportunities for all students, such as AVID, ERWC, AP, IB, and A-G courses.

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?

Main goal: *All students will attain mastery or demonstrate academic growth towards mastery in core content areas.* As students move toward becoming proficient 21st century learners, the LEA recognizes the need to move from teacher-directed, whole group instruction to a balanced learner-centered environment that fosters vibrant engagement, real-life application, and information/communication technologies.

Priority 4: Pupil Achievement

Goal #9: All students will demonstrate competency in all subject areas: English, Math, Science, History, Visual Performing Arts, Physical Education and English Language Development, with additional technology support to enhance student achievement and monitor student progress.

Goal# 10: Additional Extended Day programs and effective interventions will be implemented to support student learning for all students especially English learners, Low Income, and Foster Youth.

Priority 8: Other Pupil Outcomes

Goal #11: Increase pupil enrollment in and resources/services for AVID, GATE, Honors, AP, IB, A-G courses, ERWC, CTE, and STEAM to improve student college and career readiness.

3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?

Main goal: *Student and parent engagement will be promoted through an increased sense of safety and school connectedness. In order for our students to become career and college ready, it is essential that they experience teamwork, networks, and community in order to understand how they fit and impact the larger local and global contexts.*

Priority #3: Parent Involvement

Goal #12: Increase parent involvement workshops and activities, stakeholder engagement trainings, and parent input in decision making practices at district and schools, especially with English Learners, low income, and foster youth parents.

Goal #13: Increase resources and services to improve parent involvement and decision making practices at all schools.

Priority 5: Pupil Engagement

Goal #14: Increase pathways to college and career programs and support systems to engage students at district and schools

Goal #15: Increase student engagement through use of technology

Goal #16: Increase student attendance and decrease chronic truancies and absenteeism.

Goal #17: Increase graduation rate and reduce dropout rate (8-12th grades). (Note: Add action to support more interventions for students prior to going to Access and county programs.)

Priority 6: School Climate

Goal #18: Increase resources and services to pupils, parents, and teachers to provide a sense of safety, school connectedness, and increase motivation.

Goal # 19: Increase awareness and access to counseling and other mental health services to improve student outcomes.

4) What are the LEA's goal(s) to address locally-identified priorities?

Based on stakeholder input and upon reviewing Orange Unified School District's Data Report, the following are identified as local priorities:

• **Additional Assistance to increase student learning:** (*Interventions:* **programs and services will be provided to students not performing at grade level to ensure academic success;** *Tutoring/clubs:* **outside of school day tutoring and clubs will be implemented at all school sites to engage students in their learning)**

• **Promote and engage students in learning:** (*Motivate students* **to attend school through recognitions and engaging learning environments that are more hands on and interesting and incorporate real life experiences into curriculum)**

• *College workshops/fairs* **Information to students and families: Prepare students for college and career through early exposure to college information which include but not limited to scholarships, financial aid, college preparatory courses, etc.**

3. How Can OUSD help more students to graduate from high school?

- **Encouraging Students** – Make learning more fun, interesting and more hands on. In addition, provide morale boosting activities, positive support systems, and more student involvement **(180).**
- **Availability of Counselors/Teachers to students** – Have counselors /teachers be more available to students, counselors /teachers need to be more invested in working with students. They need to be available to keep track and help guide students; have counselors meet regularly with students. **(175).**
- **Intervention/Tutoring** - Provide Saturday /Summer School, more intervention for those students that are failing, peer tutoring, credit recovery options and one-on-one tutoring sessions **(157).**
- **College Awareness** - Promote College to students at an early age and emphasize the importance of getting an education **(83).**
- **Encourages Involvement** - Encourage students and parents to get involved early on with the schools **(20).**
- **Reduce class work/courses** - Less homework and fewer credits to graduate from high school **(14).**
- **Parent Outreach** - Increase parent/school line of communication and provide parent trainings **(12).**
- **Vocational Classes** - Bring back vocational courses such as wood shop, metal shop etc. **(10).**

