



ORANGE UNIFIED SCHOOL DISTRICT

Curriculum Council Meeting Notes

February 28, 2017

Board Rooms 1 & 2

3:30-5:00 pm

1. Welcome

Cathleen Corella welcomed the group.

2. Educational Services Updates

Presenters: Dr. Gunn Marie Hansen

Dr. Hansen shared with council members the new California School Dashboard that the state has approved. This system will be released to the public sometime in March 2017. The performance standards are based on the current distribution of Status and Change for each indicator. Therefore, the performance standards vary by indicator and will generally remain fixed, until the State Board of Education decides to update the standards. This system will not only show areas of improvement but also areas of growth. The California School Dashboard will be far more useful to parents and the public than the previous system, which used test scores to produce one number for each school.

3. California School Dashboard

Presenters: Christina Lin and Elena Rodriguez

The State of California is field-testing a new website designated to help communities across the state access important information about K-12 districts and schools. This new website is called the California School Dashboard. It features easy to read reports, which include test scores, graduation rates, English Learner progress and suspension rates.

The California School Dashboard has five State indicators, which include:

- Academic Indicator
- English Learner Indicator
- Chronic Absence Indicator
- Graduation Rate Indicator
- Suspension Rate Indicator

There are also Local indicators, which include:

- Basics Conditions at School
- Implementation of State Academic Standards
- Parent Engagement
- Local Climate Survey
- Coordination of Services for Expelled Students
- Coordination of Services for Foster Youth

- **Blue-** (Highest performance)
- **Green**
- **Yellow**
- **Orange**
- **Red** - (Lowest performance)

Performance will be based on **status**, how each school or district fared last year, and **change** which means how much they have improved or declined in the last three years. Schools will be rated based on a combination of these factors and assigned one of five performance levels. The model uses percentiles to create a 5x5 grid that combine Status and Change that are equally valued in making an overall determination for a performance category for each indicator.

For example, the Academic Indicator will be based on assessments of the California State Standards in English Language Arts and Mathematics. These standards are more rigorous than the former standards and expect students to demonstrate critical thinking, analytical writing, and problem-solving skills needed to be ready for college and the 21st century job market. For this indicator, schools and districts will be rated on how close their students test scores in ELA and mathematics are to Level 3, which demonstrates that students have knowledge and skills associated with college content readiness. To determine this, all scores will be averaged and the average will be compared to Level 3. In some cases the average will be below Level 3 and in others it will be above. Elena and Christina explained where OUSD stands on the 5x5 grid for each indicator and the district fared well in each indicator. The website for the California School Dashboard is www.caschooldashboard.org

4. Success of the Co-Teaching Model

Presenter: Maureen Eckholdt, Kerri Kimes-Davis and Matt Henderson

El Modena High School has put in place co-teaching which involves a Special Education teacher and a General Education teacher. Some of the key elements of this model include:

- Only one level of SAI class (pull-out)
- Teachers teach and co-teach same subjects/one grade level
- Students use the same textbook as their General Education peers, which gives them a common experience, and they are ready to transition
- SDC students can take General Education core classes which in the long run will make it easier for SDC students to transition by Senior year
- Students that only need accommodations move to General Education

Currently, El Modena has 15 Special Education Co-Teach sections. There are more English than Math Co-teaching sections. The goal is to move SDC students to General Education and make the transition successful. Co-teach teachers try to have the same planning period when possible so that there is a time where both teachers can sit together, discuss, and plan together. Maureen and Kerri provided some data that shows the difference between a Special Ed Science, Co-taught Science, and a General Ed Science. In the Co-taught Science class, the students are being challenged and the success rate is higher than in the other two science classes. Data was also presented for Algebra 1, English 9 and 10, which all depicted the failing rate in the Co-taught classes as much lower.

Although this model has been successful, there are also challenges that have arisen such as:

- Out of 10 partners, only 4 partners are in their second year together.
- Uses up Intervention Sections
- Requires planning time and training
- Must hand schedule students
- Finding the right partnership
- Number of students served is limited
- Special Ed classes are not A-G approved

Some of the benefits to co-teaching are:

- Extra support within the class period
- Increased rigor for Special ED students
- Better access to electives
- More interaction with peers (better interaction with other students that are not in SDC classes)
- Improved teaching strategies

Matt Henderson who is co-teaching at El Modena High School shared some of his thoughts and experience about it. For him this has been a good experience and feels that students benefit from this model. He emphasized the importance of finding the right teaching partner. Not every partnership works, but when it does it is very beneficial for both teachers and students.

5. EL Classification Criteria

Presenter: Amber Tatch

Amber went over the criteria for reclassification of EL students, which would take effect March 2017 through the end of the school year, and then it will change again for the 2017-2018 school year. For students in kindergarten and first grade are considered to have met the CELDT criterion for English proficiency when overall performance level is Early Advanced or higher and domain scores for listening and speaking are at the intermediate level or higher. For kindergarten and first grade, if the above criterion is met, the domain scores for reading and writing are not required to be at the intermediate level for an IFEP designation. For students in grades second through twelve are considered to have met the CELDT criterion for English proficiency when the overall performance level is Early Advanced or higher and domain scores for listening, speaking, reading and writing are at the intermediate level or higher.

The Standard Reclassification is as followed:

1. CELDT overall 4 or 5 (one domain can be a 3)
2. Lexile at grade level entry point for standard met
3. Student grades in two core subjects represent average or above
4. Teacher and parent approval

Reclassification for the RSP/Mild Moderate Students are recommended at triennials and are as followed:

1. Overall CELDT Early Advanced or Advanced-with no subtest lower than a 3
2. Lexile at the grade level entry point for standard nearly met
3. Student grades in 2 core subjects represent average (C) or above (core subject classes also include CTE courses and AVID at the secondary level).
4. IEP team approval

A point that was brought up was about having to wait for a triennial meeting to reclassify a Special Education student. Instead, it was suggested to schedule a transitional IEP meeting to discuss reclassification and not have a student wait a year to be reclassified. Amber said she would looking into this issue and if an adjustment could be made, she would do it.

5. Closing

*Cathleen thanked everyone for coming and the meeting adjourned at 5:00 PM