4. How can OUSD help more students prepare for college and careers?

- **College workshops/Fairs** - provide workshops on how to apply for college, information on how to get scholarships and financial aid, college prep courses especially in Jr. and Sr. year, counseling, seminars, train parents and meet with students **(308).**
- **Student Support** - Provide early preparation for college beginning in elementary, offer more AP classes and AVID **(146).**
- **Real Life Experiences** - Incorporate industry grade materials and activities into the curriculum provide families with opportunities for real life experiences/jobs, ROP, pathways etc., real-life application and experiences by teaming up with businesses, firms, partners, etc., Teachers could teach more life-oriented subjects or teach things students will use later in life **(125).**
- **Counselors** - Have the counselors be more involved with the students individually, provide more counselors at the sites, have counselors who are more informed about college information **(66).**
- **College Events** - Schools offer college night, visits to colleges and invite professionals from different career fields **(25).**
- **Parent Education** - Communicate with parents on the importance of college **(23).**
- **Technology** - Increase student's use of technology and their skills **(10).**
- **Motivation** - Support students in their efforts to attend college **(10).**

5. How can OUSD help more parents to become involved in our schools?

- **Family Activities** – Offering student-parent events like "family meet and greet", bake sales, talent shows and information nights **(174).**
- **Parent Communication** – More communication between parents /teachers via mtgs., emails, paperwork going home, phone calls, positive versus negative information / communications, conferences **(158).**
- **Parent Classes/Trainings** – Educate parents on the importance of higher education and provide meetings at different times am./pm. **(86).**
- **Mandatory/Parent Meetings** – Make parent meetings mandatory, offer meetings at different time's am/pm, flexible times, weekend meetings, offering translators at meetings **(40).**
- **Technology** - Improve the parent portal on the OUSD website **(21).**
- **Incentives** - Provide parents with incentives to get involved such as certificates **(21).**
- **Positive School Environment** - Welcoming front office to all parents and friendly staff to all parents **(21).**
- **Translations** - provide translation at various school meetings **(6).**

COMMON CORE CONNECTION

ORANGE UNIFIED SCHOOL DISTRICT—EDUCATIONAL SERVICES DIVISION

COMMON CORE STATE STANDARDS

OUSD Process for Achievement Includes Integrating Technology

The Educational Technology Office has provided many exciting staff development opportunities for teachers and administrators during this year. These opportunities support our efforts to implement the digital literacy requirements of the Common Core State Standards into instruction, and to increase student achievement and engagement. Educational Technology offers courses after school at the District Office training labs and at school sites during staff development time. February 1st was the first annual OUSD Technology Festival. Attended by 150 teachers and administrators, the festival offered eight concurrent sessions on instructional technology in the classroom, SBAC testing, and a student technology showcase focusing on technology projects happening in our district classrooms. There was much excitement and enthusiasm generated by the sessions. A drawing for three iPads for classroom use culminated the day.

In October, the iTeach program was launched. iTeach is an intensive staff development program that supports teachers in the use of iPads to implement standards based, technology-rich lessons. Twenty-five teachers were selected through an application process to participate in one of three ten-week cohorts. Each teacher selected is given 8 iPads and agrees to attend two full-day, staff development sessions in iPad use, share model technology lessons, document activities using iMovie, and co-teach lessons using the iPad with the Instructional Specialist from Educational Technology.

With the newly released Local Control Funding Formula (LCFF) funds many of our schools are in the process of purchasing new computers for their labs, iPads, and Chromebooks for student use. These technology purchases will not only give our schools updated devices to administer the SBAC test, but will give our students more access to the 21st Century tools; creating opportunities for critical thinking, collaboration, creativity and different methods to practice written communication.

Core Initiatives

- *Implementation Instruction & Intervention RtI²*
  - *Common Core State Standards Implementation*
  - *High quality instruction, intervention and integrating technology*
  - *Data based decision making*
  - *Progress Monitoring during instruction & intervention*
  - *Universal screening for all students*
  - *Academic Language development*

- *Effective Collaboration*
  - *Focus on student learning and set learning goals*
  - *Professional Learning Communities (PLCs)*
  - *Collaborative Academic Support Teams (CAST)*
  - *Lesson Design and Action Research*
  - *New and Expanding Special Education Roles*

- *Leadership for Learning*
  - *K-12 Achievement Data Conference*
  - *Developing in-house Experts – Professional Development*
  - *On-going Communication*
  - *Network Approach to Leadership*

The Educational Technology Office has just revised the District Technology Plan. The plan presents a three-year vision beginning in July 2014 for the future of technology in the District's 38 schools The plan is designed to encourage action that establishes and sustains learning environments conducive to creating environments where we will see improved student achievement and engagement.

Welcome to the Office of Curriculum and Instruction

Happy Spring! For the past eight months, our district has gone through a series of growth and reorganization. In working to better understand the needs of teachers and students, the department of curriculum and instruction is collaborating with key stakeholders to address the instructional needs of students as we transition into Common Core, Smarter Balanced, and Technology. Given the large scale changes in education, students' needs and academic achievement continue to remain a top priority. Our department has grown to ensure direct site support services such as: teacher training, principal support and parent information sessions. If you have any questions, please feel free to contact our office.

Making Learners College and Career Ready

As we launch into 21st Century teaching, a top priority for OUSD is to prepare K-12 students for successful career and college options after they leave OUSD. We are moving forward with providing schools and students access to hands on experience in various careers. Below is a list of the 15 Career Industry Sectors in California. These pathways are aligned to many of the "hot jobs" of today and the future. The four new emerging pathways have high interest for our students and incorporate deep levels of practical knowledge, skills and applications in the math and science making it a perfect time for common core and 21st century teaching and learning.

- Agriculture & Natural Resources
- Arts, Media & Entertainment
- Building Trades & Construction
- Education, Child Development & Family Services
- Energy & Utilities
- Engineering & Design
- Fashion & Interior Design
- Finance & Business
- Health Science & Medical Technology
- Hospitality, Tourism & Recreation
- Information Communication Technology
- Manufacturing & Product Development
- Marketing, Sales & Service
- Public Service
- Transportation

New Career Pathways (by location)

Aviation Science (Ground Pilot School) 2014-15
Canyon HS

Energy & Utilities

Orange HS ~ Chevron
Canyon HS ~ Solar Boat

Information Communication Technology (ICT)

Canyon HS   Orange HS
El Modena HS   Villa Park HS
McPherson Magnet

Promoting Energy Awareness and Knowledge (PEAK)

Anaheim Hills	Nohl Canyon	La Veta
Cambridge	Olive	Portola
Crescent	Fletcher	Palmyra
McPherson Magnet	OUSD Science Center	

For more information about our Career Technical Education program, please contact Kathy Boyd at kboyd@orangeusd.org
Read more at:
http://www.orangeusd.org/CTE/courses.asp

As we complete our halfway mark through the year, we have many great achievements and recognitions to celebrate after eight months of instruction. Below are some highlights of evidence that demonstrate exemplary work in 21st century learning. Here are some of the highlights that we would like to celebrate and acknowledge:

- **CARES Science Fair** - Over 600 attendees engaged in hands-on science related activities such as rocket launching and planetarium. Awesome job teachers and students!
- **VEX IQ Robotics** - Crescent and Yorba qualified to move onto state level championship. Way to go!
- **Staff Development** - 1000+ teachers attended the Common Core/21st Century professional development training. All teachers received a copy of the ELA and/or Math Standards at the training. Big staff development accomplishment!
- **DIBELS Next** - All elementary schools received updated assessment materials and training to align with our efforts in RtI.[2] Good work everyone!
- **Transitions Teams** - All K-12 sites successfully completed their cycle of leadership training in 21st century learning skills. Thank you all for your participation!
- **Instructional Specialists** - Frequently working to support teachers in several professional development trainings such as RSP training, Resource training, EIT training, Learn and Shares, and K-1 teacher trainings. Thank you team!
- **Elementary Learn & Shares** - All elementary schools received flyers regarding common core trainings. A hands-on and engaging experience!

As we celebrate our accomplishments at this mid-year mark, we want to thank those who have worked very hard to support our teachers in transitioning to 21st century learning. Great work everyone!

Student Teams Win Award at Regional Robotics Competition

The VEX IQ Challenge, presented by the Robotics Education & Competition Foundation, is a new STEM program for elementary and middle school students ages 8 -14. In January, student teams from Crescent Elementary and Yorba Middle School competed against several teams and won! Our two schools qualified to move on to the VEX IQ State Robotics Championship. Way to go Team Crescent and Team Yorba!!!
The two teams from Crescent Elementary won the award for Top Alliance in Teamwork Competition. Teams from Yorba Middle School won the award for Top Programming and the Overall Excellence Award. These awards demonstrate exemplary evidence of 21st century learning. It also exemplifies the 4 C's of the District (Communication, Collaboration, Critical Thinking and Creativity). We are all so very proud of the students, parents, teachers and principals for their dedication and support.

Crescent GATE Students Win Top Honors at State STEM Robotics Competition

Two teams from **Crescent Elementary School**, the Mighty Mechs and the Crescent Cougar Bots, placed first and second, respectively, at the **VEX Robotics State Championships** in Santa Clara held March 12 – 14. The Mighty Mechs won the State Championship overall for best Team Alliance score, Top Programming Skills, Top Individual Skills Challenge, and the Overall Excellence award presented by the judges at the event. The Crescent Cougar Bots placed second as finalists in the Alliance rankings and also was presented with the Amaze award which is given to the team that simply "Amazes" the judges in all categories while being interviewed. They will now head to the VEX World Championships in April.

Read more: http://www.orangeusd.org/CTE/steam.asp

Stay Connected!

NEW! - Now Follow Us Now on Twitter

If you have been on the district's main website recently you will notice that our Common Core website has a twitter account that feeds directly onto the OUSD webpage. Our office has created a twitter account and wants to give our viewers a glimpse into the life of a 21st Century School District. The intention of our department's twitter account is to share out all the work we are doing as a collective team and share best practice examples of 21s century learning and college and career readiness.

We are asking that you please support our department by "Following" our informative and interesting Twitter account @ OUSDTeach. To follow us, simply press the "Follow" button above our name from the Common Core District's Website or you can use this link: http://www.orangeusd.org/ed_svcs/CommonCoreForParents/index.asp

TEACHER INNOVATOR PROGRAM

The Teacher Innovator Program (TIP) entered its second year of work focusing on the development and implementation of instructional strategies that support 21st Century Teaching and Learning. The TIP Program expanded this year to include almost 80 teachers representing 36 out of our 39 schools in the district. TIP teachers who were new to the program began their year with a TIP Boot Camp preparing them to be incorporated into the 2013-14 strategy focus Close Reading, which is a hallmark strategy throughout the California Common Core Standards, structured Learning Walks have provided all TIP teachers with 2 opportunities to learn and receive feedback from colleagues as they strive to refine their instructional practices in this critical area. The lessons learned from these pioneering teachers have been captured in video tape, lesson plans and student work creating a digital portfolio for District dissemination.

SMARTER BALANCED ASSESSMENT FIELD TEST/SCIENTIFIC PILOTS

OUSD will be participating in a full-scale implementation of the Smarter Balanced Assessment Consortium test this spring for students grades 3-8 and those chosen for the scientific pilot at the secondary level. Our district testing window is April 7th through May 16th of this year and each student, of testing grades, will be required to take an estimated four-hour field test, broken into multiple sessions and days. SBAC has released practice tests to familiarize students, parents, and teachers with the test and those test can be accessed through the district's eClassroom site at: http://eclass.orangeusd.org/SBAC/index.asp

To prepare for this large-scale field test, site administrators are in the process of developing site teams and site schedules to accommodate their student population and availability of technology resources. District support has been provided to help build site schedules and will provide trainings to the site teams to ensure they are prepared to train their staff to facilitate a successful test.

In addition to the testing support provided to the sites, the district technology department is working feverishly to ensure each site has adequate bandwidth and that each testing computer is set up with the SBAC Browser for the students to test within.

Local Control Funding Formula/Local Control Accountability Plan Update

ORANGE UNIFIED SCHOOL DISTRICT

Educational Services Division

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Assistant Superintendent

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www.orangeusd.org

Accountability and Special Programs continues to collect stakeholder input from parents, staff and students through the Local Control Funding Formula community survey that was developed in the Fall and shared at various District committees: District English Learners Advisory Committee, District Advisory Committee, Common Core State Standards Parent Awareness Sessions, Curriculum Council, GATE Community Advisory Committee, Educational Technology Advisory Committee, Special Education Committee, Superintendent's Forum, and the school sites. We will be summarizing the input in March to share a draft with the community in April.

Recently school sites were given an allocation of Local Control Supplemental funds, which is based on the number of unduplicated count of English Learners, Low Income and Foster Youth students at each school site to purchase materials and services that would enhance the learning of these groups of learners. Principals obtained input from their parents and staff on how to spend the additional money and the estimated expenditures fell into these four categories: technology devices, professional development, intensive intervention and instructional materials.

Although the Local Control Accountability Plan template will not be released until the end of March 2014 by the State Board of Education, Educational Services, Business Services and Human Resources departments have been working together to ensure compliance in the development of the plan. Educational Services staff is reviewing various data and aligning them to the 8 State priority areas which will be taken to all the committees for parents, staff, student, administrators and community members for further input in developing our District goals in the LCAP.

NUMBERS AND OPERATIONS IN BASE TEN

Understand The Place Value System

4 Weeks

			CCSS:
			5.NBT.1
			5.NBT.3a
			5.NBT.3b

BIG IDEA:
Numeration, Comparison, and Relationships/Place Value:
Numbers, expressions, measures, and objects can be compared and related to other numbers, expressions, measures, and objects in different ways.

TOPICAL ESSENTIAL QUESTIONS:

enVision Lesson 1-1 & 1-3
- Numbers can be used to tell how many.

enVision Lesson 1-1
- Our number system is based on groups of ten.

enVision Lesson 1-3
- Whenever we get 10 in one place value, we can move to the next greater place value.

enVision Lesson 1-2 & 1-4
- Place value can be used to compare and order numbers.

enVision Lesson 1-5
- Some problems can be solved by identifying

Instructional Resources:
- EnVision Topic 1 Opener
- EnVision Language of Math
- EnVision Topic 1 Lessons
  - Primary lessons: 1-3, 1-4
  - Supporting lessons: 1-1, 1-2, 1-5
- Illustrative Mathematics (5.NBT.1: Tenths and Hundredths)
- Discovery Education Lessons (5.NBT.1, 5.NBT.3a: Decimals, Digits, and Place Value)
- Illustrative Mathematics (5.NBT.3b: Drawing Pictures To Illustrate Decimal Comparisons)
- Writing a Check (5.NB.3a)

Assessment Resources:

Formative
- EnVision Topic Readiness Test
- Teacher Observation
- EnVision Daily Quick Check Masters

Summative
- EnVision Topic Tests
- Digital Library Resource
- Teacher Created Performance Based Assessment

Standards for Mathematical Practice:

MP.1 Make sense of problems and persevere in solving them. *(enVision lesson 1-5)*
- **Talk me through the steps you've used to this point?**
  - ✓ *Flow Map/Sequence for planning a solution pathway.*
- **What are some other problems that are similar to this one? How might you use one of your previous problems to help you begin?**
  - ✓ *Bridge Map/Seeing Relationships for explaining correspondences between equations, verbal descriptions, tables, graphs, and processes.*
- **How else might you organize... represent... show...?**
  - ✓ *Brace Map for taking the problem apart into the question and relevant information.*

MP.7 Look for and make use of structure. *(enVision lesson 1-5)*
- **What observations can you make about the structure of the problem?**
  - ✓ *Brace Map/Part/Whole structural analysis*
- **In what ways does this problem connect to other mathematical concepts?**
- **What ideas that we have learned before are useful in solving this problem?**
  - ✓ *Bridge Map/Seeing relationships between patterns*

	Standards for Mathematical Practice:	CCSS:
		5.NBT.4
		5.NBT.7

elements that repeat in a predictable way.

Standards for Mathematical Practice:

MP.1 Make sense of problems and persevere in solving them. (enVision 2-5)
- Talk me through the steps you've used to this point?
  - ✓ Flow Map/Sequence for planning a solution pathway.
- **What are some other problems that are similar to this one? How might you use one of your previous problems to help you begin?**
  - ✓ Bridge Map/Seeing Relationships for explaining correspondences between equations, verbal descriptions, tables, graphs, and processes.
- **How else might you organize... represent... show...?**
  - ✓ Brace Map for taking the problem apart into the question and relevant information.

BIG IDEA:
Addition and Subtraction Number Sense with Decimals:
Relationships can be described and generalizations made for mathematical situations that have numbers or objects that repeat in predictable ways.

TOPICAL ESSENTIAL QUESTIONS:
enVision Lesson 2-2
- Rounding is a process for finding multiples of 10, 100, etc. or of 0.1, 0.01, etc. closest to a given number.

enVision Lesson 2-3
- There is more than one way to estimate a sum or a difference. Each estimation technique gives one way to estimate by replacing numbers with other numbers that are close and easy to compute mentally.
- Some sequences of numbers or objects

Instructional Resources:
- EnVision Topic 2 Opener
- EnVision Language of Math
- EnVision Topic 2 Lessons
  -Primary lessons: 2-2, 2-5, 2-6
  -Supporting lessons: 2-3
- PSNC (5.NBT.5 {for standard 5.NBT.4} Task 3: Running Relay Races)
- Discover Education Resources (5.NBT.7: Computing With Decimals Session 1)

Website Resources:
- Georgia Public Schools (5.NBT.4,7: Order of Operations and Whole Numbers)

Assessment Resources:
Formative
- Topic Readiness Test
- Teacher Observation
- Daily Quick Check Masters

Summative
- enVision Topic Tests
- Performance Assessment for Topical EQ #1: enVision Topic 2 (Teacher's Edition pg. 47B)

repeat or grow in predictable ways.

enVision Lesson 2-5 & 2-6
- Adding or subtracting multi-digit decimals is similar to adding or subtracting multi-digit whole numbers.

Perform Operations With Multi-Digit Whole Numbers And With Decimals To Hundredths

6 Weeks

BIG IDEA:
Reviewing Multiplication of Whole Numbers:
There is more than one algorithm for each of the operations with rational numbers. Most algorithms for operations with rational numbers, both mental math and paper and pencil, use equivalence to transform calculations into simpler ones.

TOPICAL ESSENTIAL QUESTIONS:

enVision Lesson 3-1
- The properties of multiplication can be used to simplify computation. The properties of multiplication can be used to verify mental

Instructional Resources:
- enVision Topic 3 Opener
- enVision Language of Math
- enVision Topic 3 Lessons
  - Primary lessons: 3-3, 3-4, 3-5, 3-7
  - Supporting lessons: 3-1, 3-2, 3-6
- Illustrative Mathematics (5.NBT.2): Martha's Multiplication Error)
- PSNC (5.NBT.2 Task 1: Veronica's Statement)
- PSNC (5.NBT.5 Task 1: Number of Pages)

Assessment Resources:

Formative
- enVision Topic Readiness Test
- Teacher Observation
- enVision Daily Quick Check Masters

Summative
- enVision Topic Tests
- Digital Library Resource
- Performance Based Assessment

Standards for Mathematical Practice:

MP.6 Attend to precision. (enVision 3-5)
- What mathematical language, definitions, properties...can you use to explain...?
- Explain how you might show that your solution answers the problem.
  - ✓ Circle Map/Defining with Frame of Reference for using clear definitions in discussions with others and in their own words.

MP.1 Make sense of problems and persevere in solving them. (enVision 3-7)
- Talk me through the steps you've used to this point?
  - ✓ Flow Map/Sequence for planning a solution pathway.
- What are some other problems that are similar to this one? How might you use one of your previous problems to help you begin?
  - ✓ Bridge Map/Seeing Relationships for explaining correspondences between equations, verbal descriptions, tables, graphs, and processes.
- How else might you organize... represent... show...?

CCSS:
5.NBT.2
5.NBT.5
5.NBT.6
5.NBT.7

√ Brace Map for taking the problem apart into the question and relevant information.

MP.4 Model with mathematics.
(enVision lesson 3-7)

- **What math drawing or diagram could you make and label to represent the problem?**
  √ *Circle Map for brainstorming information needed, possible questions to be answered, resources needed.*
- **In what ways does this problem connect to other mathematical concepts?**
- **What ideas that we have learned before are useful in solving this problem?**
  Bridge Map/Seeing relationships between patterns

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math and paper-and-pencil algorithms.

enVision Lesson 3-2
- There is more than one way to estimate a product. Each estimation technique gives one way to estimate by replacing numbers with other numbers that are close and easy to compute with mentally.

enVision Lesson 3-3
- The standard multiplication algorithm breaks the calculation into simpler calculations using place value starting with the ones, then the tens, and so on.

enVision Lesson 3-4
- The standard algorithm for multiplying two-digit by two-digit numbers is just an extension of the algorithm for multiplying multi-digit numbers by a one-digit number.

enVision Lesson 3-5
- The standard algorithm for multiplying multi-digit numbers by two-digit numbers is just and extension of the algorithm for multiplying
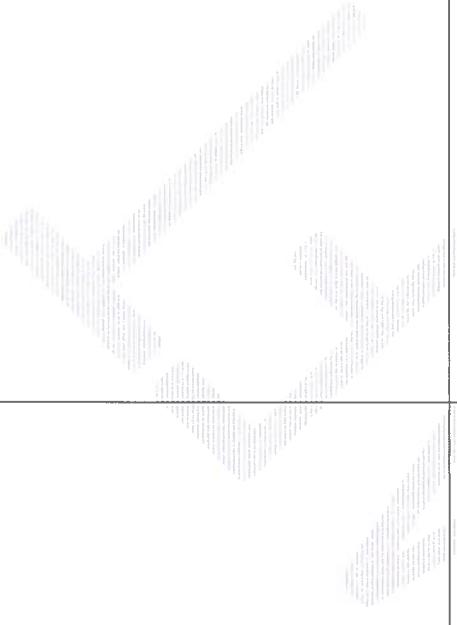
		CCSS: 5.NBT.6

multi-digit numbers by one-digit numbers.

enVision Lesson 3-6
- Some numbers can be represented using a base number and an exponent.

enVision Lesson 3-7
- Some problems can be solved by first finding and solving a sub-problem(s) and then using that answer(s) to solve the original problem.

Standards for Mathematical Practice:

MP.7 Look for and make use of structure. *(enVision lesson 4-1)*
- **What observations can you make about the structure of the problem?**
  - ✓ *Brace Map/Part/Whole structural analysis*
- **In what ways does this problem connect to other mathematical concepts?**
- **What ideas that we have learned before are useful in solving this problem?**
  - ✓ Bridge Map/Seeing relationships between patterns

MP.4 Model with mathematics. *(enVision lesson 4-3)*
- **What math drawing or diagram could you make and label to represent the problem?**
  - ✓ *Circle Map for brainstorming information needed, possible questions to be answered, resources needed.*

BIG IDEA:
Division of Whole Numbers:
Any number, measure, numerical expression, algebraic expression, or equation can be represented in an infinite number of ways that have the same value.

TOPICAL ESSENTIAL QUESTIONS:

enVision Lesson 4-1
- Patterns can be used to mentally multiply decimals by 10, 100, and 1000.

enVision Lesson 4-2

Instructional Resources
- enVision Topic 4 Opener
- enVision Language of Math
- enVision Topic 4 Lessons
  - -Primary lessons: 4-1, 4-3, 4-4, 4-5, 4-6, 4-7, 4-8, 4-9
  - -Supporting lessons: 4-2
- Illustrative Mathematics (5.NBT.6: Minutes and Days)
- PSNC (5.NBT.6 Task 1: George's Division Strategy)
- PSNC (5.NBT.6 Task 2: Lion Hunt)

Assessment Resources:
Formative
- enVision Topic Readiness Test
- Teacher Observation
- enVision Daily Quick Check Masters

• There is more than one way to estimate a quotient. Substituting compatible numbers is an efficient technique for estimating quotients. **enVision Lesson 4-3** • The sharing interpretation of division and money can be used to model the standard division algorithm. **enVision Lesson 4-4** • There is an agreed upon order in which operations are done in a numerical expression. **enVision Lesson 4-4 & 4-5** • The standard division algorithm breaks the calculation into simpler calculations using basic facts, place value, the relationship between multiplication and division, and estimation. **enVision Lesson 4-6 & 4-7** • Dividing with 2-digit divisors is just an extension of the steps for dividing with 1-digit divisors. Estimation and place value can help determine the placement of digits in the quotient. **enVision Lesson 4-8**	• Teacher Created Performance Based Assessment *Summative* • Topic Tests • Performance Assessment • enVision Performance Assessment (enVision TE pg. 91)	• **In what ways does this problem connect to other mathematical concepts?** • **What ideas that we have learned before are useful in solving this problem?** ✓ *Bridge Map/Seeing relationships between patterns* **MP.5 Use appropriate tools strategically.** *(enVision lesson 4-3)* • **What mathematical tools could we use to visualize and represent the situation?** ✓ *Circle Map/Defining for identifying relevant external mathematical resources.* • **What estimate did you make for the solution?** • **In this situation would it be helpful to use a graph, number line, ruler, diagram, calculator, manipulative...?** ✓ *Bridge Map/Seeing the relationships between the available mathematical tool and its relevant mathematical purpose.* • **Why is it helpful to use...?** ✓ *Multi-Flow Map for justifying the choice/effect of a tool.* **MP.8 Look for and express regularity in repeated reasoning.** *(enVision lesson 4-5)* • **Explain how this strategy works in other situations.** ✓ *Multi-Flow Map/Cause-Effect are used for evaluating the reasonableness of results of a problem or event.* • **Is there a mathematical rule for...?** • **What predictions or generalizations can this pattern support?** ✓ *Bridge Map for identifying patterns which lead to a generalization or shortcut.*

- The standard division algorithm for divisors with 3 digits and for dividends of any size is just an extension to greater place values than the process of dividing with 2-digit divisors.

enVision Lesson 4-9
- Information in a problem can often be shown using a diagram and used to solve the problem. Some problems can be solved by writing and completing number sentences or equations.

MP.6 Attend to precision. (enVision 4-7)
- What mathematical language, definitions, properties...can you use to explain...?
- Explain how you might show that your solution answers the problem.
  ✓ Circle Map/Defining with Frame of Reference for using clear definitions in discussions with others and in their own words.

END OF FIRST TRIMESTER

5 Weeks

BIG IDEA:
Multiplying Decimals:
There is more than one algorithm for each of the operations with rational numbers. Most algorithms for operations with rational numbers, both mental math and paper and pencil, use equivalence to transform calculations into simpler ones.

Instructional Resources:
- enVision Topic 6 Opener
- enVision Language of Math
- enVision Topic 6 Lessons
  -Primary lessons: 6-2A, 6-2, 6-4, 6-5
  -Supporting lessons: 6-3, 6-6
- Illustrative Mathematics (5.NBT.7: the Value of Education)
- Discovery Education Resources (5.NBT.7: Computing With Decimals Session 2)

Standards for Mathematical Practice:

MP.1 Make sense of problems and persevere in solving them. (enVision 6-2A)
- Talk me through the steps you've used to this point?
  ✓ Flow Map/Sequence for planning a solution pathway.
- What are some other problems that are similar to this one? How might you use one of your previous problems to help you begin?

CCSS:
5.NBT.1
5.NBT.2
5.NBT.7

Additional Website Resources

Description	Link
California Math Framework *Explanation and examples of each Common Core Standard*	http://www.cde.ca.gov/ci/ma/cf/documents/aug2013gradefive.pdf
California Common Core Standards *Direct link to the standards*	http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf
Parent Information *Math content covered in 5th grade and ways to support learning at home.*	English: http://www.commoncoreworks.org/cms/lib/DC00001581/Centricity/Domain/149/ParentGuide_Math_5.pdf Spanish: http://www.commoncoreworks.org/cms/lib/DC00001581/Centricity/Domain/150/100282-000ParentGuide_Math_Span_5_v1r5.pdf
Kahn Academy *Video resources and practice problems organized by specific Common Core Standard.*	https://www.khanacademy.org/commoncore/map#grade-5
Illustrative Mathematics *Lessons and tasks organized by specific Common Core Standard.*	http://www.illustrativemathematics.org/5
Georgia Public Schools *Units broken down by 5th grade math topic*	https://www.georgiastandards.org/Common-Core/Pages/Math-K-5.aspx
Discovery Education *Supplemental lessons and practice resources organized by domain, cluster, and standard.*	http://app.discoveryeducation.com/standards/browse#course=Mathematics&grade=Grade5&dom=1d9d7c1a-7053-11df-8ebf-be719dff4b22&cluster=1da6c82e-7053-11df-8ebf-be719dff4b22
Yummy Mathematics *Mathematics activities relevant to real world problems*	http://www.yummymath.com/birds-eye-of-activities/

Yearlong Curriculum Guide

August/September	October	November
Topic 8 Shapes/Classifying Plane Figures **Pacing** 2.5 weeks **Focus Concepts/Skills:** Analysis of geometric shapes (5.G.3, 5.G.4) **Key Math Terms:** polygon, quadrilateral, regular polygon, parallelogram, trapezoid, rhombus, parallel lines, equilateral triangle, isosceles triangle, scalene triangle, right triangle, acute triangle, obtuse triangle	**Topic 3** Multiplication of Whole Numbers **Pacing** 3 Weeks **Focus Concepts/Skills:** Multiplication of whole numbers (5.NBT.5)	Topic 4 Continued
Topic 1 Numeration, Comparison, and Relationships/Place Value **Pacing** 2 weeks **Focus Concepts/Skills:** Decimal place value (5.NBT.1, 5.NBT.3a)	**Topic 4** Division of Whole Numbers **Pacing** 3 Weeks **Focus Concepts/Skills:** division of whole numbers by 1 digit and 2 digit divisors (5.NBT.6)	<mark>End of Trimester 1 (November 14th)</mark> **Topic 6** Multiplying Decimals **Pacing** 2.5 Weeks **Focus Concepts/Skills:** Multiplication of Decimals (5.NBT.7)
Topic 2 Addition and Subtraction Number Sense with Decimals **Pacing** 2 weeks **Focus Concepts/Skills:** Addition and Subtraction of tenths and hundredths (5.NBT.7)		